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# MID-TERM MONITORING AND EVALUATION OF ALFALIT'S LITERACY PROGRAMS IN LIBERIA, MOZAMBIQUE, AND ANGOLA

May 31, 2012

This Final report was prepared for the Africa Bureau of the United States Agency for International Development by Magda Raupp and Flavia Ramos-Mattoussi under Evaluation Services IQC task order AID-OAA-TO-11-00056 awarded to International Business and Technical Consultants, Inc. (IBTCI), Aguirre Division of JBS International as sub-contractor. The authors' views expressed in this trip report do not necessarily reflect the views of the United States Agency for International Development or the United States Government.



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## ACRONYMS AND ABBREVIATIONS

ADDP	Ajuda de Desenvolvimento de Povo para Povo Development Aid from People to People
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
EGRA	Early Grade Reading Assessment
GOA	Government of Angola
GOL	Government of Liberia
GOM	Government of Mozambique
GDP	Gross Domestic Product
GNI	Gross National Income
M&E	Monitoring & Evaluation
MEC	Ministry of Education and Culture (Mozambique)
MINED	Ministry of Education (Liberia)
MOE	Ministry of Education (Angola)
NGO	Non-Governmental Organization
SAM	Swedish Alliance Mission
USAID	United States Agency for International Development

## EXECUTIVE SUMMARY

The mid-term formative evaluation of Alfalit Adult Literacy Program in Angola, Liberia and Mozambique was conducted under a task order awarded by USAID's Africa Bureau to International Business & Technical Consultants, Inc. (IBTCI) and its sub-contractor, the Aguirre Division of JBS International under the Evaluation Services IQC. This report (a) describes the project and its context as well as the activities implemented to achieve its goals and objectives; (b) clarifies the evaluation purpose and methodology; (c) discusses the most relevant findings; and, (d) states the conclusions reached and makes recommendations for improvement. Field visits were conducted in Mozambique (October 30 - November 14, 2011); Liberia (December 2 - 13, 2011); and Angola (February 14 - 26, 2012). The findings are backed by information collected by a thorough review of project documentation, on-site in-depth interviews with 72 key informants, a survey administered to 426 beneficiaries, focus groups and interviews with beneficiaries, and on-site observations of project activities. A student assessment tool with a set of items adapted from the Early Grade Reading Assessment (EGRA) was administered to 120 learners in Angola and 156 in Liberia. Because of the timing of the Alfalit country programs, it was possible to conduct classroom observations only in Angola.

The Alfalit programs implemented in Angola, Liberia and Mozambique share a replicable model that includes five components: (a) church/community-based mobilization strategy; (b) literacy facilitator training; (c) a phonetic-based literacy methodology; (d) attractive and easy to handle instructional materials made available to all literacy facilitators and learners; and, (e) a tight follow-up and supervisory scheme. In Mozambique the Savings Clubs component is viewed by partners—the Ministry of Education and Culture and others—as an innovative initiative that expands participants' literacy and numeracy skills and reduces poverty. However, the data available focus on the number of groups and the number of people and does not show how those critical elements contribute to the success of the Savings Club. A higher level of analytical sophistication is needed to identify the elements that make the Savings Club successful.

Even though the adult literacy program is implemented differently in each country, lasting from six months in Angola to three years in Liberia, the stated objective is to serve out-of-school youth and adults and provide them with basic literacy and numeracy skills equivalent to that of 3rd grade level. For this reason, levels of achievement would hypothetically be comparable across the three countries provided that a valid and reliable measure to assess learner level ability was used – but this is not currently the case.

## MAJOR FINDINGS

- Women in the three countries who completed or are in the process of completing the Alfalit cycle of literacy courses report that they are now better able to take part in civic life (e.g., voting), handle their own finances, be cognizant of their rights, etc.
- Alfalit's peers in the three countries and the Ministries of Education in Mozambique and Angola view Alfalit's teacher training and materials as ranking at or near the

top in their countries in terms of quality and strengthening national efforts at adult education. (Currently, Liberia's Ministry of Education is looking askance at NGOs, not just Alfalit, which are implementing education activities.) In fact, in Angola, Alfalit's end-of-program exam is the official de facto norm for most NGOs providing adult literacy training.

- In the three countries, Alfalit does coordinate its work with the efforts of other NGOs and of the private sector in order to make adult literacy and numeracy more available to more learners.
- Alfalit has a proven model which is replicable and which works.
- Alfalit staff members are highly committed to their work.
- USAID assistance to Alfalit in Liberia and in Angola has been instrumental in supporting significant additional enrollment, and in these two countries Alfalit gives USAID the proper recognition on books and other materials and at the events which the evaluation team attended. Keeping these successes in mind nonetheless, in the three countries, Alfalit management is keenly aware of the risks of over-rapid expansion given available resources.

**However,**

- There are significant issues of attrition that should be addressed. For example, in Liberia, only 33% of learners who completed Level 1 returned for Level 2<sup>1</sup>. In Chimoio, Mozambique, the Grade 3 pass rate is recorded at 95% for men and 91% for women. However, of the men and women who originally enrolled in the Alfalit program in Chimoio, only 35% of the men and 64% of the women actually took the exam and passed it.
- The absence of an effective monitoring & evaluation (M&E) system is hampering the ability of Alfalit International and of the national programs to address both program weaknesses and program strengths. While a good amount of information is collected, there is very little use of that information at any level.
- Alfalit's tests and the tests developed by country governments may be the local norms, but it is unclear on what standards they are based and how valid they are.
- Alfalit International maintains contact with its affiliates and conducts annual monitoring visits to the countries. In some reported instances, country staff from Mozambique provided training to country staff and facilitators in Angola and vice-versa. In spite of those interactions, there seems to be little sharing of strategic information across the three country programs regarding challenges and best practices. For example, Alfalit Mozambique has implemented an effective Savings Clubs program considered to be key in reducing dropout rates. The program applies a micro-credit loan scheme as a means to improve participants' household incomes and small businesses. Only those who have completed the first cycle of literacy instruction can participate in the Savings Club. Participation in the Savings Club also seems to enforce the acquisition of literacy and numeracy skills. However, Alfalit program management in Mozambique was not aware of the booklet on the organization of the Savings Clubs and small business development produced by Alfalit International. In Liberia, where such a booklet is part of the book offerings, no

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<sup>1</sup> Alfalit International Liberia Inc, Department of Statistics; Statistics of students detailing areas and centers, 2010-2011 Academic Cycle.

Savings Club program has been implemented, in spite of the demand on the part of beneficiaries. While Alfalit Angola has had several years of experience working with a USAID cooperative agreement, this experience has not been shared with Alfalit Liberia. Alfalit Mozambique has had difficulties establishing partnerships with the private sector and with NGO's while in Angola and Liberia successful partnerships have been established. Working with MOE officials has proven to be a challenge in Liberia but not in Angola or Mozambique.

- While certainly not a panacea, it is the belief of the evaluation team that establishing and maintaining a meaningful and effective M&E system, which also includes M&E of learner performance and which could be a component of Alfalit literacy programs in multiple countries, could very significantly improve Alfalit's ability to provide services to learners and, given Alfalit's presence in numerous countries, could also give it the potential of being a truly "major player" in the promotion of adult literacy and numeracy. But at present such a system is not yet nascent.

## SUMMARY ANALYSIS

In Angola and Mozambique the Alfalit Literacy program is considered a key contributor to the Government efforts to reduce illiteracy as it has established formal partnerships with the Ministry of Education at the central, provincial and local levels to conduct literacy instruction. Interviews with government officials reveal that among all organizations that work with the government seeking to reduce illiteracy in the country, Alfalit Angola and Alfalit Mozambique are considered essential partners in their respective countries and both countries have signed Memoranda of Understanding (MoU) with the Ministry of Education detailing mutual agreements and responsibilities. In Liberia such a partnership with the Ministry of Education has yet to be established. However, relationships established with NGOs supported by the Ministry of Gender and Development are producing significant contributions to the literacy in the country, for instance, Sirleaf Market Women's Fund. Frequent changes in MOE priorities and a less than enthusiastic attitude from Ministry staff have blocked efforts to partner with the government. Interviews conducted in Liberia show that this ambivalence holds true for other organizations and NGOs that work in the area of Adult Literacy. In the three countries studied, a replicable model of implementation, the ability to produce and distribute its own materials, and the support of international donors makes Alfalit a highly desirable partner.

Alfalit programs in Angola, Liberia, and Mozambique receive funding from different sources. USAID support to Alfalit in Angola and Liberia —US \$6,055,090 and US \$2,083,640 respectively—has allowed the programs to expand considerably. In the ten years since USAID support began (2002-12), Alfalit Angola has enrolled over 150,000 beneficiaries; Alfalit Liberia enrolled 11,836 beneficiaries in 2011, a growth of 48% since USAID funding started in 2007. Alfalit Mozambique is supported by two Swedish organizations—Läkarmissionen (US \$378,866) and the Swedish Alliance Mission (SAM), which pays for the production and printing of instructional materials and for the technical services of an international consultant based in Chimoio; and by Alfalit International (US \$45,000), to sustain the 9,991 beneficiaries enrolled in adult education programs in 2011. In addition, the Government of Mozambique supports the Alfalit program by covering the cost of monthly stipends paid to the literacy facilitators—an

estimated sum of US \$109,753 for two consecutive years (2010-11). Although there is high demand for enrollment, Alfalit management in all three countries feels that they are at capacity given current resources. From information provided, it is the evaluation team's understanding that access to Alfalit programs in the three countries is limited only by space and that there is active outreach and participation in Alfalit programs for people of different faith traditions.

In the three countries, interviewees (Alfalit students) expressed the desire to continue their education. It must be noted, however, that many of them, mostly those older than 25, do not proceed beyond third grade for lack of educational opportunities since classrooms are overcrowded and schools are not able to accommodate the needs of adult learners. In Angola, the MOE has allowed Alfalit to go to the 4<sup>th</sup> grade level and as of 2012, it is allowing Alfalit to organize 5<sup>th</sup> and 6<sup>th</sup> grade classes. Alfalit facilitators are trained to conduct these classes using curriculum guides developed and produced by the MOE with support from international donors and provided to teachers in both formal and nonformal education programs. The inability to accommodate adult learners in conventional schools can be observed in the three countries and represents a window of opportunity for Alfalit to broaden its scope and offer post-literacy instruction to communities in need.

In Angola and Liberia—and to a lesser extent in Mozambique—Alfalit has established partnerships with the private sector and with organizations, associations and NGOs that focus on adult literacy, non-formal and alternative basic education. The partners' interest is either in the implementation of the full model or of specific components. These partnerships have allowed Alfalit Angola and Liberia to go beyond USAID funding. Currently, the programs are functioning at maximum capacity with the funding available and do not foresee expansion beyond their current size unless additional resources are secured or the number of financially rewarding partnerships is increased.

Interviews and focus groups conducted with literacy facilitators, field coordinators and supervisors show a high level of agreement regarding the quality of training provided and the importance of the well-developed coordination and supervisory strategy used to monitor facilitator performance in the classroom. This is confirmed by the information collected during interviews with partners—when asked to compare Alfalit to other organizations that conduct training of literacy facilitators, Alfalit comes on top and the quality of the training provided is considered far superior to that of similar organizations.

In spite of having developed and implemented a replicable literacy model able to reach students even in remote areas of the countries, the lack of a well-developed M&E system severely cripples Alfalit's ability to show the results and impact of its activities. Adequate data collection instruments have been developed and the flow of information from the teachers—who fill out the forms with student data—to the coordinators and supervisors and to the main office seems to work well. However, the quality of data is quite variable and often plagued by missing data, spreadsheet errors and simple tabulation. Both at the country level and, apparently, at the Alfalit International level, the focus is on inputs and outputs and no relationships are established between and among variables. The data are not mined to identify shortcomings or to highlight areas of implementation that need to be improved or to

identify successes. It is urgent that Alfalit International understand this limitation and seek to address this need, not only at the headquarters offices in the U.S. but also in Angola, Liberia and Mozambique.

In Mozambique and Angola, passing the end-of-third-grade level test certified by the Ministry of Education gives Alfalit learners the opportunity to continue their education. In Angola, the Alfalit's test is the *de facto* norm for recognition of adult literacy achievement, and this is a testimonial to the regard in which the program is held. Alfalit Liberia uses its own measure of accomplishment to assess level of skills acquired at the end of the program. The tests administered in the three countries have serious issues related to validity. Since it is not clear on which standards the tests are based, it is difficult to determine what literacy skills learners have acquired at the end of the Alfalit adult literacy program (supposedly 3<sup>rd</sup> grade level equivalency). A compounding problem, in the case of Angola, is the multitude of measures—one per province—that have a high probability of not being equivalent and, therefore could produce results that are not reliable or comparable. *Whether adult learners engaged in the Alfalit program acquired a basic level of literacy and numeracy skills equivalent to 3<sup>rd</sup> grade of a regular school program is a question that remains to be answered.*

In Angola and Liberia several items from the Early Grade Reading Assessment (EGRA) tool were administered to learners at different levels of the adult education program, including those who had completed the Alfalit literacy program. Results from the 426 survey/questionnaires and student tool (EGRA items) administered in the three countries show varied levels of literacy and numeracy skills amongst Alfalit learners. In Angola, where the assessment tool was administered to both Alfalit learners in Level 1 and in 4<sup>th</sup> grade, results show significant improvements in reading skills amongst learners who had completed the full cycle of the literacy program. The development or adaptation of an assessment tool that measures students' basic literacy skills is essential in order to assess the impact of the programs on participants' literacy skills. Test development is a highly challenging task that requires a level of expertise that neither Alfalit nor the MOE central or provincial authorities possess. The services of a test/measurement expert should be engaged by Alfalit International in order to develop or adapt a defensible measure of achievement that all students take at the end of the basic literacy program. The lack of such a measure reduces the credibility of the program.

## ALFALIT AND ITS IMPACT ON WOMEN

The status of women in the three post-conflict countries studied has been significantly affected by general poverty, conflict, displacement and the persistence of discriminatory practices based on customary law. The loss or displacement of men associated with decades of conflict has led to an increase in female-headed households. Although women's increasing economic role has challenged traditional stereotypes of the role of women in the family, the end result for many women has been a work overload in an effort to combine economic activity and household duties. The prevalence of higher rates of illiteracy among women, explains the heavy emphasis that the Alfalit Adult Literacy project places on women—81% in Angola and 80% in Liberia and Mozambique. In 2011 alone, almost 50,000 women have enrolled in the literacy program and in the 4<sup>th</sup> and 5<sup>th</sup> grades. At the same time, women impact the program very positively. In Angola, the provinces with the highest number of female

learners—Huambo/Quibala, for example, with 80% female enrollees—show the highest graduation rates (91%); in provinces where female enrollment is low, graduation rates are also low. In Liberia, completion and graduation rates are consistently higher among females. Mozambique runs 60 Savings Clubs where women make up 80% of participants. Interviews with female participants of the Clubs show various ways in which household incomes have been increased by the acquisition of literacy and business skills, e.g., being more able to buy more inventory or to buy freezers in order to expand food and beverage businesses. The Chimoio Savings Club is building a community center from the proceeds of their club's operation.

In conclusion, Alfalit has developed a strong, replicable model that has been successfully implemented in different settings and contexts. However, the organization as a whole, and each country office, lacks the ability to deal with the data in a meaningful way and the analyses conducted do not go beyond simple descriptions of the type how many in, how many out. Alfalit needs to use data in more sophisticated ways in order to identify areas where implementation is more or less successful, to understand why some centers/provinces are more or less successful than others, or to compare teacher and student performance across variables of interest. Alfalit International needs to develop a Logical Framework or Results-based Framework—adaptable to each country program—that details goals, objectives and measurable indicators of success. It needs to make decisions regarding how to use a valid and reliable measure of student performance at the end of each stage of the adult education program.

Alfalit programs would also benefit from systemic use of combined classroom observations and evaluation of teachers' performance against clear and shared standards of teaching excellence. The program already makes use of teacher supervision and classroom observations; however it lacks consistency, clear standards of performance, and effective valid and reliable observation tools that help to identify and correct poor performance.

Assessment of instruction is a key component in the development of quality programs. Alfalit programs would also benefit from systemic use of combined classroom observations and evaluation of facilitators' performance against clear and shared standards of teaching excellence. The program already makes use of supervision and classroom observations; however it lacks consistency, clear standards of performance, and effective valid and reliable observation tools that help to identify and correct poor performance. A well designed tool could provide a snapshot of classroom organization, instruction, and learning opportunities in the classroom. What is currently missing from the Alfalit classroom observation checklist are indicators that focus on the learning environment and include instructional strategies essential for reading such as phonemic awareness, phonics, fluency, vocabulary and comprehension. Assessment of instruction should be directly linked to assessment of learning. Reading assessments are appropriate for all learners at any level of literacy instruction, and are useful for facilitators when planning instruction to meet individual learner's needs. Adult learners who have been identified with a reading deficiency must be progress-monitored; therefore, Alfalit programs may choose to administer a reading assessment test (see Annex H on testing) as their progress monitoring tool of both learning and instruction.

Above all, Alfalit International and the three country offices programs must focus on results, beyond the mere description of inputs and outputs. Only then will its strong model and successful implementation be fully recognized.

## 1. INTRODUCTION

Literacy and numeracy have long been recognized as pillars of economic development. For USAID the funding of adult literacy programs in Angola and Liberia comes as a response to a problem of enormous proportions: high illiteracy rates that vary between 35% in Angola and 58% in Liberia; with women constituting almost two-thirds of the illiterate population. Literacy as the foundation of any educational activity is essential in the development of human capital, allowing individuals' access to information and knowledge necessary to live a productive life that leads to the eradication of poverty. Improvement of infant mortality rates, reduction of gender inequality and sustainable development initiatives all hinge on literacy. Without basic literacy and numeracy skills today's adults will struggle to participate in the world around them and may fail to reach their full potential as parents, community members, and skilled workers. USAID's support for youth and adult literacy programs contributes to local government efforts to reduce illiteracy and alleviate poverty in low-income countries.

### 1.1 CONTEXT AND PRIORITIES

Angola, Liberia and Mozambique—all three post-conflict countries—are dramatically different countries, but share similar concerns regarding adult literacy and education. Angola and Mozambique are former Portuguese colonies that kept Portuguese as their official language. Both countries faced wars to become independent followed by decades of civil war. They are similar in population but differ greatly in average *per capita* income—Angola with US\$3,940 and Mozambique with one-quarter as much, at US\$930. English is the official language of Liberia, which was independent but faced decades of oppression and fourteen years of devastating civil war that destroyed most of the infrastructure of the country—including schools. Liberia has the smallest population (4 million) and is the poorest of the three countries studied, with an average *per capita* GNI (gross national income) of US\$340. All three countries have high adult illiteracy and low life expectancy rates. **Table 1** compares the three countries along a number of selected development indicators.

Angola faced 27 years of civil war that claimed millions of lives. In the beginning of the war, most of the half-million Portuguese that lived in Angola and accounted for the majority of the skilled work in the public administration, agriculture, industries and trade fled the country, leaving its once prosperous and growing economy in a state of bankruptcy. In February 2002 a cease-fire was reached between the different factions. In recent years, Angola's economy has undergone a period of transformation, moving from the disarray caused by a quarter-century of civil war to being the fastest growing economy in Africa and one of the fastest in the world, with an average GDP growth of 11.1% in the period 2001-2010, the highest in the world. The high rates of economic growth were not enough to significantly raise real income and reduce poverty. The high rates of illiteracy, a consequence of the civil war, stand in the way of development and contribute to poverty. During the civil war, nearly half of all schools were reportedly looted and destroyed leading to current problems with overcrowding. The budgetary allocation for education went from 5.31% in 2006 to 7% in 2011 (of which 0.43% goes to Literacy and Remedial Education), but education in Angola is still underfunded (in

South Africa, for example, the government allocates 9.89% for education). In reality, the budget allocated to education is not sufficient to address adequately the problems of access to and quality of public education and is a contributing factor to the creation of more illiterates, who in turn need Adult Literacy programs. Literacy is quite low, with 67.4% of the population over the age of 15 able to read and write in Portuguese. Data from 2001 show that 82.9% of males and 54.2% of females are literate.

Liberia has emerged from fourteen years of civil conflict (1989-2003) in very bad condition. During the conflict more than 95% of the country's infrastructure—clinics, hospitals, schools, etc.—were damaged or destroyed. Oxfam International estimates that at the end of the country's civil war, Liberia had an illiteracy rate of 90% among women and more than 75% among men and that more than 80% of Liberia's 3.6 million people lived on less than \$1 a day. In 2005, the election of Africa's first elected female head of state, Ellen Johnson-Sirleaf, marked a renewed focus on the development of Liberia's ruined education infrastructure and a commitment to achieving the UN Millennium Development Goals for 2015.

TABLE 1- COUNTRY-BASED COMPARISON OF GLOBAL DEVELOPMENT INDICATORS

<b>Year 2010</b> (or last year of available data: 2007-2009)	<b>Angola</b>	<b>Liberia</b>	<b>Mozambique</b>
<b>Population, total</b>	19,082,000	3,994,000	23,390,000
<b>GNI (current US\$)</b>	75,515,505	804,530	9,420,609
<b>GNI (per capita) in USD</b>	3,960	340	930
<b>GNP (in millions) in USD</b>	84,390.6	986.2	9,586.2
<b>Annual growth 2010-2011</b>	11.1	5.5	7.2
<b>Consumer price index (2005 = 100)</b>	186.2	150.9	157.2
<b>CPIA gender equality rating (1=low to 6=high)</b>	3.5	2.5	3.5
<b>Employment to population ratio, ages 15-24, total</b>	45.7%	33.3%	57.3%
<b>GDP (current US\$)</b>	84,937,012,042.90	986,201,593.70	9,586,185,528.40
<b>GDP growth (annual %)</b>	5.9%	5.5%	7.2%
<b>GDP per capita (constant 2000 US\$)</b>	1,381.00	155	389.8
<b>GDP per capita (current US\$)</b>	4,451.20	246.9	409.8
<b>GDP per capita growth (annual %)</b>	3%	1.3%	4.8%
<b>GNI (current US\$)</b>	75,018,986,214	804,529,568.	9,420,609,242
<b>Inflation, consumer prices (annual %)</b>	14.5%	7.4%	12.7%
<b>Internet users (per 100 people)</b>	10	7	4.2
<b>Literacy rate, adult female (ages 15 and above)</b>	N/A	54.5%	41.5%
<b>Literacy rate, adult male (ages 15 and above)</b>	N/A	63.7%	70%
<b>Literacy rate, adult total (ages 15 and above)</b>	70%	59%	55%
<b>Persistence to grade 5, total (% of cohort)</b>	N/A	59.8%	53.7%
<b>Population ages 15-64 (% of total)</b>	50.9%	53.7%	52.6%
<b>Population, female (% of total)</b>	50.5%	49.8%	51.3%
<b>Life expectancy at birth</b>	50.3	55.5	49.3

<b>Prevalence of HIV, total population (ages 15-49)</b>	N/A	1.5%	11.5%
<b>Primary completion rate, female</b>	40%	57.2%	55.4%
<b>Primary completion rate, male</b>	53.2%	67.4%	65.7%
<b>Primary completion rate, total</b>	46.6%	62.3%	60.6%
<b>Percentage of GDP spent on education</b>	7.96%	2.8%	7%
<b>Primary education, duration (years)</b>	<b>6</b>	<b>6</b>	<b>7</b>

Created from: World Bank, World Development Indicators and Global Development.

<http://databank.worldbank.org/data/Views/Reports>

Despite recent improvements and an impressive yearly rate growth of 8% for more than a decade that lifted more than 3 million Mozambicans out of poverty, overall income remains low. The government has made great efforts to build schools and to hire and train teachers in order to expand access to primary school. Even though gross and net enrollment rates are now near universal, adequate investment in quality remain constrained by lack of sufficient resources and a large number of those who enroll in school dropout before attaining literacy skills or remain illiterate even after finishing 5th grade. Rural areas are particularly disadvantaged in terms of poverty and access to education of reasonable quality. The Government of Mozambique has expressed its commitment to drastically reduce the level of illiteracy *“achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.”* The fact that the majority of the population does not know how to read and write considerably hinders the democratic development of the country and stands in the way of development and is compounded by one of the highest HIV prevalence rates in the world.

Given the high rates of illiteracy, which contribute to poverty and limit development, a major priority of the governments in the three countries visited is on the reduction of the number of illiterates. Of equal priority is to improve the quality of primary school education, thus making sure that primary schools do not produce more illiterates that will in turn need remedial literacy at a later time when they are not at a grade-appropriate age. Focusing on the needs of children in early grades while addressing the present needs of youth and adults—that due to poverty, conflict, and cultural barriers remain illiterate—is a great challenge. Local governments with the assistance of international donors and aid agencies are allocating more funds for primary basic education. However, programs that provide nonformal or alternative basic education to youth and adults have fell out the priority list and count with limited funding, mostly from NGOs.

## 1.2 THE ALFALIT PROGRAM IN ANGOLA, LIBERIA AND MOZAMBIQUE

Alfalit works in both rural and urban communities, focusing on the development of basic literacy and numeracy skills among youth and adults. In each country, Alfalit's goals are to reduce illiteracy, develop a sense of citizenship and respect for members of their community, thus contributing to the alleviation of poverty. Being a faith-based organization allows Alfalit to reach the most remote corners of the country, where churches have a strong grassroots appeal to community people. Alfalit has effectively mobilized members of various communities using only word-of-mouth and a powerful message *“from darkness to light”* to attract a great number of learners and volunteer literacy facilitators. The Alfalit leadership imparts a strong sense of mission that motivates staff, literacy facilitators and learners to remain in the program, become literate and help their friends and neighbors to do the same. The adult literacy program targets the 14-50 year-old population with a strong focus on women, the majority of illiterates in each of the three countries. It takes into consideration the important role women play in the education of their children, keeping the family healthy and on engaging in small business to increase the income of the family.

The model implemented in each of the three countries includes five components: (1) community mobilization; (2) literacy materials; (3) selection and training of literacy facilitators; (4) teaching methodology; and, (5) follow up and supervision of facilitators' performance. The duration of the Alfalit literacy program differs in each country—ranging from six months to, in Liberia, about three years depending on the learner and language. Also each country provides different types of educational programs, including literacy, life skills training, health education, post literacy (4<sup>th</sup> and 5<sup>th</sup> grade levels) and small business training. At the end of each level there is a skill checkup that helps the teacher assess students' skill level and readiness for promotion.

### **Alfalit Materials, Teacher Training and Instructional Methodology in Angola, Liberia and Mozambique**

#### **ANGOLA**

In Angola, Alfalit provides basic adult education to communities in seven provinces, from literacy (MOE Module 1 and 2) to 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade level (MOE Module 3 and 4). The 5<sup>th</sup> and 6<sup>th</sup> grade classes began in February 2012. Alfalit provides training for volunteer teachers at the basic level, and instructional materials for teachers and students including: reading books for the literacy level; and reading, history, geography, science, and Mathematics 2 book for grades 4 and up. Even though MOE provides training for teachers at the higher levels, Alfalit still uses its own materials with students who do not receive the government books. Apparently the MOE Modules are distributed only to teachers. In all Alfalit classes students are equipped with Alfalit books and teachers with manuals, books, posters, and flashcards. Alfalit materials are related to the three phases of the basic education program. In Phase I, teachers receive: Primer, Flash Cards Booklet, Writing Book 1, Reading Cards, Posters and a Teaching Manual; students receive: Primer, Writing Book 1, and Complementary material: *Sou Trabalhador (I'm a worker)*. In Phase II, teachers and students receive: Math 1, Writing Book II, Reading book and Complementary materials: *My Home (A Minha Casa)*, *My Neighbors (Meus Vizinhos)*, *Where there is love (Onde Ha Amor)*. In Phase III, teachers and students receive: Math 2, Writing book III, and health-related booklets: HIV/AIDS, First Aid, Tuberculosis, and Malaria, micro-credit materials: *How to Start a Small Business* and a citizenship material: *Human Rights*.

"Our students like to have their own materials. It is also better for the teacher to teach with the Alfalit materials. The modules that MOE produces are too complicated and hard for our students to follow. Alfalit materials are well designed, contain simple language and graphics that are more appropriate to the level of our students."

*"Alfalit has an effective set of materials, methodology and teacher training capacity."*

**Lutheran World Federation in**

The books are produced in the U.S. and shipped to Angola. The text was revised to fit the context and language used in Angola. All the books and materials are marked with the USAID branding "From the American People." The materials are distributed to all Alfalit teachers and students in all provinces, with some delay due to transportation of materials from the warehouse in Luanda to the provinces. Alfalit's goal is to distribute books prior to the beginning of the semester. The 4<sup>th</sup> grade level materials in inventory were distributed to teachers and students and the

balance of the books was distributed shortly after, upon receipt of a container with books, which had been held up in customs.

Alfalit develops the curricula and materials for disciplines taught in the literacy classes and trains volunteer teachers to use its materials. Alfalit consults with the Provincial Coordinators and gets approval from MOE to produce and use government materials in its 5<sup>th</sup> and 6<sup>th</sup> grade programs.

Alfalit volunteer teachers receive a five-day training that includes materials, hands-on activities and lectures to introduce volunteers to the Alfalit methodology and principles of adult education. 80 percent of the volunteers trained are selected for teaching literacy classes. Alfalit teachers receive a certificate of participation when they complete the Alfalit training (internal validation). Teachers who participate in the training provided by the Provincial Education Directorates receive a Diploma that is recognized by the GOA. Alfalit Teacher Training is also done in coordination with the Provincial Directorate in each locality in Luanda, Huambo, Kwanza Sul; Moxico, and Bie.

## LIBERIA

The Alfalit program in Liberia is divided into four levels: 1. Level 1 (1-6 months); Level 2 (7-8 months); Level 3 (10 months); Level 4 (12 months) integrates literacy, numeracy and life skills training. The total duration of the Alfalit program is about three years depending on the student. For every level there is a skill checkup that helps the teacher assess students' skill level and readiness for promotion. All four levels include reading, writing, listening, comprehension and math skills; and for each level there is a set of Alfalit books including: **Reading Skill Book** for students; **Reading Teacher's Manual** for the volunteer teachers; **Math Book**; and at Level 4, besides the Reading and Math books, an additional **How to Start and Improve your Business**, that teaches students how to develop a savings club and a small business.

There are some changes in our students, especially for those who could not identify a letter or write their name or count. They can now go to the bank and do their own transactions, they can read and write ... It has helped them to do so many things better in their homes and business places not only to read and write. During election students were able to mark the ballot instead of using their thumb. Students are able to use cell phones, improve English speaking, learn the difference between the letters of the alphabet and between vowels and consonants; and develop good study habits.

Alfalit volunteer facilitators are high school graduates who apply to Alfalit by contacting the local Alfalit Coordinators. Volunteers present letters of recommendation from community, church and school; a high school diploma; and interview with coordinators. There is an incubator period for volunteers before a new cycle starts. All the teachers and the coordinators have taken part in the Alfalit training over the last three years. Some of them received training more than once in the last three years. Teachers receive training for each of the Alfalit four levels of instruction. Teachers learn how to use Phonics and deal with adult learners. Teachers like the training received through lectures, demonstrations and role-plays. Some teachers said, *"The Alfalit materials motivated me; I was inspired by that. I saw people able to read fast. Alfalit is*

*successful in teaching Phonics.” Teachers seem to apply what they learned in the Alfalit training, as they say, “Many students are business people, but they don't know how to keep their records. I use their ways of doing business to teach them math, we were trained to do that. I like the numeracy aspect, using objects for numbers, but also for reading, using pictures for words.*

Interviews conducted with NGOs that subcontract Alfalit to conduct training either of their own facilitators or of participants in their program (Sirleaf Market Women's Fund and Women in Peace Building Network-WIPNET) reveal a high degree of satisfaction with the training conducted and may be an opportunity for Alfalit Liberia to position itself as a leader in the area of training literacy facilitators and teachers. Both organizations point out that the decision to engage Alfalit Liberia's services came after a careful examination of the materials and the methodology employed by Alfalit Liberia and a comparison with similar organizations. They agree that they would not hesitate to expand the partnership to additional areas of interest.

The annual per person cost of training literacy facilitators, coordinators and supervisors varies from US \$32 in counties such as Grand Cape Mountain to US \$58 in Grand Kru and Sinoe and US \$59 in Grand Gedeh depending basically on transportation costs. The total cost of the training program for 2009, 2010 and 2011 was US \$47,115.20.

Many of the out-of-school youth and adults entering literacy programs in Liberia are speakers of other languages and dialects who may or may not have ever attended conventional schools and/or learned English. Universal compulsory education in Liberia applies to school-age children from 6 to 11 years old. The law is not enforced; millions of children missed out on an education during the country's 14 years of civil unrest contributing to country's low literacy rate of 58% in 2011 and a high number of youth and adults without the basic skills for life. This creates an enormous challenge for Alfalit to address the learning needs of Liberian youth and adults in those programs. Many students in Liberia are learning the English language at the same time they are learning how to read and write. There are 16 languages in Liberia, corresponding to the 16 tribes comprising the Liberian population. The main language groups in Liberia are: Kpelle, Bassa, Dan-Gio and Klao-Kru. However, English is the language of instruction in the public schools. The GoL is considering implementing new policies and an Education Reform Act that would integrate mother tongue in teaching at the early grades; establish school boards in each county to select which language would be taught in each county; and decide if mother tongue will be used as a medium of instruction in primary schools or taught as a subject. Current global indicators show that early grade learners tend to repeat the first grade of school, dropout entirely or never learn how to read and write in the language of instruction if not spoken at home. Data from the Student Tool (EGRA items) indicate that many adult learners have difficulty with oral language comprehension if they speak another language at home.

## **MOZAMBIQUE**

Alfalit Mozambique started in the capital city, Maputo, in August 2004. A national Board was established, with a President and an Executive Director. The organization is registered as a national NGO, working in cooperation with the Ministry of Education

and Culture (MEC), primarily in the area of adult literacy. Since 2004 Alfalit Mozambique has grown from a local association to an organization serving seven out of the ten provinces in the country, and it is poised to achieve the long-term goal of operating in all ten provinces. In 2004 a partnership was established between the Swedish Alliance Mission (SAM) and Alfalit Mozambique. SAM had been working with literacy and community development programs in Mozambique since 1997 in cooperation with the Alianza Evangelical Church in Mozambique and the Little Seeds Trust (LST). When Alfalit Mozambique started to operate in 2004, an agreement was signed between Läkarmissionen from Sweden (LM), SAM and Alfalit International (AI). In 2009 Alfalit Mozambique and the MEC signed a Memorandum of Understanding (MoU) at the national level. At district and municipal levels, Alfalit Mozambique and the MEC are operating together in the training of literacy facilitators and the preparing and carrying out the 3<sup>rd</sup> grade exams.

Adult literacy classes and Savings Clubs in Mozambique are held at locations near the communities where churches associated with the program are located. Despite the great gains that the program has achieved in Mozambique and the commitment of many of its literacy facilitators, the program faces challenges to its continued success and effectiveness. One of its major challenges is the high turnover of literacy facilitators. Every year Alfalit trains a great number of teachers, but only a few of those trained remain for more than one cycle due to low compensation provided by the government in support of the program and frequent delays in making the payments. Despite a facilitator's desire to stay in the program, the monetary issue poses a threat to implementation and adds to the costs incurred by the project in Mozambique. At the same time, as interviews and focal groups conducted with facilitators show, the opportunity cost goes beyond the stipends received by facilitators. Many leave the program because they find better paying jobs or to continue their education. Implementation plans in any country need to include the training and then losing of facilitators as a challenge that must be considered.

Among all the teachers we interviewed, there was a clear preference to teach in the Alfalit program. They like the Alfalit materials, mostly the literacy primers and the math books. They say that the AlfaRadio, the GoM-sponsored program, is very inefficient. Even though the program has 'radio' in its name, the delivery method is not radio-based, but a collection of cassette tapes that are of poor quality, noisy and not conducive to learning. Many of the teachers say that they use the Alfalit materials even when teaching in other literacy programs. One complaint about the Alfalit materials was regarding the additional booklets, such as the "HIV/AIDS" and other health-related and science booklets. The teachers said that those are hard to understand, contain difficult language, and are hard to read because the print is too small. Teachers tend to prefer the primers and the first phase of the Alfalit materials. They contend that the Phase 3 materials that include the science content "*is very difficult.*"

Alfalit advises that the Alfalit instructional materials were revised and adapted to the language and context of Mozambique in 2004 and are based on commonalities with Angola. Currently, the cost of Alfalit materials per student is about US \$15, including Alfalit books, photo-copied books, notebooks, pencils, eraser, and pencil sharpener.

Most projects face challenges when they attempt to tackle the distribution of materials, lack of transportation being the most obvious. In a country where public transportation and services such as postal offices are extremely limited or non-existent, a project with only two vehicles at the distribution center in Maputo is inadequate to distribute materials in a timely manner.

### **Alfalit Mobilization and Outreach Strategies**

The initial request for the literacy program comes from the community. The primary motivation to volunteer and stay in the program comes from the literacy facilitator's affiliation with the church, the shared values held, and the commitment to Alfalit's mandate "to spread the seed of literacy and knowledge throughout the world and to motivate others to learn to read and write." Alfalit facilitators interviewed show great pride in the work they do. In Angola, interviews with World Vision management and with staff from the ExxonMobil Foundation revealed that Alfalit facilitators remained in the program even after going six months without receiving their stipend, which would be provided by a matching grant from USAID Angola. Tables 2, 3 and 4 below highlight some of the similarities and differences among the three country-programs.

### **Country-Based Comparison of Alfalit Program Indicators (2011)**

TABLE 2 - SCOPE OF ALFALIT PROGRAMS IN ANGOLA, LIBERIA AND MOZAMBIQUE

<b>ANGOLA</b>
Number of Beneficiaries: 15,241 enrolled in 511 adult education centers in 7 out of 9 provinces, 75% female. The cost per student is estimated in US \$ 70.
Dropout Rate: of 8% female and 34% male
Took and passed end of 3 <sup>rd</sup> grade level equivalency test:
Target population: 14-50 year-old out-of-school youth and adults
Programs/Duration: Literacy (3 Levels for two months each), six months to reach 3 <sup>rd</sup> grade equivalency; 4 <sup>th</sup> and 5 <sup>th</sup> grade classes for 9 -12 months.
Number of Volunteer Teachers: 217
Student Testing: The final examination of Alfalit students completing the literacy program is done by the Provincial Education Directorates. The exam itself is designed by Alfalit staff and reviewed and approved by the local Provincial Coordinators (GOA employees). The exam assesses students' readiness to advance to upper levels of basic education. The scoring of the 4th grade level exam is done by representatives of the Provincial Education Directorates. The scoring is based on a qualitative basis—"good" and "very good" are passing grades. The exam usually contains 20 items ranging in value from 10 to 20 points. Alfalit itself also tests students at each level of the program. Students are evaluated in terms of what they have learned at each level for reading, writing, arithmetic, and other disciplines including health and hygiene.
<b>LIBERIA</b>
Number of Beneficiaries: 11,504 enrolled, in 198 literacy centers in the 15 counties, 80% female.
Dropout Rate: 17% Male; 15% Female
Took and passed end of 3 <sup>rd</sup> grade level equivalency test: 41% Male; 47% Female
Target population: 14-50 year-old out-of-school youth and adults
Programs/Duration: Literacy (4 levels to reach 6 <sup>th</sup> grade equivalency): Level 1 (1-6 months); Level 2 (7-8 months); Level 3 (10 months); Level 4 (12 months); the program integrates literacy, numeracy and life skills training. Average duration of the program is three years. Skills check at the end of each level to assess readiness for promotion.
Number of Volunteer Teachers: 625 trained literacy facilitators

Student Testing: Alfalit uses its own assessment instruments, administered to learners at the end of each level, but these are not associated with the GOL's assessment tests.
<b>MOZAMBIQUE</b>
Number of Beneficiaries: 9,991 enrolled, in 650 adult literacy centers, 80% women.
Dropout Rate: 8% Male; 18% Female
Took and passed end of 3 <sup>rd</sup> grade level equivalency test: 16% Male; 16% Female
Target population: 14-50 year-old out-of-school youth and adults
Programs/Duration: Literacy (3 levels of two months each) six months to reach 3 <sup>rd</sup> grade equivalency; 60 Savings Club at the cost of US\$300 per club.
Number of Volunteer Teachers: 600 trained literacy facilitators
Student Testing: Alfalit students can take the third grade test prepared by MEC and administered to students at the end of the literacy programs (Alfalit, Alfa-Radio and Regular MEC). The Exam is taken on a voluntary basis.

TABLE 3 - ALFALIT'S PARTNERSHIPS WITH PUBLIC AND PRIVATE ORGANIZATIONS IN ANGOLA, LIBERIA AND MOZAMBIQUE

<b>PUBLIC-PRIVATE PARTNERSHIPS AND AGREEMENTS</b>	
<b>Angola</b>	Full partnership with the Ministry of Education at the central, provincial and local levels; Alfalit proposes 3 <sup>rd</sup> grade literacy test that is reviewed by the provincial educational authorities and used for all adult literacy programs; those who pass the 3 <sup>rd</sup> grade equivalency exam at the end of literacy program may enroll in 4 <sup>th</sup> grade at regular schools or other nonformal education program; Alfalit is allowed to conduct 4 <sup>th</sup> and 5 <sup>th</sup> grade classes with government supplied teacher's modules. Alfalit also has established partnerships with NGOs, foundations and corporations including: Lutheran World Federation in Angola; Angola Development Aid from People to People (ADPP); ExxonMobil Corporation; World Vision; and Open City Foundation.
<b>Liberia</b>	While Alfalit Liberia has had some contact with the Ministry of Education, progress towards partnership has been hindered by the Ministry. However, other relationships with the Executive Branch have been highly productive, such as with the Sirleaf Market Women's Fund, for whom Alfalit provides literacy training – President Sirleaf has personally endorsed the program. Alfalit uses internal measures to evaluate student performance; the Alfalit certificate is not recognized by the government and "Graduates" from the literacy program cannot be integrated into the formal education system. Alfalit has partnerships (sub-contracts) with NGOs that have support from the Ministry of Gender and Development: Sirleaf Market Women's Fund; West Africa Peace Network (WAPNET); McCall MacBain Foundation, Women in Peace Building Network (WIPNET); Renew Liberia; and Development Education Network Liberia (DEN-L).
<b>Mozambique</b>	Full partnership with the Ministry of Education at the central, provincial and local levels; at the end of the literacy program learners may take the 3 <sup>rd</sup> grade equivalency test prepared by educational authorities; those who pass may enroll in the 5 <sup>th</sup> grade of regular schools or government-funded adult education programs. Alfalit Mozambique maintains public private agreements with Swedish Alliance Mission (SAM) and Lakarmissionen (LM).

TABLE 4 - COUNTRY-BASED MANAGEMENT AND IMPLEMENTATION OF ALFALIT PROGRAMS AND ALLOCATION OF RESOURCES

<b>PROJECT MANAGEMENT AND IMPLEMENTATION</b>	
<p>The management of Alfalit projects in the three countries follows a similar model of implementation. Requests for adult education program come mostly from the religious congregations in a community. If a request is accepted, a coordinator and literacy facilitators are selected to receive training. A minimum of 30 learners is required to start a class—and 30 is also the maximum number of students per class; coordinators are responsible for 10 – 12 centers and visit each class twice/three times a week; they observe teachers, identify weaknesses, address problems encountered and fill out forms with learner information while checking for accuracy to avoid mistakes and fraud. The form is delivered to the provincial supervisors and taken by the supervisor to Alfalit headquarters where the information is entered into a database that is sent to Alfalit International and monitored from there.</p>	
<b>ALLOCATION OF RESOURCES</b>	
<b>Angola</b>	Literacy facilitators are “volunteers” and receive a stipend of US \$100/month; 4 <sup>th</sup> grade level volunteer teachers receive US \$200/month; 5 <sup>th</sup> grade volunteer teachers receive US \$300/ month for the duration of the program in which they teach.
<b>Liberia</b>	Literacy facilitators are “volunteers” and receive a stipend of US \$25 -\$40 per month for the duration of the program. The cost of Teacher Training per facilitator ranges from US \$32 to US \$59 depending on transportation; the total cost of training from 2009-2011 is about US \$47,115.20
<b>Mozambique</b>	Literacy facilitators are “volunteers” and receive a stipend of US \$22-US\$40/month from the Ministry of Education, often with several months delay.

\*Compensation rates indicated above are indicative of the cost of living index.

### **Alfalit and Its Impact on Women**

The status of women in the three post-conflict countries studied has been significantly affected by general poverty, conflict, displacement and the persistence of discriminatory practices based on customary law. The loss or displacement of men associated with decades of conflict has led to an increase in female-headed households. Although women's increasing economic role has challenged traditional stereotypes of the role of women in the family, the end result for many women has been a work overload in an effort to combine economic activity and household duties. The prevalence of higher rates of illiteracy among women, explains the heavy emphasis that the Alfalit Adult Literacy project places on women—81% in Angola and 80% in Liberia and Mozambique. In 2011 alone, over 50,000 women have enrolled in the Alfalit programs in Angola, Liberia and Mozambique.

All evidence shows that investment in literacy for women yields high development dividends. Irina Bokova, the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO), said in her message that investing in women's literacy carries very high returns. “It improves livelihoods, leads to better child and maternal health, and favors girls' access to education,” she stated. “In short, newly literate women have a positive ripple effect on all development indicators.”

Meeting the learning needs of women without access to educational opportunities is an objective that Alfalit strives to attain by implementing an adult literacy program in

Angola, Liberia and Mozambique. The rationale is that for women, who comprise the majority of illiterates, literacy may be seen as the key that unlocks doors to innumerable opportunities and choices both for their own wellbeing and that of their children. Research has shown that literate women are more likely to send their children, especially their girls, to school. By acquiring literacy skills, women become more economically self-reliant and more actively engaged in their community's social, political and cultural life.

*"I am not educated and want to learn how to write my name. We have been treated badly by the men, especially our husbands; they have tricked us for so long. That's why we join Alfalit. Some of us joined this program to learn ABC and trade, and also the long term benefits that when we learn we will be able to teach our*

Discussions with beneficiaries also indicate that income-generating activities have provided opportunities to apply skills of literacy and numeracy. The chances of retaining the skills improved are, therefore, increased. On the community basis the Savings Clubs are providing funds to build a community center in Mozambique.

One cannot talk about literacy without talking about the contexts in which literacy is used. The context, therefore, is as important as the content and the purpose of literacy. This undoubtedly has a number of curricular and pedagogical implications. Alfalit programs are implemented in rural and hard-to-reach communities where the government has little presence, and the nature of context determines to a large extent the content and the methodology of the program—what is taught, how it is taught. Real literacy or meaningful literacy ought to be situated in real situations. In the view of Barton (1992) "...people do not read in order to read, or write in order to write; rather people read and write in order to do things, in order to achieve other ends."

Social and cultural contexts are important factors in the design and implementation of the Alfalit adult education project and the operational contexts and circumstances of the learners determine to a large extent how women's needs are met. First, Alfalit programs are community-based. This facilitates participation of women and younger females while strengthening community bonds. In Angola, for example, where 80% of the beneficiaries are women—survey respondents need no more than a 15-minute walk to come to class, and many were only a five-minute walk from class. Scheduling classes before market hours or in the evenings is another incentive to participation as is the fact that women can bring their younger children with them. Classes start as early as six in the morning and in some centers visited, there are facilities to accommodate young children, an initiative that seems to be in the planning stage for some communities, child care and pre-school. One of the Savings Clubs visited in Mozambique had generated enough income to buy a plot and start the construction of a day care center.

Becoming literate and participating in income-earning initiatives seems to be an objective especially of female participants. In interviews and focus groups beneficiaries expressed a number of needs which included: (a) the development of paid employment and self-employment opportunities; and (b) relevant materials to support their development efforts. Alfalit Mozambique combines Literacy instruction with a Savings Club component—a revolving loan fund that provides small loans to the members. The Savings Club is designed to enable participants (90% female) to develop

their self-esteem by integrating the skills of literacy, numeracy, oral expression and problem solving with the income generating activities in which they are involved. Interviews with female participants of the Clubs show various ways in which household incomes have been increased by the acquisition of literacy and business skills: from being able to furnish the house, buy household items, send children to school start or expand a business, and diversify products to sell, buy freezers in order to expand food and beverage businesses.

The ability to continue studies after completing the literacy program is seen in a very positive light by beneficiaries and, as learned in focus groups conducted in the three groups, it has a tremendous impact on participants' self-esteem. The fact that Alfalit, in collaboration with the MOE, has been able to organize and conduct 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade classes has an immense potential for further impact on women. At the same time, it must be noted that in the three countries, a large number of the female respondents to the survey work in sales and other market related activities. The greatest need for literacy is related to the functioning of their small business and includes planning, budgeting, costing and marketing, keeping accurate records of the manufactured products, records of items sold and calculation of profit. Unanticipated outcomes such as improved communication skills and management of the revolving loan fund are learning skills that women observed during site visits had acquired. The management of the Savings Clubs by women offered tremendous opportunities for learning and for the development of their self-esteem. As they directed their own activities they tended to change their perceptions of the stereotypical roles of women and this certainly has and will continue to have an impact on how they conduct their lives and the lives of their children.

### 1.3 PURPOSE AND METHODOLOGY OF THE MID-TERM EVALUATION

The Mid-term Monitoring and Evaluation of Alfalit's Literacy Programs in Angola, Liberia and Mozambique was conducted under USAID's Evaluation Services IQC, Task order AID-OAA-TO-11-00056. The primary purpose of the evaluation was to examine the contribution of the Alfalit programs to the eradication of adult illiteracy in the three countries and assess the degree to which Alfalit has been efficient and effective in the delivery of services and products. Annex A includes the Scope of Work for the evaluation.

Specifically, the evaluation was conducted to: (1) assess progress towards Alfalit program's goals and objectives; (2) identify the effectiveness of service delivery, e.g. successes and flaws in the implementation process; (3) assess the cost-effectiveness in the use of USAID funding and illuminate areas that need to be operationalized; and (4) make recommendations on the best way forward. Mid-term or formative evaluations are conducted during the implementation phase and are intended to improve the performance of a project. Therefore, it is important to identify successes and flaws in order to improve subsequent design and delivery. With that in mind, the focus of a mid-term evaluation is both on results obtained and more so on the processes that have been put into place (or not) to achieve the desired results. The findings, conclusions and recommendations of a mid-term evaluation can be used to correct design and

implementation flaws that limit the scope of the project, delay its implementation and hinder the achievement of its objectives.

The overall evaluation question is concerned with the extent to which Alfalit is contributing to USAID's goals (with respect to the activities supported by USAID) and to the goals expressed by the Governments of the three countries: alleviate poverty by reducing youth and adult illiteracy. The questions that guided the effort are listed below:

- *Relevance*: Does the Alfalit Adult Literacy program contribute to the reduction of illiteracy in Angola, Liberia and Mozambique?
- *Efficacy*: Have adult learners engaged in the Alfalit program acquired literacy and numeracy skills equivalent to 3<sup>rd</sup> grade of a regular school program?
- *Efficiency*: What is the relation between the costs of the Alfalit Adult Literacy project and the benefits it provides to participants?
- *Institutional Development*: What institutional support is needed to improve the rate of success and the development of adequate structures for the project in Angola, Liberia and Mozambique?
- *Sustainability*: What is the likelihood that participants' skills will remain functional?

Data were collected using a variety of instruments, procedures and sources of information. The aim of this multi-method approach was to gather both a wide range of perspectives on the efficiency and efficacy of the Alfalit model and to obtain an in-depth understanding of how Alfalit is being implemented in the context of each country context and with what results. A multi-method approach also permits checking different sources for consistency, thereby adding greater confidence and credibility to the results. A fuller description of the evaluation design and methodology is included in Annex B.

#### 1.4 EVALUATING COSTS, EFFECTIVENESS, AND COST EFFECTIVENESS

Even though estimated operating budgets are developed monthly with line items and category detail for reimbursement—the evaluators had full access to the budgets—the Alfalit programs in Angola, Liberia and Mozambique do not conduct a systematic analysis of the costs and cost-effectiveness of the interventions. The budgets are not used as a tool to manage results and the analysis of cost effectiveness is complicated by the lack of data related to the benefits accrued over period of time. The evaluators consider that the absence of measurable performance indicators is at the heart of the problem.

For example, should the resources spent be linked to enrollment? If a project enrolls 15,000 people each year is this an acceptable indicator of success? Or should resources be linked to the number of participants who started and finished the literacy program? What would Alfalit International consider an acceptable indicator of success? (a) Number of people enrolled; (b) Number of people who completed the program; or (c) Number of people who passed the country's government exam?

Neither Alfalit International nor the Alfalit programs in Angola, Liberia and Mozambique keep systematic analysis of the costs and cost-effectiveness of the interventions. Consequently, the analysis of cost effectiveness has been hindered by the lack of

meaningful data related to the benefits accrued over period of time. The budget is not seen as a management and monitoring tool and the money spent is not linked to results but to enrollment, ignoring the fact that only a percentage of those enrolled "completed", "concluded" and "graduated," and to confuse matters, the three words are used interchangeably. There are no data available on the number of those who "complete", "conclude" or "graduate" and take or pass the government certified exam in Angola and Mozambique and are, as a consequence, able to continue their studies— which in spite of the low quality of the exam, as pointed out earlier in the report, represents a desired level of accomplishment.

There are comparable data to establish cost per enrollment (books excluded) – US\$45.12 in Angola and US \$55.52 in Mozambique. Note that this cost is based on completion, not on enrollment. Passing rates are high among those who took the skills test which is part of the program – 82% in Angola and 91% in Mozambique (female pass rate is 90%). There are too many missing data points in Liberia to make computation possible. When only those who passed the skills test at the end of the last level of the literacy program are taken into account to calculate costs, then in Angola the cost would increase roughly around 15% per student and in Mozambique 28%. Again, these are inferences made from the data provided to the evaluators.

## 2. FINDINGS

### **2.1. A logical framework or a results-based framework indicating program goals and objectives, the means to achieve them, and the indicators by which to measure outcomes was not accessible to the evaluators.**

USAID has clearly stated its commitment to data-based planning and measurement of impact in its new Education Strategy, its Evaluation Policy, and its USAID Forward Initiative. Program funded need to be data-driven and evidence-based. Alfalit International did not include in its proposal to USAID a logical framework (LOGFRAME) indicating program's goals and objectives, the means to achieve them, and the indicators by which to measure program's outcomes and results. From the documents reviewed there is no indication that Alfalit International had a well-developed M&E plan, or that such a plan has been developed subsequently. As a result, after almost ten years of implementation, Alfalit in Angola and five years in Liberia, Alfalit is still grappling with the issues of what constitutes an adequate indicator of success and how to design an M&E system that will allow the project to show outcomes and impact. In each of the three countries visited similar problems were observed regarding the ways in which data are collected, reported and used to monitor program implementation and demonstrate success. Alfalit International maintains a database with information related to each of the three programs. However, a database does not constitute an M&E system and Alfalit International needs to provide guidance to the country programs on how to conduct analyses that would show the success of the programs. The main findings of the evaluation are discussed in the subsections below.

## **2.2. Alfalit has developed an adult literacy intervention model that is easily replicable in similar contexts.**

Alfalit has implemented in Angola, Liberia and Mozambique a model that comprises five components: (a) mobilization; (b) training; (c) methodology; (d) materials; and, (e) supervision. As a faith-based organization, the mobilization process to publicize the program and to attract and recruit learners and literacy facilitators is centered at the leadership of religious congregations. In a country where institutions were destroyed as a result of years of war, working through churches has proven to be a very efficient way to reach the most remote areas of the country. The mobilization is followed by the identification of possible coordinators and literacy facilitators within the community who are trained by Alfalit coordinators and supervisors. At the time of training, two other components, methodology and materials, are introduced. As classes start, coordinators and supervisors provide the follow up on a regular basis, two visits per week per facilitator/class.

## **2.3. Funding from USAID has allowed Alfalit Angola and Liberia to expand their programs to include more beneficiaries. However, the lack of relevant data management limits the ability to effectively evaluate the programs and examine the factors that make them more or less successful.**

Funds provided by USAID were instrumental in expanding the programs in Angola and Liberia. The program in Angola began in 2002 just in the city of Luanda and is now implemented in seven provinces (out of nine). In 2011, it enrolled 15,341 learners, 80% female. In Liberia, the program expanded 48% after receiving USAID funds. However, the high enrollment figures for Angola and for Liberia mask the fact that program implementation faces challenges that have not been addressed.

Liberia provided detailed information by gender and level. Nonetheless, not all of the Coordinating Areas had data for all levels. The following table shows the twelve Coordinating Areas for which data were available for ending Level One and enrollment in Level Two. Please note that the *between-cycle* attrition is completely different from *within-cycle* dropout. The latter, as has been noted elsewhere, seems well within the lines of literacy project experience in other countries. Yet, if it is implicit that completion of at least three cycles of literacy training is essential to achieve functional literacy among a large population of illiterates, then overall retention—both within cycle and between cycles—must become the focal point of the evaluation. And the variation between Coordinating Areas on both measures must become the focus of analysis as to what cultural or operational factors lead to greater success in one area as compared to another. **Table 5** displays the data provided to the evaluators by Alfalit Liberia's Department of Statistics. The data shown in Table 5 allow us to estimate that the transition rate to enrollment in Level 2 of completers of Level 1 is 30.5% for males and 34.0% for females, for an overall of 33.4%.

Very wide ranges of Level 1 to Level 2 transition rates are also observed between these 12 Coordinating Areas. And again, the evaluation question becomes “why?” Something is being done in Lower Monserrado that clearly works to ensure re-enrollment in Level 2; something is clearly not working well in Lower Bong, Nimba and Grand Bassa County.

As shown by the data displayed in Table 5, the project in Liberia is most impacted by very low re-enrollment rates for the transition from Levels 1 to 2. Of those initially enrolled, 83% complete Level 1 (82% Males and 85% Females), but only 33% (31% Males and 34% Females) re-enrolled in Level 2. This means that the program loses one-third of its beneficiaries between the end of Level 1 and the beginning of Level 2. In other words, for each 100 enrollees, only 25 will re-enroll in Level 2. The causes for this level of attrition need to be explored and addressed.

Table 5 – Participant Data from Alfalit Liberia Department of Statistics<sup>1</sup>

<b>Liberia – Coordinating Area</b>	<b>End of Level 1 Males</b>	<b>End of Level 1 Females</b>	<b>Start Level 2 Males</b>	<b>Start of Level 2 Females</b>
Central Montserrado	7	250	0	111
Lower Montserrado	5	132	17	130
Upper Montserrado	62	598	37	204
Western Montserrado	36	274	9	90
Lower Magibi	112	501	41	71
Lower Bong	100	426	5	17
Upper Bong	78	322	52	229
Mimba	17	481	3	18
Grand Kru 2	40	173	22	212
Grand Bassa County	246	560	16	66
Maryland	41	699	58	375
Rivercross	283	167	53	72
<b>TOTAL</b>	<b>1,027</b>	<b>4,583</b>	<b>313</b>	<b>1,560</b>

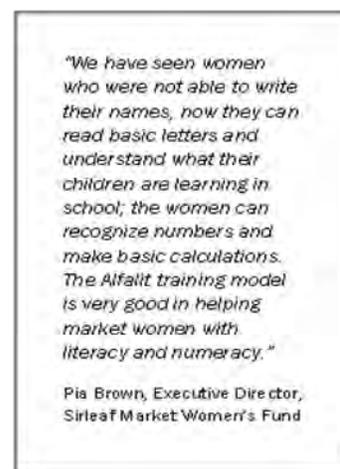
Additionally, in Liberia, there is great disparity among counties with the dropout rate varying between 2 and 48 percent. In Grand Cape Mount, for example, all men and 48% of the women who enrolled dropped out. It is essential that Alfalit Liberia management examine the causes of disparity between and among the various counties in order to improve the program. For example, what is being done at Rivergee or Upper Margibi that keeps the dropout rate at 2%? What problems is a county like Western Montserrado facing to cause 29% of males and 47% of females to drop out? Only when these factors are understood and dealt with will the program become overall more efficient. These data profile a program that—measured by the dropout rate—is successful in some counties and not in others.

The data set provided to the evaluators by Alfalit for Angola is too incomplete to allow any conclusions beyond the number of students enrolled and those that graduated, with graduation rates varying between 54% in Moxico and 89% in Luanda and Huambo. Despite these marked differences no attempt was made to identify the reasons for these large differences. The credibility of the data is undermined by arithmetic errors, apparent use of constants (e.g., exact numbers such as 30 and 900 repeatedly used). It

<sup>1</sup> Alfalit International Liberia, Inc. Department of Statistics: Statistics of students detailing areas and centers, 2010/2011 Academic Circe. Data restricted to Coordinating Areas where both Level 1 Ending and Level 2 Enrollment data were available (non-zero in Level 2 Enrollment).

appears that, in most cases, numbers were typed directly into the cells and no formulae were used in the corresponding cells.

The data set provided by Alfalit Mozambique is more complete and more consistent, even though focused on number enrolled and number finished – and this is not sufficient. The question regarding the skills that learners have acquired when they finish the three levels – the question that goes to the heart of the cost-benefit equation – remains unanswered. In the three cases, one has to keep in mind that an M&E system needs to provide insights into what works, where and why.



#### **2.4. Partner organizations perceive Alfalit Angola, Liberia and Mozambique to be a key player in the sub-sector of adult non-formal education.**

Alfalit is viewed very favorably by organizations that focus on the area of development and adult literacy. Interviews conducted with staff from the Director of the Adult Education Program in Angola and in Mozambique reveal that among the many organizations working in the area of Adult Education, Alfalit is considered a most essential partner in the government's effort to reduce illiteracy. At the same time, in Angola and Liberia, Alfalit has established partnerships with the private sector and with NGOs that focus on adult literacy, nonformal and alternative basic education. In each of the partnerships, Alfalit puts into place, at a minimum, its well-developed training and supervision model. Often literacy and other Alfalit materials are also part of the package. There is a high degree of satisfaction within the partner organizations with the training conducted by Alfalit, and in all three countries, key personnel interviewed in partner organizations point out that the decision to engage Alfalit's services came after a careful examination of the methodology and materials and a comparison with similar organizations. They agree that they would not hesitate to expand the partnership to additional areas of interest.

#### **2.5. Alfalit is in a position to become a key player in the education arena.**

Ministries of Education in Angola, Liberia or Mozambique do not currently have the capacity to accommodate adults who have recently become literate—the public school system lacks the space, the scheduling is not appropriate to adult learners, and teachers do not have the training to deal with adults that recently became literate. In 2012, with MOE approval in Angola, Alfalit added the 5th and 6th grades to its program.<sup>2</sup> The problem to be faced is the limitation of materials that are distributed by the Ministry of Education that prioritizes primary schools. In the Alfalit centers visited, there were frequent complaints of lack of materials for 4th and 5th grades. At the most, one teacher's book was available.

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<sup>2</sup> It is important to differentiate between Literacy level 4 and 4th grade.

**2.6. The Savings Clubs (micro-credit) and small business development training component of the Alfalit program in Mozambique seems quite successful and serves as a “draw” for the literacy program.**

In Angola and in Liberia, there is an enormous demand on the part of beneficiaries for skills that would increase their employability and/or their ability to start and conduct their own small businesses. Alfalit Mozambique runs 60 Savings Clubs at a cost of US \$300 per club. The Savings Clubs component is viewed by partners—MEC and others—as an innovative initiative that expands participants' literacy and numeracy skills and reduces poverty as a result of involving participants in activities to complement their household income. Apart from their own intrinsic value, the Saving Clubs and Small Business Development Training are a strategy to reduce the high dropout rate that affects most adult literacy programs since only those who stay in the program are accepted in the Savings Club.

The evaluators had the opportunity to observe Savings Clubs in action, interview participants and explore their perceptions on the effects the initiative has had on their lives. It must be noted that 80% of the participants are women who engage in activities that complement the family income—women interviewed stated that they were able to start or expand a business, buy tools needed to do so, pay expenses related to sending children to school, make their homes more comfortable. At one of the locations visited, the land to build a day care facility for young children was acquired as a direct result of the Savings Club and construction was due to start.

Facilitators and learners are emphatic about adding vocational training to the Alfalit Program. In a Focus Group Discussion in Liberia, Alfalit facilitators suggested that *“Alfalit should introduce agriculture program especially in the rural areas; Introduce micro-credit to teachers and learners; Set up pre-school for learners with young children especially female learners; and give micro loans for the students.”*

In spite of the apparent success of the initiative, the data collected focus on the number of groups and the number of people who participate and neither the amount of income generated nor the loans given out could be verified but a quick look at the records maintained by the head of the Club showed that a substantial amount of income had been generated. A higher level of analytical sophistication would identify the critical elements that make the Savings Club successful so that the initiative can be more effectively replicated by Alfalit programs in other countries.

**2.7. Assessment of Alfalit students' performance is not based on set standards nor associated with any internationally recognized literacy assessment tool.**

Assessments of learners' reading, writing and arithmetic skills at the end of the Alfalit adult literacy program differ in each country. In all three countries, Alfalit conducts its own assessment at the end of each level to assess their readiness for promotion to the next level within the program. In countries where Alfalit has established a partnership with the local government—such as in Mozambique and Angola, Alfalit “graduates” are allowed to take a government-sanctioned exam that allows them to transition to the formal education system.

Since important decisions are made on the basis of test results, such as continuing education in formal schools, it is easy to see the correlation between test quality and the educational opportunities for adult learners. An examination of the government tests prepared and administered to Alfalit graduates in Angola and in Mozambique shows that there are serious issues related to their validity. The tests are not based on clear standards or well-defined levels of ability and, from the set of questions and items examined, it is not at all clear what knowledge and skills they measure, or what constitutes acceptable or unacceptable performance. Moreover, the multiplicity of measures, such as one per province in the case of Angola, poses a threat to the reliability of the results. To be used as indicators of success, tests need to be linked to a set of standards and aligned with the content and methodology of the Alfalit program.

## **2.8. In Angola and Liberia, Alfalit performance on a standards-based literacy assessment tool such as the Early Grade Reading Assessment (EGRA) was not satisfactory.**

In Angola and Liberia, where the Early Grade Reading Assessment (EGRA) had been implemented by the Research Triangle Institute (RTI) for the World Bank in collaboration with USAID, selected items of the EGRA student tool were integrated into the survey/questionnaire administered to Alfalit learners during the mid-term evaluation. EGRA is designed to be a method-independent approach to assessment: The evidence for reading acquisition points to a comprehensive approach, based on five essential components: phonics, phonemic awareness, vocabulary, fluency, and comprehension. EGRA utilizes each of these components, emphasizing the foundation skills of reading acquisition. The EGRA instrument is designed to be a sample-based "system diagnostic" measure. Its purpose is to document student performance on early grade reading skills in order to inform ministries and donors regarding system needs for improving instruction. In both countries, large proportions of level 4 learners tested appeared to have limited comprehension of what they were reading. Detailed discussion follows.

### **LIBERIA**

Following suggestions from USAID staff in Liberia, regarding the possibility of linking Alfalit student assessment to international literacy standards and assessment tools, such as EGRA, the evaluation team decided to integrate a few items from the EGRA assessment (Student Tool) used in Liberia to the student questionnaire. The Student Tool includes seven of the Level 1 EGRA items: 1. Letter name knowledge; 2. Simple non-word decoding; 3. Passage reading and comprehension; 4. Listening comprehension; 5. Number identification; 6. Addition; and 7. Subtraction. These seven items are intended to measure the basic skills of first level readers who have been taught using the phonic method of literacy instruction, like Alfalit and its "Laubach Way to Reading" method.

The questionnaire with "Student Tool" was administered to 150 Alfalit learners enrolled in the four levels of literacy program in two sites in the Monrovia area, one in Firestone and a fourth in Bomi County. At each site, the evaluators with a team of eight enumerators visited two centers. The enumerators have had a great deal of experience in data collection and have participated in several EGRA activities with EGRA-Plus and CESLY. Two of them are certified EGRA trainers and the remaining six are certified EGRA

assessors. Tables 6 and 7 compares scores obtained by 149 Alfalit adult learners in Liberia—112 currently enrolled in Level 1; 19 in Level 2; 10 in Level 3; and 8 in level 4 of the literacy program. Notice that the duration of the Alfalit program in Liberia is about three years divided into four levels: 1. Level 1 (1-6 months); Level 2 (7-8 months); Level 3 (10 months); and Level 4 (12 months) integrates literacy, numeracy and life skills training. The EGRA items measure oral reading fluency, reading comprehension, letter recognition, and phonemic awareness, among other skills predictive of reading success.

TABLE 6 - RESULTS FROM EGRA ITEMS IN SURVEY/QUESTIONNAIRE ADMINISTERED IN LIBERIA

EGRA ITEMS	Highest score possible	L 1 M	SD	L 2 M	SD	L 3 M	SD	L 4 M	SD
Letter Recognition	100	59.9	32.4	69.37	22.44	54.4	19.8	77.75	23.02
Nonword Decoding	50	1.0	4.7	0.16	0.69	1.1	3.5	4.5	9.32
** Exercise discontinued		103	0.3	17		8		5	
*Reading Comprehension	5	0.54	6.1	0.84	1.92	0.6	1.1	1.4	1.48
Words read correctly	60			12.58	18.09	16	18.8	20.63	
*Listening Comprehension	3	2.4	5.6	2.4	0.58	2.3	1.53	2.9	0.58
Number Identification	20	11.9	7.4	10.8	7.89	14.5	4.72	17.5	1.31
Addition	10	6.3	3.5	7.5	2.83	7.2	3.29	9.38	0.92
Subtraction	10	4.9	3.1	6.0	3.54	5	3.74	5.75	2.96
<b>N=149</b>		<b>N=112</b>		<b>N=19</b>		<b>N= 10</b>		<b>N= 8</b>	

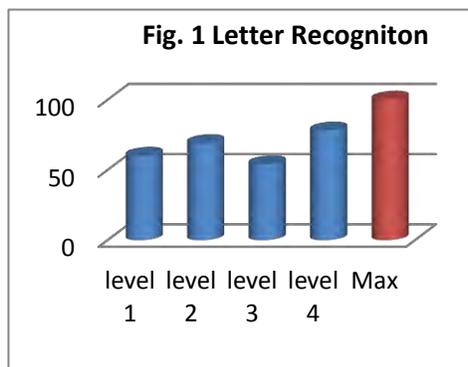
\* Average of questions answered correctly

\*\* Indicates the number of respondents who discontinued the exercise after failing to respond the first line of words.

TABLE 7 - DISTRIBUTION OF RESPONSES PER EGRA ITEM: ALFALIT LIBERIA

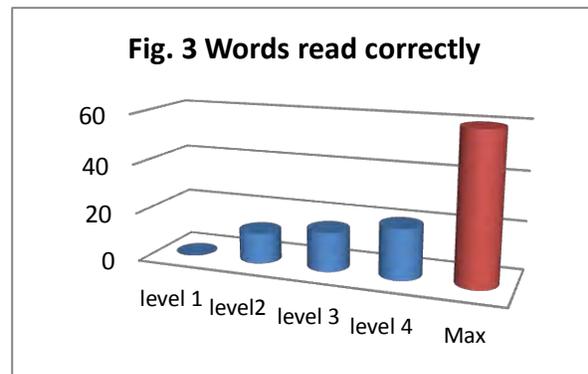
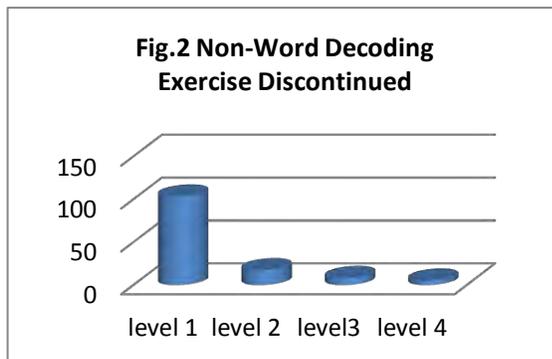
EGRA ITEMS	Level 1 %	Level 2 %	Level 3 %	Level 4 %	
<b>Letter Recognition (100 items)</b>					
100% -75%	41.1	52.6	20.0	62.5	
75%-50%	25.0	15.8	40.0	12.5	
50%-25%	18.8	31.6	30.0	25.0	
25% or less	15.2	0.0	10.0	0.0	
<b>Nonword Decoding (50 items)</b>					
100% -75%	0.0	0.0	0.0	12.5	
75%-50%	1.8	0.0	0.0	0.0	
50%-25%	1.8	0.0	0.0	0.0	
25% or less	96.4	100.0	100.0	87.5	
<b>Reading and Comprehension (5 items)</b>					
100% -75%		9.8	10.5	5.3	12.5
75%-50%		2.7	10.5	10.5	12.5
50%-25%		9.8	10.5	5.3	25.0

25% or less	77.7	42.1	31.6	50.0
<b>EGRA ITEMS</b>	Level 1 %	Level 2 %	Level 3 %	Level 4 %
<b>Number Identification (20 items)</b>				
100% -75%	53.6	52.6	31.6	100.0
75%-50%	16.1	10.5	10.5	0.0
50%-25%	6.3	5.3	10.5	0.0
25% or less	24.1	31.6	0.0	0.0
<b>Addition (10 items)</b>				
100% -75%	58.0	73.7	36.8	100.0
75%-50%	16.1	10.5	5.3	0.0
50%-25%	7.1	10.5	5.3	0.0
25% or less	18.8	5.3	5.3	0.0
<b>Subtraction (10 items)</b>				
100% -75%	33.9	57.9	37.5	37.5
75%-50%	25.9	10.5	25.0	12.5
50%-25%	17.0	15.8	37.5	50.0
25% or less	23.2	15.8	25.0	0.0
<b>Respondents (N=149)</b>	112	19	10	8



The Letter Name Knowledge (100 items) is a timed test that assesses automaticity and fluency of letter sounds. It was used to assess respondents' ability to decode single letters in the language of instruction. Fig. 1 shows the performance in letter recognition of learners at each level of the program. A standard deviation of 32.4 in Level 1 and 23.02 in Level 4 show a wide range of scores at each level. Level 4 respondents scored high in letter recognition (Mean Score=77.7, near benchmark) compared to Level 1 (Mean score=59.9). 62.5 percent of Level 4 scores are at the top quartile on this item and zero percent at the bottom quartile compared to 41 percent of Level 1 respondents at the top and 17 percent at the bottom.

The Simple Non-Word decoding (50 items) is intended to assess learner's ability to decode words they do not know and/or have not memorized. Decoding letters is the most essential skill in reading. 100 percent of Alfalit-Level 1 respondents, failed to respond to the Simple Non-Word Decoding (50 items) item, which is not surprising; 12.5% of the Level 4 scores are in the top 25% and 87.5% of those scores are in the bottom 25%. Fig. 2 shows the number of respondents by level who failed to continue or did not try to decode the non-words. These results show that the respondents' inability to decode the words means they are unable to understand the text, although they are likely to have the vocabulary to understand it.



The three items in *Listening Comprehension* were used to assess respondent's oral language skills. Given the fact that most Liberians speak several different tribal languages, fluency in the language of instruction is a predictor of success in reading. The results displayed in Fig. 4 show high levels of oral language skills for all program levels, with respondents in Level 4 scoring well above average. Despite the very good listening and comprehension skills amongst Alfalit learners, very low achievement exists for reading comprehension.

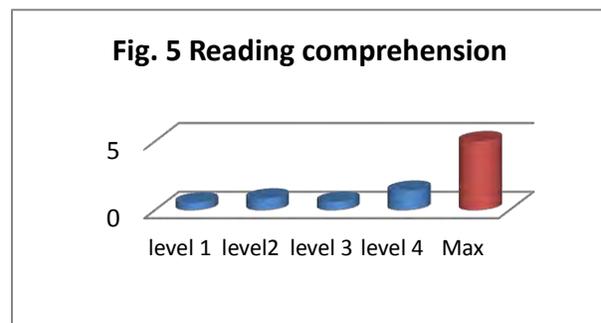
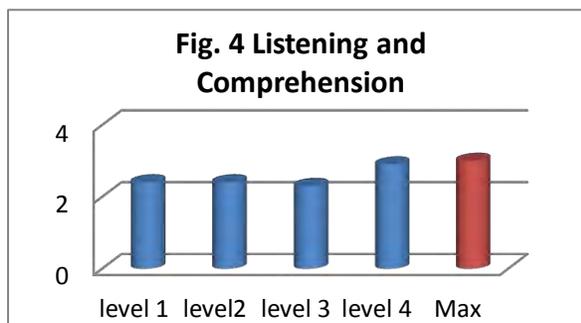
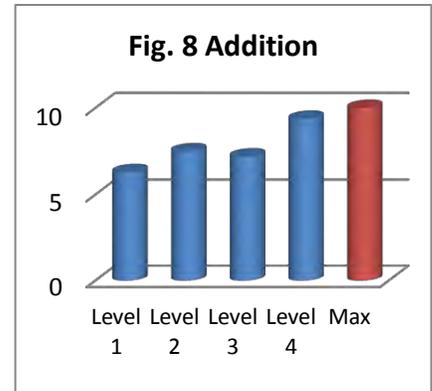
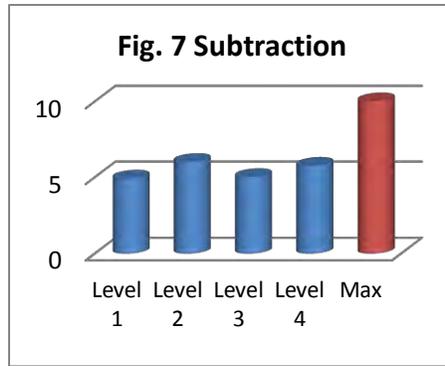
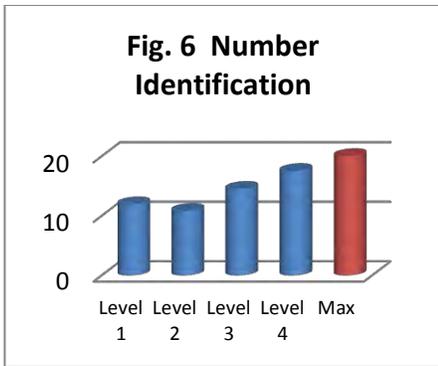


Figure 5 shows the results of *Reading Comprehension* with mean scores below the benchmark for all levels, but with slight differences between learners in levels 1 and 4, showing that some progress can be achieved as a result of instruction. It is clear that a large percentage of respondents did not comprehend what they were reading, though the questions were quite simple. Several EGRA reports have suggested that without the ability to read fluently, comprehension is nearly impossible. The respondents in the Alfalit Level 1 could not get a word from the story in the "Student Tool" instrument. "That is not the story we have in our book," said an Alfalit student who could not read the story. Reading comprehension scores for respondents in Level 4 show a mean average of 1.4 correct answers out of 5 questions; 12.5% scores at the top 75-100 percentiles and 12.5% scores at the 50-75 percentiles.

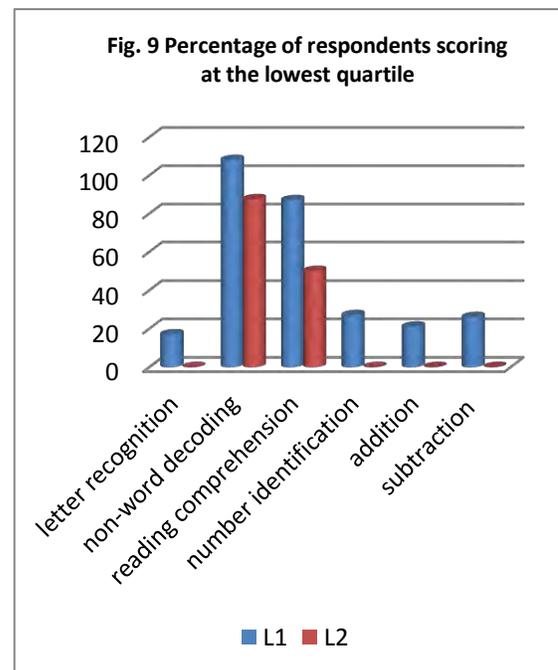
These results show there is an improvement from Level 1 to Level 4 –Eleven percent of Level 1 scores are at the top percentile, but 87% are at the lowest level –25% or less.



Respondents performed better on all numeracy items: *Number Identification*, *Addition* and *Subtraction*. Even though the majority of respondents in Level 1 could not name letters, they do not seem to have the same problem identifying numbers – 60% Level 1 and 100% Level 4 scores are at the top quartile on this item. Fig. 6 displays responses to number identification. It shows a small standard deviation indicating that scores are grouped around the mean, meaning there is less variance within same level responses.

Fig. 8 displays responses to the Addition (10 items) exercise. Average mean scores for all levels are above average with 100% of Level 4 respondents scoring near benchmark with a very low standard deviation (SD=0.92). The majority of the Alfalit upper level students are women who have had some experience selling products in the market and dealing with addition and subtraction in real-life exercises.

The results from the seven EGRA items show that some progress can be observed between Level 1 and Level 4. Assuming that Level 4 respondents attended Alfalit classes from L1 to L3, we can infer that Alfalit instruction has made an impact on their skills. The data shows slight variations at the top levels, but when we look at the bottom levels we can see more dramatic changes. For instance, looking at Fig. 9, we can observe a decrease in the percentage of learners scoring low from Level 1 to 4, indicating an overall improvement in literacy and numeracy skills from start to end of the Alfalit program.



Similar situations were reported in all centers where Alfalit students were interviewed:

students in the lower levels are not ready to respond to the EGRA-Level 1 items; they cannot read or decode letters and sounds. Although many students do not respond well to the EGRA level 1 items, when asked about the impact of Alfalit in their lives, participants express a clear improvement in their lives after Alfalit. Most students say they can do many things now after Alfalit, such as read checks their husbands bring

home, so they [women] are no longer fooled by their husbands; they can help their children in school; they can get money from the bank; they can participate in devotions and can read their prayers. Many students have attended formal schooling before, but dropped out during the war. They all place a great value on education and are highly motivated to learn how to read and write in English. Some students said *"Some of us can count now; Read, write and spell our own names. If it was not for the Alfalit program we would never be able to do these things."*

### Angola

In Angola, a "Student Tool" that included items from the EGRA Tool was administered to 117 Alfalit learners two weeks into the literacy program, and two weeks into 4<sup>th</sup> grade. The following EGRA items were used: 1. Oral vocabulary- (EGRA Level I—to assess respondent's ability to understand the spoken language); 2. Letter recognition (EGRA Level I); 3. Reading and comprehension (EGRA Level 3); 4. Addition Problem (EGRA Level I). The intention was to have a sample assessment of the adult learners' competence regarding very basic reading and numeracy skills. EGRA Level 1 for three of the four items and EGRA Level 3 for "Reading and Comprehension were used." The choice of items was based on the fact that the Alfalit Literacy classes had just begun at the time the survey/questionnaire was administered. The EGRA Level 3 item was used to assess the skills of Alfalit students in the upper levels of the program.

Table 8 compares scores obtained by 94 Alfalit adult learners in Angola—53 currently enrolled in 4<sup>th</sup> grade classes and 41 enrolled in Level 1 of the literacy program. Since 2012 classes had just begun, Level 1 scores reflect the competences of learners beginning the Alfalit program and Level 4 scores reflect the competences of those who had finished the first three levels.

TABLE 8 - PERFORMANCE OF ALFALIT STUDENTS IN 4TH GRADE AND LITERACY LEVEL 1 IN ANGOLA ON SELECTED EGRA ITEMS

	Maximum score possible	Mean Level 1*	Standard deviation	Mean Level 4**	Standard deviation
<b>Oral Vocabulary</b>	14 items	11.35	3.3	12.1	2.08
<b>Letter Recognition</b>	100 letters	17.97	21.7	49.6	25.09
<b>Reading Fluency</b>	135 words	7.37	20.3	40.8	35.5
<b>Reading Comprehension</b>	4 questions	.42	1.3	1.0	9.7
<b>Numeracy: Addition</b>	10 items	6.97	3.4	8.0	2.4

N=94 \* 53 (two weeks into Level 1 literacy program); \*\* 41 (two weeks into 4<sup>th</sup> grade)

While the sample is small—significant statistical differences are easier to find with large samples—educational significance can be inferred from results. The data displayed on the table above show high levels of oral language both for 1<sup>st</sup> and 4<sup>th</sup> level learners. This is not surprising since among those surveyed in Angola, 90% speak Portuguese at home. However, the performance in letter recognition of learners who finished the three levels of literacy (and are starting fourth grade) is disappointing: 50% correct with a wide range of scores as shown by the standard deviation of 21.7. Reading ability stands at

even lower levels of performance—40.8 or 30% correct. Reading comprehension shows a mean average of 1 out of 4 questions or only 25% correct answers. Performance on numeracy (Addition), on the other hand, is high both for 1<sup>st</sup> and 4<sup>th</sup> level learners with a small standard deviation, showing that scores are grouped around the mean.

It is interesting to note that the instrument was sensitive enough to detect the similar means and standard deviations observed in Level 1 and 4th grade scores in Oral Vocabulary and in Addition. This leads us to believe that learners start Level 1 of the Literacy program already with an acceptable level of proficiency in those two skill areas. In relation to the sample size there one must remember that the EGRA when administered in various countries utilizes small samples of 30 students per grade level drawn randomly from a school. In Angola and Liberia, the EGRA tool was administered to all learners at the location visited.

### **2.9. Classroom observations show competent literacy facilitators and enthusiastic learners; and in some cases, poor physical classroom conditions.**

Even though the evaluators conducted a limited number of classroom observations—in Mozambique and Liberia there were no classes running at the time of the visits—the perception that remained from classes observed in Angola was positive. Literacy facilitators were friendly, seemed well trained and appeared to be following the same teaching methodology. They paid attention to all learners and encouraged individual as well as group responses. Learners were attentive, enthusiastic and eager to participate in the activities proposed and the classrooms, even though sometimes crowded, were adequate according to local standards. Enumerators visited classes in 16 literacy centers and shared their observations with the evaluators. In all cases there was agreement on facilitators' and learners' commitment and enthusiasm. Some issues related to the physical environment and teaching aids, such as blackboards and desks were observed in Mozambique and Liberia. Classrooms vary by location: some classes are held outdoors, while others are held at churches, schools, and other types of community-based facilities. Facilitator and learner complaints included the state of the facility where classes are held, poor lighting, scratched and unreadable blackboards (or lack of them). In Liberia, where classes are held in the evening, lack of electricity and fuel to power the generators was the major complaint. These comments have to be seen in the context of the countries visited where deficient facilities, classrooms and equipment are a norm.

### **2.10 Alfalit is praised by quality of training and supervision provided to literacy facilitators, but unable to show results of its efforts.**

As reported by key informants and by Alfalit facilitators and staff, facilitator training and a tight supervisory scheme are crucial to the implementation of the program. In the three countries, coordinators (promoters in Mozambique) are the closest to the literacy facilitators: they do the initial selection of facilitators and conduct class observation with regularity taking responsibility for 10 - 15 learning centers. Coordinators and facilitators attend the same training events in order to develop a sense of bonding and an understanding of desired class performance. Coordinators also monitor registration, collect the forms that record data on learners and keep an eye on discrepancies such as learners that exist only on paper. As a minimum of 30 registered learners is required to

start a class, there is a risk that a facilitator could inflate the numbers in order to receive permission to open the class.

However, in spite of the frequent visits to observe classes, coordinators fail to collect observation data in a systematic way. The instrument used for class observation is a highly subjective form that mixes items such as availability of materials or classroom conditions (no responsibility of the facilitator) with methodological concerns and interactions with students. The completed observation forms are handed in to the supervisor, who takes them to headquarters where they are filed. There are three problems here: the first is the lack of a well-constructed instrument for observation that focuses on those instructional behaviors that have been practiced and recommended during training; second, coordinators need training to become good observers – well-trained observers utilizing a valid and reliable observation instrument can reach high levels of agreement on the phenomenon being observed while untrained observers are likely to produce unreliable results; and third, the information must be stored in a format that allows analyses and comparisons along a continuum on the items observed as well as between and among facilitators of different ages in different provinces and with different hours of teaching and training.

### **2.11 The lack of a well-developed M&E system makes it difficult to show results and impact.**

A weak aspect of the program in each of the three countries relates to the assessment of results or outcomes. Some data are available, but they are neither analyzed appropriately nor used adequately to monitor performance and measure impact. Data requests to Alfalit International have resulted in the same type of input/output-aggregated data. This makes it difficult to establish relationships between variables, and data cannot be mined to identify areas of success or to evidence shortcomings. Forms with raw data painfully collected with a good level of detail can be seen in boxes and folders at Alfalit headquarters in Angola and in Liberia. For example, the information about each student, identified by name, age, occupation, level, time in the program, performance and center location is collected and then filed away. However, when the evaluators asked for data, they received Excel spreadsheets with missing data and/or obvious mistakes. Forms are developed and data are collected with very good intentions but not much is done with the completed forms. Not only the country programs, but also above all Alfalit International need of a proper M&E system that will allow the organization and its affiliated programs to report results in a reliable and convincing manner.

### **2.12 The Alfalit programs do not seem to communicate or learn from each other's successes and challenges.**

This is surprising especially with respect to Mozambique and Angola, both Portuguese-speaking countries. Mozambique has Small Business Training and Savings Clubs, but does not have the booklet that goes with it; there is a high demand for small business training in Angola and Liberia but no small business training is available. In Mozambique and Angola, successful partnerships have been established with the government, specifically with the MOE; in Liberia, Alfalit has not made any progress in that direction. In Liberia and Angola the effort to establish partnerships with other NGOs and the

private sector has been successful; in Mozambique this has not yet been accomplished. Specifically, the success of the Savings Club program implemented in Mozambique, based on a model adopted in Kenya, would be a good addition to the Alfalit Liberia and Angola programs for two reasons: (a) there is a demand among Alfalit participants for job skills training and (b) the Savings Club program in Mozambique was instrumental in reducing the dropout rates that plague most adult literacy programs.

**2.13 The instructional materials are of good quality, accessible and available to students and teachers.**

In a country where teacher and student materials are scarce or non-existent, Alfalit Angola books and materials are viewed as the best thing that could happen to teachers and students. Individuals in partner organizations have stated that having its own materials is a plus when considering hiring an organization to conduct adult literacy training. This view is shared by Alfalit partners and the MOE in Angola and Liberia. What seems to be lacking in a "real life" experience to assist learners to be more comfortable when faced with tasks such as completing government forms, forms to open bank accounts or to register to vote.

**2.14. Currently, there are no assessment tools to examine the appropriateness of the learning environment, including teaching aids and other supporting materials, such as blackboards and classroom furniture in Alfalit Centers, and learner's physical abilities.**

Currently, there is no instrument in place for facilitators to assess the quality of the instructional materials and other teaching aids. Are they effective in helping students learn? It would be useful to include coordinators' and facilitators' input and feedback for continuous improvement of instructional materials, not only books, but other teaching aids as well. There may be issues related to the learning environment and learners' poor vision and their ability to see and read what is on paper and on the blackboard since many facilitators use posters and flashcards to help students focus on what it is being taught. Many blackboards in the Alfalit centers are in poor shape, scratched, and in some instances chalk is not available for teachers to use. Alfalit uses the spaces provided to them by the local community. Alfalit classes may take place in a church, a school, a library or at a teacher's backyard. Even though Alfalit is not responsible for the physical conditions of their centers, understanding the limitations they pose to learning may be the first step in designing interventions to address the conditions of poorly resourced environments.

**2.15. There is great demand in the three countries visited for post-literacy programs and Alfalit instructional materials.**

For those completing all levels of the literacy program, the options for continuing their education are limited. Even when Alfalit's students take a MOE-approved test and receive a certificate, transition to the conventional school programs is problematic due to the limited number of schools, the scheduling of classes during work hours, and the needs and interests of adult learners. Therefore, there is a tendency for Alfalit to engage in post literacy activities as done in in Angola where grades 4, 5 and 6 are being conducted at Alfalit literacy centers with their facilitator. Due to the limited number of

materials available through the MOE, there is a need for complementary materials to enrich the experience of learners as they move up to more advanced levels.

#### **2.16. Alfalit expects to expand the vision for literacy and to establish functional links between literacy and livelihood.**

There is an urgent need on the part of Alfalit for a critical re-examination of the objectives of literacy in the light of the needs and circumstance of the learners. The role of literacy in the Alfalit projects should be re-examined with a view to formulating strategies on how to generate income, alleviate poverty and enhance community and social cohesion. Meeting short-term basic needs is important, but the need for the learners to be equipped with the necessary knowledge and skills to exercise their rights seems more important and therefore, literacy programs need to be linked to the basic needs and rights of the adult learners. For example, in Angola, the government wants every citizen to open a bank account; in Liberia, there was a push to register people to vote. Alfalit Literacy programs should enrich its excellent booklet on Human Rights with practical skills—opening a bank account, registering to vote, filling out forms, etc. Those skills could make a difference in the lives of beneficiaries.

#### **2.17. Compliance and Record-Keeping.**

In both Angola and Liberia, books and other materials provided with assistance from USAID were properly marked, and at the events the evaluators attended, USAID was given proper recognition. However, despite repeated requests, Alfalit was not able to provide the evaluators with copies of various project technical reports, etc.

### **3. CONCLUSIONS AND RECOMMENDATIONS**

Development of a replicable model to address the problem of adult illiteracy is the strongest point of the Alfalit program in the three countries. The project definitely contributes to local government's efforts to reduce high illiteracy rates by involving learners in hard-to-reach communities where access to and the provision of government-sponsored education are limited. The MOE in Angola and the MEC in Mozambique, through their respective Divisions of Adult and Nonformal Education, recognize Alfalit as one of their most valuable partners in their efforts to reduce illiteracy, and also to develop civil society, alleviate poverty and potentially improve post-literacy initiatives. Alfalit is well placed to increase its partnerships with government and non-government organizations that focus on the areas of youth and adult nonformal education, health literacy, micro-credit and small business development in the three countries visited.

The following section presents some recommendations aimed at increasing the efficiency of the Alfalit operation and the effectiveness of the services it delivers in Angola, Mozambique and Liberia. The sequence in which the conclusions are presented reflects the evaluation team's perception of the most important aspects that would contribute to the success of the project.

### **3.1. Expand Partnerships with both government and NGOs.**

In addition to the partnerships established with Ministries of Education at national and provincial levels, and their Directorates of Adult Education, Alfalit should seek to expand its range by the establishment of partnerships with other sectors of the Government, including, but not limited to Gender and Development, Civil Rights, Health, Youth and Family as well as with local and international NGOs.

### **3.2. Become a key player in the adult basic education arena in poor-resource environments.**

Alfalit needs to seek and expand opportunities to take a leadership position in the areas of training adult literacy facilitators and upper levels adult basic educators (as currently done in Angola) and in the development, production, distribution and dissemination of literacy and post-literacy materials.

### **3.3 Develop a Logical Framework or results-based framework that links goals, objectives, activities, results, indicators and assumptions.**

When realistic and well understood, performance indicators can lead the way to the achievement of project objectives. Alfalit International needs to develop a Logical Framework –or other results-based matrix—that clarifies goals, objectives, results and performance indicators as well as activities and vulnerabilities (assumptions and threats). This “master” Logical Framework should then be adapted to each country's needs in order to adjust for small differences found in each of the three programs. The intention is to have all country programs looking in the same direction, seeking similar results as expressed by agreed-upon performance indicators, and implementing, monitoring and evaluating the activities linked to the expected results.

### **3.4. Use project data to show the quality of teacher training programs, facilitators, instructional materials and methodology applied in each country.**

Assessment of instruction and classroom observation checklists could provide Alfalit coordinators and supervisors with a tool to effectively structure classroom visits in order to observe effective literacy instruction. Observing facilitators in action but not using the information collected as a monitoring tool to improve their performance is missing a good opportunity to improve the effectiveness of the instruction and consequently of the project. Alfalit needs to create a system to monitor the quality of its corps of literacy facilitators. The classroom/ facilitator observation forms used in the three countries to record performance should be transformed into a monitoring instrument that clearly spells out the desired instructional behaviors to be exhibited by facilitators. A well designed tool could provide a snapshot of classroom organization, instruction, and learning opportunities in the classroom. What is currently missing from the Alfalit classroom observation checklist are indicators that focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary and comprehension. The hundreds of observations that will be conducted in 2012 by coordinators, promoters and supervisors should be assembled in a way that permits Alfalit to have at its fingertips the information related to facilitators' performance in the classroom. For this to happen, it is necessary to (a) develop and utilize an instrument that could record the status quo as well as change over time; (b) train supervisors, promoters and coordinators in observation techniques;

(c) store data in a manner that allows for the adequate analyses to be conducted; and, (d) use the data collected (evidence-based) for decision-making and improvement of current practices. This requires information sharing amongst Alfalit management staff, coordinators, supervisors and facilitators. See **Annex H: Notes on Testing and Assessment** for more detailed information on assessment of instruction and example of observation checklist.

### 3.5. Implement a results-oriented M&E System.

There are limited data, other than gender, that allow an examination of which demographic groups are most susceptible to failing, to completing or re-enrolling at any stage of the project. Alfalit International needs to implement a solid M&E system that includes dependent and independent variables thus allowing the analyses that will focus on results achieved. This M&E system should be “binding,” that is, a pre-established condition to the implementation of the program in any country. Clearly Alfalit International – and by extension Alfalit Mozambique, Liberia and Angola – will need capacity building in the development and use of relational databases. This means going beyond descriptions of inputs and outputs and learning to mine the data in order to provide the project information related to approaches which are effective to accomplish the objectives.

Otherwise, the project will continue to carry out the prescribed activities without knowledge of the actual outcomes achieved and continue to rely on anecdotal information as the only means to show accomplishments. This means that at the end of the funding cycle, Alfalit International will be able to report only inputs and outputs—how many facilitators trained, how many learners enrolled, how many dropped out, how many completed—but not the outcomes that justify the human and material resources utilized.

### 3.6. Seek to influence the selection or adaptation of an adult literacy assessment tool that truly measures literacy and numeracy skills equivalent to third grade level of basic education.

Given that in Angola and Mozambique there is a full partnership with the MOE/MEC, Alfalit is in a position to influence the selection, adaptation or development of a defensible measure of third-grade level achievement for all adult literacy programs in those countries in collaboration with the educational authorities. In order to provide valid information and discriminate between those who possess a set of skills and those who do not, a test needs to adhere to some measurement principles and follow certain

*Improvements to the M&E system could be made by:*

- Applying a results-based project monitoring system;
- Building the organizational capacity of staff in country-offices to monitor the program using some type of M&E software tool that integrates the Logical Framework or Results Framework with the Monitoring and Financial Plans;
- Using software technology to help tracking the progress, and all critical information that can be useful in implementing a program efficiently and effectively;
- Reporting program results including output indicators and outcome indicators with their qualitative statement and quantitative details;
- Using data collected to inform decision making and management;
- Developing tools and providing training to Alfalit staff to manage their projects using observation tools, and results-oriented strategies.

steps. The first step in this process is for Alfalit International to lead the effort to develop standards on which the test, to be developed in each country, would be based. What is meant by “standards” is the answer to a simple question: *What are Alfalit learners able to do at the end of the literacy program or third-grade level equivalency?* These standards should, preferably, be linked to international or country-level benchmarks of early grade literacy and numeracy and shared with all involved in the effort—MOE officials, supervisors, coordinators, literacy facilitators, and learners. The next step is to work with the MOE to develop or adapt a valid and reliable measure of competence based on those standards. Currently there is no generally recognized international norm for adult literacy; however, as a major provider of adult literacy internationally, Alfalit is well placed to develop a standard for itself, which other literacy promoters might consider appropriate for their own use. For lack of an alternative, and because it is very widely used as a norm for young early grade readers, Alfalit might wish to consider an adaptation of the EGRA. See **Annex H** for information on other types of assessment tools.

### **3.7 Take steps to establish the reliability of the test results.**

Even when based on a set of common standards, the tests may vary from country to country and, as the Angola situation documents, may vary by province to province within a country. This could render it impossible to make comparisons between and among countries, unless the equivalence of the measures is established. The development of the standards and of the tests should be followed by the establishment of the equivalency of the measure, thus increasing the reliability of test results.

### **3.8 Share “best practices” implemented by Alfalit programs in various countries in order to allow cross-fertilization.**

Mozambique and Angola, both Portuguese-speaking countries, are unaware of the challenges faced in each country and of the successes achieved. It seems also to be the case that the experience that Alfalit Angola has had in implementing USAID-assisted activities is not being shared with the much newer program in Liberia. Alfalit International needs to be more proactive in sharing this information not just at the management level but through all levels of the organizations.

### **3.9. Review methodology and materials to reflect recent developments in the areas of reading research.**

Alfalit materials and methodology are considered the best available in the countries visited. However, when responding to the EGRA items in the student tool portion of the Survey/Questionnaire, Alfalit learners in Liberia who had gone through six months of instruction had difficulty naming and sounding letters, decoding words and answering reading comprehension questions. It became apparent that some respondents used visual memory to decode words, but this is not a sustainable way to maintain a level of literacy beyond what is taught in the program. Several respondents showed difficulty in oral comprehension—a problem common in multilingual environments, where the language of instruction is not the language spoken at home. Even when respondents were able to read a short passage, most failed to respond to comprehension questions about the passage. This problem may be related to “reading speed”—a slow reader

cannot store enough information in short-term memory and therefore cannot make sense of what he/she just read.

A review of the literacy and methods used in the Alfalit program in view of current research may be helpful in mediating some of these problems. Reading and writing draw on complex cognitive processes, and thus multiple skills contribute to the development of reading and writing. Research in the past three decades has informed that explicit and systematic instruction on the following components is crucial and necessary for successful literacy acquisition<sup>3</sup>: Phonological awareness, Alphabetics (Phonics), Reading fluency, Oral language, Reading Comprehension, and Writing. A well-known challenge for learners of English and Portuguese is that these languages are complex and not "phonetic"-- there is not a straightforward correlation between the spoken language and the written language. Please refer to Annex I for further discussion.

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<sup>3</sup> See Adams, 1990; National Institute of Child Health and Human Development, 2000; National Research Council, 1998.

ANNEX A: STATEMENT OF WORK

**Section C –STATEMENT OF WORK**

Scope of Work

For

Mid-Term Monitoring and Evaluation of Alfalit's Literacy Programs in Liberia,  
Mozambique, and Angola

1. Project Objective. The Contractor shall provide all labor, equipment, supplies and materials, and travel necessary to accomplish the following objective through the performance of the Tasks required in the contract.

1.1. Conduct Mid-Term Monitoring and Evaluation (MME). The MME is intended to: 1) verify stated goals and impacts; 2) assess the progress of the literacy programs; 3) identify if Alfalit International is delivering services effectively; and 4) evaluate the cost-effectiveness in the use of USAID funding, and 5) make recommendations on the best way forward. The contractor shall perform the MME in accordance with USAID ADS 203 Performance and Monitoring.

2. Project Background.

2.1. Cooperative Agreement History.

2.1.1 Alfalit Angola Adult Literacy Program, USAID Cooperative Agreement #GDG A-00-02-00004-00. Alfalit distributed 7,000 sets of literacy, trained 279 facilitators from different provinces of Angola, 4,200 students had registered and 2,000 had graduated. Alfalit also provided facilitator training to 120 volunteers from Angola's 18 provinces, who represented nine ethnic groups.

2.1.2 Through 2009, Alfalit Mozambique enrolled 16,171 participants, trained close to 700 facilitators, and opened over 500 centers. Over 80% of Alfalit learners are women. Alfalit targets youth and adults over 15 years old; however, many mothers bring their younger children to class. The participants are distributed about 40-60 between the South (Maputo, Inhambane, Chibabawa and Gaza provinces) and the North/Central (Manica and Sofala).

2.1.3 Alfalit is proposing a 5-year program to expand its Alfalit Adult and Youth Education Project in Liberia (AAYEPL) providing literacy, post literacy education, jobs skills training and monitoring to its literacy graduates. Our five-year goal is to serve 35,000 learners in the 15 counties by leveraging the work with support from the McCall Mac Bain Foundation and the Sirleaf Market Women's fund. Additionally, Alfalit will train 900 facilitators (teachers) on its methodology and the use the literacy materials. Books will be printed to provide the remaining books necessary to complete the sixth grade curriculum. The target group will be male and female participants 14-50 years old. We will focus mainly on women because of the important role they play in the education of their children. As students become literate and complete basic education, they will be able to participate in other programs that will help them to continue to

develop personally, professionally, culturally, socially and financially, thus improving their lives, their families and communities.

2.2. References to be provided with the contract: Cooperative Agreement scope of work and USAID ADS 203 Performance and Monitoring. The Contractor will be required to obtain other pertinent documents.

3. Personnel Qualifications. The Contractor shall provide personnel that have backgrounds appropriate for the type of development knowledge used in the relevant projects and that meet the following qualifications to perform the site visit and/or data analysis.

**Team Leader Qualifications**

- Advanced degree in international education, education economics, education anthropology, or closely related social science field.
- Minimum of ten years of experience working in international education development.
- Experience with USAID basic education programs in Africa.
- Experience working with field offices in developing countries.
- Substantial experience in data collection or research activities, using both quantitative and qualitative methods.
- Experience as team leader, especially collaboration with host-country researchers and research assistants.
- Experience conducting mid-term evaluations in Africa
- Demonstrated professional writing and presentation skills.
- Fluency in English and Portuguese.

**Team Member Qualifications**

- Degree in international education, education economics, education anthropology, or closely related social science field.
- Minimum of five years of experience working in international education development.
- Experience with USAID basic education programs in Africa.
- Experience working with field offices in developing countries.
- Substantial experience in data collection or research activities, using both quantitative and qualitative methods.
- Experience conducting mid-term evaluations in Africa
- Demonstrated professional writing and presentation skills.
- Fluency in English and Portuguese.

4. Tasks.

4.1 Task 1 - Data Collection. The Contractor shall obtain all relevant documents from Alfalit International if not provided with the Contract. The Contractor shall make copies of the documents. Costs for reproduction of these documents will be part of the costs for this contract. Copies of the documents shall be returned to Alfalit International upon completion of the contract. Original documents borrowed for reproduction or performance of the MME shall be returned within 30 days of the completion of the final MME report. The contractor shall maintain an index of documents copied and borrowed for the MME effort and provide a copy of the index with the draft MME report. The index shall indicate if a copy or

original was obtained. The following documents are recommended for collection and review.

- 4.1.1 Original Cooperative Agreement
- 4.1.2 Plans and Specs, Design Analysis
- 4.1.3 Monitoring Data Reports
- 4.1.4 Periodic Status Reports, Other Data on Operations

4.2. Task 2 - Data Review. The appropriate members of the Contractor's MME team shall review the various documents to the extent necessary to perform the site visit, interviews, site operational and monitoring data analysis, and report generation.

4.3. Task 3 - Coordination and Management. The Contractor shall provide coordination with the following entities for performing the MME. The MME process emphasizes the need to minimize the impact to project and personnel, so careful coordination is required. One of the MME team members actively participating in the MME shall be designated as the project manager for the MME and identified to USAID and Alfalit as such. Brief records of every contact with the entities listed below shall be made by the Contractor's project staff and maintained as part of the project documentation. The final report's annex should include a list of all persons interviewed, with their title, relation to the project, and contact information.

- 4.3.1. With COTR. The Contractor shall provide periodic written reports to the USAID COTR or his/her designee on the progress of the work, contacts made, and problems encountered. The Contractor shall inform the USAID COTR or his/her designee of the anticipated site visit date within 14 days of the site visit. Country Clearance may be required. The USAID COTR will not accompany the Contractor on the MME site visit but the Team will brief the COTR before and after the evaluation.
- 4.3.2. USAID In-Country Team. The Contractor shall coordinate directly with the USAID Mission in-country Team in planning and scheduling the MME site visit and the interviews of staff and beneficiaries.
- 4.3.3. With Alfalit International Headquarters. The Contractor shall coordinate directly with the Alfalit headquarters in planning and scheduling interviews of staff and beneficiaries.

4.4. Task 4 - Site Visit. The Contractor shall visit the appropriate project sites to gather data that was not otherwise available, make limited measurements to supplement this data (as appropriate based on the review of documents and interviews conducted in task 2 and 3), shall observe the operation of the project, and document observations in writing.

- 4.4.1. Estimated Duration and Personnel. The site visit shall be conducted over the course of 15 days, including travel from the contractor's office. The contractor shall provide a team consisting of 2 members
- 4.4.2. Government Participation. The Government will not provide a team member to participate in the MME site visit. The contractor shall coordinate the site visit with Alfalit Headquarters and in-country team within two weeks of the site visit.

4.4.3. Introductory Briefing. Upon arriving at the site, the Contractor shall provide an introductory briefing to the site staff and USAID mission, as appropriate, regarding the MME process and the nature and sequence of the MME site visit. Contractor shall answer any questions raised by the site staff. The Contractor shall supplement any previously conducted interviews with appropriate questions of the site staff at this time or during the out-briefing.

4.4.4. Site Visit. The Contractor shall evaluate all pertinent data collected by in-country staff. The Contractor shall conduct their own surveys and research to gather relevant data. These interviews may include students, facilitators, coordinators, community members, etc.

4.5. Task 5 - Data Analysis. The contractor shall analyze the data collected as part of Tasks 2, 3, and 4 as described below. The objective of the analyses is to fulfill the goals of the MME as described in section 1.1 of this scope of work, and shall consider the issues and perform the analyses described in the original scopes of work. Any significant quality problems for prior analytical data should be evaluated in the context of the objectives of the investigation prior to data reduction and analysis is performed. A statistical approach should be implemented if this significantly facilitates the evaluation of the analytical data with respect to the goals of the MME. Some of the analyses may be performed at the time of the site visit and others may be performed following the site visit.

4.5.1. Compliance Review. The contractor shall review the available information and determine the degree to which the work performed meets the requirements laid out in the original scope of work. The review shall include an evaluation of the monitoring data, both quantitative and qualitative. All metrics noted in the original scope of work should have been met. For those that have not been met, remedies should be examined by the Contractor and Alfalit and remedies should be noted in the MME.

4.5.2. Impact Review. The contractor shall assess the reported impacts of the work performed against baseline metrics as collected by Alfalit International and how this work has impacted students, facilitators, coordinators, community members, etc. All readily available data should be assessed including data collected by Alfalit Headquarters, Alfalit in-country teams, and surveys conducted under Task 4.

4.5.3. Data Quality Assessment. As indicated in USAID's Automated Directive System (ADS) Chapter 203.3.5, (<http://www.usaid.gov/policy/ads/200/203.pdf>), the contract shall conduct Data Quality Assessments for all performance data and verify the quality of data against the five standards of validity, integrity, precision, reliability, and timeliness. USAID has three data source categories: (1) *primary data* (data collected by USAID or where collection is funded by USAID), (2) *partner data* (data compiled by USAID implementing partners but collected from other sources), and (3) data from *other secondary sources* (data from other government agencies or development organizations). The contractor shall retain documentation of the assessment in writing and update the information as needed.

Documentation should describe whether the five data quality standards have been met for relevant indicators and can be captured in a report.

5. Reporting. The contractor shall prepare a report that summarizes the MME. The report shall document the analyses performed. The report shall be concise, clearly written, free from typographical and grammatical errors, and less than 20 pages in length excluding appendices. All documentation and products become the property of USAID. Documents that are produced under this contract are part of USAID/AFR/ED and come from the USAID/AFR/ED office. USAID has branding rules in effect which ensures that products paid for by USAID are indicated as USAID (see requirement below).

Format for all documentation:

- Marking and Branding. The Contractor shall comply with the requirements of the USAID Branding and Marking Guidance defined in ADS Chapter 320 or any successor branding policy. The Branding and Marking Guidance is available at <http://www.usaid.gov/branding/acquisition.html>. Based on ADS 320.3.2 the contractor shall prepare a Branding Strategy and Marking Plan. A sample template for the Branding Strategy and Marking Plan will accompany this scope of work. The contractor shall prepare a Marking Plan containing information similar to the sample provided in order to comply with the ADS requirements.
- Descriptive information is required for all Contractor products submitted. The title page of all reports and information products shall include the contract number, contractor name(s), name of the USAID cognizant technical office, the publication or issuance date of the document, document title, author name(s), and strategic objective or activity title and associated number. In addition, all materials submitted shall have attached on a separate cover sheet the name, organization, address, telephone number, fax number, and Internet address of the submitting party.
- Deliverables in paper form shall be prepared using non-glossy paper (preferably recycled and white or off-white) using black ink. Elaborate art work, multicolor printing and expensive bindings are not to be used. Whenever possible, pages shall be printed on both sides.
- The electronic document submitted shall consist of only one electronic file which comprises the complete and final equivalent of the paper copy.
- Acceptable software formats for electronic documents include WordPerfect, Microsoft Word, and Portable Document Format (PDF). Submission in PDF is encouraged.
- The electronic document submission shall include the following descriptive information:
  - Name and version of the application software used to create the file, e.g., WordPerfect Version 9.0 or Acrobat Version 5.0.

- The format for any graphic and/or image file submitted, e.g., TIFF-compatible,
- Any other necessary information, e.g. Special backup or data compression routines, software used for storing/retrieving submitted data, or program installation instructions.

5.1. Monthly Status Reports. The Contractor shall provide written reports to the USAID COTR or his/her designee on the progress of the work, contacts made, and problems encountered.

5.2. Draft Report. The contractor shall prepare a draft report for review by the COTR. The draft report shall be provided in hard copy and electronically to the COTR.

5.3. Comment Responses. Comments will be provided to the contractor electronically. The contractor shall prepare comment responses that clearly state the actions taken to incorporate the comment or show the changes in a redline and strikeout version of the revised report. The contractor may contact the reviewers for clarification. Unresolved technical issues shall be coordinated with the COTR.

5.4. Final Report. The contractor shall provide a final report incorporating the comments on the draft as discussed with the COTR. The final report shall be provided in hard copy and electronically to the COTR.

## ANNEX B: EVALUATION DESIGN AND METHODOLOGY

## SUMMARY OF EVALUATION DESIGN AND METHODS

Evaluation Question	Type of analysis conducted	Data sources and methods used	Type and size of sample	Limitations
1. Do the Alfalit Adult Literacy programs in Angola, Liberia and Mozambique contribute to individual educational, financial advancement and social cohesion through the reduction of illiteracy?	Analysis of congruency between and among opinions expressed by experts.	Semi-structured interviews with key informants	72 interviews with Government officials at the central, provincial and local levels; Alfalit partners; Alfalit staff in Angola, Liberia and Mozambique; three management staff from Alfalit International.	Alfalit staff and key informants selected by Alfalit could bias the answers given.
	Percentage of learners that enrolled and completed last level of the literacy program.	Examination of secondary data provided by Alfalit in Angola, Liberia and Mozambique by the Alfalit International.	Beneficiaries of the Adult Education and Literacy programs in Angola, Liberia and Mozambique (Literacy 1 and 4 <sup>th</sup> , 5 <sup>th</sup> and 6 <sup>th</sup> grades) and Savings Club's participants in Mozambique.	Data available focuses mostly on inputs and outputs; often not disaggregated by variables of interest; independent variables not considered to identify successes and problematic areas; data quality varies from country to country; data not systematically collected;
	Percentage of learners who took and passed the 3 <sup>rd</sup> level equivalency test.	Questionnaire administered to 430 participants in the Alfalit programs in the three countries.		
2. Have adult participants in the Alfalit literacy program acquired literacy and numeracy skills equivalent to 3 <sup>rd</sup> grade of a regular school program?	Descriptive statistics kept by each of the country programs: comparison of enrollment and completion data.	Review of enrollment and completion data	Data on 37,000 Alfalit beneficiaries in 2011  Beneficiaries of the Adult Education and Literacy programs in Angola and Liberia.	Sampling bias given the difficulty of accessing literacy centers.  Issues related to validity and reliability of the 3 <sup>rd</sup> grade equivalence tests.
	Means and standard deviations of scores obtained on seven items of the EGRA student tool in Liberia and Angola (Literacy 1 vs. Learners who completed Literacy program and are one week into 4 <sup>th</sup> grade in Angola).	Scores obtained on seven items of the EGRA in Angola and Liberia.  Examination of the MOE-approved 3 <sup>rd</sup> grade equivalency test in Angola and Mozambique	377 Literacy learners in Liberia and Angola	Tests are not comparable as they vary from country to country and even within countries.

Evaluation Question	Type of analysis conducted	Data sources and methods used	Type and size of sample	Limitations
3. What is the relation between the costs of the Alfalit Adult Literacy programs and the benefits they provide to participants?	Costs of implementation compared to the number of those who complete and of literates produced.	Interviews and focus groups with facilitators, coordinators, supervisors and beneficiaries in the three countries.  Observation of Savings Clubs in Mozambique and literacy and 4 <sup>th</sup> and 5 <sup>th</sup> grade classes in Angola	Documents provided by the program— budgets, financial statements, disbursements, etc.  Information obtained in focus groups and interviews	Costs are computed based on number of enrollees and not on number of those made literate; percentage of literates is difficult to assess given the lack of a valid and reliable measure of literacy to assess results in each country.
4. What institutional support is needed to improve the rate of success and the development of adequate structures for the programs in Angola, Liberia and Mozambique?	Comparison between staff actual and desired quality of documents and support materials produced by staff; assessment of the technical profiles needed for the various implementation tasks.	Interviews and assessment of the technical skills of staff; examination of documents prepared by staff—training materials, tests, data collection instruments, data sets, etc.	Alfalit staff in Angola, Liberia and Mozambique; Alfalit International staff in Miami	Misunderstandings regarding methods and procedures established by management; resources not available for training and/or to hire staff or consultants with the technical expertise needed in areas such as M&E.
5. Are the individual country programs capable of expanding and adapting to continue to deliver efficient services?	Examination of costs of running the projects: staff, training, transportation, books, and materials, stipends paid to literacy facilitators.	Document review; interviews with management; record of project activities, etc.	Collection of documents received from Alfalit International and made available by project management in Angola, Liberia and Mozambique.	For the foreseeable future, the Alfalit Literacy projects will require massive influx of capital to produce and distribute books— one of Alfalit's high points.
6. What is the likelihood that participants' literacy skills will remain stable over time?	Assessment of post literacy initiatives undertaken by Alfalit in Angola (4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> grades).	Observations of 4 <sup>th</sup> and 5 <sup>th</sup> grade classes in Angola; and observations of Savings Clubs in Mozambique	Visits to 12 literacy centers in Angola; and 6 Savings Clubs in Mozambique	If the educational systems continue to produce illiterates then the Alfalit Literacy programs will not be sustainable unless they continue to rely on donors.

## ANNEX C: KEY INFORMANTS INTERVIEWED

### ALFALIT INTERNATIONAL

1. William Murff, Executive Director, Alfalit International
2. Aida Iglesias, Program Director, Alfalit International
3. Teresa DeAlmeida, Educational Compliance

### ANGOLA

1. Eduardo Maveza, Executive Director, Alfalit Angola
2. Amavel Prazer Pedro, Statistician, Alfalit Angola
3. Ricardo Machado, Supervisor/ National Trainer, Alfalit Angola
4. Virgilo Chiteculo, Pedagogical Director, Alfalit Angola
5. Jeremias Matondo Vova, Finance Officer, Alfalit Angola
6. Evaristo João Pedro, Director of the National Adult Education Program, Ministry of Education
7. Alberto Bandola, Diretor Provincial de Educação, Província de Luanda
8. Domingos Menezes, Development Grants Program Manager, USAID
9. Andre Cangovi Eurico, National Coordinator, Lutheran World Association, Angola
10. Angelo Rodrigues, Pastor and Community Leader, Igreja Congressional de Angola
11. Cassinda Wilson, Deacon and Community Leader, Igreja Congressional de Angola
12. B. Anke, ADPP (Ajuda de Desenvolvimento de Povo para Povo)
13. Jacinto Gomes, ADPP
14. Jonathan White, Director of Operations in Angola, World Vision
15. Jordão Antonio, Program Officer, World Vision
16. Michael Finley, Regional Coordinator, ExxonMobil Foundation
17. Miguel Cordeiro, Community Relations Supervisor/Public and Government Affairs, ExxonMobil Foundation

### LIBERIA

1. Julia B. Richards, USAID Liberia Education Officer and Team Leader
2. James K. Gray, USAID/Liberia Education Advisor
3. Miriam D. White, USAID Liberia Education Specialist
4. Rev Bishop John D. Innis, President of Alfalit Board of Directors
5. Kenneth Best, Publisher of the newspaper Daily Observer and Alfalit Board Member
6. Jerome (?), Teacher Training Supervisor, Alfalit Liberia
7. Emmanuel Munyeneh, Technical Advisor to the Minister of Education
8. \_\_\_\_ Payne, Director of Adult Education, Ministry of Education
9. Simon James, Education Development Center Chief of Party, USAID/Advancing Youth Project
10. Sebastian (?), Teacher Training Team Leader, Advance Youth Program
11. Lisa. Emmanuel J. Giddings, Executive Director, Alfalit International-Liberia
12. (?), Advance Youth Program
13. Stanley N. Beddel, NAEAL, Project Administrator

14. Joseph V. Yoko, NAEAL Program Officer
15. Wilmette Porter, Director, Alfred Porter Library in Paynesville, Red Light District
16. Daniel K. Setiyer, Literacy Director, LIBTRALO
17. Samuel F. Cooper, Linguistics Director, LIBTRALO
18. Tidoe Johnson, Director, LIBTRALO
19. Isaac Boe Doe, Executive Director of Renewing Liberia
20. Pia Brown, Executive Director, Sirleaf Market Women's Fund
21. Varney A. Holmes, Program Assistant, Sirleaf Market Women's Fund
22. Bartholomew B. Colley, National Network Coordinator, West Africa Peace Network (WAPNET)
23. Lina T. Cummings, Program Coordinators, Women in Peace Building Network (WIPNET/WAPNET)

#### MOZAMBIQUE

1. Rev. Mordechai Gabriel Nhabanga, Alfalit Mozambique Executive Director
2. Bishop João Somane Machado—Retired Bishop and founder of Alfalit Mozambique
3. Jose Bernardo Ferreira—Alfalit Mozambique, Board Member
4. Jose Massing—Alfalit Promoter
5. Lars Winberg—Technical Advisor, Alfalit Mozambique (Chimoio Regional Office)
6. Lucinda de Fatima—Technical Education Advisor in the literacy area, District Office (Maputo)
7. Lydia Gullet—Alfalit Mozambique, Board Member
8. Magdalena dash Graces—Alfalit teacher
9. Maria Jose Mondrovo—Alfalit Promoter
10. Cara Alegre Tembe—Alfalit Mozambique Board Member
11. Clara Hernini Mattos—Alfalit teacher
12. Domingos Wilson Magaia—Alfalit Mozambique Board Member
13. James Dobson, PhD, USAID—Mozambique Education Officer
14. Jannie Kwok—USAID, Mozambique Junior Education Officer
15. Duarte Serrote Ligonha—Supervisor do Programa de Alfabetização na Província de Nampula;
16. Estevão Rupela—Diretor Provincial de Educação, District Government Office in Chimoio
17. Filipe Zuze Luís Jone—Supervisor do Programa de Alfabetização nas Províncias de Manica e Sofala;
18. Idelito Joaquim Musserife—Supervisor do Programa de Poupanças e Pequenos Negócios nas Províncias de Manica e Sofala;
19. João Munhunga—Pedagogical Director, Escola Primaria Completa da Liberdade
20. Maria de Lurdes Manso do Rosário Brige—Director dos Serviços de Educação, Juventude e Tecnologia da cidade de Chimoio
21. Namatai M. Samussone Alberto—Regional Coordinator, Alfalit Mozambique (Chimoio Regional Office)
22. Pensar Araújo Simbe—Supervisor do Programa de Alfabetização nas Províncias de Manica e Sofala
23. Amancio David—Oficial de Monitoria e Avaliação Nacional

24. Antonio Chaves—Director, Serviço Distrital de Educação da Juventude e Tecnologia, Manica Province
25. Project Felitamo, Movimento de Educação Para Todos (MEPT)—Program Director

## ANNEX D: EXECUTIVE SUMMARIES OF TRIP REPORTS



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### *Mozambique Executive Summary*

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The evaluation of Alfalit Mozambique was the first of three country evaluations being conducted by IBTCI and its sub-contractor, the Aguirre Division of JBS International, under a task order awarded by USAID's Africa Bureau to evaluate Alfalit literacy programs in Liberia, Mozambique, and Angola. The order of the evaluations was determined by the status of Alfalit activities in each country plus local holidays and by security issues for Liberia. The evaluation in Mozambique was conducted by Magda Raupp (Team Leader and JBS Consultant) and Dr. Flavia Ramos-Mattoussi (Team member and IBTCI consultant between October 30 and November 14, 2011 (in-country, both dates inclusive).

This *preliminary* report describes the context of the Alfalit Mozambique Adult Literacy program and presents an overview of the project and the activities implemented to achieve the stated goals and objectives. It also describes the purpose and the some methodological aspects of the evaluation as well as the most relevant findings followed by a brief discussion and tentative conclusions and recommendations. The findings are backed by information collected by a thorough review of project documents, extended interviews with key informants, several focus groups and the team's observations of project activities. A survey/questionnaire was administered to 155 beneficiaries and the data obtained are currently under analysis. It is important to note, therefore, that this document is a trip report and not an evaluation report *per se* since it is necessary to analyze the survey data collected

### **Summary of Findings**

The findings summarized here are expanded and discussed later in the report.

- Alfalit Mozambique contributes significantly to the Government's efforts to reduce illiteracy and poverty and has the potential to expand its role in the partnership with the MEC while involving other partners from the private and public sectors.
- The lack of a well-developed M&E system severely cripples Alfalit Mozambique's ability to show the results and impact of its activities. Data collection instruments have been developed and the flow of information seems to work reasonably well but the analyses conducted focus on inputs and outputs and fail to establish relationships between variables. In the data examined—mostly sent by Alfalit International—there is an absence of independent variables and the data are not mined to identify shortcomings.
- The Savings Clubs component is viewed by partners—MEC and others—as an innovative initiative that expands participants' literacy and numeracy skills and reduces poverty. Again, the analysis focuses on the number of groups and the number of people and does not show how those critical elements contribute to the success of the Savings Club. A higher level of analytical sophistication is needed to identify the elements that compose the profile of a successful Savings Club so that this knowledge can fertilize other Clubs.
- As in all adult literacy programs, Alfalit Mozambique has a high dropout rate, especially among men (male dropout rate = 34%; female dropout rate = 17%). The reasons given for this are anecdotal and based on stereotypes and not on data. It is possible that there is a relationship between men's drop-out rate and the methodology used, the sex and age of instructors, the materials and the scheduling and the composition of the literacy groups. Again, the type of data analyses conducted focuses on outputs and percentages in and out and does not allow insights that would assist the project to reduce its dropout rate.
- The logistics of material distribution to the centers does not work satisfactorily. The delays probably compound the dropout rate. It would be wise for Alfalit Mozambique to admit its limitations and seek a partner in the private sector—Coca Cola or similar—that would associate its brand name with the literacy effort of the government and in exchange transport Alfalit Mozambique books in the remote corners where the company already has a presence.
- The stipend that MEC has agreed to pay to Alfalit Mozambique literacy instructors is slow in coming and not considered sufficient to keep the good people that the project has trained and constitute deterrents to the establishment of a motivated corps of well-trained instructors. The need to train new groups of literacy instructors to replace those who have left represents a drain on the project's already tight budget and can be considered a serious design flaw that threatens the implementation of the project. The issue needs to be addressed by a more proactive lobbying at the Government level or by the establishment of partnerships with the private sector or other development agencies. Perhaps Alfalit Mozambique could explore the possibility of a direct transfer from the MEC in the amount agreed upon (US\$109,000) and be responsible to pay the stipend to its literacy instructors taking advantage of the structure of supervisors and promoters already in place.
- The third grade test prepared by MEC and administered to students at the end of the literacy programs (Alfalit, Alfa-Radio and Regular MEC) does not seem to be based on a set of skills that an individual should have acquired by the end of third grade. A

- test development expert as well as an adult learning specialist can undoubtedly be found at the university to define a set of skills to be acquired and guide the alignment of the test to the skills taught in the various adult literacy programs in the country.
- Student and teaching materials could be improved to encourage more student participation and active learning, and integrate the latest research on how adults learn. The texts [Portuguese] need a thorough revision to adjust to non-sexist language requirements. For instance, the term "man" (*homen*) is used as a generic term to refer to humankind and all men and women. One example of this use of sexist language is found on "Leitura- Ensaio de Adultos 4ª Classe Unidade II, Relação do Homem com a Natureza, p.15." "*Por que o homem é o único ser pensante?* (Why man is the only thinking creature?) *Por que ele desfruta de uma posição privilegiada?* (Why does he enjoy a privileged position?). Replacing sexist language for more inclusive language would help avoid misunderstandings.

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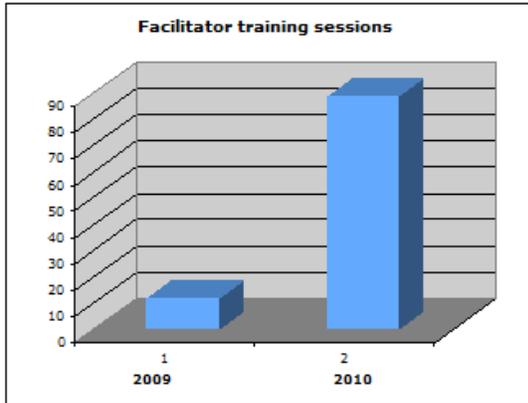
*Liberia Executive Summary*

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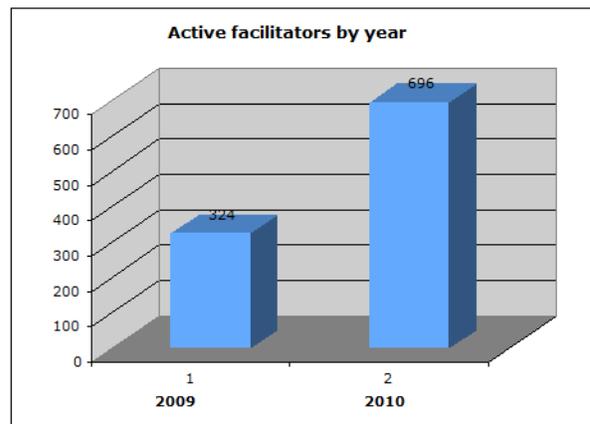
This is the second of three country evaluations being conducted by IBTCI and its sub-contractor, the Aguirre Division of JBS International, under a task order awarded by USAID's Africa Bureau to evaluate Alfalit Adult Literacy programs in Mozambique, Liberia and Angola. The order of the evaluations was determined by the status of Alfalit activities in each country plus local holidays and security issues for Liberia. The evaluation in Liberia was conducted by Magda Raupp (Team Leader and JBS Consultant) and Dr. Flavia Ramos-Mattoussi (Team member and IBTCI consultant) between December 2 and December 14, 2011 (in-country, both dates inclusive) with the assistance of logistics and assessment coordinator, Ms. Geanjay Roberts.

This report describes the context of the Alfalit Liberia Adult Literacy program and presents an overview of the project and the activities implemented to achieve the stated goals and objectives. The report describes the purpose and some of the methodological aspects of the evaluation and presents the most relevant preliminary findings followed by a brief discussion and tentative conclusions and recommendations. The findings are backed by information collected by a thorough review of project documents, in-depth interviews with key informants, several focus



groups and the team's observations of project activities. A survey/questionnaire and student tool including seven items from the Early Grade Reading Assessment (EGRA) Level 1 was administered to 150 beneficiaries and the data obtained are currently under analysis. It is important to note, therefore, that this document is a trip report and not an evaluation report *per se* since it is necessary to analyze the survey data collected.

Alfalit started operating in Liberia in 2005. As a result of the funding received from USAID (March 2010-2015), Alfalit Liberia has expanded considerably, allowing it to become a key contributor to the Government of Liberia in its efforts to reduce illiteracy and alleviate poverty. Currently, it operates 198 adult literacy learning centers in all 15 counties. The total enrollment of 11,836 adult learners for the year 2011 represents a growth of 48% since USAID funding started in March of 2010. At the same time, the number of trained coordinators went from 49 in 2009 to 89 in 2011; and the number of trained facilitators from 261 in 2009 to 616 in 2011. In spite of the demand, Alfalit Liberia does not plan to expand the number of centers beyond the current number.



Alfalit works through churches, one of the few institutions that were left standing after the end of the war. Being a faith-based organization allows Alfalit to reach the most remote corners of the country where churches have a strong grassroots appeal to community people. Alfalit Liberia has effectively mobilized members of various communities using only word-of-mouth and a powerful message "*from darkness to light*" to attract a great number of students and volunteer teachers to its program. The Alfalit leadership imparts a strong sense of mission that motivates both students and teachers to remain in the program, become literate and help their friends and neighbors to do the same.

Alfalit Liberia has the potential to expand its role through the establishment of a more formal partnership with the government of Liberia, especially with the Ministry of Education and the Ministry of Gender and Development while collaborating with other partners from the private and public sectors and with NGOs that focus on adult literacy, non-formal and alternative basic education.

So far, Alfalit Liberia has not succeeded in establishing a partnership with the Ministry of Education (MOE). This is not surprising. Interviews conducted with NGOs and other agencies as well as with MoE officials, made clear that the MOE has not yet put into place a countrywide strategy for adult education. Even though in August 2011 a new Education Reform Act was signed by President Sirleaf, setting county school boards and

guidelines for all the 25 international donors and 100 NGOs involved in the education sector, adult nonformal education is only addressed in a separate document. In the absence of government leadership, a wide spectrum of organizations that address the challenges posed by adult education has grown, each with its separate funding, methods and materials. A strong coalition of all organizations involved in adult literacy and alternative education programs needs to be built in Liberia and there are signs that the MoE is starting an effort to coordinate donors' and programs' efforts under a new strategy framework for MOE's donor coordination. The National Adult Education Forum spearheaded by the National Adult Education Association of Liberia (NAEAL) aims to bring under one umbrella all NGOs working in the area of adult education and is a seed for such a coalition. The two initiatives proposed—the sharing of information and the establishment of a database accessible to all—should be encouraged. Currently Alfalit is an affiliated member with the expectation of becoming a full-fledged member in 2012.

The lack of a well-developed monitoring and evaluation (M&E) system severely cripples Alfalit Liberia's ability to show the results and impact of its activities. A number of data collection instruments have been developed and the flow of information seems to work reasonably well from the facilitator to the coordinators to the main office in Monrovia. However, the manner in which the data are collected does not allow the establishment of relationships between and among variables. The analyses conducted focus on inputs and outputs. In the data sent by Alfalit International and in the data examined while in Liberia it was noted an absence of independent variables, data are not mined to identify shortcomings or highlight areas of implementation that need to be improved. Both the management of Alfalit Liberia and the M&E staff are aware of the problem and open and eager to learn ways to improve their ability to track progress and show results.

Interviews and focus groups conducted with 78 literacy facilitators, coordinators and supervisors from the 15 provinces who gathered at the Alfalit central office in Monrovia to participate in the evaluation show agreement regarding the importance and the quality of training that Alfalit provides to the literacy facilitators. At the same time, supervisors and coordinators make a strong recommendation that training be longer and provided with more frequency.

Learners, literacy facilitators, coordinators and supervisors recommend that the Life Skills component (taught in Level 4) be integrated into the program from day one. Interviews conducted with management of other NGOs confirm that there is a strong demand for life skills training and income generating activities that would increase adult learners' ability to generate income and engage in small business of their own. Facilitators, coordinators and supervisors point out that at times learners have left the Alfalit Liberia literacy program to enroll in similar programs that integrate life/business skills. In reality, it is more than integrating a Life Skills component into an adult literacy program, but rather adding to the adult literacy program job skills training and income-generating activities.

The Alfalit programs in Liberia and Mozambique do not seem to communicate or learn from each other's challenges and successes. This is surprising since both programs are



affiliated with Alfalit International and use the same materials and methodology. The two programs would benefit from sharing information and learning from each other's successes and failures, a cross-fertilization that would undoubtedly benefit both. One specific area is the Savings Club implemented in Mozambique to reduce the dropout and keep learners in the literacy program.

The end-of-level test that is part of the Alfalit Literacy program is not linked to any international reading standards or other student assessment tests, such as the Early Grade Reading Assessment (EGRA), and that reduces the credibility of the program. The Alfalit Liberia program would be viewed by donors and other stakeholders in a better light if it utilized some widely accepted literacy standards and reading assessment tests to evaluate learners' performance. Using international literacy standards for assessment would also help Alfalit Liberia in the selection of indicators that indicate the attainment of its goals.

### The Alfalit Program in Liberia

Alfalit Liberia is a faith-based organization accredited to operate as an NGO (under the number 0411) by the Ministry of Planning and Economic Affairs since June 8th, 2009. Its goal is to alleviate poverty and reduce illiteracy in the country—the adult illiteracy rate in Liberia is estimated in 60%. Alfalit Liberia works in the rural and urban communities in Liberia, focusing on adult education and literacy. As of March 2010, Alfalit Liberia, through Alfalit International, started to receive funding from USAID. The cooperative agreement RLA-A-00-00080 awarded Alfalit International USD \$10,490,000 to be disbursed over a period of five years with the amount of USD \$2,083,640 specifically destined to Alfalit Liberia.

USAID is providing funding support for Alfalit Liberia from 2010-2015 in response to Alfalit's proposal to expand its Alfalit Adult and Youth Education Project in Liberia (AAYEPL) providing literacy, post literacy education, jobs skills training and monitoring to its literacy graduates. The five-year goal is to serve 35,000 learners in the 15 counties by leveraging the work with support from the McCall MacBain Foundation and the Sirleaf Market Women's Fund. The target audience of the Alfalit program in Liberia comprises male and female participants 14-50 years old. Alfalit focuses mainly on women because of the important

- Population (2011): 3.786 million.
- Annual population growth rate (2011): 2.6%.
- Ethnic groups: Kpelle 20%; Bassa 14%; Gio 8%; Kru 6%; 52% spread over 12 other ethnic groups.
- Religions: Christian 85%; Muslim 12%; other 1.5%; no religion 1.5%.
- Languages: English is the official language. There are 16 indigenous languages.
- Education: *Literacy* (2008)–58%.
- Health: *Life expectancy* (2011)–57 years.
- Work force: *Agriculture* 70%; *industry* 15%; *services* 2%.  
Employment in the formal sector is estimated at 15%.

role they play in the education of their children. Alfalit Liberia also received a grant from USAID to support its book production (2007-08).

The Alfalit program in Liberia is divided into four levels: 1. Level 1 (1-6 months); Level 2 (7-8 months); Level 3 (10 months); Level 4 (12 months) integrates literacy, numeracy and life skills training. The total duration of the Alfalit program is about three years depending on the student. For every level there is a skill checkup that helps the teacher assess students' skill level and readiness for promotion. All four levels include reading, writing, listening, comprehension and math skills; and for each level there is a set of Alfalit books including: **Reading Skill Book** for students; **Reading Teacher's Manual** for the volunteer teachers; **Math Book**; and at Level 4, besides the Reading and Math books, an additional **How to Start and Improve your Business**, that teaches students how to develop a savings club and a small business. The books are printed in good quality paper, one color printing inside and four-color glossy heavy paper for the front and back covers. All Alfalit books distributed in Liberia are marked with the USAID brand and logo as well as Alfalit International's logo on the back outside cover.

### ***The Republic of Liberia – Country Context<sup>4</sup>***

Freed Africans from the United States of America founded Liberia, Africa's oldest republic, in 1847. The country has modeled its system of government, education and finance after that of the United States. Liberia's indigenous population is comprised of 16 ethnic groups; The Kpelle in central and western Liberia is the largest ethnic group. Americo-Liberians who are descendants of freed slaves that arrived in Liberia after 1820 make up less than 5% of the population. There are also sizable numbers of Lebanese, Indians, and other West African nationals who comprise part of Liberia's business community. The Liberian constitution restricts citizenship to only people of Negro descent, and land ownership is restricted to Liberia citizens.

Liberia has emerged from fourteen years of civil conflict (1989-2003) in very bad conditions. During the conflict more than 95% of the country's infrastructure—clinics, hospitals, schools, etc.—were damaged or destroyed. Oxfam International estimates that at the end of the country's civil war, Liberia had an illiteracy rate of 90% among women and more than 75% among men and that more than 80% of Liberia's 3.6 million people lived on less than \$1 a day.

In 2005, the election of Africa's first elected female head of state, Ellen Johnson Sirleaf, marked a renewed focus on the development of Liberia's ruined education infrastructure and a commitment to achieving the UN Millennium Development Goals for 2015. The Johnson Sirleaf government won substantial donor support for its new poverty reduction strategy at the June 2008 Liberia Poverty Reduction Forum in Berlin, Germany. In order to maintain stability through the post-conflict period, Liberia's security sector reform efforts have led to the disarmament of more than 100,000 ex-combatants, the United States-led effort to reconstruct the Armed Forces of Liberia, and an UN-led effort to overhaul the Liberian National Police. The October 11, 2011 presidential and

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<sup>4</sup> <http://www.state.gov/r/pa/ei/bgn/6618.htm>

legislative elections and the subsequent November 8, 2011 presidential run-off were declared free, fair, and transparent by ECOWAS, the African Union, the Carter Center, and other observers. The Congress for Democratic Change (CDC) alleged fraud in the first round and boycotted the run-off election. President Johnson Sirleaf defeated Winston Tubman of the CDC by 90.7% to 9.3% in the run-off to win re-election. She was inaugurated on January 16, 2012.

In 2010, the illiteracy rate among women was 58% (CIA World Factbook). In 2009, Liberian President Sirleaf formally launched a grassroots literacy movement, Literate Liberia, in Monrovia, with an assurance that Government would continue to support efforts to provide educational opportunities for Liberians who wish to learn, particularly market women. Ellen Johnson Sirleaf, the Liberian president, was awarded the Nobel Peace Prize in 2011 for championing women's rights and the efforts of Liberian women to promote peace.

Today, several efforts to empower Liberian women, such as the Sirleaf Market Women's Fund, are supported by the Ministry of Gender and Development in partnership with civil society organizations including Alfalit International.

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*Angola Executive Summary*

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This is the third of the three mid-term evaluations conducted by IBTCI and its sub-contractor, the Aguirre Division of JBS International, under a task order awarded by USAID's Africa Bureau to evaluate Alfalit Adult Literacy programs in Mozambique, Liberia and Angola. The order of the evaluations was determined by the status of Alfalit activities in each country and by security issues for Liberia and Angola. It is important to note that this document is a trip report and that data still remain to be analyzed and included in the final report to be submitted on April 30, 2012. This report focuses on the activities conducted during the visit to Angola (February 10 - 24, 2012), but also summarizes the most relevant facts regarding the Adult Literacy project and highlights preliminary findings followed by tentative conclusions and recommendations.

This report briefly (a) presents an overview of the Alfalit program in Angola and the activities implemented to achieve its goals and objectives; (b) describes the context of the Alfalit Angola's adult education program; (c) states the purpose and the methodological aspects of the mid-term evaluation; and (d) summarizes the most relevant preliminary findings followed by a brief discussion and tentative conclusions and recommendations.

The findings are backed by information collected by a thorough review of available project documentation, on-site in-depth interviews with key informants, focus groups interviews and observations of project activities. A survey/questionnaire and student assessment tool including a set of items from the Early Grade Reading Assessment

(EGRA) was administered to 117 beneficiaries and the data obtained are currently under analysis.

Alfalit Angola started operating in Angola in 2002 with funding support from USAID. Since then, the program has expanded considerably and has become a key contributor to the Government of Angola in its efforts to reduce illiteracy. As a faith-based organization Alfalit Angola is able to motivate staff, teachers and students more successfully than other organizations. In 2011, it operated adult literacy learning centers in seven of the nine provinces with an enrollment of 15,241 adult learners. The literacy facilitators are trained by Alfalit and supervised by coordinators (each responsible for 10 - 12 centers), seven provincial supervisors and one country supervisor. Alfalit Angola has developed a successful and replicable model that includes four components: (a) a powerful mobilization strategy enhanced by a sense of mission; (b) a well-regarded volunteer teacher training component; (c) attractive and easy to handle materials that are made available to both teachers and students; and (d) a tight supervisory scheme.

Alfalit Angola has established a formal partnership with the Ministry of Education (MOE), specifically with the National Department of Adult Education. Interviews conducted with staff of the department reveal that among one thousand or more organizations that work with the government seeking to reduce illiteracy in the country, Alfalit Angola, together with the Catholic Church, is considered an essential partner. The fact that Alfalit Angola has a replicable model of implementation, has produced and distributed its own materials and teaching methodology, and is supported by international donors makes the organization a highly regarded partner by the MOE.

Alfalit students who pass the end-of-third-level test receive a certificate from the MOE and can access 4th grade in the public schools and beyond. Alfalit teachers provide MOE provincial education authorities with a proposed version of the test, which is then reviewed by the MOE provincial education authorities before it is administered to students in adult literacy programs, even those in programs implemented by other organizations. Each province has its own approval process.

That Alfalit's test is the de facto norm for recognition of adult literacy achievement is of course a testimonial to the regard in which the MOE holds the program. However, one important problem is that it is not clear on which standards the test is based upon. In other words, the question *What are students able to do at the end of the literacy program or 3<sup>rd</sup> grade level equivalency?* is not clear and there seems to be no standards to guide test construction. So there are issues as to the *validity* of the tests. A second problem is the multitude of measures, one per province, that have a high probability of not being equivalent and, therefore producing results that are not *reliable* or *comparable*.

Test development is a highly challenging task that requires a level of expertise that neither Alfalit Angola nor the MOE central or provincial authorities possess. The absence of a valid and reliable measure to demonstrate student achievement reduces the credibility of the program. The Alfalit Angola program would be viewed by donors and other stakeholders in a better light if it utilized some widely accepted literacy and numeracy standards to assess learners' performance.

Continuing their education is an objective shared by many students interviewed. It must be noted, however, that many students, mostly those older than 25, do not proceed beyond third grade for lack of educational opportunities when classrooms are overcrowded and schools are not able to accommodate the needs of adult learners such as scheduling and location. In view of this, the MOE has allowed Alfalit to go beyond third grade level and organize classes that accept students in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades as long as MOE procedures and regulations are followed. Alfalit facilitators are trained to conduct 4<sup>th</sup> and 5<sup>th</sup> grade level classes and must use the books provided by the government. The books contain the whole curriculum for each grade, are of very good quality and have been developed with funding from international donors, UNICEF among others. Students do not receive books; teachers in charge of the upper grades receive one copy of the *Teachers' Guide* which is used in conjunction with other Alfalit materials.

Alfalit Angola has established partnerships with the private sector and with other organizations and associations including NGOs that focus on adult literacy, non-formal and alternative basic education. In each of the partnerships examined, Alfalit Angola has been called upon to implement either the full model, as is the case with the MOE, or components such as mobilization, training, supervision or materials. Private sector or NGO partners include the ExxonMobil Foundation, the World Lutheran Federation, ADPP, World Vision and Open City Foundation. These partnerships have allowed Alfalit Angola to go beyond its USAID funding and exemplify how assistance from the American public can act as a catalyst for added support from the private sector and other donors. Currently, the program is functioning at its maximum capacity with the funding available and does not foresee expansion beyond its current size unless additional funding is secured or unless the organization increases the number of financially rewarding partnerships.

Interviews and focus groups conducted with 46 literacy facilitators and seven field coordinators and two supervisors from the Luanda area show a high level of agreement regarding the quality of training provided and the importance of the well-developed coordination and supervisory strategy used to monitor facilitator performance in the classroom. This is confirmed by the information collected during interviews with partners—when asked to compare Alfalit Angola to other organizations that conduct training of literacy facilitators, Alfalit comes on top and the quality of the training they provide is viewed as far superior to all the others. However, the lack of a well-developed monitoring & evaluation (M&E) system severely cripples Alfalit Angola's ability to show the results and impact of its activities. A number of data collection instruments have been developed and the flow of information from the teachers who fill out the forms with student data, to the coordinators and supervisors, and from them to the main office in Luanda seems to work reasonably well. However, very little is done with the information; the analyses that are conducted focus on inputs and outputs and fail to establish relationships between and among variables. The data sent to the consultants by Alfalit International share the same problem: an absence of independent variables, data not mined to identify shortcomings or to highlight areas of implementation that need to be improved or to identify areas which show superior progress. It is urgent that Alfalit International understand this limitation and seek to

address this need, not only at the headquarters offices in the U.S.A. but also in Mozambique, Liberia and Angola.

In spite of the fact that the official language of both countries is Portuguese, the Alfalit programs in Angola and Mozambique do not seem to communicate or learn from each other's challenges and successes. This is surprising since both programs are affiliated with Alfalit International and use the same materials and methodology. The two programs would benefit from sharing information, allowing a cross-fertilization that would benefit both. Alfalit Angola could learn from Mozambique's successful experience with the Savings Clubs and its ability to reduce the dropout and keep learners in the literacy program. Alfalit Mozambique could learn from Alfalit Angola the strategy to develop successful partnerships with the private sector.

In conclusion, Alfalit has developed a strong, replicable model that has been successfully implemented in many settings and contexts. However, the organization as a whole, and in each country lacks the ability to deal with the data in a meaningful way and the analyses conducted do not go beyond simple descriptions of the type *how many in, how many out*. Alfalit needs to go the extra mile and use data in more sophisticated ways in order to identify areas where implementation is more or less successful, to understand why some centers/provinces are more or less successful than others, or to compare teacher and student performance across variables of interest. The organization needs to develop a Logical Framework or equivalent that details goals, objectives and measurable indicators of success and to make decisions regarding how to use a valid and reliable measure of student performance at the end of the course of study. It needs to use the information obtained by the thousands of observations of teacher performance in the classroom in a meaningful way. All this needs to be shared with the various country programs. Above all, Alfalit needs to change its focus from inputs and outputs to results. Only then will its very strong model and successful implementation be fully recognized, and only then will it be able to make a strong model even stronger.

## ANNEX E: SURVEY INSTRUMENTS USED

Survey/Questionnaire for Alfalit Beneficiaries [Portuguese]

### ALFALIT AVALIAÇÃO DE MEIO PERÍODO / MOÇAMBIQUE

#### QUESTIONÁRIO/ENTREVISTA PARA BENEFICIÁRIOS

Nome do entrevistador:	Data:
Nome do Centro:	Província:

1. Sexo:

- Masculino
- Feminino

2. Idade:

- Menor de 15 anos
- 15 - 17 anos
- 18 - 25 anos
- 26 - 40 anos
- 41 anos ou mais

3. Em que ano você iniciou e finalizou o Programa Alfalit de Alfabetização (Indique se continua no programa).

1. Iniciou: \_\_\_\_\_ 2. Finalizou (completeou as 3 etapas do Alfalit): \_\_\_\_\_

- 3. Continua no programa

4. Se iniciou e abandonou o programa em qualquer etapa, porque o abandonou?

MARQUE TODAS AS RESPOSTAS QUE O ENTREVISTADO MENCIONAR:

- Aulas eram longe da minha casa.
- O horário não era conveniente.
- Problemas de família-doença, marido não permitiu, não tinha com quem deixar as crianças, etc.
- Não gostei do professor.
- Não me senti a vontade no grupo.
- O local das aulas era incômodo.
- Outra razão: \_\_\_\_\_

5. Você fez o exame de 3o. Ano ao final do curso de alfabetização?

- Fiz e fui aprovado
- Fiz e fui reprovado
- Não fiz a prova
- Fiz mas não sei o resultado

6. Se não fez o exame, qual foi o motivo?

- Não pude ir no dia da prova.
- Não me senti preparado para fazer a prova.
- Não sabia que ia ter prova naquele dia.
- O meu grupo não fez a prova.
- Tive medo de não passar
- Outro motivo:

7. Em relação ao Português:

- Entendo bem e falo bem.
- Entendo mais ou menos e falo mais ou menos.
- Entendo pouco e falo pouco.
- Não entendo nem falo.

8. Antes de se participar no programa Alfalit você frequentou a escola?

- Sim
- Não

Se frequentou a escola antes de Alfalit, até que classe frequentou?

9. O que você aprendeu no Programa Alfalit de Alfabetização? Cite algo que você sabe fazer agora mas não sabia fazer antes:

Gostaríamos de saber suas opiniões sobre o programa Alfalit. Por favor, indique sua satisfação com cada aspecto.

10. Meu instrutor de classe ou professor:

1. (Mau)      2. (Regular)      3. (Bom)      4. (Muito bom)

11. Os livros e cadernos de exercícios que usamos nas aulas do programa Alfalit

1. (Mau)      2. (Regular)      3. (Bom)      4. (Muito bom )

12. Os materiais de apoio distribuídos pelo programa Alfalit (MARQUE VÁRIAS RESPOSTAS)

- Não foram suficientes para todos os alunos
- Chegaram em mau estado
- Chegaram tarde
- Não recebemos nenhum material

13. O horário das aulas (horários e dias)

1. (Mau)      2. (Regular)      3. (Bom)      4. (Muito bom )

14. As atividades e exercícios que fazemos durante as aulas

1. (Mau)      2. (Regular)      3. (Bom)      4. (Muito bom)

15. O material de apoio utilizado (quadro negro, cartazes, lapis, papel, etc.)

1. (Mau)      2. (Regular)      3. (Bom)      4. (Muito bom)

16. Localização (o lugar onde temos as aulas)

1. (Mau)      2. (Regular)      3. (Bom)      4. (Muito bom)

17. Participa de um clube de poupança?

- Sim
- Não
- Participei mas abandonei

18. Se a resposta é Não, sabe qual é a função do Clube de Poupança?

- Sim
- Não

19. Se sabe qual é a função do Clube de Poupança, porque não participa?

20. Se a resposta é "Já participei, mas abandonei", Porque abandonou?

21. Se participa, indicar a contribuição do Clube de Poupança para a sua vida ou a vida de sua família:

- Não contribuiu
- Contribuiu muito pouco
- Contribuiu mais ou menos
- Contribuiu muito

22. Se você considera que o Clube de Poupança contribuiu para melhorar sua vida e de sua família, explique como. Por exemplo, o que você foi capaz de fazer como resultado de participar do Clube de Poupança?

23. Você participa ou já participou de outro programa parecidos com Alfalit?

- Sim
- Não

Se a resposta é Sim, qual? \_\_\_\_\_

## Survey/Questionnaire for Alfalit Beneficiaries [English]

### **Alfalit Mid-Term Evaluation/Mozambique Questionnaire to Students/Beneficiaries**

Hello. We are working with USAID/Mozambique and Alfalit to identify ways in which Alfalit can try to improve the effectiveness of its literacy programs, and your opinions, and the opinions of other learners in other parts of Mozambique, are very valuable in providing guidance to Alfalit. (It may not be possible to implement recommendations in every center, but it is useful to at least know what you recommend.) We want to have your real opinions, so please do NOT write your name on this form.

On the scale, 1 means "Very dissatisfied" and 4 means "Very satisfied." The only "correct answers" are the answers that express how you feel.

Thank you for your participation.

The Alfalit Evaluation Team.

#### **QUESTIONNAIRE / INTERVIEW FOR BENEFICIARIES**

<b>Name of Interviewer:</b>	<b>Date:</b>
<b>Name of Center:</b>	<b>Province:</b>

**1. Sex:**

- Male
- Female

**2. Age:**

- Less than 15 years
- 15 - 17 years
- 18 - 25
- 26 - 40 years
- 41 years or more

**3. In what year you started and finished the Alfalit Literacy Program (Indicate whether the program continues).**

1. Started: \_\_\_\_\_ 2. Finished (complete all 3 stages of Alfalit ): \_\_\_\_\_
- 3. Continues in program

**4. If you started the program and abandoned it at any stage, please tell us why. MARK ALL ANSWERS THAT APPLY:**

- Classes were far from my house.
- The time was not convenient.
- Family problems, disease, spouse did not allow participation, did not have anyone to take care of the kids, etc.

- I did not like the teacher.
- I did not feel comfortable in the group.
- The classroom was uncomfortable.
- Another reason: \_\_\_\_\_

**5. Did you take third grade level exam at end of the literacy course?**

- I did and was approved
- I did and I failed
- I did not take the test
- I took the test but do not know the result

**6. If you did not take the exam, which was the reason?**

- I could not go on the day of the exam.
- I did not feel prepared for the exam.
- I did not know the day of the exam.
- My group has not taken the test.
- I was afraid of not passing.
- Other reason:

**7. Regarding the Portuguese language:**

- I understand well and speak well.
- I understand more or less and talk more or less.
- I understand and speak a little bit.
- I do not understand or speak.

**8. Have you ever attended formal school before participating in the Alfalit program?**

- Yes
- No

**If you attended school before Alfalit until what grade have you attended?**

**9. What have you learned in Alfalit Literacy Program? Name something you can do now but could not do before:**

**We would like to know your opinions about the program Alfalit. Please indicate your satisfaction with every aspect.**

**10. My class instructor or teacher:**

1. (Bad) 2. (Fair) 3. (Good) 4. (Very good)

**11. The Alfalit books and exercise books we use in class**

1. (Bad) 2. (Fair) 3. (Good) 4. (Very good)

**12. The support materials distributed by the program Alfalit (CHECK MULTIPLE ANSWERS)**

- There were not enough for all students
- Arrived in poor condition
- Arrived late
- We have not received any material

**13. The class schedule (times and days)**

1. (Bad) 2. (Fair) 3. (Good) 4. (Very good)

**14. The activities and exercises we do in class**

1. (Bad) 2. (Fair) 3. (Good) 4. (Very good)
15. The support material used (blackboard, posters, pencils, paper, etc.).  
1. (Bad) 2. (Fair) 3. (Good) 4. (Very good)
16. Location (where we have classes)  
1. (Bad) 2. (Fair) 3. (Good) 4. (Very good)
17. Do you participate in a savings club?  
 Yes  
 No  
 Participated but abandoned
18. If the answer is no, do you know what is the function of the Savings Club?  
 Yes  
 No
19. If you know the function of the Club Savings, why you do not participate?
20. If the answer is "I have attended, but abandoned," Why did you quit?
21. If you participate, indicate the contribution of the Club Savings for your life or the life of your family:  
 Did not contribute  
 contributed very little  
 contributed more or less  
 contributed a lot
22. If you consider that the Savings Club contributed to improve your life and your family's life, explain how. For example, what were you able to do as a result of participating in the Savings Club?
23. Do you participate or has participated in another program like Alfalit?  
 Yes  
 No

If the answer is Yes, what? \_\_\_\_\_

# FOCUS GROUP DISCUSSION GUIDE FOR INTERVIEWS WITH ALFALIT BENEFICIARIES [PORTUGUESE]

## ALFALIT AVALIAÇÃO DE MEIO PERÍODO / MOÇAMBIQUE

### GRUPOS FOCAIS (DISCUSSÃO)

#### Perguntas para beneficiários do programa de alfabetização Alfalit.

Nome do entrevistador:	Data:
Nome do Centro:	Província:

As seguintes perguntas vão ajudar a orientar a discussão de grupo focal com os alunos (beneficiários dos programas de alfabetização alfalit). As perguntas estão relacionadas com temas que são relevantes na avaliação de opiniões do público-alvo, suas percepções e sentimentos sobre o programa. As principais questões subjacentes a estes temas estão relacionadas com 1. acesso/difusão de informações (o que significa o acesso ao local físico, mas também a informação, recursos e serviços prestados pela alfalit), 2. Custo / preço (não o custo financeiro, mas o custo de oportunidade, tempo e valor percebido dos serviços e produtos, incluindo oportunidades percebidas e os riscos que a participação no programa pode sugerir); 3. Retenção de adesão / (na medida em que os participantes estão dispostos a aderir a adoção de serviços e produtos, a motivação para continuar, e os fatores que podem influenciar a aprovação do programa pela população-alvo); 4. Adequação cultural e linguística / customização (medida em que os materiais e o programa se adequa as necessidades e desejos do público-alvo, retrata sua cultura, linguagem e características específicas); feedback (sugestões das audiências de melhoria com base na percepção de serviços atuais e produtos).

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#### ACESSO / PERCEPÇÕES DE RISCOS E OPORTUNIDADES

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1. Como você ouviu falar sobre o programa Alfalit?
2. O que ou quem a encorajou a se inscrever no programa?
3. O que você precisa fazer para se inscrever no programa?
4. Como você se comunica com os promotores e funcionários do Alfalit? Como você recebe informações sobre as atividades, classes, etc?
5. Você conhece pessoas que tenham concluído o programa antes? O que eles estão fazendo agora?
6. Com que frequência são oferecidas as aulas de alfabetização do Alfalit? Quando são realizadas as aulas? (Horário do dia ou dias da semana) Qual é a duração de cada aula?
7. Onde está a localização de classes?

8. Quanto esforço você precisa fazer para ir às aulas? Quão longe é o local de onde você vive / trabalha? Você precisa ter transporte? Como conveniente é o horário das aulas para você?
9. Você falta trabalho ou perde qualquer outra oportunidade econômica quando você vem para a aula?
10. Com que frequência você é capaz de assistir às aulas?
11. Você precisa deixar seus filhos sob os cuidados de outras pessoas para assistir às aulas?
12. Os membros de sua família apoiam à sua participação neste programa? Como o fazem?

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### **MOTIVAÇÃO / FATORES DE RETENÇÃO / GANHOS PERCEBIDOS**

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1. O que te motiva a ficar no programa?
2. Quais são as dificuldades que você encontra para ficar no programa e assistir às aulas?
3. Alguma vez você já deixou o programa antes? Por quanto tempo?
  - a. O que fez você sair?
  - b. O que fez você voltar?
4. Você participa de outras atividades organizadas pela Alfalit, como o clube de poupança?
5. Que sabe sobre outros programas na comunidade? O que mais está disponível para você?
6. O que você espera alcançar por ficar neste programa?
7. O que você gostaria de fazer depois de completar este programa?
8. Quais as oportunidades que você espera ter ao completar este programa?
9. Você alguma vez já fez exame do governo de nível de terceiro ano básico?
  - a. [Se sim] Você já passou no exame?
  - b. [Se não for aprovada] Quão difícil foi o teste?
10. Você acha que este programa é capaz de prepará-lo bem para o teste?
11. Quantos professores você já teve desde que começou a vir às aulas do Alfalit?
12. Você gosta do professor (s) que você teve?
  - a. O que você gosta sobre este / aquele professor?
  - b. O professor está sempre presente quando você vem para a aula?
  - c. Se o professor não aparece, é a classe cancelada? Você está informado se uma classe é cancelada?
  - d. Quantas vezes o professor não vem dar aula ou cancela uma classe?
13. O que você faz em sala de aula?
14. O que faz o professor para tornar a aula interessante?
  - a. Você pode me dar um exemplo de que o professor faz?
  - b. Você pode me mostrar algo que você tem aprendido ou feito em sala de aula?
15. Você tem oportunidades para praticar o que aprendeu em sala de aula ou fora da classe? Em casa? Com sua família / filhos? No trabalho? No mercado?
16. Você tem filhos na escola? Você conversa com seus filhos sobre o que estão aprendendo na escola? Você compartilha o que você aprende com eles?

17. Você já freqüentou a escola antes? Por quanto tempo?
18. Você acha que as pessoas que freqüentaram a escola têm mais oportunidades de melhorar na vida? Ter melhores empregos? Ganhar mais dinheiro? Viver melhor? Importa a alfabetização? Para você? Para os outros? Como assim?
19. Você tem/tinha medo de dizer que não sabe ler ou escrever?
20. Como o programa de alfabetização lhe tem ajudado até agora? Por exemplo, o que você pode fazer agora que você não era capaz de fazer antes? Você pode me dar um exemplo?
21. Você precisa ler para fazer suas tarefas diárias, ir a lugares, trabalhar? Cuidar de sua saúde e a saúde de seus filhos / família? Você já pediu a alguém para ajudá-lo a ler alguma coisa? Anotações médicas? Prescrições? Notas da escola de seus filhos? Documentos legais? Músicas da igreja? A bíblia? Jornais? Você vota?
22. Você precisa de ajuda para administrar o dinheiro? Fazer contas? Dar trocos? Comprar coisas? Vender coisas? Planejar para o futuro?
23. Até que ponto as aulas de alfabetização podem ajudá-lo com estas coisas?
24. Você acha que as pessoas no seu grupo têm expectativas similares sobre o programa de alfabetização?
25. Você gosta de estar perto de pessoas que são diferentes de você? Mais jovens? Mais velhos? Sexo oposto?
  - A. Você acha que seria melhor ter grupos separados para homens e mulheres? Adultos mais velhos e mais jovens?

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### **ADEQUAÇÃO DE MATERIAIS ALFALIT AO PÚBLICO-ALVO**

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1. São os materiais utilizados por Alfalit (livros, cadernos, cartões de leitura, etc) interessantes para você? Será que eles fazem você sentir que quer saber mais?
  - A. Você acha que as fotos e histórias nos materiais Alfalit retratam situações familiares para você?
  - b. São as palavras ou linguagem usadas nesses materiais semelhantes ao que você usa todos os dias?
2. O Português é a língua que você mais usa?
  - A. Que outros idiomas você usa?
  - b. Você acha mais difícil aprender em Português?
  - c. Os professores explicam as coisas para você em outra língua? Quando é útil para utilizar outro idioma?
3. O que é que o professor usa para facilitar a aprendizagem? Materiais, quadro preto, jogos, etc?
4. Em que condições estão os materiais utilizados em sala de aula? Incluindo quadro preto, mesas e cadeiras, se disponível.

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### **SUGESTÕES PARA MELHORIA**

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1. Você convidaria um amigo para participar do programa Alfalit?
2. Se você tivesse que dizer a uma pessoa sobre este programa o que você diria?

3. Quando você pensa sobre o programa de alfabetização Alfalit, qual é a coisa que mais gosta?
  - A. Qual é a coisa que menos gosta?
  - b. Se houvesse uma coisa que você pudesse mudar neste programa o que seria?
  - c. Se há uma coisa que você não gostaria de ver mudar, o que seria?
4. Você tem alguma outra sugestão ou idéia?
5. O que você acha sobre essa conversa de grupo?
6. Você tem alguma pergunta para nós (moderadores)?

Obrigada!

## FOCUS GROUP DISCUSSION GUIDE FOR INTERVIEWS WITH ALFALIT BENEFICIARIES [ENGLISH]

### FOCUS GROUP DISCUSSION

#### (QUESTIONS FOR BENEFICIARIES OF ALFALIT LITERACY PROGRAM)

The following questions will help guide the focus group discussion with students (beneficiaries of Alfalit literacy programs). The questions are related to topics that are relevant in assessing target audience's opinions, perceptions, and feelings about the program. The main questions underlying these topics are related to

1. **Access/adoption/ diffusion of information** (meaning access to the physical site, but also to information, resources and services provided by Alfalit);
2. **Cost/Price** (not financial cost, by the cost of time, opportunity, and perceived value of services and products, including perceived opportunities and risks that participation in the program may suggest);
3. **Retention/Adherence** (the extent to which participants are willing to adhere to the adoption of services and products, motivation to continue, and factors that may influence the adoption of program by the target population);
4. **Cultural and linguistic appropriateness/Customization** (extent to which the materials and program address the needs and desires of the target audience, portrays its culture, language, and specific characteristics); Feedback (audiences' suggestions for improvement based on perception of current services and products).

#### ***Access/cost of participation/perceptions of risks and opportunities***

1. How have you learned about the Alfalit program?
2. What or who encouraged you to enroll in the program?
3. What did you need to do to enroll in the program?
4. How do you communicate with the promoters and other Alfalit staff? How do you get information about activities, classes, etc.?
5. Do you know people who have completed the program before? What are they doing now?
6. How frequently are the literacy classes offered? Where is the location of classes? When are the classes held? (Time of the day or days of the week) What's the duration of each class?
7. How much effort do you need to make to be able to attend classes?
  - a. How far is the site to where you live/work? Do you need to take transportation?
  - b. How convenient is the class schedule to you?
  - c. Are you missing work or any other economic opportunity when you come to class?
  - d. How often are you able to attend class?

- e. Do you need to leave your children under the care of others to attend classes?
- f. Are the members of your family in support of your participation in this program?
- g. How easy or how hard is it for you to come to class?

**Motivation/Retention factors/perceived gains**

1. What motivates you to stay in the program?
2. What does make it hard for you to stay in the program and attend classes?
  - a. Have you ever left the program before? For how long?
  - b. What made you leave?
  - c. What made you return?
3. Do you participate in other activities organized by Alfalit, such as the savings club?
4. How about other programs in the community? What else is available to you?
5. What do you expect to achieve by staying in this program?
  - a. What would you like to do after completing this program?
  - b. What opportunities do you expect to have by completing this program?
6. Have you taken the 3<sup>rd</sup> grade level government exam?
  - a. [If yes] Have you passed the exam?
  - b. [If not passed] How hard was the test? Do you think this program is preparing you well for the test?
7. How many teachers have you had since you started coming to classes?
8. How do you like the teacher(s) you have had?
  - a. What do you like about this/that teacher?
  - b. Is the teacher always present when you come to class?
  - c. If the teacher does not show up, is the class canceled? Does a substitute come to teach? Are you informed if a class is canceled?
  - d. How often your teacher does miss or cancels a class?
9. What do you do in class?
10. What does the teacher do to make the class interesting?
  - a. Can you give me an example of what the teacher does?
  - b. Can you show me something you have learned or done in class?
11. Do you have opportunities to practice what you have learned in class outside of class? At home? With you family/children? At work? In the market?
12. Do you have children in school? Do you talk with your children about what they are learning in school? Do you share what you learn with them?
13. Have you ever attended school before? For how long?
14. Do you think that people who attended school longer have better opportunities in life? Better jobs? Make more money? Live better? Does literacy matter? To you? To others? How so?
15. How has the literacy program helped you so far? For instance, what can you do now that you were not able to do before? Can you give me an example?
16. What opportunities do you have to read? Do you need to read to do your daily chores, go places, and work? What kind of things do you need to read to do your daily routines? Take care of your health and the health of your children/family?

17. Do you ever ask someone to help you read anything? Medical notes? Prescriptions? Notes from your children's' school? Legal documents? Church songs? The bible? Newspapers? Do you vote?
  - a. Do you need help managing money? Giving change? Buying things? Selling things? Planning for the future?
  - b. To what extent do the literacy classes help you with these things?
18. Do you find that the people in your group have similar expectations about the literacy program?
  - a. Do you like being around people who are different from you? Younger? Older? Opposite sex?
  - b. Do you think it would be better to have separate groups for men and women? Older and younger adults?

### ***Appropriateness of Alfalit Materials to the Target Audience***

1. Are the materials used by Alfalit (books, notebooks, reading cards, etc.) interesting to you? Do they make you feel you want to learn more?
2. Do the pictures and stories in the Alfalit materials portray situations familiar to you? Are the words used in these materials similar to what you use every day?
3. Is Portuguese the language you use the most? What other languages do you use? Do you find it harder to learn in Portuguese?
4. Do the teachers explain things to you in other language/s? When is it helpful to use another language?
5. What does the teacher use to facilitate learning? Materials, blackboard, games, etc.?
6. In what conditions are the materials used in class? Including blackboards, desks, and chairs, if available.

### ***Suggestions for Improvement***

1. Would you invite your friends to participate in the Alfalit program?
2. If you were to tell a person about this program what would you say?
3. When you think about the Alfalit literacy program, what is the number one thing that helps your learn? Is there any one thing that hinders your learning?
4. If there was one thing that you could change about this program what that would be?
5. If there is one thing that you would not like to see changing, what that would be?
6. What is missing from the program that you would like to see happening?
7. Do you have any other suggestions or ideas?
8. What do you think about this group conversation?
9. Do you have any questions for us (moderators)?

Thank you!

## FOCUS GROUP DISCUSSION GUIDE FOR ALFALIT TEACHERS [PORTUGUESE]

### **ALFALIT AVALIAÇÃO DE MEIO PERÍODO / MOÇAMBIQUE**

#### **GRUPOS FOCAIS: ENTREVISTAS COM PROFESSORES ALFALIT**

**Nome do entrevistador:**  
**Nome do Centro:**

**Data:**  
**Província:**

Em conjunto com o Programa Alfalit em Moçambique, a Agência dos EUA para o Desenvolvimento Internacional (USAID) está conduzindo uma avaliação intercalar dos programas de alfabetização de adultos para ajudar a entender quais fatores estão contribuindo para o sucesso destes programas e que áreas podem precisar de mais atenção e melhoria. Professores nestes programas estão entre as melhores pessoas para falar de suas necessidades, seus interesses e sua experiência com diferentes tipos de formação de professores e de suas recomendações para formação de professores. Nós queremos é fazer com que as suas perspectivas sobre as necessidades para o professor de alfabetização de adultos como um grupo sejam consideradas. Estamos à procura de suas opiniões sobre a forma como a Alfalit o preparou para o ensino e como você acha que o treinamento de alfabetização de adultos pode ser melhorado no futuro. Não há respostas certas ou erradas, mas suas respostas vão ajudar a melhorar a natureza da formação que os professores Alfalit Moçambique recebem. Nós também estamos interessados em aprender sobre suas experiências no programa, e saber sobre o que tem ajudado ou dificultado o seu compromisso com a Alfalit e alfabetização de adultos.

Nós não estamos mantendo o controle de identidade das pessoas e nós encorajamos você a falar livremente. Suas respostas serão mantidas em sigilo. Suas respostas serão combinadas com as dos professores em outras províncias e apresentados em forma de sumário. Agradecemos antecipadamente por sua opiniões aberta e honesta.

1. Número de professores no painel: \_\_\_\_\_  
 Feminino \_\_\_\_\_  
 Masculino \_\_\_\_\_
2. Quantos de vocês já participaram no programa de formação de professores Alfalit nos últimos 3 anos?  
 Feminino \_\_\_\_\_  
 Masculino \_\_\_\_\_
3. Quantas vezes você já participou do programa de formação de professores Alfalit?
4. Você achou o programa de formação de professores Alfalit um bom uso do seu tempo?
5. Será que você tem bastante aviso sobre quando a formação se daria?

6. Como foi apresentado o programa de formação de professores Alfalit? (Por exemplo: palestras, radio, base, baseado em atividades, atividades em grupo, desenvolvimento de materiais e uso, etc).
7. Que parecia ser o melhor de acordo com os seus colegas professores? Ou o que parecia ser o mais popular entre eles?
8. Como foi o programa de formação de professores Alfalit que você recebeu? Como este ajudou seu desempenho na sala de aula?
9. Você já recebeu algum acompanhamento de treinamento para ajudá-lo a rever, entender, aplicar-lo em sua própria sala de aula? Se sim, você pode discuti-lo, por favor?
10. Você está regularmente observado por promotores Alfalit e / ou supervisores? De que forma esta observação lhe ajuda?
11. É a sua formação reconhecida por qualquer pessoa depois de completá-la?
12. Em que medida você tem sido capaz de fazer uso das abordagens que foram utilizadas na formação Alfalit para melhorar o seu próprio conhecimento e habilidades?
13. Que mudanças, se houver, você já viu em seus alunos como resultado do programa Alfalit?
14. Quais são os incentivos que você recebe para permanecer no programa?
15. Que outros incentivos que você sugeriria para ajudá-lo a ficar no programa?
16. O que lhe motiva a permanecer no programa?
17. Quais são as áreas mais importantes que gostaria de adicionar ao Programa Alfalit?
18. Que melhorias ou ajustes você acha que deve ser feito para a formação de professores Alfalit?
19. Que outras perspectivas sobre a formação de professores deve Alfalit, MEC e autoridades provinciais levar em consideração?

## FOCUS GROUP DISCUSSION GUIDE FOR ALFALIT TEACHERS [ENGLISH]

In conjunction with Alfalit Program in Mozambique, the U.S. Agency for International Development is conducting a Mid-Term Evaluation of adult literacy programs to help understand what factors are contributing to the success of these programs and what areas may need more attention and improvement.

As a teacher in these programs, you are among the best people to advise of your needs, your interests, and your experience with different types of teacher training, and of your recommendations for ways in which teacher training can be more useful to you in your teaching. You have probably filled out a questionnaire on your individual experiences; what we want to do now is to get your perspectives on the needs for adult literacy teacher as a group. We are looking for your opinions on how the Alfalit has prepared you for teaching and how you think the adult literacy training can be improved in the future. There is no right or wrong answers, but your responses will help to improve the nature of the training that Alfalit Mozambique teachers are required to receive. We are also interested in learning about your experiences in the program and what has helped or hindered your commitment to Alfalit and to teaching adult literacy.

We are not keeping track of people's identities and we encourage you to speak freely. Your responses will be kept confidential. Your responses will be combined with those from teachers in other provinces and presented in summary form. We thank you in advance for your open and honest opinions.

**Interviewer:**  
**Site:**

**Data:**  
**Location:**

- 1) Number of teachers in panel: \_\_\_\_
  - Male \_\_\_\_\_
  - Female \_\_\_\_\_
- 2) How many of you have taken part in the Alfalit teacher training program over the past 3 years?
  - Male \_\_\_\_\_
  - Female \_\_\_\_\_
- 3) How many times have you participated in the Alfalit training program?
- 4) Did you find the Alfalit training a good use of your time?
- 5) Did you have enough notice as to when the training would take place?
- 6) How were the trainings presented? (For example: lectures, radio-based, activity-based, group activities, materials development and use, etc.)
- 7) Which seemed to be the most well-liked by your fellow teachers?

- 8) Which seemed to be the most popular among them?
- 9) How has the Alfalit training that you received helped you in the classroom?  
HAS it helped you in teaching adults?
- 10) Have you received any follow up training to help you review, understand;  
apply it in your own classroom setting? If so, can you discuss it, please?
- 11) Are you regularly observed by Alfalit promoters and or/ supervisors and does  
this observation benefit you personally?
- 12) Is your training acknowledged by anyone after you complete it?
- 13) To what extent, if at all, have you been able to make use yourself in the  
classroom of the approaches that were used in the Alfalit training to improve  
your own knowledge and skills?
- 14) What changes, if any, have you seen in your students as the result of the  
Alfalit program?
- 15) What are the incentives you have to remain in the program?
- 16) What other incentives would you suggest to help you stay in the program?
- 17) What motivates you to stay?
- 18) What are the most important areas where you yourself would like added in  
the training?
- 19) What improvements or adjustments do you think should be made to the  
Alfalit teacher training?
- 20) What other perspectives on the Alfalit teacher training should MEC and  
provincial authorities take into consideration?

Thank you very much for your time.

# SURVEY/QUESTIONNAIRE FOR ALFALIT BENEFICIARIES



## ALFALIT LIBERIA MID-TERM EVALUATION STUDENT QUESTIONNAIRE

### General Instructions

It is important to establish a playful and relaxed rapport with the person to be assessed, via some simple initial conversation among topics of interest to the person. The person should perceive the following assessment as an exercise to be enjoyed rather than a severe situation. After you have finished, thank the person for his/her time and effort.

### Verbal Consent

Read the text in the box clearly to the person:

Hello. My name is \_\_\_\_\_. I work with a team of consultants in conducting a Mid-Term Evaluation of the Alfalit Literacy Program in Liberia. We are working with USAID and Alfalit Liberia to identify ways in which Alfalit can try to improve the effectiveness of its literacy programs, and your opinions, and the opinions of other learners in other parts of Liberia, are very valuable in providing guidance to Alfalit.

You were selected because you have participated in the Alfalit program. I will ask you to answer a number of questions about your experience in the Alfalit program. We are trying to understand how youth and adults learn to read and do math in this program. We would like your help in this. But you do not have to take part if you do not want to.

We are going to do a few reading and mathematics exercises. I am going to ask you to read letters, words and a short story out loud. Then we will play some counting and number games.

Using a watch, I will see how long it takes for you to read. This is NOT a test and it will not affect your progress in the Alfalit program. I will NOT write down your name so no one will know these are your answers. Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.

Can we get started?

Check box if verbal consent is obtained:

YES

(If verbal consent is not obtained, thank the person and move on to the next person, using this same form)

Date of assessment :	Unique student code :
Name of Interviewer:	Name of Center:
Time/day of Alfalit Classes	Location/Province:

Morning Afternoon Evening	Learner's level	1 = Level 1 2= Level 2 3= Level 3 4= Level 4
	In what year have you started the Alfalit Literacy Program? (Indicate whether the respondent completed the program or continues in it). Started: _____(year) Completed Dropped out Continues in program	Age group
Teacher name:	Sex	F (female) M (male)
Have you ever taken an exam or test at end of each level of the Alfalit program?	Ms. Mr.	I took a test and passed I took a test and failed I have not taken any test I have taken a test but do not know the result
Regarding the English language:		I understand well and speak well. I understand more or less and talk more or less. I understand and speak a little bit. I do not understand or speak.
What language/dialect do you and your family speak most often at home?		English Others [Specify main one] _____ Don't know Refuse/No Answer
Have you ever attended formal school before participating in the Alfalit program?	Yes No	[IF NOT SKIP TO 12]
If you attended school before Alfalit until what grade have you attended?		1st grade 2nd grade 3rd grade 4th grade Other
1. What have you learned in the Alfalit Literacy Program? Name something you can do now but could not do before. [CIRCLE ALL THAT APPLY]		Read and write well Read the signs on the streets Write my name Count money, give and receive change in the market Protect my health and wellbeing against disease Respect others
We would like to know your opinions about the program Alfalit. Please indicate your satisfaction with every aspect.		
My class instructor or teacher is ...		1=(Bad) 2=(Fair)

	3=(Good) 4=(Very good)
The support material used (blackboard, posters, pencils, paper, etc.) are ...	1=(Bad) 2=(Fair) 3=(Good) 4=(Very good)
The location where we have classes is ...	1=(Bad) 2=(Fair) 3=(Good) 4=(Very good)
The Alfalit books and exercise books we use in class are ...	1=(Bad) 2=(Fair) 3=(Good) 4=(Very good)
The support materials distributed by the program Alfalit [CIRCLE ALL THAT APPLY]	There were not enough for all students Arrived in poor condition Arrived late We have not received any material I have my own Alfalit materials to use in class and at home
Do you have any reading books at home?	Yes No
Do you read aloud in your classroom?	Yes No
Does your teacher ever read aloud to you?	Yes No

Does your teacher ever make you explain what you read?	Yes No
Do the students in your class ask the teacher questions about their lessons?	Yes No
While in Alfalit, have you ever repeated a level?	Yes No Don't know Refuse/No answer
Do you have any health problems that affect your ability to learn?	Yes No Don't know Refuse/No answer
Were you absent in the last month from Alfalit? If yes, why were you absent? [CIRCLE ALL THAT APPLY]	No Illness No money for transport Market day/preparations Taking care of siblings Taking care of your own children Taking care of sick family member

	Domestic chores Had to work Travel Other (don't specify) Refuse to answer
The class schedule (times and days) is...	1=(Bad) 2=(Fair) 3=(Good) 4=(Very good)
The activities and exercises we do in class are...	1=(Bad) 2=(Fair) 3=(Good) 4=(Very good)
Do you ever practice the following?	(read the options)
Identifying shapes by name	Yes No
Practice reading and writing numbers	Yes No
Practice counting	Yes No
Adding / subtracting one digit numbers	Yes No
Adding / subtracting two or more digit numbers	Yes No
Does the teacher ever explain something to you if you don't understand it?	Yes No
Do you get your test papers back from the teacher?	Yes No
Do you have your own math textbook that you can use?	Yes No
Do you participate or has participated in another program like Alfalit?	Yes No
If the answer is Yes, what?	Name of the program:
Do you earn income? If yes, do you work for yourself or someone else? [IF NO, STOP HERE]	No Myself Family business Government NGO Private company Don't know Refuse/No answer
What do you do for living? [CIRCLE ALL THAT APPLY]	Petty trading and "selling"(any product) Farming Fishing

	Domestic service Crafts (Soap making/Sewing/tie-dying etc) Rubber, mining industry or other natural Resource extraction Auto or machine repair Plumbing/electricity Hair dressing Other (don't specify)
How many days per week do you work?	Not at all 1 to 2 days 3 to 4 days 5 to 7 days Refuse/No answer
Move to Student Assessment Instrument (EGRA level 1) and enter results below. Respondent meets (EGRA level 1) standards in the following items:	
2. Letter name knowledge	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>N/A</b>
3. Simple non-word decoding	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>N/A</b>
4. Passage reading and comprehension	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>N/A</b>
5. Listening comprehension	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>N/A</b>
6. Number identification	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>N/A</b>
Addition	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>N/A</b>
Subtraction	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>N/A</b>

## STUDENT ASSESSMENT INSTRUMENT

### SECTION 1. LETTER NAME KNOWLEDGE

Show the person the sheet of letters **Handout A** on the first page of the student assessment. Say,

**Here is a page full of letters of the alphabet. Please call the letters as you can--not the SOUNDS of the letters, but the names.**

**1. For example, the name of this letter [point to O] is "OH".**

**Now you try: tell me the name of this letter [point to V]:**

[If correct:] **Good, the name of this letter is "VEE."**

[If incorrect:] **The name of this letter is "VEE."**

**2. Now try another one: tell me the name of this letter [point to L]:**

[If correct:] **Good, the name of this letter is "ELL."**

[If incorrect:] **The name of this letter is "ELL."**

**Do you understand what you are supposed to do? When I say "begin," name the letters**

**as best as you can. I will keep quiet and listen to you, unless you need help. Ready? Begin.**



**Set the timer on 1 minute. Start the timer when the person reads the first letter.** Follow along with your pen and clearly mark any incorrect letters with a slash (/). Count self-corrections as correct. **Stay quiet**, except when providing answers as follows: if the person hesitates for 3 seconds, provide the name of the letter, point to the next letter and say "**Please go on.**" Mark the letter you provide to the person as incorrect.

**WHEN THE TIMER REACHES 0, SAY, "stop." Mark the final letter read with a bracket ( ] ).**

**Early stop rule:** If the person does not give a single correct response on the first line, say "**Thank you!**" draw a line through the letters in the first row, discontinue this exercise, check the box at the bottom, and go on to the next exercise.

N	A	c	D	d	l	O	j	e	n
R	G	H	b	S	l	G	m	i	L
g	R	B	E	i	F	M	t	s	r
y	s	Q	A	M	C	O	t	n	P
S	T	C	N	p	A	F	c	a	E
h	O	e	m	U	r	L	G	R	u
L	i	h	R	S	y	E	O	n	T
e	A	e	S	O	F	H	u	A	t
L	i	N	O	e	o	E	r	p	X
i	e	T	D	A	t	a	d	e	w

Time left on stopwatch if student completes in LESS than 60 seconds: \_\_\_\_\_

Exercise was discontinued as person had no correct answers in the first line.

### SECTION 2. SIMPLE NONWORD DECODING

Show the person the sheet of nonwords **HANDOUT B** on the student form. Say,

**Here are some made-up words. I would like you to read me as many made-up words as you can (do not spell the words, but read them).**

**For example, this made-up word is: “ut”.**

**1. Now you try:** [point to the next word: “dif” and say] **please read this word**

[If correct]: **“Very good: dif”**

[If incorrect]: **This made-up word is “dif.”**

**2. Now try another one:** [point to the next word: mab and say] **please read this word.**

[If correct]: **“Very good: mab”**

[If incorrect]: **This made-up word is “mab.”**

**Do you understand what you are supposed to do? When I say “begin,” read the words as best as you can. I will keep quiet and listen to you, unless you need help. Ready? Begin.**



**Start the timer when the person reads the first word.** Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet**, except when providing answers as follows: if the person hesitates for 3 seconds, provide the word, point to the next word and say **“Please go on.”** Mark the word you provide to the person as incorrect.

**WHEN THE TIMER REACHES 0, SAY, “Stop.” Mark the final word read with a bracket ( ] ).**

**Early stop rule:** *If the person gives no correct answers on the first line, say “Thank you!”* **discontinue this exercise, draw the line through the words in the first row, check the box at the bottom of the page, and go on to the next exercise.**

loz	ep	yat	zam	tob
zom	ras	mon	jaf	duz
tam	af	ked	ig	el
tig	pek	dop	zac	ik
uf	ral	ep	bab	vif
lut	sig	zop	zar	jaf
ruz	huf	wab	ak	jep
wub	dod	ik	vus	nux
pek	zel	bef	wab	hiz
wof	ib	dek	zek	vok

Time left on stopwatch if student completes in LESS than 60 seconds: \_\_\_\_\_

**Exercise was discontinued as person had no correct answers in the first line.**

SECTION 3. PASSAGE READING AND COMPREHENSION

Show the person the story on **HANDOUT C** of the student form. Say,

**Here is a short story. I want you to read this aloud. When you finish, I will ask you some questions about what you have read.**

**Do you understand what are you supposed to do? When I say “begin,” read the story as best as you can.**

**I will keep quiet and listen to you, unless you need help. Ready? Begin.**



**Set the timer on 1 minute. Start the timer when the person reads the first word.** Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet**, except when providing answers as follows: if the person hesitates for 3 seconds, provide the word, point to the next word and say “**Please go on.**” Mark the word you provide to the person as incorrect. **WHEN THE TIMER REACHES 0, SAY, “stop.”** Mark the final word read with a bracket (⌋). If the person gets the entire first line incorrect, discontinue this exercise – both reading and comprehension questions -, check the box below and go on to the next exercise.

**STOP THE PERSON AT 0 SECONDS AND MARK WITH A BRACKET (⌋).**

Take **the text away** from the person after they read it. Read instructions to the person. Then read each question slowly and clearly. After you read each question, give the person at most 15 seconds to answer each question. Mark the answers to the questions as correct or incorrect.

<b>Now I am going to ask you a few questions about the story you just read.</b>	
<b>Try to answer the questions as best as you can.</b>	
Weah was in the fifth grade. He missed a lot of school	What grade was Weah in? [Fifth]  <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
and so did many students. Weah wondered why because his	What did Weah wonder about? [why he or so many students missed school a lot]  <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
cousin, Tomah, never missed any school. One day Weah	Did Tomah miss any school days? [No]  <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
visited Tomah at his school. The children worked very hard	What did children do at Tomah's school? [Kept school clean]  <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response
to keep the school clean. Weah noticed that at Tomah's school there was not any trash on the ground.	What did Weah notice at Tomah's school? [No trash on the ground]  <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> No Response

Time left on stopwatch if student completes in LESS than 60 seconds: \_\_\_\_\_  
 Exercise was discontinued as person did not read a single word correctly in the first line.

**Section 4. Listening Comprehension**

This is NOT a timed exercise and **THERE IS NO STUDENT SHEET**. The administrator reads aloud the following passage **ONLY ONE TIME**, slowly (about 1 word per second). Say,

**I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can.**

**Do you understand what are you supposed to do?**

On Sundays, Sally and Ann like to play. They go to the church yard. They jump rope. They jump rope fast. But they also make mistakes.

**1. Sally and Ann go to play on what days?**

[Sundays] Correct Incorrect No Response

**2. Where do they like to play?**

[Church yard]      Correct    Incorrect    No response

**3. Do Sally and Ann jump fast?**

[Yes]                      Correct    Incorrect    No Response

Say: **Now... I have some tasks that I want you to do for me. Please listen carefully and do the best you can. Some tasks are harder than others, so don't worry if you're not sure about all of them. Just give it your best try. OK?**

**TASK 1: Number identification item – TEST**

Place sheet “**HANDOUT D**” with the grid of numbers in front of the learner. Sweep your hand from left to right over the numbers and say:

**Here are some numbers. I want you to point to each number and call the number name. I will tell you when to begin.**

Point to first number and say: **Start with this number and go across the page.** (sweep your hand over the first line) Point again at the first number and say: **Okay, begin.**

If a learner stops on a number for 3 seconds say: **What number is this?** If the learner still does not respond or says that s/he does not know, place a slash through the number in your booklet, prompt the learner by pointing at the next number and say: **What number is this?**

Materials: HANDOUT D - Number identification

**Stop rule:** Stop the learner from continuing if s/he gets 3 errors one right after the other.

**Scoring:** For each non-response or incorrect number word, place a “/” through the number. Place a circle around any self-corrected item. For a three-digit number such as 139, if a learner responds “one-three-nine” mark the answer incorrect.

5	28	56	93	(4)
84	42	65	98	(8)
9	14	474	159	(12)
680	853	519	277	(16)
445	208	587	351	(20)

**Learner Score (Overall Total Correct): \_\_\_\_/20**



TASK 2: Addition and Subtraction Problems

**Materials: Handouts E and F**

**Scoring:** Enter learner's answer for each item in the grid. If the learner does not respond, enter a NR. If the learner refuses to answer, enter a RF. If the learner says that s/he does not know, enter a DK in the grid. Place a circle around any self-corrected item. Place a bracket "]" after the last number the learner responds to at the end of the minute.

**D1 Practice:** Say: **Now we are going to do some addition problems.** Point to the addition problem on the sheet and say: **How much is one plus two altogether?** (if learner does not understand, say: **How much is one and two altogether?**)

If the learner correctly answers "3", say: **That's right, one plus two altogether is three. Let's do some more.**



**LEVEL 1: ADDITION - TEST**

Sweep hand over math sheet 'HANDOUT E' and say:

**Here are more addition problems. I will use this stopwatch. I want you to tell me the first answer that seems right to you. Go as fast as you can, but be right.** Point to the first addition problem on **HANDOUT E** and say: **How much is this .... Make sure you keep the learners moving through these items as fast as they can.**

If the learner does not answer, say: Give it a try. If the learner still does not answer, point to the next problem and say: **Try this one.**

**Directions:** Do NOT use counters. This is timed for 60 Seconds. Start the time once you have prompted the learner to begin the first item. Place a slash "/" through the item number for incorrect responses. Stop the learner when stopwatch reaches zero. Place a bracket "]" directly after the number the learner last answers. If the learner finished in less than 60 seconds, enter the remaining time. Record the number correct; number incorrect.

1. $3 + 4 =$ (7)	6. $12 + 2 =$ (14)
2. $11 + 3 =$ (14)	7. $2 + 7 =$ (9)
3. $3 + 2 =$ (5)	8. $7 + 3 =$ (10)
4. $10 + 6 =$ (16)	9. $4 + 5 =$ (9)
5. $8 + 4 =$ (12)	10. $6 + 7 =$ (13)

**Time left on stopwatch:** \_\_\_\_\_ **Number Correct:** \_\_\_\_\_ **Number Incorrect:** \_\_\_\_\_

Materials: HANDOUT F- LEVEL 1: SUBTRACTION

**Scoring.** Enter learner's response for each item.

SUBTRACTION - Practice

Practice. Point to the problem on sheet "handout F" and say: Now let's do some subtraction. How much is 3 take away 2? If the learner correctly answers "1", say: That's right, three take away two is one. Let's do some more. If the learner does not answer correctly, say: The answer is one.

 **LEVEL 1: SUBTRACTION - TEST**

**Now, here are more take-away problems. I will use this stopwatch. I want you to tell me the first answer that seems right to you. Go as fast as you can, but be right.**

Point to the first subtraction problem on math sheet HANDOUT F and say: **How much is this** ....

If the learner does not respond for an item in 3 seconds say: **I want you to tell me the first answer that seems right to you.** If the learner still does not answer, point to the next problem and say: **Try this one.**

Point to sheet "**HANDOUT F**" and say:

**Directions:** This is timed for 60 seconds. Start the time once you have prompted the learner to begin the first item. Stop the learner once the time on the stopwatch runs out. Place a bracket "]" directly after the number that the learner last answers. Enter number correct, and number incorrect. If the learner finishes in less than 60 seconds, enter the remaining time. Finally, write number correct, and number incorrect.

1. 7 - 4 = (3)	6. 14 - 2 = (12)
2. 14 - 3 = (11)	7. 9 - 7 = (2)
3. 5 - 2 = (3)	8. 10 - 3 = (7)
4. 16 - 6 = (10)	9. 9 - 5 = (4)
5. 12 - 4 = (8)	10. 13 - 7 = (6)

Time left on stopwatch:

Number Correct:

Number Incorrect:

Thank the student for her/his time!

## FOCUS GROUP DISCUSSION GUIDE FOR INTERVIEWS WITH ALFALIT BENEFICIARIES

### FOCUS GROUP DISCUSSION

The following questions will help guide the focus group discussion with students (beneficiaries of Alfalit literacy programs). The questions are related to topics that are relevant in assessing target audience's opinions, perceptions, and feelings about the program. The main questions underlying these topics are related to

1. **Access/adoption/diffusion of information** (meaning access to the physical site, but also to information, resources and services provided by Alfalit);
2. **Cost/Price** (not financial cost, by the cost of time, opportunity, and perceived value of services and products, including perceived opportunities and risks that participation in the program may suggest);
3. **Retention/Adherence** (the extent to which participants are willing to adhere to the adoption of services and products, motivation to continue, and factors that may influence the adoption of program by the target population);
4. **Cultural and linguistic appropriateness/Customization** (extent to which the materials and program address the needs and desires of the target audience, portrays its culture, language, and specific characteristics); **Feedback** (audiences' suggestions for improvement based on perception of current services and products).

### ACCESS/COST OF PARTICIPATION/PERCEPTIONS OF RISKS AND OPPORTUNITIES

1. How have you learned about the Alfalit program?
2. What or who encouraged you to enroll in the program?
3. What did you need to do to enroll in the program?
4. How do you communicate with the promoters and other Alfalit staff? How do you get information about activities, classes, etc.?
5. Do you know people who have completed the program before? What are they doing now?
6. How frequently are the literacy classes offered? Where is the location of classes? When are the classes held? (Time of the day or days of the week) What's the duration of each class?
  - a. How far is the site to where you live/work? Do you need to take transportation?
  - b. How convenient is the class schedule to you?
  - c. Are you missing work or any other economic opportunity when you come to class?
  - d. How often are you able to attend class?
  - e. Do you need to leave your children under the care of others to attend classes?
  - f. Are the members of your family in support of your participation in this program?
  - g. How easy or how hard is it for you to come to class?

### MOTIVATION/RETENTION FACTORS/PERCEIVED GAINS

1. What motivates you to stay in the program?
  - a. Have you ever left the program before? For how long?
  - b. What made you leave?
  - c. What made you return?
2. What do you expect to achieve by staying in this program?
  - a. What would you like to do after completing this program?
  - b. What opportunities do you expect to have by completing this program?
3. How many teachers have you had since you started coming to classes?
  - a. What do you like about this/that teacher?
  - b. Is the teacher always present when you come to class?
  - c. If the teacher does not show up, is the class canceled? Does a substitute come to teach? Are you informed if a class is canceled?
  - d. How often your teacher does miss or cancels a class?
4. What does the teacher do to make the class interesting?
  - a. Can you give me an example of what the teacher does?
  - b. Can you show me something you have learned or done in class?
5. Do you have opportunities to practice what you have learned in class outside of class? At home? With your family/children? At work? In the market?
6. Do you have children in school? Do you talk with your children about what they are learning in school? Do you share what you learn with them?
7. Have you ever attended school before? For how long?
8. Do you think that people who attended school longer have better opportunities in life? Better jobs? Make more money? Live better?
9. How has the literacy program helped you so far? For instance, what can you do now that you were not able to do before? Can you give me an example?
10. What opportunities do you have to read? Do you need to read to do your daily chores, go places, and work? What kind of things do you need to read to do your daily routines? Take care of your health and the health of your children/family?
11. Do you ever ask someone to help you read anything? Medical notes? Prescriptions? Notes from your children's' school? Legal documents? Church songs? The bible? Newspapers? Do you vote?
  - a. Do you need help managing money? Giving change? Buying things? Selling things? Planning for the future?
  - b. To what extent do the literacy classes help you with these things?
12. Do you find that the people in your group have similar expectations about the literacy program?
  - a. Do you like being around people who are different from you? Younger? Older? Opposite sex?
  - b. Do you think it would be better to have separate groups for men and women? Older and younger adults?

#### APPROPRIATENESS OF ALFALIT MATERIALS TO THE TARGET AUDIENCE

1. Are the materials used by Alfalit (books, notebooks, reading cards, etc.) interesting to you? Do they make you feel you want to learn more?
2. Do the pictures and stories in the Alfalit materials portray situations familiar to you? Are the words used in these materials similar to what you use every day?

3. What languages do you speak at home?
4. Do the teachers explain things to you in other language/s? When is it helpful to use another language?
5. What does the teacher use to facilitate learning? Materials, blackboard, games, etc.?
6. In what conditions are the materials used in class? Including blackboards, desks, and chairs, if available.

#### SUGGESTIONS FOR IMPROVEMENT

1. Would you invite your friends to participate in the Alfalit program?
2. If you were to tell a person about this program what would you say?
3. If there was one thing that you could change about this program what that would be?
4. If there is one thing that you would not like to see changing, what that would be?
5. What is missing from the program that you would like to see happening?
6. Do you have any other suggestions or ideas?
7. Do you have any questions for us (moderators)?

## SURVEY/QUESTIONNAIRE FOR ALFALIT BENEFICIARIES

### ALFALIT ANGOLA AVALIAÇÃO DE MEIO PERÍODO QUESTIONÁRIO/ENTREVISTA PARA BENEFICIÁRIOS

Nome do Entrevistador:

Data:

Nome do Centro:

Provincia:

Numero de Alunos na Classe \_\_\_\_\_

Nivel do Aluno Entrevistado:

Alfabetização

Educação Basica (4ª Classe)

Pos- Alfabetização (5ª e 6ª Classe)

#### Angola: Diagnóstico de Capacidades de Leitura

#### Instruções Gerais:

*É importante estabelecer uma relação relaxada e de confiança com a pessoa a ser avaliada, por exemplo, através de conversas sobre tópicos de interesse do entrevistado.*

*A pessoa entrevistada deve entender esta avaliação mais como um jogo do que uma situação séria. É importante que o entrevistador/a da avaliação leia **SOMENTE** as secções presentes nas caixas, em voz alta, calmamente e de forma clara para que a pessoa entrevistada possa compreender os exercícios. Após o término da avaliação, agradeça a pessoa entrevistada pelo seu tempo e esforço.*

### **Consentimento Verbal**

Olá. O meu nome é \_\_\_\_\_. Eu trabalho como consultor para a IBTCI/JBS Aguirre.

Nós estamos a tentar perceber como os alunos do Alfalit aprendem a ler e o que acham do programa. Nós gostaríamos de poder contar com a sua ajuda para isso. Mas, você não precisa participar nesta pesquisa, caso não queira. A tua participação é voluntária.

- Nós vamos fazer um jogo de leitura. Eu vou pedir-te para leres em voz alta algumas letras, palavras e pequenas histórias.
- Usando este relógio, eu vou ver quanto tempo tu demoras a ler.
- Isto NÃO é uma ficha de avaliação e não vai influenciar as tuas notas do Programa Alfalit.
- Eu também vou fazer-te algumas perguntas sobre outras coisas que fazes, como a língua falada em tua casa, trabalho, família, etc.
- Eu não vou escrever o teu nome em sítio nenhum. Assim, ninguém saberá que estas são as tuas respostas
- Mais uma vez, gostaria de te lembrar que não precisas participar neste jogo de leitura se não quiseres. Uma vez que começemos nosso jogo, não há problema se preferires não responder a alguma pergunta.

Podemos começar?

Primeiro, eu irei fazer algumas perguntas sobre você, o Programa Alfalit e sua experiência no programa, tá bom?

## **Secção 1. Formulário de Informação de Antecedentes dos Alunos**

### **1. Sexo do Aluno/a**

- Masculino
- Feminino

### **2. Idade:**

- Menor de 15 anos
- 15 - 17 anos
- 18 - 25 anos
- 26 - 40 anos
- 41 anos ou mais

### **3. Em que ano você iniciou e finalizou o Programa Alfalit (Indique se continua no programa).**

- Iniciou: \_\_\_\_\_ (Ano)
- Finalizou: \_\_\_\_\_ (Numero de etapas ou níveis completos)
- Continua no programa. Indique o nível ou etapa do Alfalit no qual se encontra: \_\_\_\_\_

### **4. Se iniciou e abandonou o programa em qualquer etapa, porque o abandonou? MARQUE TODAS AS RESPOSTAS QUE O ENTREVISTADO MENCIONAR:**

- Aulas eram longe da minha casa.
- O horário não era conveniente.
- Problemas de família (doença, marido não permitiu, não tinha com quem deixar as crianças)
- Não gostei do professor.
- Não me senti a vontade no grupo.
- O local das aulas era incômodo.
- Trabalho
- Mudança

### **5. Você fez o exame de 3o. Ano ao final do curso de alfabetização?**

- Fiz e fui aprovado
- Fiz e fui reprovado
- Não fiz a prova
- Fiz mas nao sei o resultado

**6. Se não fez o exame, qual foi o motivo?**

- Não pude ir no dia da prova.
- Não me senti preparado para fazer a prova.
- Não sabia que ia ter prova naquele dia.
- O meu grupo não fez a prova.
- Tive medo de não passar.
- Outro motive

**7. Em relação ao idioma Português:**

- Entendo bem e falo bem.
- Entendo mais ou menos e falo mais ou menos.
- Entendo pouco e falo pouco.
- Não entendo nem falo.

**8. Que línguas falam em tua casa?**

- \_\_\_\_\_(lingua)

**9. Antes de participar no programa Alfalit você frequentou a escola?**

- Sim  Não  (Passe para pergunta 11)

**10. Se frequentou a escola antes de Alfalit, até que classe frequentou?**

- \_\_\_\_\_ (Ano/Classe)

**11. O que você aprendeu no programa de alfabetização Alfalit? Diga algo que você pode fazer agora, mas não podia fazer antes. MARQUE TODAS AS RESPOSTAS QUE O ENTREVISTADO MENCIONAR:**

- Ler e escrever bem
- Ler os sinais nas ruas
- Escrever o meu nome
- Contar dinheiro, dar e receber troco no mercado
- Proteger a minha saúde e bem-estar da minha família
- Respeitar os outros

**Gostaríamos de saber suas opiniões sobre o programa Alfalit. Por favor, indique sua satisfação com cada aspecto.**

**12. Considero o meu instrutor de classe ou professor:**

- 1. (Mau)
- 2. (Regular)
- 3. (Bom)
- 4. (Muito bom)

**13. Considero o material (livros e cadernos de exercícios) que usamos nas aulas do programa Alfalit**

- 1. (Mau)
- 2. (Regular)
- 3. (Bom)
- 4. (Muito bom )

**14. Os materiais de apoio distribuídos pelo programa Alfalit (MARQUE VÁRIAS RESPOSTAS)**

- Não foram suficientes para todos os alunos

- Chegaram em mau estado
- Chegaram tarde
- Não recebemos nenhum material
- São suficientes para todos

**15. O horário das aulas (horários e dias)**

- 1. (Mau)
- 2. (Regular)
- 3. (Bom)
- 4. (Muito bom)

**16. As atividades e exercícios que fazemos durante as aulas**

- 1. (Mau)
- 2. (Regular)
- 3. (Bom)
- 4. (Muito bom)

**17. O material de apoio utilizado (quadro negro, cartazes, lapis, papel, etc.)**

- 1(Mau)
- 2(Regular)
- 3(Bom)
- 4(Muito bom)

**18. Localização (o lugar onde temos as aulas) para mim é...**

- 1(Mau)
- 2(Regular)
- 3(Bom)
- 4(Muito bom)

**19. Você participa ou já participou de outro programa como o Alfalit?**

- Sim Se a resposta é Sim, qual? \_\_\_\_\_
- Não

**20. Você tem livros em casa?**

- Sim  Não  Não Sabe

**21. Você lê em voz alta na sala de aula?**

- Sim  Não  Não Sabe

**22. O seu professor já leu em voz alta para você?**

- Sim  Não  Não Sabe

**23. O seu professor te explica o que você leu?**

- Sim  Não  Não Sabe

**24. Você sempre pratica o seguinte? (Ler as opções)**

- a) Identificação de letras por nome Sim  Não  Não Sabe
- b) Prática de leitura e escrita Sim  Não  Não Sabe
- c) Adicionar / subtrair um número de dígitos Sim  Não  Não Sabe
- d) Adicionar / subtrair dois ou mais dígitos Sim  Não  Não Sabe

**25. Você recebe seus papéis de teste de volta do professor?**

- Sim  Não  Não Sabe

**26. Você tem o seu próprio livro de matemática que você pode usar fora da aula?**

Sim  Não  Não Sabe

**Gostaríamos de saber um pouco mais sobre suas experiencias como membro desta comunidade.**

**27. Quanto tempo demoras a ir de casa para o centro Alfalit (classes)?**

(indicar se são minutos ou horas) \_\_\_\_\_

**28. Você mora em que aldeia ou municipio?**

\_\_\_\_\_

**29. Como vem até à aula? (a pé, de bicicleta, carro, outros)**

\_\_\_\_\_

**30. Você faltou à aula na semana passada?**

a. Sim  [Se a resposta é SIM pula para pergunta 32]

b. Não  [Se a resposta é NÃO pula para pergunta 33]

**31. [Se a resposta é SIM], Quantos dias você faltou? (indicar numero dos dias)**

**32. Porque faltaste às aulas?**

a) Estiveste doente

b) Trabalho na lavra

c) Alguém da família esteve doente

d) Trabalho em casa (cozinhar, limpar casa, trabalho no campo)

e) Sem dinheiro

f) Trabalho fora de casa (\_\_\_\_\_ )

g) Não quis ir à classe

h) Cuidar dos filhos

i) Viagem

j) Cuidar de algum membro da familia doente

k) Devido ao mau tempo (chuva, vento, inundação)

l) Outro

m) Não Sabe

**33. Na tua casa existe:**

a) Rádio Sim  Não  Não Sabe

b) Geleira Sim  Não  Não Sabe

c) Latrina/fossa septica Sim  Não  Não Sabe

d) Telefone fixo/celular Sim  Não  Não Sabe

e) Bicicleta Sim  Não  Não Sabe

f) Colchão Sim  Não  Não Sabe

**34. Qual é a principal fonte de iluminação que utiliza? (MARCA UM)**

a) Rede electrica/gerador publico

b) Lenha

c) Candeiro de petroleo

d) Velas

e) Outro \_\_\_\_\_

**35. Tem trabalhado fora de casa (vende no mercado, trabalha noutra casa)?**

a. Sim  [Se a resposta é SIM pula para pergunta 36]

b. Não  [Se a resposta é NÃO pula para pergunta 38]

**36. [Se a resposta é sim], O que fazes? (Explica bem a actividade)\_\_\_\_\_**

**37. E quantos dias trabalha por semana? (NUMERO)\_\_\_\_\_**

**Mover para Instrumento de Avaliação de Alunos e inserir os resultados abaixo.**

**38. Entrevistado/a cumpre padrões requeridos de aprendizagem de nivel basico nos seguintes itens:**

a) **VOCABULÁRIO ORAL (1ª classe)**

Número total de respostas correctas: \_\_\_\_/14

b) **CONHECIMENTO SOBRE O NOME DAS LETRAS (1ª classe)**

Número de letras CORRECTAS lidas durante o exercício: \_\_\_\_/100

c) **LEITURA E COMPREENSÃO DE TEXTO (3ª classe)**

Número total de palavras lidas CORRECTAMENTE em um minuto \_\_\_\_/135

Número total de respostas correctas às perguntas de compreensão \_\_\_\_/4

d) **PROBLEMAS DE ADIÇÃO (1ª classe)**

Número total de respostas correctas: \_\_\_\_/10

## Secção 2. Vocabulário Oral

Você vai pedir ao aluno para mostrar partes do seu corpo e objectos que estão no ambiente e, observar a sua compreensão dos termos espaciais. Observação: ver se a pessoa entrevistada dá as respostas de maneira correcta:

- **Resposta correcta:** De parabéns ao aluno por cada resposta certa.
- **Erro:** Apague (/) as respostas erradas que a aluno dê
- **Auto-correção:** Se o aluno deu uma resposta errada, mas corrigiu-a mais tarde (auto-correção), circule a resposta considerada errada como correcta.

**Material necessário:** uma folha de papel, lápis, livro

A.

**Eu vou dizer algumas palavras em Português. E tu vais me mostrar que parte do teu corpo é. Por exemplo, "nariz". Outro exemplo, "os teus olhos". Bravo! Vamos lá.**

1. o teu braço
2. o teu pé
3. o teu queixo
4. o teu joelho
5. o teu ombro
6. as tuas costas
7. a tua cabeça
8. a tua sobrancelha

Número total de respostas correctas:

/ 8

**B. Organizar um lápis e uma folha de papel lado a lado na frente do aluno.**

**Esta a ver este lápis, sim? Vais colocar o lápis onde eu te disser para colocar?**

**Coloca o lápis:**

1. no papel
2. atrás de si
3. no chão
4. por baixo do papel
5. na sua frente
6. ao lado do papel

Número total de respostas correctas:

/ 6

Total:

\_\_\_\_/14

### Secção 3: Conhecimento sobre o nome das letras

Passa a pessoa entrevistada a página de letras (Secção 3) e leia as seguintes instruções:

**Nesta página, estão todas as letras do abecedário. Por favor, me diz o NOME ou os SONS do maior número de letras que poderes**

**Por exemplo, o nome desta letra é [aponte para J] é “JOTA”.**

**Vamos praticar: diga-me o nome da letra [Aponte para n]:**

*Se a pessoa responder correctamente diga: Muito bem, o nome da letra é: “ENE”*

*Se a pessoa não responder correctamente diga: o nome da letra é: “ENE”*

**Percebeste o que vamos fazer?**

**Quando eu disser “começar”, por favor, diz-me o nome das letras da melhor maneira que poderes. Lê as letras ao longo da página, iniciando pela primeira.**

*[Aponte para a primeira letra na linha depois do exemplo].*

**Eu vou ficar calado (a) a ouvir-te, mas, se precisares de alguma ajuda, podes pedir-me. Pronto?**

**Começar**



*Inicia o cronómetro quando o aluno/a ler a primeira letra. Siga as letras com a sua caneta e marque claramente com uma barra (/), a letra que for lida erradamente pelo aluno/a.*

*Quando a pessoa entrevistada se corrigir, conte esta como correcta. **Fique calado (a)**, com excepção de situações como: se a pessoa entrevistada hesitar mais de 3 segundos, diga o nome da letra, aponte para a próxima letra e diga “**Por favor, continua**”. Marque a letra que você deu a resposta para a pessoa entrevistada como incorrecta.*

**APÓS 60 SEGUNDOS DIGA, “pára”.**

**Marque a última letra lida com uma chaveta (|).**

**Regra para interromper o exercício:** *Se a pessoa entrevistada não fornecer nenhuma resposta correcta na primeira linha, diga “**Muito Obrigado**”, pare o exercício, marque no quadro abaixo e passe para o próximo exercício.*

L	I	H	R	S	p	E	O	N	T	(10)
I	E	T	D	A	t	a	D	E	N	(20)
H	O	E	M	U	r	L	G	R	U	(30)
G	R	B	E	I	f	m	T	S	R	(40)
S	T	C	N	P	A	F	C	A	E	(50)
T	S	Q	A	M	C	O	T	N	P	(60)
E	A	E	S	O	F	h	U	A	T	(70)
R	G	H	B	S	i	g	M	I	L	(80)
L	I	N	O	E	o	E	R	P	X	(90)
N	A	C	D	D	I	O	J	E	N	(100)

1. Marque um **X** se a *pessoa entrevistada* não deu nenhuma resposta correcta na primeira linha:
2. Caso a *pessoa entrevistada* leia todas as letras em menos de 60 segundos, por favor anote o **número de segundos** que o aluno levou para completar o exercício (Número de segundos): \_\_\_\_
3. Anote o número TOTAL de letras lidas durante o tempo do exercício: \_\_\_\_\_
4. Anote o número de letras CORRECTAS lidas durante o exercício: \_\_\_\_\_
5. Anote o número de letras ERRADAS lidas durante o exercício: \_\_\_\_\_

## Secção 4: Leitura e Compreensão de texto

- *[Mostra a folha com a passagem sublinhada ao aluno/a. Diga:]* **Aqui está um conto que quero que me leias, quando eu te disser ‘começa’, começa a ler o conto em voz alta, iniciando pela primeira palavra. Por favor lê da esquerda para a direita (mostre à pessoa como fazer).**
- *[Diga:]* **Começa por ler cada palavra, se encontras uma palavra que não sabes ou não reconheces, eu digo-te qual é. Por favor, lê o melhor que saibas. Entendes o que quero que tu faças?**
- **Podemos começar por favor?**



1. **Active o cronómetro quando a pessoa entrevistada começa a ler a primeira palavra.**  
Se depois de três segundos, a pessoa não conseguir pronunciar a primeira palavra da passagem sublinhada, diga a palavra em voz alta, marque como incorrecto, e nesse instante inicia o cronómetro novamente.
2. Siga a leitura da pessoa entrevistada na sua cópia, e **marque as palavras incorrectas com uma diagonal (/).**
3. **Ao fim de um minuto, assinale com uma chaveta vertical logo após a última palavra que a pessoa entrevistada tentou ler. ( ] ).**
4. Quando a pessoa entrevistada terminar a leitura, *[Diga:]* **Muito obrigado, agora vou-te fazer algumas perguntas sobre o que estiveste a ler, podes-te referir ao conto se quiseres..**

5. Se ao fim de um minuto, o aluno apenas tiver lido a primeira linha, [Diga:] **Muito obrigado, podes agora regressar à tua sala de aulas. Obrigado pelo apoio que deste para este estudo.** Não é necessário seguir com as perguntas de compreensão visto que a pessoa entrevistada não consegue ler.
6. **Faça as perguntas de compreensão.**  
 Se o aluno lê até linha 25, faça a pergunta número 1  
 Se o aluno lê até linha 45, faça as perguntas 1&2  
 Se o aluno termina de ler a linha 75, faça as perguntas 1,2&3  
 Se o aluno termina de ler linha 135, faça todas as perguntas
7. Quando a pessoa entrevistada terminar com as perguntas, [Diga:] **Muito obrigado, por favor pede ao teu professor que mande o próximo aluno para fazer esta avaliação.**

**Instruções para anotar as classificações dos alunos.**

1. Classifique os alunos apenas quando o exame a TODOS os alunos tiver sido terminado
2. Conte o número total de palavras lidas CORRECTAMENTE em um minuto.
3. Depois conte o número de todas as palavras lidas CORRECTAMENTE na passagem.
4. Anote o número total de respostas correctas às perguntas de compreensão.

**4a. Conto de leitura para 3ª classe**

A Sara visita os avós	5	
Num domingo, a Sara foi	10	
visitar os avós. Quando chegou	15	1. A quem a Sara foi visitar?
à casa dos avós, estes	20	(Resposta: A seus avós)
estavam sentados debaixo da mangueira	25	Correcto <input type="checkbox"/> Incorrecto <input type="checkbox"/>
em frente à casa. Então,	30	
ela cumprimentou-os: -Bom dia, vovós.	35	
-Bom dia, minha neta.-Como	40	
é que estão?-Eu estou	45	2. Que problema tem o avô da Sara?
bem, obrigada. O teu avô	50	(Resposta: Tem dores nas pernas)
é que tem andado com	55	Correcto <input type="checkbox"/> Incorrecto <input type="checkbox"/>
dores nas pernas - disse a	60	
avó. Ainda bem que vieste,	65	
minha netinha - disse o avô.	70	
-Tenho aqui esta receita e	75	3. Porque o avô da Sara pediu para ela ler a
estes medicamentos. Gostaria que tu	80	receita?
lesses a receita e que	85	(Resposta: Para que ela explicasse como
me explicasses como fazer o	90	fazer o tratamento)
tratamento. -Com certeza, avô! – disse	95	Correcto <input type="checkbox"/> Incorrecto <input type="checkbox"/>
a Sara recebendo a receita.	100	
Depois de ler a receita	105	
para o avô, a Sara	110	

foi buscar um copo de	115	4. Porque a Sara ficou orgulhosa? (Resposta: Porque ajudou a seu avô) Correcto <input type="checkbox"/> Incorrecto <input type="checkbox"/>
água para que ele tomasse	120	
os comprimidos.-Obrigado, minha neta –	125	
disse o avô a Sara, toda	130	
orgulhosa de poder ser útil.	135	

A. Você já leu essa história antes?

Sim

Não

B. Número total de palavras lidas CORRECTAMENTE em um minuto \_\_\_\_\_

C. Número total de respostas correctas às perguntas de compreensão \_\_\_\_\_

## Secção 5: Matematica

### 5A: problemas de adição

#### Materiais: Folhetos

Pontuação: Digite a resposta do aluno para cada item na grade. Se o aluno não responde, digite um **NR**. Se o aluno se recusa a responder, digite um **RR**. Se o aluno diz que ele / ela não sabe, insira um **NS** na grade. Coloque um círculo em torno de qualquer item de auto-corrigida. Coloque uma **chaveta vertical "]"** após o último número que o aluno responde no final do minuto.

**5.A.1 Prática:** Dize-lhes: Agora vamos fazer alguns problemas de adição. Aponte para o problema de adição na folha e diga: Quanto é um mais dois em conjunto? (Se aluno não entender, diga: Quanto é um e dois por completo?). Se o aluno responde corretamente "3", diga: Isso mesmo, um mais dois é três. Vamos fazer mais algumas praticas.

#### NÍVEL 1: TESTE MATEMATICA (adição)

#### Entregar folha de matemática "Folha 5A: problemas de adição" e dizer:

Aqui estão mais problemas de adição. Eu quero que você me diga a primeira resposta que parece correta para você. Vá o mais rápido possível, mas tente acertar. Aponte para o problema de adição folheto 5A e diga: Quanto é este .... Certifique-se de manter os alunos movendo-se através desses itens o mais rápido possível. Se o aluno não responder: Dê-lhe uma tentativa. Se o aluno ainda não responder, apontar para o próximo problema e diga: Tente este.

**Direções:** Isto é determinado por 60 segundos. Inicie o tempo depois de ter solicitado o aluno a iniciar o primeiro item. Coloque uma **barra "/"** através do número do item para respostas incorretas. Pare o aluno quando o cronômetro chega a zero. Coloque uma **chaveta vertical "]"** logo após o número das últimos respostas do aluno. Se o aluno terminar em menos de 60 segundos, digite o tempo restante. Anote o número correto e o número incorreto de respostas.

1.  $3 + 4 = (7)$

6.  $12 + 2 = (14)$

2.  $11 + 3 = (14)$

7.  $2 + 7 = (9)$

3.  $3 + 2 = (5)$

8.  $7 + 3 = (10)$

4.  $10 + 6 = (16)$

9.  $4 + 5 = (9)$

5.  $8 + 4 = (12)$

10.  $6 + 7 = (13)$

Tempo restante em cronômetro: \_\_\_\_\_

Número de respostas corretas: \_\_\_\_\_ Número de respostas incorretas: \_\_\_\_\_

Obrigado pelo seu tempo!

## Folha do Aluno/a

### Secção 3: Nome das Letras

L	I	H	R	S	p	E	O	N	T	(10)
I	E	T	D	A	t	a	D	E	N	(20)
H	O	E	M	U	r	L	G	R	U	(30)
G	R	B	E	I	f	m	T	S	R	(40)
S	T	C	N	P	A	F	C	A	E	(50)
T	S	Q	A	M	C	O	T	N	P	(60)
E	A	E	S	O	F	h	U	A	T	(70)
R	G	H	B	S	i	g	M	I	L	(80)
L	I	N	O	E	o	E	R	P	X	(90)
N	A	C	D	D	I	O	J	E	N	(100)

## Folha do Aluno/a

### 4a. Conto de Leitura

**A Sara visita os avós.**

**Num domingo, a Sara foi visitar os avós.**

**Quando chegou à casa dos avós, estes estavam sentados debaixo da mangueira em frente à casa.**

**Então, ela cumprimentou-os: -Bom dia, vovós.**

**-Bom dia, minha neta.**

**-Como é que estão?**

**-Eu estou bem, obrigada. O teu avô é que tem andado com dores nas pernas, disse a avó.**

**- Ainda bem que vieste, minha netinha, disse o avô.**

**-Tenho aqui esta receita e estes medicamentos. Gostaria que tu lesse a receita e que me explicasses como fazer o tratamento.**

**-Com certeza, avô! – disse a Sara recebendo a receita.**

**Depois de ler a receita para o avô, a Sara foi buscar um copo de água para que ele tomasse os comprimidos.**

**- Obrigado, minha neta - disse o avô a Sara, toda orgulhosa de poder ser útil.**

**Folha do Aluno/a**  
**5A: Problemas de Adição**

$$1 + 1 = 2$$

$$2 + 1 = \dots$$

$3 + 4 =$	$12 + 2 =$
$11 + 3 =$	$2 + 7 =$
$3 + 2 =$	$7 + 3 =$
$10 + 6 =$	$4 + 5 =$
$8 + 4 =$	$6 + 7 =$

## FOCUS GROUP DISCUSSION GUIDE FOR INTERVIEWS WITH ALFALIT BENEFICIARIES

### ALFALIT ANGOLA AVALIAÇÃO DE MEIO PERÍODO / GRUPOS FOCAIS (DISCUSSÃO)

#### Perguntas para beneficiários do programa de alfabetização Alfalit.

Nome do entrevistador:	Data:
Nome do Centro:	Província:

As seguintes perguntas vão ajudar a orientar a discussão de grupo focal com os alunos (beneficiários dos programas de alfabetização Alfalit). As perguntas estão relacionadas com temas que são relevantes na avaliação de opiniões do público-alvo, suas percepções e sentimentos sobre o programa. As principais questões subjacentes a estes temas estão relacionadas com 1. Acesso/difusão de informações (o que significa o acesso ao local físico, mas também à informação, recursos e serviços prestados pela Alfalit), 2. Custo / preço (não o custo financeiro, mas o custo de oportunidade, tempo e valor percebido dos serviços e produtos, incluindo oportunidades percebidas e os riscos que a participação no programa pode sugerir); 3. Retenção de adesão / (na medida em que os participantes estão dispostos a aderir à adoção de serviços e produtos, a motivação para continuar, e os fatores que podem influenciar a aprovação do programa pela população-alvo); 4. Adequação cultural e linguística / Customização (medida em que os materiais e o programa se adequa às necessidades e desejos do público-alvo, retrata sua cultura, linguagem e características específicas); Feedback (sugestões das audiências de melhoria com base na percepção de serviços atuais e produtos).

#### ACESSO / CUSTO DE PARTICIPAÇÃO / PERCEPÇÕES DE RISCOS E OPORTUNIDADES

- (1) Como você ouviu falar sobre o programa Alfalit?
- (2) O que ou quem a encorajou a se inscrever no programa?
- (3) O que você precisa fazer para se inscrever no programa?
- (4) Como você se comunica com os promotores e funcionários do Alfalit?  
Como você recebe informações sobre as atividades, classes, etc?
- (5) Você conhece pessoas que tenham concluído o programa antes? O que eles estão fazendo agora?

- (6) Com que frequência são oferecidas as aulas de alfabetização do Alfalit?  
Quando são realizadas as aulas? (Horario do dia ou dias da semana)  
Qual é a duração de cada aula?
- (7) Onde está a localização de classes?
- (8) Com que frequência você é capaz de assistir às aulas?
- (9) O que lhe impede de assistir às aulas?
- (10) Os membros de sua família apoiam à sua participação neste programa? Como o fazem?

## **MOTIVAÇÃO / FATORES DE RETENÇÃO / GANHOS PERCEBIDOS**

- (1) O que te motiva a ficar no programa?
- (2) Quais são as dificuldades que você encontra para ficar no programa e assistir às aulas?
- (3) Alguma vez você já deixou o programa antes? Por quanto tempo?
- (4) O que fez você sair?
- (5) O que fez você voltar?
- (6) O que você espera alcançar por ficar neste programa?
- (7) O que você gostaria de fazer depois de completar este programa?
- (8) Quais as oportunidades que você espera ter ao completar este programa?
- (9) Quantos professores você já teve desde que começou a vir às aulas do Alfalit?
- (10) Você gosta do professor (s) que você teve?
- (11) O que você gosta sobre este / aquele professor?
- (12) O professor está sempre presente quando você vem para a aula?
- (13) Se o professor não aparece, é a classe cancelada? Você está informado se uma classe é cancelada?
- (14) Quantas vezes o professor não vem dar aula ou cancela uma classe?
- (15) O que você faz em sala de aula?
- (16) O que faz o professor para tornar a aula interessante?
- (17) Você tem oportunidades para praticar o que aprendeu em sala de aula ou fora da classe? Em casa? Com sua família / filhos? No trabalho? No mercado?
- (18) Você tem filhos na escola? Você conversa com seus filhos sobre o que estão aprendendo na escola? Você compartilha o que você aprende com eles?
- (19) Você já frequentou a escola antes? Por quanto tempo?
- (20) Você acha que as pessoas que frequentaram a escola têm mais oportunidades de melhorar na vida? Ter melhores empregos? Ganhar

mais dinheiro? Viver melhor? Importa a alfabetização? Para você? Para os outros? Como assim?

- (21) Você tem/tinha medo de dizer que não sabe ler ou escrever?
- (22) Como o programa de alfabetização lhe tem ajudado até agora?
- (23) Por exemplo, o que você pode fazer agora que você não era capaz de fazer antes? Você pode me dar um exemplo?
- (24) Você precisa ler para fazer suas tarefas diárias, ir a lugares, trabalhar? Cuidar de sua saúde e a saúde de seus filhos / família? Você já pediu a alguém para ajudá-lo a ler alguma coisa? Anotações médicas? Prescrições? Notas da escola de seus filhos? Documentos legais? Músicas da igreja? A Bíblia? Jornais? Você vota?
- (25) Você precisa de ajuda para administrar o dinheiro? Fazer contas? Dar trocos? Comprar coisas? Vender coisas? Planejar para o futuro?
- (26) Até que ponto as aulas de alfabetização podem ajudá-lo com estas coisas?
- (27) Você acha que as pessoas no seu grupo têm expectativas similares sobre o programa de alfabetização?
- (28) Você gosta de estar perto de pessoas que são diferentes de você? Mais jovens? Mais velhos? Sexo oposto?

### **ADEQUAÇÃO DE MATERIAIS ALFALIT AO PÚBLICO-ALVO**

- (1) São os materiais utilizados por Alfalit (livros, cadernos, cartões de leitura, etc) interessantes para você? Será que eles fazem você sentir que quer saber mais?
- (2) Você acha que as fotos e histórias nos materiais Alfalit retratam situações familiares para você?
- (3) São as palavras ou linguagem usadas nesses materiais semelhantes ao que você usa todos os dias?
- (4) O Português é a língua que você mais usa?
- (5) Que outros idiomas você usa?
- (6) Os professores explicam as coisas para você em outra língua? Quando é útil para utilizar outro idioma?
- (7) O que é que o professor usa para facilitar a aprendizagem? Materiais, quadro-preto, jogos, etc?
- (8) Em que condições estão os materiais utilizados em sala de aula? Incluindo quadro-preto, mesas e cadeiras, se disponível.

### **SUGESTÕES PARA MELHORIA**

- (1) Você convidaria um amigo para participar do programa Alfalit?
- (2) Se você tivesse que dizer a uma pessoa sobre este programa o que você diria?

- (3) Quando você pensa sobre o programa de alfabetização Alfalit, qual é a coisa que mais gosta?
- (4) Qual é a coisa que menos gosta?
- (5) Se houvesse uma coisa que você pudesse mudar neste programa o que seria?
- (6) Se há uma coisa que você não gostaria de ver mudar, o que seria?
- (7) Você tem alguma outra sugestão ou idéia?
- (8) O que você acha sobre essa conversa de grupo?
- (9) Você tem alguma pergunta para nós (moderadores)?

Obrigada!

Focus Group Interviews With Teachers

**ALFALIT ANGOLA AVALIAÇÃO DE MEIO PERÍODO**

**GRUPOS FOCAIS: ENTREVISTAS COM PROFESSORES ALFALIT**

**Nome do entrevistador:**

**Data:**

**Nome do Centro:**

**Província:**

Em conjunto com o Programa Alfalit em Angola, a Agência dos EUA para o Desenvolvimento Internacional (USAID) está conduzindo uma avaliação intercalar dos programas de alfabetização de adultos para ajudar a entender quais fatores estão contribuindo para o sucesso destes programas e que áreas podem precisar de mais atenção e melhoria.

Professores nestes programas estão entre as melhores pessoas para falar de suas necessidades, seus interesses e sua experiência com diferentes tipos de formação de professores e de suas recomendações para formação de professores. Nós queremos fazer com que as suas perspectivas sobre as necessidades para o professor de alfabetização de adultos como um grupo sejam consideradas. Estamos à procura de suas opiniões sobre a forma como a Alfalit o preparou para o ensino e como você acha que o treinamento de alfabetização de adultos pode ser melhorado no futuro. Não há respostas certas ou erradas, mas suas respostas vão ajudar a melhorar a natureza da formação que os professores Alfalit Moçambique recebem. Nós também estamos interessados em aprender sobre suas experiências no programa, e saber sobre o que tem ajudado ou dificultado o seu compromisso com a Alfalit e alfabetização de adultos.

Nós não estamos mantendo o controle de identidade das pessoas e nós encorajamos você a falar livremente. Suas respostas serão mantidas em sigilo. Suas respostas serão combinadas com as dos professores em outras províncias e apresentados em forma de sumário. Agradecemos antecipadamente por sua opiniões aberta e honesta.

1. Número de professores no painel: \_\_\_\_\_

Feminino \_\_\_\_\_ Masculino \_\_\_\_\_

2. Quantos de vocês já participaram no programa de formação de professores Alfalit nos últimos 3 anos?

Feminino \_\_\_\_\_ Masculino \_\_\_\_\_

3. Quantas vezes você já participou do programa de formação de professores Alfalit?

4. Você achou o programa de formação de professores Alfalit um bom uso do seu tempo?
5. Será que você tem bastante aviso sobre quando a formação se daria?
6. Como foi apresentado o programa de formação de professores Alfalit? (Por exemplo: palestras, radio, base, baseado em atividades, atividades em grupo, desenvolvimento de materiais e uso, etc)
7. Que parecia ser o melhor de acordo com os seus colegas professores? Ou o que parecia ser o mais popular entre eles?
8. Como foi o programa de formação de professores Alfalit que você recebeu? Como este ajudou seu desempenho na sala de aula?
9. Você já recebeu algum acompanhamento de treinamento para ajudá-lo a rever, entender, aplicar-lo em sua própria sala de aula? Se sim, você pode discuti-lo, por favor?
10. Você está regularmente observado por promotores Alfalit e / ou supervisores? De que forma esta observação lhe ajuda?
11. É a sua formação reconhecida por qualquer pessoa depois de completá-la?
12. Em que medida você tem sido capaz de fazer uso das abordagens que foram utilizadas na formação Alfalit para melhorar o seu próprio conhecimento e habilidades?
13. Que mudanças, se houver, você já viu em seus alunos como resultado do programa Alfalit?
14. Quais são os incentivos que você recebe para permanecer no programa?
15. Que outros incentivos que você sugeriria para ajudá-lo a continuar no programa?
16. O que lhe motiva a permanecer no programa?

17. Que melhorias ou ajustes você acha que deve ser feito para a formação de professores Alfalit?
  
18. Que outras perspectivas sobre a formação de professores deve Alfalit, MEC e autoridades provinciais levar em consideração?

## ANNEX F: ANALYTICAL INFORMATION

In the course of conducting this evaluation, the team reviewed quantitative data obtained from Alfalit International's database plus quantitative and qualitative data on file at the Alfalit national offices. In addition, the team obtained significant amounts of both quantitative and qualitative data from its interviews, focus group discussions, and the administration of tests based on EGRA. While it is important for this evaluation to have this information, detailed analysis would call for efforts that would go beyond the assignment's Scope of Work. Nonetheless, the data should be very valuable for studies of factors associated with adult literacy efforts in sub-Saharan Africa. Per USAID's Evaluation Policy and pending the establishment of a data warehouse, data can be made available from IBTCI.

Following is a listing of sample key variables for data collected by the IBTCI and JBS team members.

<b>Variable Name</b>	<b>Variable Explanation</b>
UniqueID	Unique ID
Name_interviewer	Name of the Interviewer
Name_Center	Name of the Center
Date	Date test was taken
Province	Province where test was taken
NumStudClass	The number of students in the class
StudLvl	Student Level
Gender	Gender
Age	Age
StartProg	Year program was started
Endprog	Year program ended
CBcont	Are they continuing the program
TBlvlAlfalit	Level in Alfalit
Q4toofarCB	Abandoned the program since classes were too far
Q4timeincCB	Abandoned the program since time was inconvenient
Q4FamProbCB	Abandoned the program because of family problems
Q4DisliketchrCB	Abandoned the program because disliked the teacher
Q4UncomfGrpCB	Abandoned the program because group was uncomfortable
Q4UncomfSchlCB	Abandoned the program because school was uncomfortable
Q4WorkingCB	Abandoned the program because of work
Q4ChangingCB	Abandoned the program because of change
Q5EndYrLitExam	Did you take the 3rd year end of year literacy exam?
Q6WhynoExam	If you didn't take it why not?
Q7PortFluency	Indicate your level of fluency in Portuguese
Q8LangatHomeTB	What language do you speak at home?

Q9AttndSchlBfrAlf	Did you attend school before Alfalit?
Q10hghstGrdBfrAlfTB	If you've attended school before Alfalit, what was the highest grade level you attended?
Q11ReadWriteCB	I've learned to read and write from Alfalit
Q11ReadStreetSignsCB	I've learned how to read street signs from Alfalit
Q11WriteNameCB	I learned how to write my name from Alfalit
Q11CountRecGiveMoneyCB	I've learned how to count money, give and receive change in the market from Alfalit
Q11FamhealthwellbCB	I've learned how to protect my health and the well-being of my family from Alfalit.
Q11RespectOthrsCB	I've learned how to respect others from Alfalit.
Q12TchrQual	My instructor's quality was....
Q13QualAlfMatrl	The Alfalit material's quality was ....
Q14EnoughforallCB	The material for Alfalit was sufficient for everyone
Q14PoorCondCB	The material for Alfalit was in poor condition
Q14ArrivedLateCB	The material for Alfalit arrived late
Q14NotrcvdmtrlCB	We did not receive material from Alfalit
Q14NotenoughforAllCB	There wasn't enough material for everyone.
Q15Classshed	The class schedule was....
Q16ActandEx	The activities and exercises we do in class were...
Q17SupprtMatrl	The support material used (blackboard, posters, pencils, paper, etc.) were...
Q18Location	The location of the classes were...
Q19PartroglieAlf	Did you participate in a program like Alfalit?
Q19AwhatprogTB	If yes, which program?
Q20BooksatHome	Do you have books at home?
Q21ReaddaloudClass	Do you read aloud in class?
Q22TchrReaddaloudtoyou	Did the teacher read aloud to you?
Q23TchrExplnWhtyouread	Did the teacher explain what you read?
Q24ApracticeIDletnames	Do you always practice identifying letter names?
Q24BPracticeReadWrite	Do you always practice how to read and write?
Q24CAddsubsingledigits	Do you always practice how to add and subtract single digits?
Q24DAddsubtwoormoredigits	Do you always practice how to add or subtract two or more digits?
Q25RcvtestfrmTchrs	Do you receive test papers back from the teacher?
Q26OwnMathbook	Do you have your own math book to use outside the classroom?
Q27CommtimehomeCntrTB	How long is your commute time from your house to the center?
Q28VillageorMunicipTB	Do you live in a village or a municipality?
Q29TranspmethTB	What is your transportation method?
Q30Missclasslstk	Did you miss any classes last week?

Q31HwmnymssddaysTB	How many days have you missed?
Q32SickCB	Missed classes because of sickness
Q32MiningWrkCB	Missed classes because of mining work
Q32FamlllCB	Missed classes because a family member was sick.
Q32WrkatHomeCB	Missed classes because of work at home
Q32NoMoneyCB	Missed classes because of lack of money
Q32WrkOutsideHmeCB	Missed classes because of work outside of home
Q32WrkedwhereTB	if you missed classes working outside, where did you work?
Q32DontwanttogoCB	Missed classes because I didn't want to go
Q32CaringfrChildrenCB	Missed classes because I was caring for children.
Q32TravelCB	Missed classes because I was traveling
Q32SickFamMemCB	Missed classes because I was caring for a sick family member
Q32BadWthrCB	Missed classes because of bad weather
Q32OtherCB	Missed classes for other reasons
Q32DontKnowCB	Don't know why I missed classes.
Q33RadioOB	We have a radio in the house
Q33RefrigeratorOB	We have a refrigerator in the house
Q33LatrineSeptOB	We have a latrine/septic tank in the house
Q33PhoneCellOB	we have a cell phone in the house
Q33BikeOB	We have a bike in the house
Q33MattressOB	We have a mattress in the house
Q34MainLightingSource	What is the main lighting source you use?
Q34MainLightSourceTB	If other, what lighting source do you use?
Q35WrkdOutsideHome	I have worked outside the house (sold in the market, working in another house)
Q36WhatWrkOutsideHmTB	What type of work outside the house? (Explain the type of activity)
Q37HowMnyDaysWrkTB	How many days have you worked outside the house?
OVDiscCB	Discontinued Oral Vocabulary section
OVKnowBP	Oral vocabulary Knowledge of body parts /8
OVknowPrep	Oral vocabulary knowledge of prepositions /6
OVTotCrct	Oral vocabulary total correct
OVPctCrct	Oral vocabulary percent correct
LRDiscCB	Discontinued Letter Recognition
LRTIMERemaining	Time remaining in Letter Recognition
LRCorrectNumberofLetters	Correct number of letters in Letter Recognition
LRNumIncLet	Letter Recognition number of incorrect letters
CLPM	Correct Letters per minute Letter Recognition
ORFDiscCB	Discontinued Oral Reading Fluency section
ORFTIMERemaining	Time remaining in Oral reading fluency
ORFCorrectNumWords	Number of correct words in Oral reading fluency

ORFNumIncWords	Number of incorrect words in Oral reading fluency
CWPM	Correct words per minute (Oral Reading fluency)
RCDiscCB	Discontinued Reading Comprehension section
RCTotNumcorrect	Reading comprehension, total number correct in comprehension questions
RCTotNumincrcrct	Reading comprehension, total number of incorrect responses
RCTotNumNR	Reading comprehension, Total number of no responses in questions
RCPctCrct	Reading comprehension, Percent correct
MathDiscCB	Discontinued math section
MathTimeRemaining	Time remaining in math section
MQ1	Math Question 1
MQ2	Math Question 2
MQ3	Math Question 3
MQ4	Math Question 4
MQ5	Math Question 5
MQ6	Math Question 6
MQ7	Math Question 7
MQ8	Math Question 8
MQ9	Math Question 9
MQ10	Math Question 10
MathtotCrct	Total number of correct math questions
MathTotinc	Total number of incorrect math questions
CPM	Correct questions per minute
Lev1Totnumcrct	Level 1 total number correct
Lev2TotnumCrct	Level 2 total number correct

## ANNEX G: SELECTED LIST OF DOCUMENTS REVIEWED

### **Alfalit Documents<sup>1</sup>:**

Alfalit Angola Copy of Budget for 2006-ADJ

Alfalit Angola Evaluation Report 2009-2011

Alfalit Angola RLA-A-00-06-00080-00 092506

Alfalit International, Inc. Application for Adult Literacy Program in Angola. Cooperative Agreement No. RLA-A-00-06-00080-00 (September 25, 2006).

Action Memorandum: Justification for Noncompetitive Award under ADS: 303.3.6.5 for the expansion and extension of the Cooperative Agreement (RLA-A-00-06-00080-00) with Alfalit International, Inc. (June 29, 2009). Washington, DC: USAID.

Alfalit Angola Application 2010 – 2015

Alfalit International, Inc. Draft Application 2010-2015 Liberia Literacy Program Cooperative Agreement. Proposal to expand Alfalit Adult and Youth Education Project in Liberia (AAYEPL) providing literacy, post literacy education, jobs skills training and monitoring to its literacy graduates.

AID-RLA-A-00-06-00080-Alfalit-Mod 06.

Alfalit Action Memo April 2010

*Modification of Assistance:* Cooperative Agreement RLA-A-00-06-00080 09/25/2006 modified to provide incremental funding in the amount of \$1,500,000.00, thereby increasing the total obligated amount to \$5,392,000.00. (9/16/2010). Washington, DC: USAID.

*Modification of Assistance* \* RLA-A-00-06-00080 09/25/2006. Cooperative Agreement modified to: Extend the period of performance until March 31, 2015; Increase the total estimated cost by \$7,500,000.00-- The new total estimated cost is now \$10,490,000.00; Modified to provide incremental funding in the amount of

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<sup>1</sup> \*\* A number of Alfalit materials produced for Mozambique, Angola and Liberia were reviewed by the evaluators, including teacher manuals, work books, cards, posters, health education and small business development materials.

\$902,000.00, thereby increasing the total obligated amount to \$3,892,000.00.

(2011). Washington, DC: USAID.

Alfalit Liberia Application 2011 – 2015

Alfalit Liberia Books-Purchases and Shipments. 02/04/09

Alfalit Liberia Draft Application 2010-2015

Alfalit Liberia Program Information per county

Alfalit Liberia USAID budget 2010 with Revisions and USAID response

Alfalit Mozambique - Jan - Jun 2011 report

Alfalit Mozambique 1st Quarterly Report Centre and North 2011

Alfalit Mozambique 1st Quarterly Report South 2011

Alfalit Mozambique 3rd Level Demographics

Alfalit Mozambique Budget 2011

Alfalit Mozambique Final Report External Evaluation July 2009

Alfalit Mozambique Proposal 2007 – 2009

Alfalit Mozambique Proposal 2011-13

Alfalit Mozambique Report 2010

Alfalit Mozambique Report Central and North 2010

Alfalit Mozambique- Strategic Plan - English Version

Gachen, C. (March 21, 2010). *Evaluation of the ALFALIT project: Improving Adult Literacy*. Liberia: McCall MacBAIN Foundation.

Iglesias, A. (n.d.). *African Education Initiative: SAIC Subcontract Alfalit Literacy Books Final Report*. Alfalit International, Inc.

Program Information by County. Liberia: Alfalit International Inc. Department of Training and Supervision. RLA-A-00-06-00080 - MOD 07

*Summary report from monitoring activities carried out August 10-31, 2011*. (2011). Liberia: Alfalit International Liberia Inc. Department of Training and Development.

### **USAID Documents:**

USAID Evaluation Policy. Bureau for Policy, Planning, and Learning. (January 19, 2011). Washington, DC: USAID

USAID Evaluation Policy: Answers to Frequently Asked Questions. Bureau for Policy, Planning, and Learning. (March 25, 2011). Washington, DC: USAID

USAID ADS Chapter 203 Assessing and Learning (Partial Revision Date: 08/04/2011).  
(2011). Washington, DC: USAID.

USAID Education Strategy 2011-2015. February 2011. Washington, DC: USAID

2011 USAID Education Strategy Reference Materials (2011). Available at:

[Www.usaid.gov/our.../education.../ED\\_Reference\\_Materials\\_2011.pdf](http://www.usaid.gov/our.../education.../ED_Reference_Materials_2011.pdf).

USAID Paradigm Shift FG Teachers Final 04/26/10

USAID Policy Framework 2011 – 2015. Washington, DC: USAID

USAID TIPS-Constructing an Evaluation Report

### **Other Resources:**

Abadzi, H. (2006) *Efficient Learning for the Poor: Insights from the Frontier of Cognitive Neuroscience*. ISBN: 0821366882 Washington, DC: World Bank Publications.

Abadzi, H. (2003). *Adult Literacy: A Review of Implementation Experience*. Washington, DC: World Bank.

Abadzi, H. (2008). Efficient learning for the poor: New insights into literacy acquisition for children. *International Review of Education*, Springer 2008. DOI 10.1007/s11159-008-9102-3.

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

*An Evaluation of the Core Education Skills for Liberian Youth (CESLY) Program and Recommendations for Future Non-Formal Education Programming In Liberia*. (Draft Report). (October 28, 2011). Liberia.

Bartholomew, A., Takala, T., & Ahmed, Z. (September 2009). *Mid-Term Evaluation of the EFA Fast Track Initiative Country Case Study: Mozambique* Contract No. EDH-I-00-05-00031-00 Task Order No. EDH-I-05-05-00031-00. (October 2011).

*Core Education Skills for Liberian Youth (CESLY) Analytical Report*. USAID-Liberia:  
Prepared by RTI International for the USAID/Core Education Skills for Liberian Youth (CESLY) Project, under EDC Subcontract No. 05379-RTI-00.

*Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* Available at  
<http://dibels.uoregon.edu>.

*Early Grade Reading Assessment (EGRA) Plus: Liberia*. Program Evaluation Report prepared by RTI International and the Liberian Education Trust. EdData II Task

Number 6. Contract Number EHC-E-06-04-00004-00. Strategic Objective 3.  
(January 15, 2011) USAID-Liberia.

Education for All - Fast Track Initiative: Promoting Results in Education. (ANNUAL REPORT). (2010).

*Florida Center for Reading Research (FCRR)* at the Learning Systems Institute, Florida State University. Available at <http://www.lsi.fsu.edu> or [www.fcrr.org](http://www.fcrr.org)

Gove, A., & Wetterberg, A. (2006) *The Early Grade Reading Assessment: Applications and Interventions to Improve Basic Literacy*. Available online at:

<https://www.eddataglobal.org/documents/index>

*Impact of Alternative Basic Education on Youth in Conflict-affected Environments*.

Report on Focus Group Discussions with USAID/CESLY Program Participants. (June 2011). USAID-Liberia.

Kim, Y.-S., Petscher, Y., Foorman, B. & Zhou, C. (2010). The contributions of phonological awareness and letter-name knowledge to letter sound acquisition - A cross-classified multilevel model approach. *Journal of Educational Psychology*, 102, 313-326.

*Manual para Avaliação do Grau de Leitura nas séries iniciais (Early Grade Reading Assessment-EGRA)* (July 11, 2008) Prepared for the World Bank Human Development Office. Prepared by RTI International.

*Montserrado County Development Agenda*. Republic of Liberia 2008 – 2012. Prepared by the County Development Committee, in collaboration with the Ministries of Planning and Economic Affairs and Internal Affairs. Supported by the UN County Support Team project, funded by the Swedish Government and UNDP.

National Institute of Child Health and Human Development: National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.

National Research Council. (1998). *Preventing reading difficulties in young children*. National Academy Press: Washington, D.C.

Pearson, P. D. & Gallagher, M. C. (1983). The Instruction of Reading Comprehension. *Contemporary Educational Psychology*, 8, 317-344.

*Provinha Brazil*. Available at <http://provinhabrasil.inep.gov.br/>

SACMEQ, *Primary School Performance in Botswana, Mozambique, Namibia, and South Africa*, September 2011.

[http://www.sacmeq.org/downloads/Working%20Papers/08\\_Comparison\\_Final\\_18Oct2011.pdf](http://www.sacmeq.org/downloads/Working%20Papers/08_Comparison_Final_18Oct2011.pdf)

Ros-Lehtinen, Ileana, "Alfalit: Empowering Individuals Through Literacy." United States of America Proceedings and Debates of the 112th Congress, First Session (*Congressional Record*, Vol. 157 No. 76). (May 31, 2011). Washington, DC.

<http://www.gpo.gov/fdsys/pkg/CREC-2011-05-31/pdf/CREC-2011-05-31-pt1-PgH3763-4.pdf>

Vygotsky, L.S. (1978). *Mind and society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Wagner, D.A. *Smaller, Quicker, Cheaper: Improving Learning Assessments for Developing Countries* (Paris. UNESCO: International Institute of Educational Planning and Washington, DC. Education for All - Fast Track Initiative, 2011).  
Available at: <http://unesdoc.unesco.org/images/0021/002136/213663e.pdf>

## ANNEX H: NOTES ON TESTING AND ASSESSMENT

### ASSESSMENT OF LEARNING

Existing assessment tools, such as the *Early Grade Reading Assessment (EGRA)*<sup>2</sup>, the *Provinha Brazil*,<sup>3</sup> and the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*<sup>4</sup> are examples of instruments that are based on “benchmarks” for early grade levels of literacy and numeracy standards. All these tools are used to measure student’s phonemic awareness, the alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. A well-developed instrument can provide teachers and program managers with valid and reliable data on individual students to evaluate and monitor learning outcomes. Wagner (2011) presents an extensive analysis of the state of literacy assessment today.<sup>5</sup>

Although there has been growing attention to the need for assessment of literacy among adult learners, as discussed in Chapter 8, *Adult Literacy Assessment*, of Wagner’s book, there is not yet a commonly agreed upon cross-national measure for

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<sup>2</sup> <https://www.eddataglobal.org/documents/index>

See “The Early Grade Reading Assessment: Applications and Interventions to Improve Basic Literacy” edited by Amber Gove and Anna Wetterberg, available at <http://www.rti.org/publications/abstract.cfm?pubid=17752>. The Early Grade Reading Assessment (EGRA) measures students’ progress towards reading. EGRA gauges early literacy skills through a 15-minute individual oral assessment of five fundamental reading skills. RTI worked with education experts to develop the EGRA in 2006, and it has been piloted and implemented in more than 40 countries. This volume aims to take stock of the substantial amount of information and experience generated through the use of EGRA, and to share this knowledge with practitioners, policymakers, and international donors. Chapters cover not only particular applications of the instrument but also put EGRA in the context of broader issues and developments in literacy and education.

<sup>3</sup> The Provinha Brazil is a diagnostic evaluation applied to students enrolled in the second year of elementary school. The intention is to provide teachers and school managers an instrument to monitor, evaluate and improve the quality of literacy and early literacy offered to children. From the information obtained by the evaluation, teachers are able to verify the skills and weaknesses of students and positively affect the literacy process, so that all children can read and write until the age of eight. Additional information on the Provinha Brazil is available at <http://provinhabrasil.inep.gov.br/>

<sup>4</sup> The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS are individually administered measures of student skills in each of the key basic early literacy skills. DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. Additional information on DIBELS is available at <http://dibels.uoregon.edu>.

<sup>5</sup> Daniel A. Wagner, *Smaller, Quicker, Cheaper: Improving Learning Assessments for Developing Countries* (Paris. UNESCO: International Institute of Educational Planning and Washington, DC. Education For All - Fast Track Initiative, 2011). <http://unesdoc.unesco.org/images/0021/002136/213663e.pdf>

assessment of reading among adult learners; however, EGRA, which has received significant support from USAID over the years, is increasingly being used as a cross-national assessment “norm” for literacy among school-age children, including broadly in sub-Saharan Africa. (See, e.g., SACMEQ, Primary School Performance in Botswana, Mozambique, Namibia, and South Africa, September 2011.) Although EGRA was not intended for adult learners, based on the evaluators' experience with this assignment, it does appear that EGRA does have a good potential for adaptation, using an adaptation of EGRA could provide a more solid linkage between measurements of literacy and numeracy between learners enrolled in regular academic programs and those in adult programs, and Alfalit International might want to consider whether it could be or should be adapted for use for its own adult literacy programs.

#### ASSESSMENT OF INSTRUCTION <sup>6</sup>

Assessment of instruction is a key component in the development of quality programs. Classroom observation checklists provide Alfalit coordinators and supervisors with a tool to effectively structure classroom visits in order to observe effective reading instruction. A well designed tool can provide a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. What is currently missing from the Alfalit classroom observation checklist are indicators that focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary and comprehension. For instance, an observation checklist could include the following guidelines:

#### 1. **Determine levels of class engagement**

- Highly engaged—most students are authentically engaged.
- Well managed—Students are willingly compliant and ritually engaged.
- Not engaged—many students are not participating in the assigned task or substituting another activity.

#### 2. **Classroom Environment**

Classroom behavior management system effectively creates a positive learning environment.

- Yes No Unable to determine

Teacher's interactions with students reflect warmth, encouragement, and enthusiasm.

- Yes No Unable to determine

#### 3. **Instructional Materials**

Teacher and student program materials are accessible and organized (e.g., teachers' guides, posters, letter-sound cards, vocabulary word lists, charts, student readers, etc.).

- Yes No Unable to determine

Teacher uses a variety of resources during reading instruction (e.g., blackboards, listening centers, letter cards).

- Yes No Unable to determine

#### 4. **Teacher Instruction**

Teacher provides appropriate and clear instruction for all students including students at risk, language learners, and students with special needs.

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<sup>6</sup> The Florida Center for Reading Research (FCRR) is the nation's premier research organization devoted to literacy. The center's faculty boasts the broadest and deepest collection of reading experts in the world. Established in 2002 by the Florida Legislature, FCRR is jointly administered at Florida State by the Learning Systems Institute and the College of Arts and Sciences. Read more about FCRR in the LSI's website at <http://www.lsi.fsu.edu> or at [www.fcrr.org](http://www.fcrr.org) for more in-depth information.

Yes No Unable to determine

Teacher implements program components with fidelity.

Yes No Unable to determine

Teacher differentiates instruction according to student needs based on assessment.

Yes No Unable to determine

Teacher provides ample opportunities for students to practice and receive corrective and positive feedback.

Yes No Unable to determine

Evidence exists that reading routines and procedures are familiar to the students.

Yes No Unable to determine

Teacher fosters active student engagement and motivation to learn.

Yes No Unable to determine

5. **Phonological/Phonemic Awareness**

Teacher uses oral activities that include segmenting, blending, and manipulation of sounds in words.

Yes No Unable to determine

## ANNEX I: NOTES ON READING

In April 2012, subsequent to the preparation of the Draft Evaluation Report, USAID released several documents to support implementation of the new (2011) USAID Education Strategy.

- Reference Materials (which are of general interest),  
[http://www.usaid.gov/our\\_work/education\\_and\\_universities/pdfs/2012/ED\\_Reference\\_Materials\\_2011.pdf](http://www.usaid.gov/our_work/education_and_universities/pdfs/2012/ED_Reference_Materials_2011.pdf)
- Technical Notes,  
[http://www.usaid.gov/our\\_work/education\\_and\\_universities/pdfs/2012/ED\\_Technical\\_Notes\\_2011.pdf](http://www.usaid.gov/our_work/education_and_universities/pdfs/2012/ED_Technical_Notes_2011.pdf)
- Implementation Guidance,  
[http://www.usaid.gov/our\\_work/education\\_and\\_universities/pdfs/2012/ED\\_implementation\\_guidance\\_2011.pdf](http://www.usaid.gov/our_work/education_and_universities/pdfs/2012/ED_implementation_guidance_2011.pdf)

These are linked here for ease in reference.

Reading and writing draw on complex cognitive processes, and thus multiple skills contribute to the development of reading and writing. Research in the past three decades has informed that explicit and systematic instruction on the following components is crucial and necessary for successful literacy acquisition<sup>1</sup>: Phonological awareness, Alphabets (Phonics), Reading fluency, Oral language, Reading Comprehension, and Writing. For languages with alphabetic writing systems in which letters represent sounds (e.g., letter 'b' represents /b/ sound, not a particular meaning), phonological awareness and alphabets are important in developing word decoding skills.

A well-known challenge for learners of English and Portuguese as second languages is, of course, that there is not a straightforward correlation between the spoken language and the written language. Phonological awareness refers to one's understanding that words in oral language are composed of smaller units of sounds known as phonemes, which can differentiate the meaning of words. For instance, the word 'cat' has three small units of sounds /k/, /a/, and /t/. When learners have an awareness of this, they can easily map the sounds in words to letters in written words (in the case of 'cat,' letter 'c' maps onto a /k/ sound, letter 'a'

### 5 INTER-RELATED ELEMENTS OF READING

- Phonemic Awareness- understanding that words are made up of particular sounds
- Phonics- knowing how to apply sound rules to written word parts
- Fluency- reading text accurately and with a natural speed
- Vocabulary- knowing the meaning of words and

<sup>1</sup> See Adams, 1990; National Institute of Child Health and Human Development, 2000; National Research Council, 1998.

onto the /a/ sound, and letter 't' onto /t/ sound). Relatedly, it is important for literacy learners to know the names and characteristic sounds of the letters of the alphabet. When a person knows that letter b represents a /b/ sound, then whenever the person see a letter 'b' in written words, he/she can correctly sound it out.

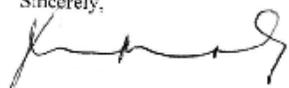
Essentially, for a person to successfully decode a word, he/she should have an understanding about the correspondences between letters and sounds (This is called the alphabetic principle, see Kim, Petscher, Foorman, & Zhou, 2010). Once the person knows how to decode words, it is important to develop fluency or automaticity in reading words. In other words, in addition to accurate word reading, literacy students need to develop rapid recognition of those words (called "reading fluency"). Another critical skill for reading and writing development is oral language skills including vocabulary. Oral language skill is important for meaning construction in reading because decoding without comprehension is a meaningless task. Thus, in addition to focusing on explicit and systematic instruction on decoding skills, attention also needs to be paid to oral language development. Furthermore, explicit instruction on reading comprehension strategies (e.g., monitoring their comprehension) enhances learner's success of comprehension. Finally, explicit and systematic instruction on writing (e.g., effective revision) is necessary as writing is one of the most difficult academic skills to achieve.

## ANNEX J: STATEMENTS ON CONFLICT OF INTEREST

April 5, 2012

I certify that there were no conflicts of interest associated with my evaluation of Alfalit International.

Sincerely,

A handwritten signature in black ink, appearing to read 'Magda Raupp', written in a cursive style.

Magda Raupp, Team Leader



To: Edward Jay Allan, Ph.D.  
Sr Advisor, Monitoring & Evaluation  
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April 5, 2012

**I certify that there were no conflicts of interest associated with my evaluation of Alfalit International.**

Sincerely,

A handwritten signature in black ink, appearing to read 'Flavia Ramos-Mattoussi', written over a horizontal line.

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