



USAID
FROM THE AMERICAN PEOPLE

Liberia Girls' Opportunities to Access Learning (GOAL) Plus Project

Annual Report

Year 1: 1 September 2013 – 30 September 2014



October 2014

A partnership with the:

American Institutes for Research and Forum for African Women Educationalists

Cooperative Agreement No. AID-669-A-13-00003

Liberia Girls' Opportunities to Access Learning (GOAL) Plus Project

Annual Report

Year 1: 1 September, 2013 – 30 September, 2014

Prepared by:

American Institutes for Research

20 October, 2014

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

Table of Contents

Acronyms	ii
I. Executive Summary	3
II. Description of Activities during the Year (September 2013 – September 2014)	8
III. Challenges and Lessons Learned	31
IV. Status of Overall Project Progress and Performance on Key Indicators	32
V. Year 1 Activities Completed and Not Completed	33
VI. Plans for the Next Quarter (October – December 2014)	41
VII. Results towards activity objectives	42
IX. Annexes	46
Annex A: Liberia Ebola Response: Contingency Planning for AIR/GOAL Plus	46
Annex B: Inventory List	64

Acronyms

AIR	American Institutes for Research
ASRH	Adolescent Sexual and Reproductive Health
AYP	Advancing Youth Project
CEO	County Education Officer
DEO	District Education Officer
EAC	Qatar Education a Child Foundation
ESDC	Education Sector Development Committee
FAWE	Forum for African Women Educationalists
GBV	Gender-based Violence
GEEAP	Gender-Equitable Education and Achievement Program
GED	Girls' Education Division
GOAL	Girls' Opportunities to Access Learning
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IBB	International Book Bank
KG	Pre-Primary Teachers – ABC through Kindergarten
L-MEP	Liberia Monitoring and Evaluation Program
LNP	Liberia National Police
LTTP	Liberia Teacher Training Program
M&E	Monitoring and Evaluation
MOE	Ministry of Education
NGO	Non-governmental organization
PMP	Performance Monitoring Plan
PTA	Parent Teacher Association
SEA	Sexual Exploitation and Abuse
SIP	School Improvement Plan
STI	Sexually Transmitted Infection
UL	University of Liberia
UNICEF	United Nations Children's Program
USAID	United States Agency for International Development
USD	United States Dollar

I. Executive Summary

The Girls' Opportunities to Access Learning (GOAL) Plus project is a two-year United States Agency for International Development (USAID)-supported activity implemented by a partnership comprised of the American Institutes for Research (AIR) and the Forum for African Women Educationalists (FAWE) Liberia. The GOAL Plus project builds on the success of the previous Millennium Challenge Corporation (MCC)-USAID/GOAL project to improve primary school girls' enrollment, attendance, retention, and completion in 60 schools in Bong, Lofa, and Grand Bassa counties. To this end, GOAL Plus is offering: (1) a scholarship program to improve girls' access; (2) Parent Teacher Association (PTA) capacity building and community grants to improve the learning environments of schools; (3) an outreach awareness campaign to create support among parents and communities for girls' education and appropriate age enrollment¹; (4) whole-school health interventions; (5) support to the Ministry of Education (MOE) on topics related to girls' education; and (6) capacity building support to FAWE to strengthen their finance, administration, logistics, and monitoring and evaluation (M&E) activities. Research and evaluation activities are planned and are being carried out to provide evidence concerning the performance of key interventions and issues that impact girls' success in education to inform the policy dialogue and programming related to girls' education.

This first year of the GOAL Plus project has been engaging and productive. **In the first quarter of the project**, GOAL Plus overlapped for a two-month period with the MCC-USAID/GOAL project, allowing for continuity of staff and activities. Thus, as the GOAL project rolled out the appropriate age enrollment campaign *with the Ministry of Education (MOE)*, GOAL Plus was able to begin the sensitization and enrollment campaign for all 60 schools participating in the GOAL Plus project. GOAL Plus renewed the relationship with the 40 GOAL project-supported schools and introduced the GOAL Plus project to the 20 GOAL project comparison schools at community meetings held in September in Lofa, Bong, and Grand Bassa Counties.

Following the above activities, GOAL Plus distributed scholarship packages to 6,037 girls in Grades 1-6 at 60 schools in Bong, Lofa, and Grand Bassa counties including 502 teacher support kits delivered to their teachers. Related school fees were paid and uniforms distributed in January 2014. GOAL Plus continued its messaging and campaign to encourage on-time and appropriate age enrollment in GOAL Plus communities, with a focus on enrolling in Grade 1 at age 6, resulting in the enrollment of 62 new age appropriate girls in Grade 1. During the first quarter, GOAL Plus also held community mobilization events in ten communities with 620 parents, teachers, and community members and leaders in attendance.

The GOAL Plus community mobilization and grants team conducted PTA pre-assessments in the 31 GOAL Plus supported schools that previously had not participated in the GOAL grants program. A total of 154 PTA leaders participated in the first phase of GOAL Plus PTA trainings that focused on basic functions and operations of a PTA, school improvement plan (SIP) development, grant proposal writing, financial management, and project implementation as well as strategies to monitor student and teacher attendance.

¹ To address the high proportion of overage students in the primary school grades

GOAL Plus staff engaged MOE staff at the national, county, and district levels. GOAL Plus staff worked closely with the MOE, including the MOE/GED Director, and other Development Partners in development of the MOE's draft 3 Year Operational Plan. GOAL Plus also met with the new county and district education officers to sensitize them on the GOAL Plus activities.

The GOAL Plus staff, with support from the AIR leadership, consulted with the MOE and USAID to determine areas of research that are of highest priority and more likely to be actionable when results are forthcoming. The three topics that were of most interest to the three groups of stakeholders at that time were:

1. Girls' transition rates and trends from Grade 6 to Grade 7;
2. PTA strengthening and sustainability – what makes a successful and productive PTA?;
3. The extent to which support for access (GOAL Plus intervention) is associated with learning achievement.

The project also revised the refined the M&E system for tracking project indicators and activities including the M&E Officer attending the USAID Environmental Compliance training.

In the second quarter of the project, the GOAL Plus project focused on procurement and distribution of Semester II scholarship packages and teachers' kits and Semester I fees reimbursement. During this report period, GOAL Plus distributed scholarship packages to 6,073 girls in Grades 1-6 at 60 schools in Bong, Lofa, and Grand Bassa counties with 613 teacher support kits delivered to their teachers. GOAL Plus reimbursed the school-related fees for the first semester in February 2014, following the confirmation of enrollment and regular attendance. Payment was made for 5,973 students confirmed as regularly attending, amounting to USD 36,465.

GOAL Plus provided recognition certificate awards during this quarter. Three hundred and twenty three girls were awarded certificates of recognition as "Best Performance" for scoring 85 percent or above in their grade point average. Additionally, 75 girls' and 35 boys' parents were awarded certificates for enrolling their children in school at the appropriate age (age 6 or 7 in grade 1).

Girls' Clubs were established in all three counties in which girls were elected as leaders and contracts were signed with 68 Girls' Club Mentors (more than one in the larger schools). The establishment of the GOAL Plus tutoring program was begun during the second semester by selecting tutoring teachers to work with girls with low academic performance.

Awareness meetings in school communities in Lofa, Bong and Grand Bassa were conducted where enrollments and/or attendance rates were less than expected. Several of the schools new to GOAL Plus (among the 20 comparison schools under GOAL) also were visited to reinforce the detailed information about participation in the GOAL Plus program, including what to expect from the project and what is expected of the school community to support their girls' schooling.

The project also conducted School Progress Card trainings for PTAs in GOAL Plus-supported schools. The School Progress Card is one of GOAL Plus project's PTA capacity development tools that is used by parents, community members, teachers, and students to measure and monitor what they value in their schools. The GOAL Plus Community Mobilization and Grants Team also provided a two-day refresher training for 29 GOAL Plus-supported PTA leaders from Lofa, Bong and Grand Bassa and trainings for the 31 new PTAs on proposal development and grants management.

Through a partnership with the International Book Bank (IBB), GOAL Plus received a donation of 27,777 books intended for primary students and teachers in the GOAL Plus-supported schools and for junior secondary students and teachers in co-located Upper Basic schools. The selection of

the books was completed by GOAL Plus staff with review and approval by the Assistant Minister for Basic and Primary Education.

GOAL Plus continued working with the MOE and GED to produce a costed 1 and 3 Year Operational Plan for the MOE that was reviewed and approved by the President.

GOAL Plus is working with its partner, FAWE, to build capacities that are relevant to its scope of work under GOAL Plus. Joint planning and implementation between AIR and FAWE for GOAL Plus field activities was intensified under the current project in the past two quarters and includes the Field Assistants on a regular basis. FAWE also hired an M&E Specialist who works closely with the AIR/GOAL Plus M&E Officer and program staff for implementation of schedules, activities, and routine monitoring and collection of school community level data.

In the third quarter of the project's first year, GOAL Plus completed the training of 335 Girls' Club Leaders at project schools, introducing new concepts, methods, ideas and approaches that will enhance the girls' service as leaders. There were 1,367 girls participating in the 60 Girls' Clubs. Sixty tutors for girl students also were trained to strengthen their tutoring classes.

GOAL Plus also developed a traditional story telling activity intended to develop the listening, writing, and reading skills of Girls' Club members. This activity will be implemented in the second academic year of the project. The project team with a representative from MOE/GED also piloted a role model video program about an inspirational Liberian female who currently lives in the United States: Kabeh Sulunteh, the wife of Liberia's Ambassador to the United States. The responses from girl students and their parents were very positive and stimulated expressions of behavior change supportive of the girls' aspirations for further education.

The first round of project-sponsored school improvement grants commenced with a mobilization allocation of US \$500 per schools with successful proposals. As part of the grant implementation process, GOAL Plus held 31 grant orientation meetings at each eligible school and with the county or district officials to inform them about the rollout of the community mobilization and grant activities.

During this quarter, based on project experience to date, GOAL Plus developed a strategy for an expanded coaching program for PTA leaders to be provided on an ongoing basis to reinforce and sustain what is learned from the trainings and from their experiences. The coaching for PTA leaders by the field assistants and DEOs was begun before field activities were restricted due to the Ebola outbreak.

An adolescent sexual and reproductive health training was conducted by GOAL Plus to increase the knowledge of primary school girls and boys about basic hygiene, health and sexual and reproductive health issues in the GOAL Plus-supported schools. Previous GOAL-supported schools received refresher trainings while schools new to the GOAL Plus program received a more in-depth initial training.

Following the delivery of the International Book Bank (IBB) donation, the project hired a librarian and assistants to categorize and sort the books for distribution to GOAL Plus schools as Mini-Libraries. The books were organized into lockable metal trunks in which the dividers, when stood on end, served as shelves. Each school received along with its Mini Library a training and guide for its management and use. The training involved discussions with 12 persons from each school, including two PTA members, five teachers, two Girls' Club leaders, one mentor, and two boy leaders.

GOAL Plus has had very productive discussions and exchanges with the MOE and its partners, including sharing of training and reference materials, plans and reports. In light of the MOE's Operational Plan approval and our collective support for implementation, GOAL Plus presented our

approach to supporting girls' education, including planning, training and reference materials produced by GOAL and GOAL Plus on CDs.

GOAL Plus began preparations for the Year 2 communication campaign in Bong, Lofa, and Grand Bassa, titled 'Keep Winning', to motivate parents to enroll their six year old children in grade 1. This builds on the theme of last year's communication campaign titled 'B. A. Winner', which focused on getting children into pre-school at the age of three. The campaign will be launched prior to the post-Ebola re-opening of schools.

During the fourth quarter of GOAL Plus implementation, the project was planning for trainings to be delivered during the academic break between school years and preparing its support program for schools to re-open in September. With the resurgence of the Ebola outbreak in Lofa, Bong, Montserrado counties and its introduction to Bassa, the MOE and the project were faced with challenges and decisions on how best to maintain continuity of support without putting staff and beneficiaries at risk given the rise and scope of the Ebola virus spread. The MOE reduced its staffing to the most senior officials and schools were ordered closed and not to re-open until notified.

AIR conducted a safety and security assessment in early August and developed a contingency plan that was shared with USAID, outlining current conditions, assumptions about what to expect in the near term, and the overall approach to contingency planning for the project. It was concluded that conditions required that staff not travel outside of Monrovia or convene group meetings until safer conditions prevailed. The COP was relocated on August 4 to work remotely from the AIR home office in Washington, DC, primarily due to the unavailability of health, medical, and evacuation services for expatriate nationals.

During this period, AIR has focused on (a) planning, procurements and preparations for the scholarship packages and development of the communication campaign for appropriate age enrollment, in order to be ready for the re-opening of schools; (b) support for the MOE's Ebola Emergency Response Plan, through consultation and review; (c) development of supplemental programs for the Girls' Clubs, (d) training for FAWE staff, and (e) development of Ebola response options to be included in its 2014-15 Annual Implementation Plan (AIP). The AIP was developed and submitted August 31, 2014 with an assumed re-opening date for schools of January 2015 and also included two Ebola response activities, health messaging as part of its communication campaign and WASH supplies and information for catchment areas of project supported schools in the rural areas.

The January opening date was projected months ago in consultation with the MOE for planning purposes. Under this scenario, GOAL Plus has been focusing on readiness for the delayed re-opening and the COP has been functioning remotely, with continued effectiveness in directing and reporting the project activities and in coordinating multiple agencies and experts to assist the MOE in its Emergency Plan.

However, new cases of EVD were still sharply rising, the international response will require more time to be effectively on the ground in sufficient scope and scale to contain the epidemic, and the MOE has now stated a criterion of 2-3 months of no new EVD cases before schools can re-open. This suggested that schools may not re-open until May 2015 for a short semester or even until September of 2015. Given these new conditions and projections and the direct relationship the GOAL Plus project has in supporting girls' enrollment and attendance and completion of each year of schooling, USAID asked AIR to update its contingency plans to reflect the possibility of a prolonged closure of schools. AIR proposed three program options in order to be as responsive as possible to the conditions in the country while preserving the project assets to achieve the expected results. The expected results for GOAL Plus are affected by the EVD outbreak, the restrictions placed on the project, and the continued closure of schools. While AIR still expects to achieve most

of the results contained in the PMP and Workplan, some adjustments in the results and targets will be requested under each program option, as suggested under each option.

Each of the three proposed options presented to USAID for Year 2 of the project maintains the overall objective of “Improved Basic Education Opportunities for Girls” with a focus on girls’ access, awareness of the importance of educating girls, an improved learning environment, and improved academic performance. The first two program options utilize AIR’s experience² and GOAL Plus’ plans for radio messaging, as a complement to the instructional radio programs currently planned by the MOE, to fill the gap left by school closures and intended to maintain program connectedness with students, teachers, parents, and PTAs in order to preserve the gains in girls’ enrollments and achievement that have been made under four years of GOAL/GOAL Plus. The third option is temporary suspension of the project that will preserve the assets of the project for deployment when schools re-open but likely to be compromised by substantially lower community engagement and enrollments at that time. Year 2 of the project will depend on USAID’s response to these program options.

² AIR has relevant experience using radio as a medium for information dissemination and instruction, including audience needs assessment and segmentation, message development, and monitoring audience receptivity and behavior change (in this case using school principals and PTA members as sentinels contactable by cell phone).

II. Description of Activities during the Year (September 2013 – September 2014)

Introduction

The USAID/Girls' Opportunities to Access Learning (GOAL) Plus project implemented by the American Institutes for Research (AIR) and the Forum for African Women Educationalists (FAWE) Liberia began operations in September 2013 with a two year period of performance through October 2015. In the first year of the project, GOAL Plus supported 60 schools in Grand Bassa, Bong, and Lofa, increased its engagement with the Ministry of Education (MOE) at each level, confirmed its research agenda, and worked more closely with FAWE on operational capacity development.

Overall Objective: Improved Education Opportunities for Girls in Selected Communities of Lofa, Bong, and Grand Bassa Counties

IR 1: Increased Access to School for Girls in Targeted Communities of Bong, Lofa, and Grand Bassa Counties

IR 1.1: Improved Academic Performance for Girls in Targeted Grades in Targeted Schools

Activity 1: Expand the most promising model (scholarships and community mobilization) to all 60 GOAL schools

GOAL Plus renewed the relationship with the 40 GOAL-supported schools and introduced the GOAL Plus support program to the 20 GOAL comparison schools via community meetings held in September in Lofa, Bong, and Grand Bassa Counties. The 40 original GOAL schools that received the separate intervention models under GOAL were introduced to the whole package of interventions to be provided under GOAL Plus. Agreements were signed with these schools for two years of GOAL Plus assistance to support girls' education. The project continued to develop these relationships throughout the year. One school was dropped from the original 40 GOAL-supported schools for a demonstrated lack of commitment and a new school was added in its place.

Scholarship Packages

The first activity after the signing of the school agreements was the procurement and distribution of scholarship packages and teachers' kits. Girls enrolled in grades 1 to 6 continued to receive in-kind scholarships, and GOAL Plus reimbursed their school-related fees (actual amount or up to the limit of USD 5.00 at a public school and USD 15.00 at a community school as prescribed by the MOE) in February 2014 after confirmation of enrollment. The full scholarship package contains a uniform, a book bag, school supplies, and basic hygiene items. All girl students were measured for uniforms and tailoring was completed within this quarter. Uniforms were distributed in January 2014. Principals were advised of the January distribution of school fees and uniforms and agreed not to turn any girl students away in the absence of these before the GOAL Plus distribution.

In March, 2014 the team distributed second semester scholarship packages to 6,073 girls including uniforms (measurements were taken previously), school supplies, and basic hygiene items. The second semester payment was made for 5,973 girl students amounting to USD 36,465. Reimbursement of school-related fees on behalf of girls normally takes between 2-3 weeks to analyze and verify the vouchers before payment is requested and delivered. GOAL Plus continues to work with schools' administration and PTAs to establish and use their bank accounts for transfer of the fees payments. Not all schools/PTAs have been successful in doing so, primarily due to Ecobank fee requirements which serve as a barrier to some schools/PTAs. Between April and June 2014, GOAL

Plus reimbursed USD 34,713.89, on behalf of over six thousand girls attending the 60 project-supported schools.

Along with the scholarship packages, GOAL Plus provided a basic teacher's kit to all teachers in the primary school grades at the beginning of each semester (Activities 1.1.1 and 1.1.2). The teacher's kit includes such items as a lantern and batteries for teachers to work on lesson plans and correct homework at night, lesson planning books, chalk, copybooks, pens, and pencils. All teachers received a book bag with basic supplies. Pre-primary teachers received teachers' kits during the January distribution of girls' school uniforms. GOAL Plus also distributed a complete set of textbooks for each grade and blackboard paint to all schools to enhance classroom teaching practices during the September re-introduction of GOAL Plus to schools described above.

Table 1: Number of Students and Teachers Receiving Scholarship Packages & Teachers' Kits in GOAL-Plus Supported Schools (Semester I, 2013-2014)

County	Scholarship Packages	Teachers Support Kits		
	No. of Grades 1-6 girls receiving packages	Male	Female	Total
Grand Bassa	2,439	134	38	172
Bong	1,335	162	13	175
Lofa	2,263	146	9	155
Total	6,037	442	60	502

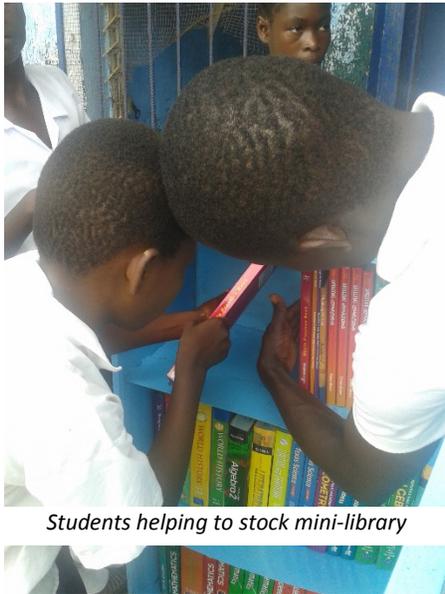
Table 2: Administrative Supplies to 60 GOAL-Plus Supported Schools (Semester I, 2013-2014)

County	Items Description								
	Blackboard Paint (pcs)	Plan book (pcs)	Dusters (pcs)	Pens (red+blue)	Teachers' Bag (pcs)	Ledger (pcs)	Batteries (pcks)	Lamps (pcs)	Chalk (bxs)
Grand Bassa	126	344	126	1,032	172	172	172	172	126
Bong	168	350	168	1,050	175	175	175	175	168
Lofa	126	310	126	930	155	155	155	155	126
Total	420	1,004	420	3,012	502	502	502	502	420

Preparations for the 2014-15 academic year are nearly complete, with scholarship packages and teachers' kits purchased, prepared and stored in a secure location for the re-opening of schools.

Through partnership with the International Book Bank (IBB), GOAL Plus provided USD 400,000 worth of reading materials as mini-libraries and awards and incentives to girls and parents for achievements, including high academic performance and on-time and appropriate age enrollment. These awards increased the availability of personal reading materials and at-home libraries and supplemented the early grade reading activities of the Liberia Teacher Training Program (LTTP). GOAL staff reviewed the book inventory provided by IBB and selected books that were appropriate for basic education basic subjects like reading and math as well as youth-friendly literature in English. Teachers and students will benefit from the increased availability of high quality materials to supplement their classroom teaching practices for individual professional development and classroom use. GOAL Plus provided payment for the shipment and in March 2014, the project received 27,777 books and stored them in a secure storeroom in downtown Monrovia.

The project hired a librarian from the University of Liberia (UL) to categorize the books for each GOAL Plus school. The librarian hired six students from UL to assist with the organization, which included stamping each book on its spine and front and back pages with IBB and USAID. Tin trunks were made for delivering the books and the students assisted with placing the books in these trunks. An inventory of each trunk was typed and laminated. These accompanied the trunks and were turned over to the school leadership upon arrival. Copies were kept by the GOAL Plus office.



Students helping to stock mini-library

Delivery of the books began June 14, 2014. When a school received its trunk, it also received (1) an MOU, (2) a one hour library training, (3) a Guide to Managing a Library, which was also provided as a handout, and (4) proposed Library Rules and Regulations. The training involved discussions with 12 persons from each school including two PTA members, five teachers, two Girls' Club leaders, one mentor and two boy leaders.

The training included a discussion regarding how to manage a library and the system of control. It also provided the considerations and steps involved in setting up a library if one did not exist. The first step was to locate an existing library or an existing secure space to establish one rather than trying to construct a building for it, which can take up to a year. It is suggested that the first place to look is obviously at the school. If there is no room there, one should look in town for something that is secure, i.e., doors and windows can be locked. The amount and type of furniture needed is dependent upon the

space.

The next section discussed the librarian's responsibilities. These are self-explanatory, but require time and reliability. The librarian will need to be diligent if the library is to operate smoothly and efficiently. The section titled Action Steps refers to the participants' roles of the responsibilities including how to describe what they've learned to their respective groups, locating space for the library and coming up with a job description for the librarian. There was a brief training section on the type of holdings a library normally should obtain or try to obtain, including DVDs or videos. The participants were asked to discuss what rules should be made regarding the use of the library and its holdings, and the rules were drafted for use.

The discussion included the importance of community involvement and how to be a good listener by being patient and creative when trying to help someone find something they are looking for, especially if they are vague or unsure what it is they want or need. Organization of holdings was also covered in the training.

Theft is a serious concern, and several suggestions in this section of the training offered techniques for reducing the risk of theft. The fact that the books are stamped will help. It was suggested that the school leadership talk to the storekeepers and let them know that the books belong to the school and not to re-sell them. Taking care of the books was also a comprehensive section that describes what types of environment needs to be established to best protect the books including avoidance of moisture and insects. The training ended with a question and answer session.

In August 2013, the MOE, with support from MCC-GOAL, conducted an enrollment campaign that asked parents to enroll their child in school at the right age – and at the right time. GOAL Plus staff will continue to place particular emphasis on its community-based awareness raising activities in the 20 new communities where GOAL Plus has begun operations. GOAL Plus will

continue to deliver messages about on-time and appropriate age enrollment, with an emphasis on enrollment in Grade 1 at age 6 or 7, and the importance of girls' education and other related topics. In the first semester, 62 girl students enrolled at ages 6-7. GOAL Plus awarded certificates in the second quarter to parents of the children who were enrolled at the appropriate age.

Table 3: Number of students and teachers receiving scholarship packages and teachers' kits for Semester II, USG Supported Schools, March 2014

County	Students' Supplies			Teachers' Supplies (grades 1-6)		Teachers' Supplies (KGs) ³		No. Teachers Receiving Kits
	No. Grade 1 Girls Receiving Packages	No. Grade 2 to 6 Girls Receiving Packages	Total No. of Students Receiving Packages	Male	Female	Male	Female	
Bassa	566	1,865	2,431	136	35	9	29	209
Bong	470	890	1,360	148	9	29	21	207
Lofa	554	1,728	2,282	141	10	25	21	197
Total	1,590	4,478	6,073	425	54	63	71	613

Table 4: Description of assorted scholarship items for girls attending USG-supported schools Semester II, March 2014

County	Copy books (doz)	Pens (doz)	Pencils (doz)	Body lotion (doz)	Hair grease (doz)	Laundry Soap (doz)	Bath Soap	Tooth brush	Tooth paste	Packaging bags
Bassa	809	404	404	202	202	607	607	202	202	202
Bong	453	227	227	113	113	340	340	113	113	113
Lofa	9128	380	380	190	190	570	570	190	190	190
Total	10,390	1,011	1,011	505	505	1,517	1,517	505	505	505

Table 5: Supplies distributed to 613 teachers in 60 USG supported schools - Semester II, March 2014

County	Plan Books (pcs)	Pens (pcs)	Packaging Bags (pcs)	Ledgers (pcs)	Battery (packs)	Lamps KG Only (pcs)
Bassa	418	836	209	209	418	38
Bong	414	828	207	207	414	50
Lofa	394	788	197	197	394	46
Total	1,226	2,452	613	613	1,226	134

Table 6: Supplies distributed to 60 USG supported schools in Bassa, Bong and Lofa Counties, March 2014

County	A4-paper (reams)	Dusters (doz.)	Chalk (doz.)
Bassa	18	2	21
Bong	25	15	28
Lofa	18	21	21
Total	61	38	70



Award to Best Performance Girls and Age Appropriate Enrollees. During the second semester there were 323 girls who scored (85 percent) or above in their grade point average; these girls were awarded certificates of recognition as “Best Performance” while 75 girls’ and 35 boys’ parents were also awarded certificates of recognition for enrolling their children in school at the appropriate age (age 6 or 7 for grade 1). Parents and PTA members participated in the presentation of certificates to the “Best Performance” girls and age appropriate enrollees in the schools. The ceremonies were conducted in the presence of other key stakeholders such as District

Education Officers (DEO), other parents and students, teachers, and school administrators.

Table 7: Number of best performed and age appropriate enrollees in USG supported schools receiving gratitude, March 2014

County	Best Performed Students (girls only)	Age Appropriate Enrollees			No. of students receiving certificates in March 2014
		Boys	Girls	Total	
Bassa	113	7	13	20	133
Bong	79	0	13	13	92
Lofa	131	28	49	77	208
Total	323	35	75	110	433

Girls’ Clubs, Mentoring, and Tutoring

Tutors were identified from the pools of teachers already teaching in the schools as well as ongoing follow-up with tutors who previously served in the GOAL project schools. In cases where a previously serving tutor was transferred or otherwise left the school, he or she was replaced. Under GOAL Plus, only students faced with difficulties in meeting the right marks are encouraged to attend the tutoring class that focuses on four core subjects, math, English, science and social studies.

Girls’ Clubs were established or re-established in all three counties. The girls elected their own leaders. After the completion of the Girls’ Club elections, the leaders from the clubs from all 60 project-supported schools were convened for a leadership conference.

The membership of the Girls’ Clubs varies but priority is given to girls, age 10 and above, especially older girls who are likely to drop out from school, and girls from feeder communities as well as from the community where the school is located. Membership also includes some girls who had dropped out of school and then returned to encourage girls who have dropped out to also go back to school.

Mentoring. GOAL Plus completed the training and signing of contracts for 68 Girls’ Club Mentors in the three project counties. The training was conducted in Grand Bassa, Bong and Lofa counties in the spring of 2014, bringing together Mentors from 60 schools in the three counties under the GOAL Plus project. The general objective of this training was to build the capacity of the female teachers and community members who are serving as Girls’ Club Mentor. The specific objectives were to give guidance on:

- using the different activity books and to take responsibility as mentors/supervisors for Girls' Clubs in project schools and communities;
- meeting with parents to motivate them to support the girl-child to go to school;
- establishing and managing Girls' Clubs in Grand Bassa, Bong and Lofa counties;
- working with principals of schools to address issues faced by girls that might stop them from attending school.

Tips for traditional story writing were developed and shared with the FAWE Literacy Specialist. "Tips" for writing traditional stories were focused on how the students hear stories from their elders, the steps involved in writing traditional stories and the importance of background in a traditional story, especially as it relates to the cultural history of this country. Traditional story telling under the GOAL Plus project is intended to develop the listening, writing, and reading skills of Girls' Club members in schools. Key objectives for traditional story writing were developed and include the following:

- To motivate girls to listen to traditional stories from their parents and elders and write the stories based on their own understanding;
- To encourage reading comprehension and improve girls' writing skills;
- To connect community members to girls' learning activities; and
- To keep traditional stories alive with the younger generations.

A sample of a traditional story was developed as a model for the students to see and relate to as they develop their own stories from their parents and elders in their communities. The theme of the sample story is about a greedy spider and an old woman, the moral of which is to accept yourself as you are, rather than to strive toward pretense. The traditional story telling activity was planned to be implemented in all girls' clubs in the Year 2.

Mrs. Sulenteh, the wife of the Liberian Ambassador to the United States, served as a role model for girls and their parents in a set of videos by telling her own life story growing up in Liberia. The video was piloted with a Girls' Clubs and parents to encourage them in their education and to complete their schooling. It was received with enthusiasm with expressions of behavior change coming from girls and their parents.

Girls' Clubs Leadership/ Life skills Training. GOAL Plus completed the training of the 335 Girls' Club Leaders within GOAL Plus project schools. The training was conducted for a period of four days each in the three project counties. Each mentor was responsible for bringing the leaders of her club and overseeing their affairs until they returned to their parents and homes. The mentors also took part in the training by providing relevant input during the sessions. The purpose of the Girls' Club Leadership Training was to (1) empower the girls by building their skills to become decision makers in their school and communities; (2) to help them understand the importance of the clubs and how they can manage it in the absence of their mentors; and (3) to encourage the girls to become role models for their peers thereby motivating other girls who are out of school to enroll again. The GOAL Plus Project coordinator took the lead in facilitation with assistance from the FAWE National Coordinator and a trainer from FAWE. The trainings were facilitated using the 'Girls' Club Handbook', the 'Girls' Supervisor Six Days Training Manual', 'My life! My Choice! My Future!', and a SEA/HIV/AIDS manual produced by FAWE/Liberia in collaboration with Children in Crisis UK. During the final evaluation many of the girls indicated that they were familiar with the topics covered during the training but the examples gave them a broader understanding of these issues. They also stated that they now know what to do if they are confronted with the issue of abuse and exploitation in their community and schools. The mentors

were also pleased that these topics were discussed and that girls participated so openly.

Table 8. Number of girls and mentors in attendance

County	Number of Girls	Number Mentors	Total Participants
Bong	120	24	144
Grand Bassa	115	23	138
Lofa	100	20	120
Total	335	67	402

Tutoring. Sixty tutors from the three GOAL Plus project counties attended a training which lasted for two days in each county. The training was based on information gathered from the Girl's Club Handbook, detailing the purpose of tutoring classes and how to establish them in the clubs, and the roles and responsibilities of the parents, mentors, principals and the tutors themselves. It also highlights the expected characteristics and behavior of the girls and teachers.

The goal of these interactive training sessions was to strengthen the capacity of the tutors and to assess how they were conducting their classes. In each training, a pre-test was conducted to identify how well the tutors understood the tutoring program and whether they were liaising with the principal and mentors in running the classes. The pre-test results indicated that the majority of the tutors were conducting the classes according to the way they were designed.

During each of the interactive and participatory training sessions, discussions included the timing of the tutoring classes, and the manner in which principals, mentors, and parents were involved in them. The tutors indicated that the class schedules were planned with the principals and with some of the parents and mentors. The tutors also commented that some mentors made sure that girls who were not performing well were part of the classes and attended every session.

Table 9. Attendance at Tutor Training

County	Number of Female	Number of Male	Total Participants
Bong	0	24	24
Grand Bassa	2	16	18
Lofa	4	14	18
Total	6	54	60

Community Mobilization and PTA Grants Management.

PTA Assessments for Capacity Building. A substantial component of the GOAL Plus project is to build the capacity of the PTAs to improve the learning environment. During the first semester, PTAs that did not previously receive support from the GOAL project were assessed on their current capacities in order to receive tailored training, onsite technical assistance, peer mentoring, and participation in experience-sharing workshops. The PTAs were provided with opportunities to engage in *learning by doing* through school improvement project implementation and other activities. Trainings included basic operations, SIP development, grant proposal writing, financial management, and project implementation as well as strategies to monitor student and teacher attendance.

The purpose of the PTA pre-assessment was to establish a diagnostic profile for designing and delivering PTA strengthening activities. The diagnostic focused on five thematic areas: PTA leadership and governance, capacity building support required to increase PTA efficiency and effectiveness, participation, accounting, and internal controls and segregation of duties. Thirty-one (31) school PTAs across six districts in three counties of Bong, Lofa and Grand Bassa that were eligible to receive first-time school improvement grants assistance were assessed. Individualized school visitations were carried out in order to get more complete profiles and descriptions.

School Improvement Grants. During the second semester, two-day proposal development trainings for school improvement grants were held for the 31 PTAs supported by the GOAL Plus project that were not eligible for grants under the GOAL project. The purpose was to assist the PTA members in accessing school improvement grants to make improvements to their schools with an expected positive effect on girls' enrollments, retention, and promotion rates. The two-day trainings concentrated on the relationship of grants to the School Improvement Plans (SIP) that they developed in the previous quarter and the basics of grant implementation, including how to open PTA bank accounts for the grant fund transfer and the expected type and level of community contribution, e.g., 15-20% of the total amount of the grant.

At the beginning of the training, a proposal form was provided to the PTA members which helped them to: (1) identify priority needs among all of the needs at the school; (2) describe the proposed project, including why certain needs were selected; (3) describe the impact of the selected needs on enrollment, retention, promotion and the learning environment; (4) describe how the activities will be executed; and (5) the expected outcome(s) of the proposed activities. The PTA members were also taught how to develop a budget including itemization of unit quantity and cost, how to apply and show their financial and in-kind assistance and the grant assistance provided by GOAL Plus, how to keep appropriate and accurate records, and the need for regular PTA meetings to monitor and maintain implementation of the grant-funded activities. It was further stressed that the proposal articulate how the award and implementation of the grant would achieve the following:

- Increase girl's enrollment, completion and retention
- Improve the learning environment for both girls and boys
- Increase community participation and contribution in the day to day running of the school.
- The number of participants attending the GOAL Plus PTA proposal development trainings are indicated below in Figure 6:

Table 10: PTA Proposal Development Training Participants

County	No. of Trainings	Number of Participants		County Total
		Male	Female	
Bong	1	45	7	52
Grand Bassa	1	26	8	34
Lofa	1	31	5	36
Total	3	102	20	122

School Grants Financial Management Training for 31 GOAL Plus PTAs. The financial management training for the 31 schools eligible for school grants in Year 1 of GOAL Plus was conducted during the second semester. This training provided PTAs with knowledge and skills to perform their duties for the effective implementation and reporting of GOAL Plus' school improvement grant activities. The PTAs were provided with basic guidelines describing the grant process, which was intended to enhance the PTAs' knowledge about the school improvement grants as well as the proper implementation procedure of the grant cycle. This training also developed the skills of PTA members to administer and manage the school improvement grant funds. The members were provided with the necessary grant management details, including the importance of PTA meetings before and after any bank withdrawals; allocable, allowable and reasonable budget costs; financial procurement processes; maintaining an accurate record of money received and spent, i.e., grant income and expenditure record; maintaining a grant supply control register book; an activity work plan; and grant financial templates and forms.

Table 11: Number of participants in the grants financial and management training workshops, by county

County	No. or participants		County Total
	Females	Males	
Bong	7	45	52
Grand Bassa	5	31	36
Lofa	5	30	35
Total	17	106	123

Community Mobilization and PTA Grants Management. GOAL Plus' first phase of school improvement grants, amounting to US\$500 of grant support per school, was deposited in the schools' PTA bank accounts in Grand Bassa and Bong. In Lofa, some schools had difficulties with opening bank accounts. To resolve this issue, these schools received over the counter checks.

As part of the grant implementation process, the Community Mobilization and Grant Team visited 31 grant implementing schools in the GOAL Plus project in Grand Bassa, Bong, and Lofa Counties. The purpose of the trip was to host community resource mobilization meetings with the school communities that are implementing grants in Year 1 of the GOAL Plus Project. The team first contacted the County Education Officers (CEO) or District Education Officers (DEO) depending on availability. The purpose of these county or district meetings was to remind the

CEOs and DEOs about the rollout of the community mobilization and grant activities. The Small Grants Manager provided an overview of the grant program and described the status of the grant process. The Community Mobilization and Scholarship Officer provided a brief summary of the scholarship and community mobilization components of the project. In all cases, the district or county representative promised support.

During the community mobilization and grant meetings, the roles and responsibilities of the DEOs, CEOs, PTAs' leadership, parents, girls and boys, district authorities, clan authorities, town chiefs, elders, and all other stakeholders in the project were clearly defined. This activity provided a comprehensive description for everyone involved with the GOAL Plus project. The meetings were interactive whereby the participants made suggestions, provided comments and made meaningful decisions. All of the communities agreed in principle to work with the PTA sub-committees on the grant project implementation. The participants in the meetings expressed appreciation for the process and committed themselves to cooperating with the PTAs and school administration to complete this first half of the school improvement project work in the allotted time frame, i.e., three weeks. Some community leaders committed to ensuring that the school development project would be implemented by all community members through collective efforts, since all of the community will benefit from better schools where more children attend and complete their education. In some cases, participants requested that follow-up meetings be held to ascertain the community's cooperation in the process. The project assured them that this was already in the plans.

Students. The team invited students during the evening and after school hours to attend the community meetings in Grand Bassa, Lofa, and Bong Counties. The students were invited to participate in the meetings and to serve as a reminder to their parents whenever their parents became lax in making their contributions to the grant work in the community. Students were also told to serve as role models in the community by conducting themselves well at all times.

Outcomes. All of the PTA chairpersons and principals indicated that the meetings were worthwhile, in part because they provided clarification and definitions to the roles and responsibilities of each project stakeholder in the implementation of the grant. Furthermore, they expressed their appreciation that necessary information was passed on to the community from the GOAL Plus grant trainings, such as the community's responsibility for identifying the workforce for the grant work; to pay for the workmanship, and the importance of mobilizing local resources. The community leadership also embraced the idea of having this important meeting at the community level and would like GOAL Plus to continue providing similar meetings in the future.



One of the new floors



The Principal supervising the grant work

Willie C. Peters Community School, Buchanan, Grand Bassa

The attendance at the community resource mobilization meetings across the three counties (Bong, Grand Bassa, and Lofa) was 993 participants, shown in Table 3.

Table 12. Attendance of Community Resource mobilization meetings

County	Male	Female	Total
Bong	291	210	501
Grand Bassa	99	108	207
Lofa	152	133	285
Total	542	451	993

PTA Strengthening/ PTA Leadership Coaching Strategy

PTA Strengthening. The GOAL Plus community mobilization and grants team conducted a three day training for five PTAs leaders from each of the 31 new GOAL Plus schools targeted to receive school improvement grants based on information learned from the PTA pre- assessment. The training focused on PTAs becoming aware of their roles and responsibilities and at the same time acquiring basic knowledge and skills in developing SIPs. The SIPs will be developed to create a more supportive learning environment for girls (and boys) and help parents to become more involved in overcoming obstacles and barriers that keep children, especially girls, from enrolling, attending, and completing school,

During the initial PTA training, two PTA strengthening modules were used that included the MOE PTA Operational Training Module and the GOAL Plus SIP training module. The MOE PTA training module spells out the roles and responsibilities of the PTA, and their leadership structure, along with their day-to-day operational function in the school. The SIP training module operationalizes the MOE module by applying PTA operations to planning for school support. This PTA training was conducted jointly by AIR and FAWE.staff.

Description of the training activity. FAWE led the session that focused on the MOE operational training module. The topics included PTA organization, structure and function, leadership, formation of PTAs sub-committees, team and relationship building, advocacy by the PTA, planning and conducting PTA meetings, advocacy and resource mobilization, conflict management, PTA by-laws and constitution, and promoting girls' education. School Improvement Plan (SIP) training is hands-on and a part of the GOAL Plus capacity development model that helps build PTAs' knowledge and skills using existing

resources to improve the school environment, expand their understanding of the use of data for decision making, and become more thoughtful about what they can do to keep girls enrolled and attending school. Based on the experience gained from the GOAL project, about 90% of SIP resources come from within the school communities.

The SIP touches on the whole school environment: academic, hygiene and sanitation, school/community relationship, the learning environment, and more. The SIP includes short, medium, and long-term activities. When PTAs identify their priority needs, they are classified by their short, medium, or long-term timeframe. Short-term priority needs are usually visible, quick win projects that motivate the PTA to do more in improving its school environment. Many short-term needs, such as fixing broken student chairs or roof repair, are implemented using GOAL Plus school improvement grants. PTA implementation of middle and long-term priority needs have tended to be based on their own resources.

School improvement planning is held in community-wide meetings with the participation of community members, parents, students, and school administrators. This participation brings about a greater understanding of issues and likelihood of change. Given the different factors that affect children's enrollment, attendance, and academic success and their decision to stay in school or drop out early, there is a greater chance that community-wide meetings will allow participants to identify and discuss what really affects students and their decision to stay or drop from school. The process also fosters wider community participation in school oversight by helping community members to observe and discuss their school's operations and progress.

PTA leaders at the training participated in group work practice sessions on how to facilitate the development of SIPs in wider community meetings in their individual school communities. They were trained on ways to identify priority needs and categorized them according to short, medium and long-term perspectives. Each school PTA leader produced a draft SIP to serve as a guide to the school community in the development of a complete SIP, reflecting the views and aspirations of the teachers, students, school administrators, parents, and local leaders. The PTA leaders at the training reached a consensus agreement to submit their final school improvement plans no later than the second week of January, 2014.

Training outputs. The PTA training lasted for three days: PTA roles and responsibilities for 1½ days and the SIP development session for another 1½ days. A total of 154 PTA leaders participated in the training along with six District Education Officers (DEOs) and three MOE county planning officers.

Table 13. Number of participants attending PTA operational training workshops by county

County	No. of participants		Total
	Females	Males	
Bong	21	43	64
Grand Bassa	15	30	45
Lofa	18	27	45
Total	54	100	154

Additionally, the GOAL Plus Community Mobilization and Grants Team provided a two-day refresher training for 29 GOAL Plus-supported PTA leaders from Lofa, Bong and Grand Bassa counties from January 20-30, 2014. The purpose of the refresher training was to reinforce and sustain PTA leaders' interest to better perform their roles and responsibilities according to MOE PTA operational policy, and to facilitate and lead the development and implementation of SIP to improve the learning environment for girls and boys in all the 60 schools. School community PTA representatives participating in the training had previously received at least one round of similar but more extensive training during the GOAL project.

Adolescent Sexual and Reproductive Health Training for 40 Intervention Schools³

The adolescent sexual and reproductive health (ASRH) training conducted by GOAL Plus focused on increasing the knowledge of primary school girls and boys about basic hygiene and health issues in the GOAL Plus school communities of Bong, Lofa, and Grand Bassa counties. The training enables girls and boys to understand their own body and its functions. It also strengthens their decision and communication-making skills to in order to make the right choices regarding sexual activities.

Adolescents need to be able to make informed choices regarding their health. Students may encounter many confusing issues as they enter into puberty and begin to experiment with a myriad of practices, potentially including sex. They can then become vulnerable to STIs, including HIV/AIDS, and teenage pregnancy all of which may jeopardize their educational performance or attainment by affecting their attendance and completion rates in school. The adolescent health training interventions can play an important role in helping to improve students' academic achievements, well-being and quality of life by preventing health problems.

Through this refresher training, GOAL Plus helps to build the skills and knowledge of girls' clubs' leaders, boys, science teachers, PTAs, community health volunteers, and mentors in the schools to address students' health needs. Two girls, one boy, one science teacher, one community volunteer health worker, one mentor, and one PTA member from the former 40 GOAL project schools participated in the ASRH training.

Purpose of the Adolescent Sexual and Reproductive Health Training. The adolescent health training was initiated by GOAL Plus as a component to its life skills education. Its purpose is to reinforce the ability of the participants to understand:

- Female and male reproductive health
- Physical emotional and psychological changes associated with adolescence and puberty
- The menstrual cycle
- Hygiene promotion
- Safe Sex Practices

³ The GOAL project included 40 schools that received interventions and 20 comparison schools that received no interventions. The GOAL Plus project added the 20 comparison schools to the 40 schools.

Training Methodology. The training was two days and participatory in nature, e.g., role plays, small group discussions, and storytelling that relates to real life situation and demonstrations. The first day of the training consisted of presentations of the various topics that were covered during the previous ASRH training. The second day covered each topic through demonstrations and role-play so the participants could show what they have learned. Boys were also included since they have a major role to play when it comes to sexual reproductive health and the retention of girls in school.

When participants were not conducting role plays or demonstrations they would return to a plenary format and share their experiences, challenges, and success stories. At the end of each day’s training, these discussions provided an informal assessment of what they had retained from the training. This training also included a segment on Ebola contraction and prevention due to the recent outbreak.

Training Achievements. The trainings were successful in meeting their objectives. All attendees had opportunities to participate. Additional topics from the Doorways Training Manual were also covered. As mentioned above, in most cases, seven participants from the schools attended the trainings.⁴ Overall, the total number of participants from the GOAL Plus schools to receive the Adolescent Health Training was 259, as indicated in Table 4.

Table 14. Number of Participants Trained by Gender

County	Female	Male	Total
Bong	50	53	103
Grand Bassa	41	32	73
Lofa	45	38	83
Total	136	123	259

Training for the 21 new (former comparison) schools. GOAL Plus in collaboration with the MOE School Health Division conducted adolescent health training for 21 GOAL Plus Project schools that were previously comparison schools under the GOAL Project. This training was the first of its kind provided to these schools since the inception of the GOAL Plus project. The training focused on providing a basic understanding of sexual and reproductive health knowledge to the participants, and how to serve as coaches and peer educators in schools and communities.

Training achievements. Because this was the first time these participants were introduced ASRH training, many of them especially the students, were shy during the first day’s training. During the second day, however, they began to fully participate and shared their experiences.

Both boys and girls shared some negative behavior patterns such as peer pressure, drugs and alcohol use, having multiple sexual partners, having unprotected sex which put them at risk of contracting STIs or teenage pregnancy, a major reproductive health problem faced by adolescent girls in primary schools, and early marriage. The facilitators introduced appropriate skills’ building topics such as decision making, problem solving, refusal skills, goal setting, obtaining help and negotiation skills that adolescents can practice to keep safe and protected.

⁴ In Bong County, only six participants came from Gwetamue, and only five from Kayata.

IR 3: Increased Awareness of the Importance of Educating Girls in Selected Counties, Districts, and Communities

Activity 2: Provide support to the Ministry of Education in the dissemination and use of the National Policy on Girls' Education

In its first year, GOAL Plus support to the MOE has contributed to (a) the official launch of the Three-Year Operational Plan for the MOE, (b) sharing of GOAL Plus produced documents with the MOE, (c) pilot testing of a conflict-sensitive education pack, (d) development of a draft proposal for expanded funding from the Qatar Educate a Child Foundation (EAC), (e) further development of the school Gender Focal Persons (now called School Counselor) Terms of Reference for piloting, (f) planning for the 2014 appropriate age enrollment campaign, and (g) development of the school crossing guard program and conduct training of trainers.

In the first year of the project, GOAL Plus continued its close support relationship with the MOE's Girls' Education Division (GED). GOAL Plus staff met with the GED Director to develop a strategy for dissemination of the revised National Policy on Girls' Education to all counties and schools. To facilitate the use of the revised National Policy on Girls' Education Policy at the school level, GOAL Plus developed a summary of the Policy to be used in the training and given to the principals to take back to share with their schools and communities.

Support for the Three-Year Operational Plan for the MOE. GOAL Plus contributed to the draft 2014-16 MOE Operational Plan, which includes the following commitment from the MOE to girls' education:

Objective 2: To increase access, enrolment, transition, retention and completion at all levels

Specific objective 2.2: Increased enrollments at each level

Output 2: Support for Girls' Education (enrolment) is continued until parity is achieved in upper primary.

Activity 2.1: Disseminate and implement the MOE National Policy on Girls' Education

Activity 2.2: Ensure that INGO/NGO activities supporting girls' education are in alignment with and supportive of the National Policy on Girls' Education

Activity 2.3: Encourage INGO/NGO collaboration to ensure continuity of support for girls' enrolment, completion and transition to the next level of education

Activity 2.4: Solicit and study information on cost-effectiveness of girls' education support programs for possible replication in counties with continuing large disparities between girls' and boys' enrollment, performance, completion and/or transition rates.

GOAL Plus was represented in numerous meetings at the MOE that included the senior leadership, USAID, UNICEF, the Education NGO Forum, the Global Partnership for Education (GPE), and the European Union, which saw the completion and presidential approval of a costed 1 and 3 Year Operational Plan for the MOE. The MOE held a public launch of the Three-Year Operational Plan that had been completed in April with technical support from GOAL Plus and other Donor and Implementing Partners. The launch led by the President and the Minister of Education, with presentations by the MOE and the U.S. Ambassador.



Madam President Ellen Johnson Sirleaf (l) and Honorable Minister Ms. Etmonia Tarpeh (r) at the launch of the Ministry of Education Three-Year Operational Plan

During the development of the Operational Plan, a two-person GPE Mission was conducted to review their support program to the MOE. As part of that process, GOAL Plus participated in an Education NGO Forum meeting with the GPE Mission to discuss our (NGOs) role in the GPE/MOE process. It was agreed that the MOE should encourage the Education NGO Forum to meet with them on common issues to better understand the field issues and to find common solutions where possible. As a result, the GPE encouraged the MOE to convene task forces with NGOs partners to tackle common issues.



Madam President Ellen Johnson Sirleaf speaking at the launch of the Three-Year Operational Plan



U.S. Ambassador to Liberia Ms. Deborah Malac speaking at the launch of the Three-Year Operational Plan

Sharing of GOAL Plus-produced documents with the MOE. In the course of working closely with the GED and other MOE units, GOAL Plus has had very productive discussions and exchanges with the MOE its partners, including sharing of training and reference materials, plans and reports. In light of the MOE's recent Operational Plan approval discussed above and our collective support for implementation, GOAL Plus agreed with the MOE/GED to present our approach to supporting girls' education. GOAL Plus transferred drafts of our training and

reference materials to the MOE and interested implementing partners on key aspects of the project, including the provision of scholarship packages to over 6,000 girls and training 60 PTAs on their basic functions, SIP development and accessing grants to implement key activities to improve access and the learning environments. Information on developing Girls' Clubs, including mentoring and tutoring, and providing supplemental teaching and learning materials also were included.

Piloting of INEE CSE Pack. In February, the International Network for Education in Emergencies (INEE) requested UNICEF and USAID, through GOAL Plus, to pilot its newly developed Conflict Sensitive Education (CSE) Pack. GOAL Plus co-hosted, organized, and issued communications for the pilot with budget support from INEE (from a UNICEF grant). The two-day pilot training took place at the MOE in Monrovia on February 12-13, 2014. This pilot training was INEE's first on CSE and will serve as a model for trainings worldwide on the CSE Pack.

Development of a draft proposal for expanded funding from the Qatar Educate a Child Foundation. Representatives from the Qatar Educate a Child Foundation (EAC) visited Liberia to explore possible funding opportunities for primary education for out-of-school youth. The mission members commented that they were very impressed with the Operations Plan and the collaborative working relationships between government and donor and implementing partners. They further explained that a multi-project approach is preferred as it was acknowledged that any single project addresses some of the challenges facing a population but that a combination of projects can provide a portfolio of options to youth in a given area so that each individual youth has a choice for her/his education. The EAC representatives stated their preference to focus on a specific geographic area to test the degree to which a multi-pronged approach can more completely serve a given population. It was agreed that GOAL Plus and AYP, which were both cited as being very relevant to their program, would work with the MOE to develop a concept paper to review with the ESDC for feedback in order to proceed in developing a formal submission to EAC. GOAL Plus will work closely with USAID and the MOE to move forward with this additional funding opportunity after the situation in Liberia stabilizes.

Finalize Gender Focal Persons Terms of Reference for Piloting. Gender-based Violence (GBV) became not only pervasive during the 14-year civil war as social order broke apart, but GBV was actively used as a tool of war. The breakdown of social and cultural norms during the war period has left many challenges to rebuilding Liberian society. A lingering acceptance of GBV as a part of life for many young people continues to disrupt young people's safe access to education and their well-being and resilience needed for academic success. As part of GOAL Plus' partnership with the MOE, to support girls' access and success in primary school, a role for counseling for GBV prevention and response is planned for piloting in GOAL Plus-supported schools early in the next academic year.

As we have better understood the sensitivity of the GBV prevention and response issues at the community level, and the trauma that has been effected on many by communities by the Ebola crisis, this role for a "Community Education Counselor" will be developed and introduced at the school=community level to complement and link with the MOE's initiative to develop a role for "Gender Focal Persons" at the District and County Levels and mobilization for the re-opening of schools. GOAL Plus and the MOE will develop these roles to activate the revised Policy on Girls' Education (2013) and the Teachers' and Administrators' Code of Conduct (2014). GOAL

Plus staff have conducted a series of consultations to develop the approach and role based on experiences with organization and individuals who have extensive addressing GBV in Liberia and elsewhere. GOAL Plus has accessed a short-term consultant to advise on the approach.

Communication Campaign for Appropriate Age Enrollment: Keep Winning at Age 6 for Grade 1. Due to the long civil war in Liberia, an entire generation of children were unable to attend school. The result today is that there are students attending first grade who range anywhere from 6 to 20 years of age, and there is no longer any established expectation or norm for a child to enter first grade at the appropriate age of 6 or 7. This wide age range understandably affects teaching and learning and leads to a greater dropout rate, especially among girls.

GOAL Plus is embarking on a communication campaign in Bong, Lofa, and Grand Bassa titled ‘Keep Winning’ to remind parents to enroll their children in school when they reach the appropriate age. This continues the theme of last year’s communication campaign titled “B. A. Winner,” which focused on getting children into pre-school at the age of three. The campaign will launch one month prior to the re-opening of schools. It includes a new radio jingle, radio spots edited from last year’s spots, billboards and posters showing a girl walking to school and leading her younger brother to pre-school - her t-shirt reads ‘Keep Winning at Age 6’, and his will be from last year’s campaign indicating ‘B. A. Winner at Age 3’. There also are fliers and non-political role models were identified from the three counties of Bong, Lofa, and Grand Bassa to aid with the promotion. Other campaign promotions will include t-shirts, fliers, banners, stickers, drama troupes, mobile theaters, and town hall meetings.

To date, three radio stations affiliated with a USAID Democracy and Governance project have been identified to run the spots.

School Road Crossing Guard Program. The School Road Crossing Guard program is an MOE-proposed pilot project in Lofa, Bong and Grand Bassa that will be supported by GOAL Plus when schools resume. Trainings will be provided to community PTAs, teachers and community volunteers to be able to provide traffic crossing guard service to primary school children in accordance with the Liberia National Traffic and Safety training procedures. GOAL Plus will conduct a one-day training of trainers during the summer break to CEO and DEO representatives who will, in turn, train guards for their local schools. With a central role being played by the MOE, it is anticipated that the pilot will be rolled out in traffic congested communities in Grand Bassa, Bong and Lofa counties. The pilot will include MOE- and USAID/GOAL Plus-branded stop signs, whistles, and vests.

[Activity 3: Conduct research on issues related to girls’ completion of primary education and extend M&E activities.](#)⁵

During the 2013-2014 school year, GOAL Plus continued to use its rigorous M&E system to track girls’ enrollment, attendance, completion, and retention at an individual level for use in

⁵ “Reproducing spot messages on key issues in girls’ education” is included in Activity 3 in the Implementation Plan but is reported here under Activity 2 as a support activity for the implementation of the Policy on Girls’ Education. The focus under Activity 2 is on positive role model messages and appropriate age enrollment for grade 1.

decision-making at the program and school levels. GOAL Plus collected enrollment data for girls and boys in pre-primary and junior high grades associated with GOAL Plus-supported schools. The objective was to use the data to analyze GOAL Plus' school programming and to better understand transition patterns. GOAL Plus also collected additional cohort data on boys in the GOAL Plus supported schools to explore any effects and unintended consequences of the GOAL and GOAL Plus interventions on boys and across the schools holistically.

Three research topics were agreed upon to be conducted in Year 2 of GOAL Plus were:

1. Girls' transition rates and trends from Grade 6 to Grade 7;
2. PTA effectiveness – what makes a successful, productive and sustainable PTA; and
3. The extent to which support for increased opportunities to learn and a supportive learning environment (focus of GOAL Plus interventions) are associated with learning achievement.

The extended school closure for the 2014-15 academic year, due to the Ebola outbreak, render topics 1 and 3 unproductive. However, topic 2, PTA effectiveness, may be recast in terms of resiliency, allowing for an examination of the factors that are associated with communities that quickly recovering and restoring education as a centerpiece of their community. This inquiry could then benefit from the assessment of the 'positive deviants' – the communities and parents who have the same problems as most but still mobilize for school support and succeed in supporting girls enrollment and success – to provide guidance for assisting an mobilizing other communities for their post-Ebola recovery.

Activity 4: Build the technical and managerial capacity of our partner, FAWE, in logistics, financial management, and monitoring and evaluation.

Monitoring & Evaluation

PMP. The GOAL Plus team developed a draft Performance Monitoring Plan (PMP) following start-up of the project and submitted it to Liberia – Monitoring and Evaluation Program (L-MEP) for their third party review. The team then revised the PMP and submitted it to USAID on November 22, 2013 as specified in the Cooperative Agreement. The PMP was formally approved by USAID in February 2014. The team also updated and created new data collection and tracking instruments for the GOAL Plus activities and new PMP indicators, including the sign-in sheets for the scholarship packages and teacher's kits. The tools were designed so that each scholarship item and number of items to be given to beneficiaries are placed on the forms. The new tools not only provide GOAL Plus with discrete and accurate data but also publicly demonstrate transparency and ensures accountability.

Training. The GOAL-Plus M&E Officer attended the USAID Environmental Compliance Procedure or 22 CFR 216 (Reg 216) training offered on November 1, 2013 at the US Embassy for all USAID Implementing Partner (IP) M&E staff and Environmental Managers.

Tracking of Enrollments and Scholarship Beneficiaries To track scholarship beneficiaries over time, their names were entered systematically into the project database (master list) as data became available. After data entry, a verification process ensured that the data in the master list are clean, correct, and reliable New enrollees can be separated from continuing enrollees in the database for reporting under SART.

The M&E Team also entered enrollment data from the 2013/2014 Semester I enrollment data and Semester II scholarship package distribution data from all schools in the three counties. Data entry was done using the project database (master tracking list) for all girls. Later, the M&E Team, along with the Scholarship and Community Mobilization teams, and Field Assistants, assisted in the collection of the 2013/2014 Semester II enrollment data from all 60 schools in the three counties. The total enrollment for girls in Grades 1-6 by the second semester was 6,401 and 6,165 for boys. During the 2013/2014 school year, GOAL Plus also collected grade level data on pre-primary students and student level data on GOAL Plus-supported girls who transitioned early to Grade 7. Tracking transitions from Grade 6 to Grade 7 would be possible when the options for grade 7 are co-located or in near proximity to the primary (lower basic) schools supported by the project.



*Grade 1 Students Signs for Semester II Scholarship Package
Guzeh Public, Salayea, Lofa*

Field Monitoring and Spot Checks. GOAL Plus uses a spot check form and check list to track teachers' and students' attendance and participation in Girls' Club activities, tutoring classes, girls' transition to grade 7, as well as observations on the schools' record keeping system and progress on implementation of the SIP. The spot checks are intended to document the attendance status of girls and boys at each school in order to document regularity of attendance, gender disparity and identification of students at risk of dropping out.



Head counting of students during spot check

During the spot check sessions, student head counts were done from class-to-class to obtain daily attendance, while teachers' attendance books were checked for the number of school days compared with the number of days teachers were present in the month prior to the date of the

spot check. Principals also were interviewed to confirm information on the Girls' Club activities with mentors, tutoring classes, SIP status.

The first round of spot checks occurred in the second quarter of the project, in January and March, and the second round took place in the third quarter, in June. The combined results of both rounds, conducted in all 60 program schools in the three counties, showed the average teachers' attendance to be 82 percent (F=78%; M=85%). The average attendance for girls was 75 percent and 71 percent for boys, as shown in Table 5.

Table 15: Spot Check Table for Students' Attendance

County	Grade Level	2013/2014 Second Semester Enrollment		Attendance on the date of Spot check		Attendance	
		Girls	Boys	Girls	Boys	Girls	Boys
Grand Bassa	1	611	481	433	346	71%	72%
	2	515	424	420	327	82%	77%
	3	446	363	337	278	76%	77%
	4	435	363	319	286	73%	79%
	5	357	287	281	240	79%	84%
	6	266	290	198	217	74%	75%
Sub-total		2,630	2,208	1,988	1,694	76%	77%
Bong	1	487	468	334	265	69%	57%
	2	269	308	177	154	66%	50%
	3	210	303	147	174	70%	57%
	4	210	229	155	169	74%	74%
	5	143	195	91	125	64%	64%
	6	125	155	80	115	64%	74%
Sub-total		1,444	1,658	984	1,002	68%	60%
Lofa	1	561	555	457	367	81%	66%
	2	533	457	422	350	79%	77%
	3	367	403	299	287	81%	71%
	4	371	336	286	255	77%	76%
	5	248	288	198	221	80%	77%
	6	243	260	175	205	72%	79%
Sub-total		2,323	2,299	1,837	1,685	79%	73%
Grand Total		6,397	6,165	4,809	4,381	75%	71%

Girls' Club and Girls' Club Mentors. Girls' Club activities are a form of supplementary support that are being carried out in all the 60 schools. The number of girls/participants increased throughout the 2013/2014 school year, with the Girls' Club mentors' training cited by some as contributing to greater mentoring spirit and more full participation by girls in other program activities. The 60 clubs have a total membership of 1,367 girls.

Observations on Tutorial Sessions. A total of 60 individuals (6 females and 54 males) have been trained to serve as tutors. Tutoring teachers appear happy and willing to carry out their respective duties. Information gathered from the principals indicates that the tutoring classes were ongoing but full classes only started in April which is later than expected. Greater care in scheduling will be given by project management in 2014-15 to ensuring that the tutors are identified and trained in January 2015.

Record Keeping System of Schools. During the second quarter, the M&E Team and program staff carried out a series of field activities, including the training of School Principals, Registrars and PTA Chairpersons on school record keeping and reporting. The training brought together 177 school representatives across the three counties. The training was participant- centered, using participatory methods such as group exercises, group presentations, interactive discussions, and question and answer periods. Topics included:

- What is meant by record keeping and reporting
- Stakeholders' and beneficiaries' roles in record keeping
- Categories and types of records kept by school administrators and PTAs
- The importance of school records
- Characteristics of school records
- Steps in school record keeping

Table 16: Number of Participants at Record Keeping and Reporting Training

Schools	County	Participants			Number of
		Male	Female	Total	
Saturday Town	Bassa	13	1	14	5
Kpanay Town	Bassa	29	10	39	13
John P. Mitchell	Bong	17	1	18	7
Raymond Town	Bong	9	1	10	4
Gorpu Dolo Boi	Bong	39	0	39	13
Borkeza	Lofa	18	0	18	5
Salayea	Lofa	21	3	24	8
Konia Garbo	Lofa	13	2	15	5
Total		159	18	177	60



School Record Keeping Training

The record keeping systems of schools has gradually improved since these trainings took place. Schools have created storage spaces for the records and are properly utilizing storage more regularly than they have in the past.



Record keeping cabin in David Fejue Public School



Principal of Garyea Public School displaying how his record keeping system has improved

School Improvement Plans (SIPs) and School Grant Cycle. Schools began implementation of the grant-supported SIPs or have started to prepare their current SIP, with short, medium and long term activities ranging from repairing of chairs, plastering of walls to renovation of school buildings. By June, 30 schools had completed three of the five steps in the grant cycle (proposal submission, proposal approval and grant award), the remaining two steps (project implementation and submission of financial and narrative reports). The final two steps were to be completed in the fourth quarter – confirmation is still pending the ability to communicate with each school/PTA when travel restrictions are eased for project staff.

The collection of data on two other indicators has been delayed due to the Ebola related travel restrictions: percentage of girls and boys who complete their grade, and percentage of girls and boys who pass their grade. Data collection on these indicators was in progress and is partially complete but completion is pending the ability to communicate with each school when travel restrictions are eased for project staff.

III. Challenges and Lessons Learned

Challenges

1. Reaching students and their families and teachers with health messages and re-engaging them in healthy and supportive practices will require re-programming some GOAL Plus activities, as addressed in the GOAL Plus Contingency Plan options (Annex A).
2. An ongoing challenge that has hindered students' academic attendance and achievement is linked to **teachers' absenteeism**. This situation is likely to be exacerbated by the disruption and dislocation resulting from the Ebola crisis.
3. Re-mobilizing communities around schools and education will need a different approach than the mere announcing of schools re-opening. The concept of a Community Education Counselor, trained and supported by the project, is intended to address this need.

Lessons Learned

1. GOAL Plus over the past year has worked closely with the MOE in development of its Operational Plan and in review of the Ebola Emergency Response Plan. We believe this close working relationship will allow the project to leverage its technical staff into directly supporting the MOE during this crisis period, meeting immediate needs while planning for the re-opening of schools and the resumption of GOAL Plus' support for the girl students.

IV. Status of Overall Project Progress and Performance on Key Indicators

GOAL Plus activities are on track in Year 1 with some variance in implementation due to scheduling and new opportunities that have been presented to the program. These include re-programming the Gender Responsive Pedagogy training into the Community Education Counselor to prepare for schools' re-opening, and delaying summer coaching and training activities due to the Ebola outbreak.

Other notable monitoring information includes a reasonably high rate of girl student attendance (80 percent) and teacher attendance (82 percent) in Year 1, given the school conditions that GOAL Plus is operating in; the higher than expected number of girls participating in the Girls' Clubs; and the higher than expected number of participants in town hall meetings on girls' education.

Support to the MOE has continued at a high level and will continue to expand through jointly planned activities. Data collection on three indicators has been delayed due to travel Ebola-related travel restrictions: number of grant-supported PTA school improvement projects completed, percentage of girls and boys who complete their grade, and the percentage of girls and boys who pass their grade.

V. Year 1 Activities Completed and Not Completed

Activity	2013				2014									Status
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	
Overall Objective: Improved Education Opportunities for Girls in Selected Communities of Lofa, Bong, and Grand Bassa Counties														
Intermediate Result 1: Increased Access to School for Girls in Selected Communities of Bong, Lofa and Grand Bassa														
Activity 1: Expand the most promising model (scholarships and community mobilization) to all 60 GOAL schools														
1.1 Conduct community meetings in 40 existing schools and 20 new Schools														Conducted in September-October 2013 and ongoing
1.2. Sign agreements with 60 program schools for two years of GOAL Plus assistance to school-community support for girls' education														Completed
Sub-Intermediate Result 1.1: Improved Academic Performance for Girls in Targeted Grades in Targeted Schools														
1.1.1 Procure teaching/learning supplies for grades 1 - 6 teachers														Completed for Years 1 and 2
1.1.2 Distribute teaching/learning supplies to grades 1 - 6 teachers														Completed for Year 1
1.1.3 Provide Gender Responsive Pedagogy training to 20 new schools														Pending for Year 2
1.1.4 Mentor & monitor teachers for Gender Responsive Pedagogy in 60 schools (schools with previous training Dec-Feb)														Pending for Year 2
1.1.5 Coordinate with LTTP in Bong and Lofa Counties														Joint technical staff meetings (GOAL Plus and LTTP)

Activity	2013				2014									Status
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	
														conducted in 2 nd quarter; will revisit when Year 2 programs are known
1.1.6 Payment of school related fees for girls (grades 1-6 in 60 schools)														Completed for Year 1
1.1.7 Procure scholarship packages for grades 1 - 6 girls in 60 schools														Completed for Year 1; nearly completed for Year 2 (1/3 of uniforms already sewn; 2/3 in process)
1.1.8 Distribute scholarship packages and recreational materials														Completed for Year 1
1.1.9 Provide certificates to parents who enrolled their children in grade 1 at ages 6/7														Completed for Year 1
1.1.10 Identify and train new mentors for new program schools and replacement mentors as needed in the existing schools														Completed for Year 1
1.1.11 Establish new Girls' Clubs in new schools														Completed for Year 1
1.1.12 Develop and coordinate traditional story competition among girls' clubs														Pilot developed for use in girls' clubs in Year 2; will not be a competition
1.1.13 Provide exit strategy capacity building workshop for girls' mentors														2015
1.1.14 Procure and distribute recreational materials for girls in 60 schools (budget permitting)														Budget not available thus far
1.1.15 Counsel girls who have dropped out or are at risk of dropping out														Ongoing activity of Girls' Clubs and PTAs

Activity	2013				2014									Status
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	
1.1.16 Hold Annual Girls General Assembly in each county														Was planned for summer break but cancelled due to Ebola outbreak
1.1.17 Identify high performing Grade 6 graduates to receive books for home libraries (as incentives to enroll in Grade 7)														Was planned for end of Year 1 but cancelled due to Ebola outbreak
1.1.18 Provide after school tutorials to scholarship recipients with low academic performance in core subjects														Ongoing in existing GOAL schools; contracts signed and training/refresher training conducted for all schools
Intermediate Result 2: Improved Learning Environment for Girls in Selected Communities of Bong, Lofa, and Grand Bassa Counties														
2.1 Conduct PTA pre-assessment in 20 new+10 previous scholarship only schools														Completed for Year 1
2.2 Strategize appropriate interventions and technical assistance to address PTA capacity development needs														Completed for Year 1
2.3 Provide technical support to PTAs according to the pre-assessment w/ technical support for SIPs and announce solicitation for annual grants to 30 schools														Grant proposal and management trainings conducted for new grant schools; grant implementation monitoring conducted
2.4 Technical support for grant proposal development for 30 new schools														Completed for Year 1
2.5 Submission of grants proposals and review grants applications														Completed for Year 1

Activity	2013				2014									Status
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	
3.2 Assist the MOE with dissemination of the National Policy on Girls' Education through the grants program and teacher training														Distribution of Policy on Girls' Education being conducted at all relevance meetings; planned for all principals' conference
3.3 Conduct pilot training for teachers as gender-focal persons														Pending re-design for Year 2 as Community Education Counselor for post-Ebola re-opening of schools
3.4 Develop talking points for presentations, posters, and laminated handouts to promote policy awareness and use														Ongoing: Laminated handouts for town criers developed and distributed; media campaign plan finalized with MOE and USAID, to be implemented in Year 2 prior to schools re-opening post-Ebola
3.5 Develop and plan and program, with the MOE/GED, to systematically address sexual and gender-based violence														Pending re-design for Year 2 as Community Education Counselor for post-Ebola re-opening of schools
3.6 Train the MOE and DEOs on M&E and using data for policy, monitoring, planning and decision making														Assistance to MOE provided for development of the 2014-16 Operational Plan; MOE/GED and DEO level training on M&E data pending for Year 2.
Activity 3: Conduct research on issues related to girls' completion of primary education and extend M&E activities														
3.7 Track girls' enrolments, attendance, repetition, and completion in grades 1-6 in program schools; and boys'														Attendance spot checks completed; repetition and completion scheduled for July 2014

Activity	2013				2014									Status
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	
enrolments, attendance, and completion rates at the same schools														
3.8 Track girls' enrolments and completion at the pre-primary and junior high grades associated with schools														Enrollment completed for Year 1; completion data partially collected but not completed due to Ebola outbreak
3.9 Consultation with MOE and USAID to determine priority and actionable topics for research														Completed in Year 1 but will need to be revisited due to schools' extended closure in Year 2
3.10 Consider planned phase out of some GOAL support elements to evaluate post-GOAL maintenance and sustainability of the program and girls' attendance and completion rates														Now not likely to be possible due to schools' extended closure in Year 2
3.11 Conduct qualitative research on appropriate age enrollment and Grades 6 to 7 transition for girls														Now not likely to be possible due to schools' extended closure in Year 2
3.12 Integrate M&E and research findings into media campaign and national policy to support girls' education.														Media campaign plan finalized with MOE and USAID, to be implemented prior to school's re-opening in Year 2; health messages to be added; GOAL Plus model integrated into MOE Operational Plan
3.13 Reproduce spot messages on key issues														Role model messages piloted; spot messages developed and planned for airing in Year 2

Activity	2013				2014									Status
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	
3.14 Facilitate live radio discussions on the importance of girls' education														Pending for Year 2
3.15 Conduct research validation and dissemination workshop with MOE and other education stakeholders														Scheduled for Year 2
Activity 4: Build the technical and managerial capacity of our partner, FAWE, in logistics, financial management, and monitoring and evaluation														
4.1 Conduct collaborative assessment of FAWE's institutional capacity for procurement, inventory, logistics, financial management, and M&E using adapted Organizational Capacity Assessment (OCA) Tool														Activities have focused on immediate organizational needs relevant to GOAL Plus implementation, as discussed with FAWE.
4.2 Provide targeted training to FAWE on procurement, inventory, and logistics, based on OCAT results and GOAL Plus implementation requirements.														Planning and logistics training for FAWE staff and Field Assistants planned for October 2014
4.3 Provide targeted training to FAWE on contracts and financial management, based on OCAT results and GOAL implementation requirements.														Ongoing coaching on financial management by AIR's Financial Manager; FAWE Financial Manager trained at USAID and AIR.
4.4 Provide targeted training to FAWE (and interested DEO staff) on M&E, based on OCAT results and GOAL implementation requirements.														M&E training and coaching provided to FAWE M&E specialist and Field Assistants
4.5 FAWE and AIR Finance Managers participate in USAID's Rules and														FAWE Financial Manager

Activity	2013				2014									Status
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	
Regulations Training in Accra, Ghana,														trained at USAID and AIR.
Monitoring & Evaluation														
5.1 Collect student enrolment data from schools														Completed for Year 1
5.2 Collect student and teacher attendance data														Completed for Year 1
5.3 Collect required M&E data on student completion and academic progress														Enrollment and attendance data collection completed for Year 1; completion and promotion data for Year 1 partially collected with completion pending post-Ebola access to schools
5.4 Prepare project and policy briefs														Scheduled for Year 2
5.5 Convene meetings for presentation and validation of M&E results and policy dialogue														Scheduled for Year 2
5.6 Conduct mid-term interviews for case studies														Scheduled for Year 2
5.7 Hold end-of-project partners' meeting														Scheduled for Year 2
5.8 Recruit data collectors for post assessment														Scheduled for Year 2
5.9 Conduct project post assessment														Scheduled for Year 2

VI. Plans for the Next Quarter (October – December 2014)

AIR submitted its Annual Implementation Plan (AIP) to USAID in August with the assumption that schools would re-open in January. The January opening date was projected months ago in consultation with the MOE for planning purposes. Under this scenario, GOAL Plus has been focusing on procurements, preparations, and program adjustments to be ready for the delayed re-opening while adding supplemental activities for Ebola response, i.e., radio health messages and WASH supplies for school-communities.

However, new cases of EVD have been still rising, the international response will require more time to be effectively on the ground in sufficient scope and scale to contain the epidemic, and the MOE has now stated a criterion of 2-3 months of no new EVD cases before schools can re-open. This suggests that schools may not re-open until May 2015 for a short semester or even until September of 2015. Given these new conditions and projections, AIR proposed three program options in its updated Contingency Plan, submitted to USAID in October (Annex A), in order to be as responsive as possible to the conditions in the country while preserving the project assets to achieve the expected results. The plans for the next three months depend fully on the response from USAID on the AIP and the program options that have been represented.

VII. Results towards activity objectives

Performance Data Reporting Table

Indicates *F Framework Indicator

Indicator	Indicator Type	Unit of Measure	Disaggregation	Baseline Year	Baseline Value	2014 Target	2014 Actual (as of Sept 2014)	2015 Target	2015 Actual	End of Project Target	End of Project Actual
Overall Objective: Improved Education Opportunities for Girls in Selected Communities of Lofa, Bong, and Grand Bassa Counties											
*Number of learners enrolled in primary schools and /or equivalent non-school based setting with USG support	*F Indicator	Number	Continuing vs New, Grade, Age, School, County, and District	2013	6,097 (f) 6,216 (m)	+5% 6,402 (f) 6,527 (m)	6,401 (f) 6,165 (m)	+15% 7,012 (f) 7,148 (m)		+15% 7,012 (f) 7,148 (m)	
Percentage of girls and boys who complete their grade	Custom	Percentage	Grade, Age, School, County, and District	2013	77% (f) 78% (m)	+5%	N/A	+15%		+15%	
Percentage of girls and boys who pass their grade	Context	Percentage	Grade, Age, School, County, and District		TBN		N/A ⁶				
Number of girls from 6 th grade in USG supported schools who transitioned to 7 th grade	Context	Number	Grade, Age, School, County, and District				4 ⁷				
Average teacher attendance rate	Context	Percentage	School, County, District, Gender		TBN		78% (f) ⁸ 85% (m) ⁹ 82% (t) ¹⁰				
FAWE's organizational capacity in targeted areas strengthened	Custom	Number	Central	2013	TBN	N/A	N/A	N/A		TBN	N/A

⁶ N/A=not available for this reporting period

⁷ 4= girls' transition to grade 7 as of this reporting period: these 4 girls performed well in the first semester (2013/2014) and received promotion to grade 7 after the end of first semester exams

⁸ (f)=females

⁹ (m)=males

¹⁰ (t)=average teacher attendance for female and male teachers from 1st and 2nd spot checks

Indicator	Indicator Type	Unit of Measure	Disaggregation	Baseline Year	Baseline Value	2014 Target	2014 Actual (as of Sept 2014)	2015 Target	2015 Actual	End of Project Target	End of Project Actual
IR 1: Increased Access to School for Girls in Targeted Communities of Bong, Lofa, and Grand Bassa Counties											
Number of in-kind scholarship awards distributed in USG supported schools	Custom	Number	Grade, Age, School, County, and District	2013	6,097	6,237	6,037 ¹¹ 6,073 ¹²	7,172		13,409	
*Number of textbooks and other teaching and learning materials (TLM) provides with USG assistance	*F Indicator	Number	Grade, Sex, School, County, and District	2013	0	454	502 ¹³ 613 ¹⁴ 12 ¹⁵	454		908	
Number of teachers who receive gender responsive pedagogy training	Custom	Number	Grade, Gender, School, County, and District	-	0	180	N/A	0		180	
Percentage of enrolled girl students in targeted grades attending school	Custom	Percentage	Grade, Age, School, County, and District	2013	TBN	+1	80.1% ¹⁶	+2%		+2%	
Number of girls enrolled at an appropriate age in grade 1	Custom	Number	Grade, Age, School, County, and District		TBN	75	79	200		275	
IR 1.1: Improved Academic Performance for Girls in Targeted Grades in Targeted Schools											
Number of girls attending tutoring classes	Custom	Number	Grade, Age, School, County, and District	2013	1,120	600	862	600		1,200	

¹¹ 1st semester in-kind scholarship awards distributed

¹² 2nd semester in-kind scholarship awards distributed

¹³ 1st semester number of textbooks and other teaching and learning materials distributed to school teachers

¹⁴ 2nd semester number of textbooks and other teaching and learning materials distributed to school teachers

¹⁵ 2nd semester addition number of textbooks and other teaching and learning materials distributed to school teachers

¹⁶ This percentage is the annual average percentage from the 1st and 2nd spot checks

Indicator	Indicator Type	Unit of Measure	Disaggregation	Baseline Year	Baseline Value	2014 Target	2014 Actual (as of Sept 2014)	2015 Target	2015 Actual	End of Project Target	End of Project Actual
Number of girls participating in Girls' Club activities	Custom	Number	Grade, Age, School, County, and District	2013	985	1,000	1,367	1,500		1,500	
Percentage of girls and boys who pass their grade	Context	Percentage	Grade, Age, School, County, and District		TBN		N/A				
IR 2: Improved Learning Environment for Girls in Selected Communities of Bong, Lofa, and Grand Bassa Counties											
*Number of PTAs or similar school governance structures supported	*F Indicator	Number	School, Community, County, and District	2013	30	60	60	60		60	
Number of PTAs that prepare school improvement plans (to be confirmed in final PMP as some PTA's support two schools)	Custom	Number	School, Community, County, and District	2013	29	56	29 ¹⁷	56		56	
Number of grant-supported PTA school improvement projects completed	Custom	Number	School, Community, County, and District	-	0	30		20		50	
Number of schools that present school progress card results to their communities	Custom	Number	School, County, and District	2013	40	60	58	60		60	
IR 3: Increased Awareness of the Importance of Educating Girls in Selected Counties, Districts, and Communities											
Number of participants at town hall meetings on girls' education	Custom	Number	Community, Gender, County and District		0	1,500	1121(f) 1259(m) 2,380 ¹⁸	1,500		3,000	
Number of trainings for MOE on using data for decision making	Custom	Number	National, County and District		0	2	N/A	2		4	

¹⁷ This is the number of schools that prepared school improvement plan for this quarter

¹⁸ The total attendant of participants at all town hall meetings held to promotion girls' education in 1st semester (597) Plus 2nd semesters (1783)

Indicator	Indicator Type	Unit of Measure	Disaggregation	Baseline Year	Baseline Value	2014 Target	2014 Actual (as of Sept 2014)	2015 Target	2015 Actual	End of Project Target	End of Project Actual
Number of teachers trained on National Policy on Girls' Education and role as gender-focal person for the school	Custom	Number	School, County and District	-	0	60	N/A	0		60	

IX. Annexes

Annex A: Liberia Ebola Response: Contingency Planning for AIR/GOAL Plus

(as of October 8, 2014)

Introduction

The American Institutes for Research's (AIR) implementation of the USAID/GOAL Plus in support of girl students, schools and communities is beginning its second academic year. At this time, the project is facing challenges and decisions on how best to maintain continuity of support without putting staff and beneficiaries at risk given the rise and scope of the Ebola virus spread. In this contingency plan update, the current conditions are reviewed, assumptions about what to expect in the near term are stated, and the overall approach to contingency planning is described. AIR's Security Manual for Liberia had been updated to reflect Ebola issues and contingency planning.

What follows are three potential stages of the Ebola virus spread and suggested actions to be taken which are appropriate for each stage. AIR considers that we are fully in Stage 3. Three program options are then presented for discussion with USAID about the most productive way forward under current and projected conditions as well as criteria for the resumption of regular program activities and for the expatriate COP to be able to return safely to post. These program options maintain the project's relevance and contributions to the MOE's Emergency Plan, to the 2014-16 Operational Plan, and to the project's Results Framework.

It is understood that any action that requires changes in the scope or sequence of planned activities will be done in consultation and agreement with USAID/Liberia. It is also understood that this contingency plan will be updated on a regular basis as changes in conditions and assumptions may require changes in the approach.

Conditions

1. The new cases of Ebola continue to rise sharply and the already inefficient health care system has been deeply compromised. There is one clinic with international standards operating in Monrovia for non-Ebola medical cases. It has one ambulance and one doctor. The clinic's ability to effect an evacuation for a medical emergency is unproven.
2. There is now a robust international response emerging which will take time to become effective.
3. There are now three "sectors" in which GOAL Plus operates that represent potential for exposure:
 - (i) Lofa, Bong and Bassa – these counties represent the areas of the Ebola spread in Liberia and gathering of people for trainings is not recommended.
 - (ii) Monrovia – the rapid spread here includes neighborhoods where project staff live, including New Kru and Paynesville;
 - (iii) Professional colleagues: NGO and Implementing Partner staff have died from Ebola.
4. All schools are now closed and opening will be delayed until the situation stabilizes.

Assumptions

1. Ebola will continue to spread in the coming weeks in Lofa, Bong, Bassa and Monserrado (and other counties) until the international response shows greater on-the-ground presence, treatment and follow-up.
2. Violence against persons from “outside” communities remains a possibility until messages are more widely understood. Civil unrest remains a possibility if fuel and food scarcities and high prices cause widespread distress.
3. The current advice against convening large group activities and the reluctance of individuals to join such activities will continue for the coming 3-5 months.
4. Staff continue to face some physical exposure in Monrovia if traveling in crowded taxis.
5. Travel restrictions and termination of all major airline and shipping services may be instituted in the future as the number of new cases within Liberia continues to increase.
6. Schools may not re-open for another 6-8 months. The Ministry of Education’s Emergency Plan provides some space for continuing access to learning and Ebola response. GOAL Plus can complement the Ebola response and will identify ways to support learning during the crisis (3 Program Options are presented below).

Approach

1. Staff health and safety come first in all options to be considered. Their employment and economic security also are top considerations.
2. We are exchanging information with other IPs and NGOs and harmonizing plans and actions to the extent feasible, and addressing concerns with USAID. Submission of this updated contingency plan to the project’s Agreement Officer (AO) and AOR will be followed with a discussion and agreement of any actions specifically addressed in this plan and in accordance with relevant guidance provided by USAID.
3. AIR will make program and staffing determinations based on consultation with USAID and with knowledge of what other NGOs are doing, but ultimately will take responsibility for decisions.
4. The COP is currently working remotely and remains in close contact with GOAL Plus, USAID and the MOE staffs.
5. AIR’s Liberia operations and finance manuals have been updated accordingly to ensure compliance with our policies under this project’s cooperative agreement.
6. AIR updates USAID on a regular basis on the status of contingency plan implementation and on activities undertaken and accomplished.

Stages	Actions/considerations	Implications/who's responsible	Status
Stage 1: Virus is spreading at a consistent or increased rate	Action 1.1: Stay current on US Embassy and UN situation reports and warning	<i>Implication:</i> Use information from multiple sources (Field Services, LINGO, MOH) and triangulate	<i>This is being done on a regular and ongoing basis with information shared among Safety Advisor, AIR home office leadership and staff, and the GOAL Plus Monrovia staff.</i>
	<i>Consideration:</i> Be aware of limited, out-of-date information from Embassy and CDC	Who's responsible: Howard, Bob	
	Action 1.2: Use established precautions when coming in contact with new people	<i>Implication:</i> Always have access to hand washing and sanitizer (do not rely on hand sanitizer alone); some additional costs	<i>Handwashing stations and supplies are set up at the GOAL Plus office and compound and at staff members' homes. The project is providing the supplies.</i>
	<i>Consideration:</i> reminding each other of precautions, reviewing regularly	Who's responsible: All staff	
	Action 1.3: Remind family and friends of universal precautions, transmission and risk reduction strategies	<i>Implication:</i> Keeping family members healthy is key	<i>Project staff work from home when the daily task does not require office presence, using modems and scratch cards for communication.</i>
	<i>Consideration:</i> May need to adjust schedules for family transportation issues	Who's responsible: All staff	
	Action 1.4: Keep hand sanitizer, latex gloves in all offices and vehicles and wash hands with soap regularly	<i>Implication:</i> some additional costs	<i>These are provided by the project and maintained by the GOAL Plus HR manager and logistics officer.</i>
	<i>Consideration:</i> monitor and maintain supplies	Who's responsible: Kpannah, Godfrey, Drivers	
	Action 1.5: Use a buddy system where colleagues with cars pick up the others to avoid the overcrowded taxi and bus system	<i>Implication:</i> Compensate drivers for fuel?	<i>This is happening on an ad hoc and collegial basis.</i>
	<i>Consideration:</i> : May need to adjust schedules	Who's responsible: Foday, Kpannah, Howard	
Action 1.6: Staff use chartered taxis whenever public transport is needed	<i>Implication:</i> Will be based on actual costs per location of staff residences.	<i>The project is providing a supplemental allowance to staff who do not have access to personal transportation. This covers transport to and from the</i>	
<i>Consideration:</i> Needed for some staff for morning transport (outside of the buddy system network) after work hours and evening classes for others.	Who's responsible: Howard,		

	<p>This is not a fringe benefit, it is a protective measure for health and safety.</p>	<p>Kpannah, Foday, Project Director, Mark K.</p>	<p><i>office using a private (not shared) taxi. The staff are reimbursed for the net cost on a weekly basis after deducting the \$40/month transportation allowance that is included in their monthly pay.</i></p>
	<p>Action 1.7: Reschedule/delay large group field activities in the three affected counties until the situation stabilizes or reduces</p>	<p><i>Implication:</i> Some activities may be out of sequence for the school year</p>	<p><i>This is now reflected in the 2014-15 AIP, submitted to USAID in September, 2014 (to be approved). Field activities have been delayed to (a) avoid convening groups of teachers, parents, or students during this highly contagious period and exposure of the staff to them and (b) linking field activities to the re-opening of schools, which is TBD. In the AIP, we anticipated the re-opening of schools to be January 2015 for planning purposes. In light of the continued rise in transmission rates and the response of the international community (which will take time to be established as an effective field presence), schools are unlikely to re-open before April/May 2015 or the following September.</i></p>
	<p><i>Consideration:</i> Reprogram for fall as necessary, in consultation with USAID.</p>	<p>Who's responsible: Howard, Program Staff</p>	
	<p>Action 1.8: Arrange for communication network, including contact tree; stay in contact with the GOAL Plus office in Monrovia regarding location and risks</p>	<p><i>Implication:</i> Staff should avoid or immediately exit any situation that appears unstable, such as transportation through Monrovia checkpoints and the</p>	<p><i>This has been established and staff in Monrovia are on regular contact with each other and with the COP at the AIR HQ, using email, Skype and cell phone;</i></p>
<p><i>Consideration:</i> For guidance and response if</p>			

	needed	warehouse in Watertown. Who's responsible: Howard, Kpannah, HR, Bob Craft	<i>Howard consults with Bob Craft re: new situations, such as day trips to meetings outside of Monrovia.</i>	
	Action 1.9: Avoid large group activities with people unfamiliar to you	<i>Implication: May affect some project activities, schedules</i>	<i>This is being done, as reflected in the postponement of field activities. GOLA Plus staff are actively participating in professional meetings in the Monrovia area that are convened for the response to the Ebola crisis and planning for education.</i>	
	<i>Consideration: May affect marketing, people accepting invitations to join group activities</i>	Who's responsible: All staff		
	Action 1.10: Avoid contact with health facilities that are overcrowded or have poor health and safety reputations	<i>Implication: Staff will have access to the best facilities nearby if needed</i>	Who's responsible: All staff	<i>This has become a problem for everyone living in Monrovia. Health facilities have been overwhelmed by the crisis and existing health care facilities and services being dedicated to the Ebola response. After a nearly complete absence of non-Ebola health services, some are being restored and more are expected when the US Army facilities are set up in the coming months.</i>
	<i>Consideration: Utilize health facilities in each county and Monrovia already identified if needed; predetermine if insurance coverage is an issue</i>			
	Action 1.11: Access the EcoBank online banking system and confirm staff access to their bank branches.	<i>Implication: Should be able to use this to process payments; will need to coordinate with current financial documentation procedures</i>	Who's responsible: Howard, Project Director; Karen Acevedo, Foday, Mark K, Marijo A	<i>This has been established and is working successfully. The GOAL Plus Finance Manager (in Monrovia) submits payment vouchers with supporting documents to the COP (at the AIR HQ), who reviews, approves, and returns them to the Finance Manager. Any questions about the payments are resolved by</i>
<i>Consideration: Confirm and document process, authorized persons, and any shortcomings</i>				

			<i>email or phone. The Finance Manager enters the payment into the Ecobank online system and the COP reviews the entry and authorizes the payment. This process usually takes 1-2 days to complete.</i>
	Action 1.12: Secure all hard copy financial and personnel documents and confirm office security	<i>Implication:</i> Must be secure but accessible to authorized persons.	<i>The hard copies of all documents are secured in the GOAL Plus office, which is itself secure in the compound.</i>
	<i>Consideration:</i> The GOAL Plus office is considered secure	<i>Who's responsible: Howard, Foday, Kpannah</i>	
	Action 1.13: Arrange for secure storage for any unused vehicles, equipment, other supplies	<i>Implication:</i> Moving equipment and motorcycles to Monrovia will be done if activities are suspended in the whole county and the Field Officer is recalled.	<i>This has been done. Project vehicles are parked in the GOAL Plus office compound when not in use; should any security concerns arise about the office compound, alternate storage has been agreed to at the Seaside Compound where many UN staff reside. Field staff motorcycles have been stored securely at each location; all equipment is accounted for.</i>
<i>Consideration:</i> There is limited secure storage in the counties; secure all equipment and motorcycles for any short-term suspension of activities; bring them back to Monrovia if there is a long term suspension of activities.	<i>Who's responsible: Godfrey, Foday, Kpannah, Howard</i>		
Stage 2: The virus spread is outpacing the response and is present among stakeholder communities <i>AIR considers that, as of July</i>	Action 2.1: Consult with AIR and USAID about any changes from the work plan in activities and deliverables, such as temporary restriction or suspension of GOAL Plus travel and/or presence in affected schools-communities until the situation stabilizes;	<i>Implication:</i> May cause delay in delivery of uniforms and supplies but procurements and preparations can still be made and scholarship school-related fees may still be made later, allowing enrollment to continue when schools are cleared to open.	<i>This is now reflected in the submitted AIP. We continue to complete procurements, planning and preparations for the re-opening of schools. Preparations now include re-designing community mobilization and other activities to not only include support for girls' enrollment and attendance but</i>
	<i>Consideration:</i> will necessarily include assumptions about the abatement of the virus to safe levels		

<p>31, 2014, we are well into Stage 2</p>		<p>Who's responsible: Howard, Project Director</p>	<p><i>re-establishing the school as a center of community recovery. The circumstances of schooling will have changed dramatically for many communities affected by Ebola and by its effects on the social and economic fabric of society.</i></p>
	<p>Action: 2.2: Communicate to the MOE and affected schools any changes in project support status;</p>	<p><i>Implication: May affect some planned activities if the MOE continues to implement the Ops plan in the absence of its implementing partners.</i></p>	<p><i>GOL Plus has maintained contact with the MOE through exchanges between the COP and the Sr. Advisor to the Minister and between the GOAL Plus staff and the MOE Director of the Girls; Education Division.</i></p>
	<p><i>Consideration: may affect enthusiasm; articulation of commitment for maintaining communication and post-epidemic support will be important</i></p>	<p>Who's responsible: Howard, Program Staff</p>	<p><i>In consultation with the MOE, GOAL Plus facilitated a meeting among USAID and its education IPs to review status and prospects, with MOE participation. GOAL Plus followed up by facilitating the review and feedback of the MOE's emergency plan by members of the Inter-Agency Network on Education in Emergencies (INEE), which includes representatives from USAID, UNICEF, and the World Bank. Preliminary feedback was submitted to USAID and UNICEF for their review with the MOE in time for the MOE's submission of</i></p>

			<p><i>their emergency plan to the Min. of Finance for funding. GOAL Plus staff will consult with the Director and the Asst. Minister the week of 7 October to identify areas in which staff can contribute more directly to the MOE for implementation of its emergency plan.</i></p>
	<p>Action 2.3: Consult with AIR and USAID on budget and staffing implications if work plan changes.</p>	<p><i>Implication: An extended suspension of activities could result in dropping some activities while maintaining focus on core functions (scholarships, girls' clubs, PTAs)</i></p> <p>Who's responsible: Howard, Project Director</p>	<p><i>The COP updates USAID regularly on project core activities and status. Project activities also have included support to the MOE's emergency plan by (a) identifying and communicating GOAL Plus contributions to its implementation, (b) adding additional Ebola response activities in the AIP (with budget included), and (c) organizing the INEE review and feedback of the MOE's emergency plan mentioned above.</i></p>
	<p><i>Consideration: Need approval from both parties for changes</i></p>		
	<p>Action 2.4: Use the communication network/contact tree on at least a bi-weekly basis</p>	<p><i>Implication: Important to monitor the status of all phones and to exchange/update program and virus spread information on a regular basis</i></p> <p>Who's responsible: Howard, Kpannah, Foday</p>	<p><i>Communication has been ongoing with no interruptions noted to date.</i></p>
	<p><i>Consideration: Ensure proper working status of all communication equipment and access to phone cards</i></p>		
	<p>Action 2.5: Finalize detailed plans for periods of restricted or suspended activity and plan for expected full resumption of operations; Field</p>	<p><i>Implication: Essential basis for remotely managing the interim period and for keeping all staff</i></p>	<p><i>This is being done and updated on a regular basis. Plans for a restricted movement period that</i></p>

	<p>Assistants are asked to discontinue their outreach activities and to return to their homes in Monrovia.</p> <p><i>Consideration: Should be able to monitor and adjust as needed the arrangements for a restricted or suspension period and continue to update plans for resumption of operations; We will consider how to engage them (here in Monrovia) more directly in materials development and activity planning and reporting.</i></p>	<p><i>members fully engaged.</i></p> <p>Who's responsible: Howard, Project Director, Bob</p>	<p><i>extends into December 2014 are included in the submitted AIP. Contingency plans for (a) a restricted movement period that extends into April 2015 and (b) a period of suspension are outlined below.</i></p>
	<p>Action 2.6: Make master copies of all computer files and update each day</p> <p><i>Consideration: Upload to the cloud or Howard hand carry copies to AIR if temporarily relocated</i></p>	<p><i>Implication: Must have copies and security and version control protocols.</i></p> <p>Who's responsible: Howard, all staff</p>	<p><i>Copies will be updated routinely</i></p>
	<p>Action 2.7: Clarify authority channels if the COP has to work remotely; confirm salary and allowances for local staff during suspension period. Note: if the COP is temporarily relocated, s/he will continue remotely as the COP and the Finance Manager and Project Team Leads will continue in their current roles.</p> <p><i>Consideration: AIR will consult with USAID to confirm staffing levels and patterns during any restricted or suspension period.</i></p>	<p><i>Implication: Staff will continue to work during a period of restricted activity; and will need some level of continuing salary and benefits support during a suspension period, especially during an emergency.</i></p> <p>Who's responsible: Howard, Project Director, Mark Kutner, Karen A, Marijo A</p>	<p><i>This is currently being done successfully through Skype, telephone and email consultation. Financial management and processes have been described above in activity 1.11; staff performance evaluations and job descriptions updates will be conducted by the COP in October 2014 with contingencies noted.</i></p> <p><i>A period of suspension has not yet been anticipated but will be included now as an option to preserve project resources if the project cannot sufficiently adjust</i></p>

			and repurpose its activities with USAID COP approval to maintain relevance to its performance results.
	<p>Action 2.8: If a staff member complains of or shows Ebola symptoms, we will call the hotline for the emergency response unit to take the individual to the hospital. At such a time, all other staff members will get tested.</p>	<p><i>Implication:</i> Any staff who test positive also will be quarantined. In such an event, we would have to rethink (again) what we’re doing and how we’re doing it.</p> <p>Who’s responsible: Howard, all staff</p>	<p><i>This remains in force. The project has been provided testing kits for malaria and access to typhoid testing kits to avoid going for clinical testing for symptoms common to Ebola and for self-testing before coming into contact with other staff. If symptoms show up at the workplace (as has now happened at the MOHSW and LTTP), staff will follow the protocols described on 2.8.</i></p>
	<p><i>Consideration:</i> Staff are very willing to do this to keep their families safe.</p>		
<p>Stage 3: Spread of virus continues and is now in direct proximity to all staff; or INGOs begin expatriate evacuation; or instructions from USAID/AIR.</p> <p>AIR considers that Stage 3 is</p>	<p>Action 3.1: Confirm detailed plans for restricted or suspension operations with AIR and USAID; communicate accordingly with MOE and other partners. See the approach described above for specific examples of limited geographic coverage, restricting large group activities, and focusing on research and development activities during this period.</p>	<p><i>Implication:</i> Beneficiaries will need to know what to expect/ what not to expect. Maintaining the relationships is critical.</p> <p>Who’s responsible: Howard, Project Director</p>	<p><i>In line with AIR’s Contingency Plan and USAID’s directives, and in consultation with USAID, the COP was relocated to work from the AIR’s HQ on August 4, 2014. The COP is living in temporary quarters rented in proximity to the AIR office in Washington, DC.</i></p> <p><i>GOAL Plus is currently operating under a restricted movement scenario.</i></p> <p><i>Our approach to operating under</i></p>
	<p><i>Consideration:</i> Will include details of suspended activities, continuing activities and expected resumption of activities; and implications for students, schools and communities.</p>		

<p>currently in effect and will remain in effect until conditions significantly improve according to criteria listed in Annex B.</p>			<p>(a) an extended restricted movement scenario and (b) a period of suspension are outlined below for further discussion with USAID.</p>
	<p>Action 3.2: Make any necessary travel arrangements for relocated expatriate staff, i.e., COP</p>	<p><i>Implication:</i> Could get stuck in a travel ban if too late.</p>	<p>This was done on August 4, 2014. Return travel to Monrovia is pending.</p>
	<p><i>Consideration:</i> If confirmed, will want to move before a mass exodus of expatriates. USAID will be notified if AIR decides to relocate expatriate staff to another location; All financial, communication, transport and programmatic options will be considered to maintain staff support and functions.</p>	<p>Who's responsible: Howard, Project Director, Bob, Mark K.</p>	
	<p>Action 3.3: Confirm any shipping, storage, housing allowances and plans during a temporary or extended suspension period for expatriate staff.</p>	<p><i>Implication:</i> Should be planned and arranged during Stage 2</p>	<p>The current lease for the expat COP's apartment in Monrovia ends on October 31, 2014. AIR will not renew the lease to avoid additional payments for an unused apartment during the period of US relocation. When conditions allow for the COP to resume residence in Liberia, a new apartment lease or an extended stay at a hotel, like The Cape, will be arranged.</p> <p>The HHE of the COP will be shipped to the US before the end of the current lease and put into storage for the balance of the agreement; furnished housing will be secured for the COP's return.</p>
<p><i>Consideration:</i> Interested in moving as little as possible for a suspension period; security of household effects must be confirmed; levels and terms of temporary housing and support need to be confirmed.</p>	<p>Who's responsible: Howard, Project Director, HR</p>		

	<p>Action 3.4: Present program options to USAID that address changes in conditions and projections about the re-opening of schools, GOAL Plus’ continued ability to contribute to the MOE’s Ebola Emergency Plan and its Operational Plan and, GOAL Plus’ ability to achieve planned results. (Please see Annex A.)</p>	<p><i>Implication: Continued funding and operation of the project will depend on continued ability to operate safely and effectively and achieve results under changing conditions.</i></p>	<p>AIR will prepare program options for USAID’s review and will submit agreed upon options to the Contracting Officer for approval. (Please see Annex A.) AIR will continue to provide status reports to USAID on a regular basis and will complete all planning and report documentation for USAID as required.</p>
	<p><i>Consideration: Ensure full agreement and compliance with USAID expectations and regulations</i></p>	<p><i>Who’s responsible: Howard, Project Director</i></p>	
	<p>Action 3.5: Confirm contract and payment arrangements for staff and suppliers during any period of restricted programming or suspension, as directed by AIR per USAID</p>	<p><i>Implication: Will want to ensure that all payments are current and paid in full. Will require that at least the project Finance Manager is active on behalf of AIR to interface with staff and suppliers and to process payment vouchers, enter payments into the Ecobank system, and collect receipts.</i></p>	<p><i>AIR will plan and arrange for this accordingly</i></p>
	<p><i>Consideration: Utilize the EcoBank online banking system and confirm staff access to their bank branches.</i></p>		
	<p>Action 3.6: Maintain regular contact with staff for health, safety, program and contract interests.</p>	<p><i>Implication: Maintaining and updating information is critical as well as supporting morale and forward thinking.</i></p> <p><i>Who’s responsible: Howard, Project Director, Bob</i></p>	<p><i>AIR will maintain contact with staff regardless of the project and contractual status.</i></p>
	<p><i>Consideration: COP and Program Manager will do this on a regular basis.</i></p>		
	<p>Action 3.7: Plan for resumption of planned project operations when schools re-open</p>	<p><i>Implication: Will want to ensure very quick re-engagement with schools and communities for resumption of school support activities and expected</i></p>	<p><i>GOAL Plus staff will develop the re-engagement plans in accordance with the conditions and experiences of project-supported communities.</i></p>
	<p><i>Consideration: will adjust as necessary for immediate resumption when allowed.</i></p>		

		enrollment levels. <i>Who's responsible: Howard, Project Director, Foday, all staff, Bob</i>	
--	--	---	--

Annex A1: GOAL Plus program options for extended closure of schools.

AIR submitted its Annual Implementation Plan (AIP) in September with the assumption that schools would re-open in January. The January opening date was projected months ago in consultation with the MOE for planning purposes. Under this scenario, GOAL Plus has been focusing on procurements, preparations, and program adjustments to be ready for the delayed re-opening while adding supplemental activities for Ebola response, i.e., radio health messages and WASH supplies for school-communities. The COP has been functioning remotely, with continued effectiveness in directing and reporting the project activities and in coordinating multiple agencies and experts to assist the MOE in its Emergency Plan.

However, new cases of EVD are still sharply rising, the international response will require more time to be effectively on the ground in sufficient scope and scale to contain the epidemic, and the MOE has now stated a criterion of 2-3 months of no new EVD cases before schools can re-open. This suggests that schools may not re-open until May 2015 for a short semester or even until September of 2015. Given these new conditions and projections, AIR proposes three program options in order to be as responsive as possible to the conditions in the country while preserving the project assets to achieve the expected results. The expected results for GOAL Plus are affected by the EVD outbreak, the restrictions placed on the project, and the continued closure of schools. While AIR still expects to achieve most of the results contained in the PMP and Workplan, some adjustments in the results and targets will be requested under each program option, as suggested under each option.

Each of the three proposed options maintains the overall objective of “Improved Basic Education Opportunities for Girls” with a focus on girls’ access, awareness of the importance of educating girls, an improved learning environment, and improved academic performance. The first two program options utilize AIR’s experience¹⁹ and GOAL Plus’ plans for radio messaging, as a complement to the instructional radio programs currently planned by the MOE, to fill the gap left by school closures and intended to maintain program connectedness with students, teachers, parents, and PTAs in order to preserve the gains in girls’ enrollments and achievement that have been made under four years of GOAL/GOAL Plus. The third option is temporary suspension of the project that will preserve the assets of the project for deployment when schools re-open but likely to be compromised by substantially lower community engagement and enrollments at that time.

Option 1: Engagement with the MOE’s Emergency Plan and Operational Plan and Preparedness for schools re-opening in May 2015.

¹⁹ AIR has relevant experience using radio as a medium for information dissemination and instruction, including audience needs assessment and segmentation, message development, and monitoring audience receptivity and behavior change (in this case using school principals and PTA members as sentinels contactable by cell phone).

1. This option assumes that schools could re-open for one brief semester to not lose a full year. That would serve as a 2-3 month “summer school” to help students refresh and prepare to restart the academic year in September 2015.
2. In this scenario, we would develop radio programs that complement the instructional programming that the MOE is developing now. These programs will include messages on education and health for communities and schools, new roles for PTAs to support schools as a safe and healthy environment, and awareness of the importance for sending girls back to school after the extended closure. We would develop the education messages with the MOE and the health messages with the MOHW and MOE for consistency and for capacity development of our MOE counterparts.
3. The WASH supplies and information for the 48 schools/communities that were proposed in the project would be extended until the new infection rate declines to an agreed upon level.
4. In anticipation of schools’ re-opening in May, the uniforms and scholarship packages for students and teachers have already been procured and the application of logos on the bookbags is nearly complete. They will be packaged and delivered in May when enrollments are confirmed.
5. Girls’ clubs and tutorials will be reinstated through radio guidance prior to the start of the school year, if agreed with the MOE, so that they are immediately functional for the shortened semester. Practical trainings for psycho-social support also will be introduced through radio and followed by district level trainings.
6. AIR anticipates that the COP can effectively direct and report on this program option while working remotely until his safe return can be approved.
7. In this option, we propose to keep the following results but would likely adjust some of the targets, e.g., enrollments and completions, based on consultations with USAID and the MOE to establish reasonable expectations given the circumstances.
 - Number of learners enrolled in primary schools and /or equivalent non-school based setting with USG support
 - Percentage of girls and boys who complete their grade (change grade to semester)
 - Percentage of girls and boys who pass their grade (change grade to semester)
 - Average teacher attendance rate
 - FAWE’s organizational capacity in targeted areas strengthened (will suggest changing the metric)
 - Number of in-kind scholarship awards distributed in USG supported schools
 - *Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance
 - Number of teachers who receive gender responsive pedagogy training
 - Percentage of enrolled girl students in targeted grades attending school
 - Number of girls enrolled at an appropriate age in grade 1
 - Number of girls attending tutoring classes

- Number of girls participating in Girls' Club activities
- Percentage of girls and boys who pass their grade (change grade to semester)
- Number of PTAs or similar school governance structures supported
- Number of PTAs that prepare school improvement plans (to be confirmed in final PMP as some PTA's support two schools)
- Number of grant-supported PTA school improvement projects completed
- Number of schools that present school progress card results to their communities
- Number of participants at town hall meetings on girls' education
- Number of trainings for MOE on using data for decision making
- Number of teachers trained on National Policy on Girls' Education and role as gender-focal person for the school

Option 2: Engagement with the MOE's Emergency Plan and Operational Plan and Preparedness for schools re-opening in September 2015.

1. This option assumes that schools would not re-open this year but would re-start next September.
2. In this scenario, we would fully convert the GOAL Plus program of training and mobilization activities to delivery through radio, still as a complement to the instructional programming that the MOE is developing now. We would develop the education messages with the MOE and the health messages with the MOHW and MOE for consistency and for capacity development of our MOE counterparts.
3. The WASH supplies and information for the 48 schools/communities that were proposed in the project would be extended until the new infection rate declines to an agreed upon level.
4. In anticipation of schools' re-opening in September, the uniforms and scholarship packages for students and teachers have already been procured and the application of logos on the bookbags is nearly complete. They will be packaged and delivered in September-October when enrollments are confirmed.
5. Girls' clubs and tutorials will be reinstated through radio guidance for reading circles when it is appropriate for students to gather in small groups. Practical trainings for psycho-social support and life skills also will be introduced through radio and followed by district level trainings when group gatherings are approved.
6. AIR anticipates that the COP can effectively direct and report on this program option while working remotely until his safe return can be approved.
7. In this option, we propose to keep the following results but would likely adjust some of the targets, e.g., enrollments and completions, based on consultations with USAID and the MOE to establish reasonable expectations given the circumstances.
 - Number of learners enrolled in primary schools and /or equivalent non-school based setting with USG support

- FAWE's organizational capacity in targeted areas strengthened (will suggest changing the metric)
- Number of in-kind scholarship awards distributed in USG supported schools
- Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance
- Number of girls enrolled at an appropriate age in grade 1
- Number of girls attending tutoring classes
- Number of girls participating in Girls' Club activities
- Number of PTAs or similar school governance structures supported
- Number of PTAs that prepare school improvement plans (to be confirmed in final PMP as some PTA's support two schools)
- Number of participants at town hall meetings on girls' education
- Number of trainings for MOE on using data for decision making
- Number of teachers trained on National Policy on Girls' Education and role as gender-focal person for the school

Option 3: Suspension of the project until schools are scheduled to re-open

1. This option is the least desirable as it will break the relationship and continuity of support between GOAL Plus and the 60 schools and communities. While resources will be preserved for later deployment, the project will face multiple compromises, including:
 - The need to attract back the staff, who made this project a success and who have the relationships with schools and communities, to rejoin the project for one year; many of them will have joined other ongoing projects by then or will have suffered severe economic hardship;
 - Girls' enrollments will be expected to have regressed as the one year disruption to school and to the economy and society will likely reduce all enrollments and once again favor boys over girls.
2. The project would re-start the full program as currently designed, for a one year period. All results will be retained but many targets would require adjustments, based on consultations with USAID and the MOE to establish reasonable expectations given the circumstances.

Annex A2: Criteria for expatriate staff returning to post

There are a number of positive factors that need to be observed in order to commence a return to normal operations and the safe return of the expatriate COP to post. These criteria will be monitored by AIR's security and safety advisor and confirmed with independent sources and USAID. They include:

- Substantial reduction in cases of a set period 3 weeks (based on the 21 days incubation)
- No new cases in Monrovia in 3 weeks
- Ebola centers well below 100% capacity/ some closing
- Regular flights resume
- WHO/CDC ratings fall below level 2
- US Embassy dependents return
- More than one medical facility of acceptable quality opened for non-Ebola cases
- Independent medical groups announce improvement (MSF)
- MOE provides opening school timelines
- No stay home order by the President
- Banks and business open as normal

Annex B: Inventory List

AIR Assets

Asset ID	Equipment	Description	Asset Category	Acquisition Date	Model #	Serial #	Source of Equipment	Purchase Price	Location	Condition	Notes
GOAL-C001	PC	DELL LAPTOP	COMPUTER	1/20/2011	PP41L	40NC1K1/8746322401	CHINA	900 USD	MONROVIA	STOLEN	Gabriel Davis - Stolen
GOAL-C002	PC	DELL LAPTOP	COMPUTER	1/21/2011	PP41L	JSR52K1/43097503537	CHINA	900 USD	MONROVIA	GOOD	DAMAGED
GOAL-C004	PC	DELL LAPTOP	COMPUTER	1/21/2011	PP42L	FQYL0K1/34281943057	CHINA	900 USD	MONROVIA	GOOD	Mercy Teah
GOAL-C005	PC	DELL LAPTOP	COMPUTER	1/21/2011	PP41L	9KBF1K1/20819542177	CHINA	900 USD	MONROVIA	GOOD	Drivers
GOAL-C006	PC	DELL LAPTOP	COMPUTER	1/21/2011	PP41L	H8HJ2K1/37518472369	CHINA	900 USD	MONROVIA	GOOD	Godfrey Kruza
GOAL-C007	PC	DELL LAPTOP	COMPUTER	1/21/2011	PP42L	JKZL0K1/42627954961	CHINA	900 USD	MONROVIA	GOOD	Foday Varnie
GOAL-C008	PC	DELL LAPTOP	COMPUTER	1/21/2011	PP42L	53GLOK1/11093164561	CHINA	900 USD	MONROVIA	GOOD	DAMAGED
GOAL-C009	PC	DELL LAPTOP	COMPUTER	1/21/2011	PP41L	H8BF2K1/37508208049	CHINA	900 USD	MONROVIA	GOOD	DAMAGED
GOAL-C011	PC	DELL LAPTOP	COMPUTER	1/21/2011	air	FKN46L1/33899888773	CHINA	900 USD	MONROVIA	GOOD	Kpannah
GOAL-C051	PC	DELL LAPTOP	COMPUTER	1/21/2011	P10F	16544446597	CHINA	900 USD	MONROVIA	GOOD	Lorpu Mannah/Girls' Ed. DivisionMOE
GOAL-C077	PC	HP LAPTOP	COMPUTER	9/4/2012	8460p	CNU23306L6	CHINA	1388.08USD	MONROVIA	GOOD	Solomon Tido
GOAL-C078	PC	HP LAPTOP	COMPUTER	9/4/2012	8460p	CNU23306FB	CHINA	1388.08USD	MONROVIA	GOOD	Francis Kempeh
GOAL-C083	PC	HP LAPTOP	COMPUTER	10/11/2012	8470p	CNU238BRBB	CHINA	771.63	MONROVIA	GOOD	Myrline Keculah
GOAL-C085	PC	HP LAPTOP	COMPUTER	10/11/2012	8470p	CNU238BR09	CHINA	771.63	MONROVIA	GOOD	Lorpu Mannah/Girls' Ed. DivisionMOE
AIR32501	PC	HP LAPTOP	COMPUTER	11/11/2013	8470p	CNU344C7YX	CHINA	795.00	MONROVIA	GOOD	Kpannah Cooper Kelvin
AIR32504	PC	HP LAPTOP	COMPUTER	11/11/2013	8470p	CNU344C7G5	CHINA	795.00	MONROVIA	GOOD	Nana Wilson
AIR32505	PC	HP LAPTOP	COMPUTER	11/11/2013	8470p	CNU344C832	CHINA	795.00	MONROVIA	GOOD	Arthur Togba
AIR32506	PC	HP LAPTOP	COMPUTER	11/11/2013	8470p	CNU344C7FB	CHINA	795.00	MONROVIA	GOOD	Gabriel Davis
GOAL-C017	PRI	HP LASER JET (P2055)	PRINTER	1/21/2011	CE459A	CNCKB4253C	CHINA	715 USD	MONROVIA	GOOD	ALL DEPARTMENT USE
GOAL-C018	PRI	HP PRINTER(1006)	PRINTER	2/1/2011	SNPRH-0806(B)	CN012B611W	CHINA	210 USD	MONROVIA	GOOD	In Stock
GOAL-C019	PRI	HP PRINTER(F2423)	PRINTER	1/21/2011	CB411A	VNF3T59029	CHINA	210 USD	MONROVIA	GOOD	ADMIN/FIN
GOAL-C086	PRI	HP LASER JET (P2055)	PRINTER	1/16/2013	CE459A	CNC1BO1635	CHINA	575 USD	MONROVIA	GOOD	Lorpu Mannah/Girls' Ed.

											Division	MOE
GOAL-C020	COP	CANON COPIER	PHOTO COPY	1/21/2011	F190600	(21)EQU17645	CHINA	1600 USD	MONROVIA	GOOD	ALL DEPARTMENT USE	
GOAL-C021	CAM	FUJIFILM	CAMERA	N/A	FINEPIX J40	0UC91496	CHINA	104.89 USD	MONROVIA	DAMAGED	DAMAGED	
GOAL-C022	PRO	EPSON	PROJECTOR	N/A	H309A	M4KF040443L	CHINA	399.99 USD	MONROVIA	GOOD	In Stock	
GOAL-C023	INT	NETWORK SERVICE	V-SAT	7/2/2011	BVC-3WATTS	PRODELIN 1.2 METER		3,600 USD	MONROVIA	GOOD	In Use	
GOAL-C024	INT	NETWORK SERVICE	BOOK WORD	N/A	WD20000H2NC-00	WU2CN1170020	CHINA	209 USD	MONROVIA	GOOD	In Use	
GOAL-C025	INT	NETWORK SERVICE	USB MODEM	N/A	E153	682	CHINA	40 USD	MONROVIA	GOOD	In Use	
GOAL-C026	INT	NETWORK SERVICE	USB MODEM	N/A	E153	682	CHINA	40 USD	MONROVIA	GOOD	In Use	
GOAL-C027	INT	NETWORK SERVICE	USB MODEM	N/A	E153	682	CHINA	40 USD	MONROVIA	GOOD	In Use	
GOAL-C028	INT	NETWORK SERVICE	USB MODEM	N/A	E153	682	CHINA	40 USD	MONROVIA	GOOD	In Use	
GOAL-C089	INT	NETWORK SERVICE	USB MODEM	N/A	E1588	864389025651078	CHINA	40 USD	MONROVIA	GOOD	In Use	
GOAL-C090	INT	NETWORK SERVICE	USB MODEM	N/A	E1588	864389025651052	CHINA	40 USD	MONROVIA	GOOD	In Use	
GOAL-C091	INT	NETWORK SERVICE	USB MODEM	N/A	E1588	864389025651045	CHINA	40 USD	MONROVIA	GOOD	In Use	
GOAL-C092	INT	NETWORK SERVICE	USB MODEM	N/A	E1588	864389025651086	CHINA	40 USD	MONROVIA	GOOD	In Use	
GOAL-C093	INT	NETWORK SERVICE	USB MODEM	N/A	E1588	864389025651060	CHINA	40 USD	MONROVIA	GOOD	In Use	
GOAL-C029	INT	NETWORK SERVICE	SERVER	N/A	TL-WR1043ND	TP-Link	MALAYSIA	110 USD	MONROVIA	GOOD	In Use	
GOAL-C087	INT	NETWORK SERVICE	D-Link	7/16/2014	DWR-712	Q14U2E2000300	CHINA	129 USD	MONROVIA	GOOD	In Use	
GOAL-C030	INT	NETWORK SERVICE	SERVER	1/21/2011	I-Direct	48294	N/A	125 USD	MONROVIA	GOOD	In Use	
GOAL-C031	INT	NETWORK SERVICE	UPS	2/22/2011	500 WATT	5S005173608	N/A	625 USD	MONROVIA	GOOD	DAMAGED	
GOAL-C032	COM	NOKIA 1616	CELL PHONE	1/7/2011	16 16-2	354871/04/971538/2	INDIA	40 USD	MONROVIA	GOOD	Varney Nubalan	
GOAL-C033	COM	NOKIA 1616	CELL PHONE	1/7/2001	16 16-2	357378/04/349500/0	INDIA	40 USD	MONROVIA	GOOD	Mercy Teah	
GOAL-C034	COM	NOKIA 1616	CELL PHONE	1/7/2011	1662-2	352013/04/713104/7	INDIA	40 USD	MONROVIA	GOOD	Stock	
GOAL-C035	COM	NOKIA 1616	CELL PHONE	1/7/2011	16 16-2	357378/04/349603/2	INDIA	40 USD	MONROVIA	DAMAGED	Kormassa	
GOAL-C036	COM	NOKIA 1616	CELL PHONE	1/7/2011	16 16-2	354871/04/971088/8	INDIA	40 USD	MONROVIA	GOOD	Stock	

GOAL-C037	COM	NOKIA 1616	CELL PHONE	1/7/2011	16 16-2	354871/04/971739/6	INDIA	40 USD	MONROVIA	GOOD	Stock
GOAL-C038	COM	NOKIA 1616	CELL PHONE	1/7/2011	16 16-2	354871/04/971249/6	INDIA	40 USD	MONROVIA	LOST	Foday Varnie
GOAL-C039	COM	NOKIA 1616	CELL PHONE	1/8/2011	16 16-2	357903/04/045782/6	INDIA	40 USD	MONROVIA	GOOD	Kpannah
GOAL-C040	COM	NOKIA 1616	CELL PHONE	1/9/2011	1616-2	352709/04/056901/4	INDIA	50USD	MONROVIA	DAMAGED	Arthur Togba Scholarship
GOAL-C041	COM	NOKIA 1616	CELL PHONE	1/9/2011	16 16-2	356998/04/644503/2	INDIA	40 USD	MONROVIA	GOOD	In Stock
GOAL-C042	COM	FIXED WIRELESS	CELL PHONE	23/09/2011	ETS3023	R89KAB105901645	CHINA	60 USD	MONROVIA	GOOD	Kpannah
GOAL-C043	COM	FIXED WIRELESS	CELL PHONE	23/09/2011	ETS3023	R89KAB105900679	CHINA	60 USD	MONROVIA	GOOD	Security
GOAL-C044	CAM	VIVITAR	CAMERA	N/A	7022	N/A	INDIA		MONROVIA	STOLEN	Stolen
GOAL-C045	CAM	VIVITAR	CAMERA	N/A	7022	DB1000036822			MONROVIA	GOOD	Damaged - USA
GOAL-C046	SCAN	HP LASER JET (5590)	SCANNER	2/12/2011	FCLSD-0406	CN9CEVH05P	CANADA	450 USD	MONROVIA	GOOD	ADMIN/FIN OFFICE
GOAL-C047	BOARD	WHITE BOARD	BOARD	1/22/2011	N/A	N/A		40 USD	MONROVIA	GOOD	In Stock
GOAL-C048	BOARD	WHITE BOARD	BOARD	1/22/2011	N/A	N/A		40 USD	MONROVIA	GOOD	In Stock
GOAL-C049	BOARD	WHITE BOARD	BOARD	1/22/2011	N/A	N/A		40 USD	MONROVIA	GOOD	In Stock
GOAL-C050	STAND	WHITE BOARD STAND	STAND	1/22/2011	N/A	N/A		110 USD	MONROVIA	GOOD	In Stock
GOAL-C052	SCAN	HP LASERJET 7500	SCANNER	1/22/2012	SG 1B941009	L2725-64001	USA	1318.34 USD	MONROVIA	GOOD	In Stock
GOAL-C053	CAM	PANASONIC DMC-FP3	CAMERA	12/27/2011	WMOJB001 164	8887549362972	JAPAN	295 USD	MONROVIA	GOOD	In Stock
GOAL-C054	INT	NETWORK SERVICE	MODEM	7/9/2012	8.69604E+14	KMA4C11C2002453	CHINA	40 USD	MONROVIA	GOOD	MOE
GOAL-C055	INT	NETWORK SERVICE	USB MODEM	9/27/2012	PS-QA-009	N/A	CHINA	40 USD	MONROVIA	GOOD	In Stock
GOAL-C056	INT	NETWORK SERVICE	USB MODEM	9/27/2012	PS-QA-009	N/A	CHINA	40 USD	MONROVIA	GOOD	In Stock
GOAL-C057	INT	NETWORK SERVICE	USB MODEM	9/27/2012	PS-QA-009	N/A	CHINA	40 USD	MONROVIA	GOOD	In Stock
GOAL-C058	INT	NETWORK SERVICE	USB MODEM	9/27/2012	PS-QA-009	N/A	CHINA	40 USD	MONROVIA	GOOD	In Stock
GOAL-C059	INT	NETWORK SERVICE	USB MODEM	9/27/2012	PS-QA-009	N/A	CHINA	40 USD	MONROVIA	GOOD	In Stock
GOAL-C060	COM	RECORDER	VOICE		GDVR-901	N/A	CHINA		MONROVIA	GOOD	In Stock

			RECORDER								
GOAL-C061	COM	RECORDER	VOICE RECORDER		GDVR-901	N/A	CHINA		MONROVIA	GOOD	In Stock
GOAL-C063	COM	NOKIA 1616	CELL PHONE	1/7/2011	16 16-2	357378/04/350078/3	INDIA	40 USD	MONROVIA	GOOD	Myrline Keculah
GOAL-C064	COM	NOKIA 1616	CELL PHONE	1/7/2011	16 16-2	358622/04/056756/1	INDIA	40 USD	MONROVIA	GOOD	Francis Kempeh
GOAL-C065	COM	NOKIA 1616	CELL PHONE	1/7/2011	16 16-2	Lost	INDIA	40 USD	MONROVIA	LOST	Eric Lewis
GOAL-C066	COM	NOKIA 1616	CELL PHONE	1/7/2011	16 16-2	356998/04/636484/5	INDIA	40 USD	MONROVIA	GOOD	Solomon Tido
GOAL-C067	COM	NOKIA 1616	CELL PHONE	1/7/2011	16 16-2	Lost	INDIA	40 USD	MONROVIA	LOST	Nana Wilson
GOAL-C068	COM	NOKIA 1616	CELL PHONE	1/7/2011	16 16-2	DAMAGED	INDIA	40 USD	MONROVIA	DAMAGED	Gabriel Davis
GOAL-C069	COM	NOKIA 110	CELL PHONE	9/24/2012	110	353258/05/515256/2	CHINA	55 USD	MONROVIA	GOOD	Kpannah
GOAL-C070	COM	NOKIA 110	CELL PHONE	9/24/2012	110	353258/05/513666/4	CHINA	55 USD	MONROVIA	GOOD	Damaged - Returned
GOAL-C071	COM	NOKIA 110	CELL PHONE	9/24/2012	110	353258/05/515210/9	CHINA	55 USD	MONROVIA	GOOD	Damaged - Returned
GOAL-C072	COM	NOKIA 110	CELL PHONE	9/24/2012	110	353258/05/514506/1	CHINA	55 USD	MONROVIA	GOOD	Damaged - Returned
GOAL-C073	COM	NOKIA 110	CELL PHONE	9/24/2012	110	353258/05/515014/5	CHINA	55 USD	MONROVIA	GOOD	DC Office
GOAL-C074	COM	NOKIA 110	CELL PHONE	9/24/2012	110	353258/05/519024/0	CHINA	55 USD	MONROVIA	GOOD	Howard
GOAL-C075	COM	NOKIA 110	CELL PHONE	9/24/2012	110	353258/05/519080/2	CHINA	55 USD	MONROVIA	GOOD	Damaged - Kpannah Cooper
GOAL-C076	COM	NOKIA 110	CELL PHONE	9/24/2012	110	353258/05/518832/7	CHINA	55 USD	MONROVIA	GOOD	In Stock
GOAL-C079	INT	PORTABLE DEVICE-SEAGATE	STORAGE BACKUP	N/A	9SD2A6-500	2GHXS7S4	CHINA	N/A	MONROVIA	GOOD	In Stock
GOAL-C080	INT	PORTABLE DEVICE-SEAGATE	STORAGE BACKUP	N/A	9ZFAD1-500	NA0CW8DS	CHINA	N/A	MONROVIA	GOOD	In Stock
GOAL-C062	INT	NETWORK SERVICE	UPS 750 Watts	9/13/2012				350 USD	MONROVIA	GOOD	In use for Office server
GOAL-C081	COM	BELKIN IPHONE USB CHARGER	CHARGER	8/29/2012	PL-A03 TU	120501746	CHINA	22.55	MONROVIA	GOOD	Use in NG-1395
GOAL-C082	COM	BELKIN IPHONE USB CHARGER	CHARGER	8/29/2012	PL-A03 TU	120500961	CHINA	22.55	MONROVIA	GOOD	In Stock
GOAL-C088		SHREDDER	SHREDDER	N/A	PS-4400	N/A					

FLEET											
Asset ID	Equipment	Description	Asset Category	Acquisition Date	Model #	Serial #	Source of Equipment	Purchase Price	Location	Condition	Notes
GOAL-VE001	CAR	TOYOTA LAND CRUISER	AUTOMOBILE	1/25/2011	HZJ76L-RKMNSV	JTGEB73J1B9004847	JAPAN	42,625 USD	MONROVIA	GOOD	
GOAL-VE002	CAR	TOYOTA HILUX	AUTOMOBILE	1/25/2011	KUN25L-PRMDHV	MR0FR22G600573587	JAPAN	23,372 USD	MONROVIA	GOOD	
GOAL-VE012	CAR	TOYOTA HILUX	AUTOMOBILE		KUN25L-PRMDHV	MR0FR22G900698292	THAILAND	28,860 USD	MONROVIA	GOOD	

Furniture Assets

Asset ID	Asset Category	Description: Make/Model/Model No.	Serial #	Acquisition Date	Source of Equipment/ Vendor	Purchase Price	Location of item / Issued to	Condition	Notes
F001	Table	Office desk	N/A	22/01/11	N/A	115 USD	Fin/Admin Office	In Use	Kpannah
F002	Table	Office desk	N/A	22/01/11	N/A	115 USD	Fin/Admin Office	In Use	Foday
F003	Table	Office desk	N/A	22/01/11	N/A	115 USD	Fin/Admin Office	In Use	Solomon
F004	Table	Office desk	N/A	22/01/11	N/A	115 USD	Program Office	In Use	Mercy
F005	Table	Office desk	N/A	22/01/11	N/A	115 USD	Program Office	In Use	Francis
F006	Table	Office desk	N/A	22/01/11	N/A	115 USD	Program Office	In Use	Myrline
F007	Table	Office desk	N/A	22/01/11	N/A	115 USD	COP	In Use	Howard
F008	Table	Office desk	N/A	22/01/11	N/A	115 USD	Conference Room	In Use	Nana
F009	Table	Office desk	N/A	22/01/11	N/A	115 USD	Conference Room	In Use	Gabriel
F010	Table	Office desk	N/A	22/01/11	N/A	115 USD	Conference Room	In Use	Arthur
F011	Table	Office desk	N/A	22/01/11	N/A	119 USD	Conference Room	In Use	Photo Copier
F017	Table	Conference Table	N/A	22/01/11	N/A	375 USD	Conference Room	In Use	office
F018	Chair	Executive Chair	N/A	22/01/11	N/A	75 USD	Fin/Admin Office	Damaged	Damaged
F019	Chair	Executive Chair	N/A	22/01/11	N/A	75 USD	Fin/Admin Office	Damaged	Damaged
F020	Chair	Executive Chair	N/A	22/01/11	N/A	75 USD	Fin/Admin Office	Damaged	Damaged
F021	Chair	Executive Chair	N/A	22/01/11	N/A	75 USD	Program Office	In Use	Mercy
F022	Chair	Executive Chair	N/A	22/01/11	N/A	75 USD	Program Office	In Use	Francis
F023	Chair	Executive Chair	N/A	22/01/11	N/A	75 USD	Program Office	In Use	Myrline
F024	Chair	Executive Chair	N/A	22/01/11	N/A	75 USD	COP	Damaged	Damaged
F025	Chair	Executive Chair	N/A	22/01/11	N/A	75 USD	Conference Room	In Use	Nana
F026	Chair	Executive Chair	N/A	22/01/11	N/A	75 USD	Conference Room	In Use	Gabriel
F027	Chair	Executive Chair	N/A	22/01/11	N/A	75 USD	Conference Room	In Use	Arthur

F029	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	Fin/Admin Office	In Use	Kpannah
F030	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	Program Office	In Use	
F031	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	Program Office	In Use	
F032	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	Fin/Admin Office	In Use	Solomon
F033	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	COP's office	In Use	Howard
F034	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	Fin/Admin Office	In Use	Foday
F035	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	Conference Room	In Use	
F036	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	Conference Room	In Use	
F037	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	Conference Room	In Use	
F038	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	Conference Room	In Use	
F039	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	Conference Room	In Use	
F040	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	Conference Room	In Use	
F041	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	COP	In Use	
F042	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	Kitchen	In Use	
F043	Chair	Office Chair	N/A	22/01/11	N/A	30 USD	Kitchen	In Use	
F047	Cabinet	Drawer Filing Cabinet	N/A	22/01/11	N/A	145 USD	Fin/Admin Office	In Use	
F048	Cabinet	Drawer Filing Cabinet	N/A	22/01/11	N/A	145 USD	Fin/Admin Office	In Use	
F049	Cabinet	Drawer Filing Cabinet	N/A	22/01/11	N/A	145 USD	Program Office	In Use	
F050	Cabinet	Book Shelf SET	N/A	22/01/11	N/A	165 USD	COP	In Use	
F051	Cabinet	Drawer Filing Cabinet	N/A	22/01/11	N/A	145 USD	Program Office	In Use	
F052	Cabinet	Filing Cabinet	N/A	22/01/11	N/A	145 USD	COP	In Use	
F053	Shelf	Filing Shelf	N/A	22/01/11	N/A	\$192.52	Fin/Admin Office	In Use	
F054	Shelf	Filing Shelf	N/A	22/01/11	N/A	\$325.00	Program Office	In Use	
F055	Chair	White Plastic Chairs	N/A	1/10/2012	N/A	10 USD	Conference Room		
F056	Chair	White Plastic Chairs	N/A	1/10/2012	N/A	10 USD	Conference Room		
F057	Chair	White Plastic Chairs	N/A	1/10/2012	N/A	10 USD	Conference Room		
F058	Chair	White Plastic Chairs	N/A	1/10/2012	N/A	10 USD	Conference Room		
F059	Chair	White Plastic Chairs	N/A	1/10/2012	N/A	10 USD	Conference Room		
F060	Chair	White Plastic Chairs	N/A	1/10/2012	N/A	10 USD	Conference Room		
F061	Chair	White Plastic Chairs	N/A	1/10/2012	N/A	10 USD	Conference Room		
F062	Chair	White Plastic Chairs	N/A	1/10/2012	N/A	10 USD	Conference Room		
F063	Chair	White Plastic Chairs	N/A	1/10/2012	N/A	10 USD	Conference Room		
F064	Chair	White Plastic Chairs	N/A	1/10/2012	N/A	10 USD	Conference Room		
F065	Chair	White Plastic Chairs	N/A	1/10/2012	N/A	10 USD	Conference Room		

FAWE Assets

Asset ID	Equipment	Description	Asset Category	Acquisition Date	Model #	Serial #	Source of Equipment	Purchase Price	Location	Condition	Notes
GOAL-C010	PC	DELL LAPTOP	COMPUTER	21/01/2011	PP42L	S3GL0K1/11093164561	CHINA	900 USD	MONROVIA	GOOD	FAWE/Marinda B. Kroma
GOAL-C013	PC	DELL LAPTOP	COMPUTER	5/5/2011		CNAK138P-70166-9AT-0357	CHINA	800 USD	GRAND BASSA	STOLEN	FAWE/ Gregory
GOAL-C014	PC	DELL LAPTOP	COMPUTER	5/5/2011		CNAK138P-70166-9BM-08RZ	CHINA	800 USD	BONG	GOOD	FAWE/ Marsin/
GOAL-C015	PC	DELL LAPTOP	COMPUTER	5/5/2011		CNAK138P-70166-9B2-005I	CHINA	800 USD	LOFA	GOOD	FAWE/ Jeremiah
GOAL-C016	PC	DELL LAPTOP	COMPUTER	8/7/2011	PP42L	J9HS6P1/41932928485	CHINA	795 UD	MONROVIA	GOOD	FAWE/ BEE
GOAL-C003	PC	DELL LAPTOP	COMPUTER	1/21/2011	PP41L	5JN49L1/12071599237	CHINA	900 USD	MONROVIA	GOOD	FAWE
GOAL-C012	PC	DELL LAPTOP	COMPUTER	1/21/2011	PP41L	7T5B1K1/16999908769	CHINA	900 USD	MONROVIA	GOOD	FAWE
AIR32502	PC	HP LAPTOP	COMPUTER	11/11/2013	8470p	CNU344C7YT	CHINA	795.00	MONROVIA	GOOD	FAWE
AIR32503	PC	HP LAPTOP	COMPUTER	11/11/2013	8470p	CNU344C7FF	CHINA	795.00	MONROVIA	GOOD	FAWE
GOAL-C046	SCAN	HP LASER JET (5590)	SCAN	4/8/2011	FCLSD-0406	CN02UVH08B	CANADA	525 USD	MONROVIA	GOOD	FAWE/Finance
FL-GOAL-EQ-01	PRI	HP DESKJET PRINTER, 1050	PRINTER			CN 35A 3DHH8		90 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-02	PRI	HP DESKJET PRINTER, 1050	PRINTER			CN 35A 3DHGW		90 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-03	PRI	HP DESKJET PRINTER, 1050	PRINTER			CN 35A3DHHZ		90 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-04	PRI	HP DESKJET PRINTER, 1050	PRINTER			CN36339JT3			MONROVIA	GOOD	FAWE/Finance Office
FL-GOAL-EQ-05	PRI	LAZERJET P1102W	PRINTER			VNF6118610			MONROVIA	GOOD	FAWE/Finance Office
FL-GOAL-EQ-06	PRI	LAZERJET P1102W	PRINTER						MONROVIA	GOOD	FAWE/Marinda B. Kromah
FL-GOAL-EQ-07	CAM	DIGITAL STILL CAMERA 3.6V	CAMERA	4/23/2014	DSC-W710	DSC-W710-4196188		175 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-08	CAM	DIGITAL STILL CAMERA 3.6V	CAMERA	4/23/2014	DSC-W710	DSC-W710-4196187		175 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-09	CAM	DIGITAL STILL CAMERA 3.6V	CAMERA	4/23/2014	DSC-W710	DSC-W710-5575277		175 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-10	CAM	DIGITAL STILL CAMERA 3.6V	CAMERA	4/23/2014	DSC-W710	DSC-W710-4265014		175 USD	MONROVIA	GOOD	FAWE Store Room

FL-GOAL-EQ-11	CAM	DIGITAL STILL CAMERA 3.6V	CAMERA	4/23/2014	DSC-W710	DSC-W7106190641		175 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-12	CAM	DIGITAL STILL CAMERA 3.6V	CAMERA	4/23/2014	DSC-W710	DSC-W710-6191174		175 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-13	CAM	DIGITAL STILL CAMERA 3.6V	CAMERA	4/23/2014	DSC-W710	DSC-W710-6222474		175 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-14	CAM	CANON VIDEO CAMERA	CAMERA						MONROVIA	GOOD	FAWE/Marinda B. Kromah
FL-GOAL-EQ-15	CAM	CANON VIDEO CAMERA							MONROVIA	GOOD	FAWE/Marinda B. Kromah
FL-GOAL-EQ-16	COM	NOKIA 110	CELL PHONE		110	922100/2		50 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-17	COM	NOKIA 110	CELL PHONE		110	921974/1		50 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-18	COM	NOKIA 110	CELL PHONE		110	922038/4		50 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-19	COM	NOKIA 110	CELL PHONE		110	920326/5		50 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-20	COM	NOKIA 110	CELL PHONE		110	921548/3		50 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-21	COM	NOKIA 110	CELL PHONE		110	920964/3		50 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-22	COM	NOKIA 110	CELL PHONE		110	920636/7		50 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-29	GEN	TIGER GENERATOR 2.5 KVA	GENERATOR		2.5KVA			250 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-30	GEN	TIGER GENERATOR 2.5 KVA	GENERATOR		2.5KVA			250 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-31	GEN	TIGER GENERATOR 2.5 KVA	GENERATOR		2.5KVA			250 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-32	REG	VOTAGE RGULATOR	REGULATOR		1000W			40 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-33	REG	VOTAGE RGULATOR	REGULATOR		1000W			40 USD	MONROVIA	GOOD	FAWE Store Room
FL-GOAL-EQ-34	REG	VOTAGE RGULATOR	REGULATOR		1000W			40 USD	MONROVIA	GOOD	FAWE Store Room
GOAL-C050	USB	NETWORK SERVICE	USB MODEM	N/A	MF100	6934933003088	CHINA	40 USD	LOFA	FAIR	Jeremiah Kity
GOAL-VE003	BIKE	HONDA XR125	MOTORCYCLE	25/01/2011	XR125	LTMJD19A0A5103356	CHINA	3,165 USD	LOFA	Damaged	Jeremiah Kity
GOAL-VE004	BIKE	HONDA XR125	MOTORCYCLE	25/01/2011	XR125	LTMJD19A0A5104069	CHINA	3,165 USD	BONG	GOOD	Marsin Blasin
GOAL-VE005	BIKE	HONDA XR125	MOTORCYCLE	25/01/2011	XR125	LTMJD19A0A5104122	CHINA	3,165 USD	GRAND BASSA	FAIR	Gregory Pah
GOAL-VE006	BIKE	SAFETY	MOTORCYCLE	11/7/2011	N/A	N/A	CHINA	65 USD	GRAND	Lost	Gregory Pah

		HELMET							BASSA		
GOAL-VE007	BIKE	SAFETY HELMET	MOTORCYCLE	11/7/2011	N/A	N/A	CHINA	65 USD	LOFA	Damaged	Jeremiah Kity
GOAL-VE008	BIKE	SAFETY HELMET	MOTORCYCLE	11/7/2011	N/A	N/A	CHINA	65 USD	BONG	GOOD	Marsin Blasin
GOAL-VE009	LOCK	SAFETY LOCK	MOTORCYCLE	20/05/2011	TBD	TBD	THAILAND	33.3 USD	LOFA	Damaged	Jeremiah Kity
GOAL-VE010	LOCK	SAFETY LOCK	MOTORCYCLE	20/05/2011	TBD	TBD	THAILAND	33.3 USD	BONG	Damaged	Marsin Blasin
GOAL-VE011	LOCK	SAFETY LOCK	MOTORCYCLE	20/05/2011	TBD	TBD	THAILAND	33.3 USD	GRAND BASSA	Damaged	Gregory Pah
GOAL-C084	PC	HP LAPTOP	COMPUTER	10/11/2012	8470p	CNU238BR7P	CHINA	771.63	MONROVIA	GOOD	FAWE/Ramona Baysah
GOAL-VE013	BIKE	HONDAXL125LK	MOTORCYCLE	11/26/2013	XL125LK	LTMJD2197C5203707	CHINA	2410.83	MONROVIA	GOOD	FAWE
GOAL-VE014	BIKE	HONDAXL125LK	MOTORCYCLE	11/26/2013	XL125LK	LTMJD2193C5203946	CHINA	2410.83	MONROVIA	GOOD	FAWE
GOAL-VE015	BIKE	HONDAXL125LK	MOTORCYCLE	11/26/2013	XL125LK	LTMJD2192C5203985	CHINA	2410.83	MONROVIA	GOOD	FAWE
GOAL-VE016	BIKE	HONDAXL125LK	MOTORCYCLE	11/26/2013	XL125LK	LTMJD2198C5203568	CHINA	2410.83	MONROVIA	GOOD	FAWE
GOAL-VE017	BIKE	HONDAXL125LK	MOTORCYCLE	11/26/2013	XL125LK	LTMJD2192C5203890	CHINA	2410.83	MONROVIA	GOOD	FAWE
GOAL-VE018	BIKE	HONDAXL125LK	MOTORCYCLE	11/26/2013	XL125LK	LTMJD2196C5203598	CHINA	2410.83	MONROVIA	GOOD	FAWE
GOAL-VE019	BIKE	SAFETY HELMET	MOTORCYCLE	11/26/2013	FF368	051359/P-22.089.374	CHINA	80	MONROVIA	GOOD	FAWE
GOAL-VE020	BIKE	SAFETY HELMET	MOTORCYCLE	11/26/2013	FF368	051359/P-22.090.484	CHINA	80	MONROVIA	GOOD	FAWE
GOAL-VE021	BIKE	SAFETY HELMET	MOTORCYCLE	11/26/2013	FF368	051359/P-22.091.846	CHINA	80	MONROVIA	GOOD	FAWE
GOAL-VE022	BIKE	SAFETY HELMET	MOTORCYCLE	11/26/2013	FF368	051359/P-22.091.632	CHINA	80	MONROVIA	GOOD	FAWE
GOAL-VE023	BIKE	SAFETY HELMET	MOTORCYCLE	11/26/2013	FF368	051359/P-22.091.640	CHINA	80	MONROVIA	GOOD	FAWE
GOAL-VE024	BIKE	SAFETY HELMET	MOTORCYCLE	11/26/2013	FF368	051359/P-22.089.391	CHINA	80	MONROVIA	GOOD	FAWE

FAWE Furniture Assets

Asset ID	Asset Category	Description: Make/Model/Model No.	Serial #	Acquisition Date	Source of Equipment/ Vendor	Purchase Price	Location of item / Issued to	Condition	Notes
F013	Table	OFFICE DESK	N/A	21/09/11	N/A	175 USD	Project Coordinator	In Use	FAWE
F014	Table	OFFICE DESK	N/A	21/09/11	N/A	125 USD	Bassa	In Use	FAWE/Gregory
F015	Table	OFFICE DESK	N/A	21/09/11	N/A	125 USD	Bong	In Use	FAWE/Marsin
F016	Table	OFFICE DESK	N/A	21/09/11	N/A	125 USD	Lofa	In Use	FAWE/Jeremiah
F028	Chair	EXECUTIVE CHAIR	N/A	21/09/11	N/A	60 USD	Project Coordinator	In Use	FAWE/Marinda
F044	Chair	EXECUTIVE CHAIR	N/A	21/09/11	N/A	35 USD	Bassa	In Use	FAWE/Gregory
F045	Chair	EXECUTIVE CHAIR	N/A	21/09/11	N/A	35 USD	Bong	In Use	FAWE/Marsin
F046	Chair	EXECUTIVE CHAIR	N/A	21/09/11	N/A	35 USD	Lofa	In Use	FAWE/Jeremiah
FL-GOAL-FF-16	Chair	EXECUTIVE CHAIR					Monrovia	Good	FAWE/Mr. Bee
FL-GOAL-FF-17	Chair	EXECUTIVE CHAIR					Monrovia	Good	FAWE/Marinda
FL-GOAL-FF-01	Chair	OFFICE CHAIR					Monrovia	Good	FAWE Store Room
FL-GOAL-FF-02	Chair	OFFICE CHAIR					Monrovia	Good	FAWE Store Room
FL-GOAL-FF-03	Chair	OFFICE CHAIR					Monrovia	Good	FAWE Store Room
FL-GOAL-FF-04	Chair	OFFICE CHAIR					Monrovia	Good	FAWE Store Room
FL-GOAL-FF-05	Chair	OFFICE CHAIR					Monrovia	Good	FAWE Store Room
FL-GOAL-FF-07	Desk	OFFICE DESK (TABLES)					Monrovia	Good	FAWE Store Room
FL-GOAL-FF-08	Desk	OFFICE DESK (TABLES)					Monrovia	Good	FAWE Store Room
FL-GOAL-FF-09	Desk	OFFICE DESK (TABLES)					Monrovia	Good	FAWE Store Room
FL-GOAL-FF-10	Desk	OFFICE DESK (TABLES)					Monrovia	Good	FAWE Store Room
FL-GOAL-FF-11	Desk	OFFICE DESK (TABLES)					Monrovia	Good	FAWE Store Room
FL-GOAL-FF-12	Fan	20" STAND FANS					Monrovia	Good	FAWE Store Room
FL-GOAL-FF-13	Fan	20" STAND FANS					Monrovia	Good	FAWE Store Room
FL-GOAL-FF-14	Fan	20" STAND FANS					Monrovia	Good	FAWE Store Room

Note: Some equipment intended for field staff is currently located in FAWE's storage because the county offices are closed due to the Ebola outbreak.

U.S. Agency for International Development

1300 Pennsylvania Avenue, NW

Washington, DC 20523

Tel: (202) 712-0000

Fax: (202) 216-3524

www.usaid.gov