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

## Quarterly Report

Year 2, Q2 - 1 January – 31 March, 2015



April 20, 2015

A partnership with the:

American Institutes for Research and Forum for African Women Educationalists

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

## **Quarterly Report**

**Year 2, Q2 - 1 January – 31 March 2015**

Prepared by:

American Institutes for Research

April 20, 2015

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.

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## 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
EVD	Ebola Virus Disease
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
INEE	Inter-Agency Network for Education in Emergencies
KG	Pre-Primary Teachers – ABC through Kindergarten
L-MEP	Liberia Monitoring and Evaluation Program
LNP	Liberia National Police
LTP	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 enrollment<sup>1</sup>; (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 have been planned to provide evidence concerning the performance of key interventions and issues that influence girls' success in education to inform the policy dialogue and programming related to girls' education.

The second quarter of the second year of the GOAL Plus project, January-March 2015, was a more optimistic period than the previous quarter which had been defined primarily by the Ebola Virus Disease outbreak. At the start of the quarter, GOAL Plus resumed full operations preparing for schools to re-open. Though with a slow start, schools officially opened in February 2015. Some fear of further spreading the disease remains and some communities are hesitant to re-open their schools; parents are hesitant to send their children.

Project staff began to return to the field and the expatriate COP returned to Liberia to hand over his role to a new COP who will remain until the end of the project. This quarter, project staff focused on the distribution of the girls assistance packages and participated in MOE technical working groups to develop and implement the MOE's Emergency Response Plan, including GOAL Plus' role within the plan. Staff also returned to the communities to provide guidance and support for their completion of the grant-supported school improvement activities and to hold experience sharing and grant closeout meetings.

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<sup>1</sup> To address the high proportion of overage students in the primary school grades

## II. Description of Activities during the Quarter (January – March 2015)

### 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.

This quarter, GOAL Plus continued operations under Option 1 of the Contingency Plan, which focused on engagement with the MOE's Emergency Plan and Operational Plan and preparedness for schools re-opening in the earlier part of 2015. The project contributed to development of MOE Ebola response programs, procurement and delivery of WASH supplies and Ebola awareness information for the project-supported schools/communities, procurement and packaging of the scholarship materials, and instituting academic support activities while schools remained closed.

COP Dr. Howard Williams continued working remotely in January 2015 and traveled to Liberia in February, when he transitioned his role to Dr. Leesa Kaplan-Nunes, who was approved by USAID on January 20 and arrived in Liberia in mid-February. Dr. Kaplan-Nunes will take over as COP for the remainder of the project.

In his new role as AIR Deputy Program Director for the International Development, Evaluation and Research (IDER) program, Dr. Williams participated in the annual Comparative and International Education Society (CIES) conference and presented a session on the "Education Response to the Ebola Health Crisis in Liberia," at no cost to USAID. The GOAL Plus Project Manager also attended the conference and presented the "Research Findings from GOAL." Panelists discussed the components of the GOAL research. Presenters discussed the project design, implementation and outcomes; the impact of the program; cost-effectiveness analysis; and a GIS-based model that can be used to help to develop plans for expanding the interventions in Liberia. Julia Richards, former Education Team Lead for USAID/Liberia served as the moderator and discussant.

During this period, AIR also updated and submitted a revised Year 2 Quarter 1 Report, incorporating changes that responded to USAID queries and comments. Regular weekly project updates were also submitted to USAID. AIR also delivered a revised Annual Work Plan to USAID.

Dr. Leesa Kaplan-Nunes, incoming COP, attended the AIR COP Summit in Washington, DC from March 30 to April 1, 2015 at no cost to USAID.

### GOAL Plus Activities in support of the MOE's Emergency Ebola Response Plan

In this sixth quarter of implementation, Quarter 2 of Year 2, GOAL Plus collaborated with the MOE and USAID on the Emergency Ebola Response Plan while continuing work within its Results Framework. Activities in support of the Emergency Plan are reviewed below, followed by progress on GOAL Plus activities planned for this quarter.

For at least six months, Liberia was plagued with the Ebola Virus Disease, which affected all sectors socially, economically and environmentally. When the country starting experiencing a reduction in the number of cases, the Education Cluster was established and education actors quickly began planning for the re-opening of schools. Education actors worked quickly to develop series of action plans for the short, medium and long term that would guide the safe re-opening of schools.

Coordinated implementation strategies for execution of the action plans for safe re-opening of schools began with 1) the implementation of the Last Mile Distribution of school Ebola safety kits, 2) training School Ebola Safety Committees in School Safety Protocol, 3) social mobilization on how to prevent the spread of Ebola, 4) the promotion of safe practices in schools and communities, 5) Water, Sanitation and Hygiene (WASH) activities in schools, and 6) the implementation of the School Safety Protocol by School Ebola Safety Committee.

GOAL Plus assumed the leadership role for the safe re-opening of schools in Grand Bassa County. As County Lead, GOAL Plus was responsible for coordinating the safe re-opening of schools in Bassa. GOAL Plus facilitated meetings in Grand Bassa that brought together all the actors involved for the safe re-opening of schools. The meetings focused on “who is doing what and where,” a general overview of the safe re-opening of schools, and verification of the total number of schools in Bassa. As County Lead, GOAL Plus provided regular updates to the Education Cluster in Monrovia, compiled the final list of all the schools in Grand Bassa and coordinated the distribution of Last Mile Distribution, Training in Safety Protocol, Social Mobilization and WASH activities in the county. The team also followed up with education actors and addressed issues of concern, conflict or misunderstanding that arose between stakeholders and school communities.

The GOAL Plus M&E Officer and the Gender and Education Specialist served as lead data collectors and supervisors on two research teams in Bong County for the National Joint Education Needs Assessment carried out by the Liberia Education Cluster-Ebola Assessment. This assessment was completed in 37 public and private schools across four districts in Bong County, using the following data collection tools: 1) Key Informant Interviews for School Administrators, 2) Focus Group Discussions for Learners, and 3) Focus Group Discussions for Parents. At the national level, the assessment covered 351 schools in nine counties that represent different levels of Ebola prevalence. The assessment was intended to determine the impact of Ebola on Education in Liberia for the reopening of schools at the national, county, and district levels and to inform the upcoming Education Sector review.

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

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

**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**

#### **Girls Assistance Package, School Supplies & Teachers' Kits Distribution**

Following a delay of eight months on account of the Ebola outbreak, the 2014-2015 academic school year began in February 2015 and on March 17, GOAL Plus initiated its distribution of scholarship items, school supplies and teachers' kits to students of grades 1-6, attending the 60 public and community schools in Bong, Grand Bassa, and Lofa counties. This exercise lasted for two and a half weeks. See Annex A for the Distribution Schedule for each county.

The distribution exercise was conducted by GOAL Plus staff in close collaboration with representatives from the Ministry of Education Girls' Unit, the local Ministry of Education offices, and the PTA leadership of each school. The combined effort was instituted to ensure transparency in the distribution.

To prepare for the distribution, GOAL Plus ensured that warehouses in each county were refurbished and secure. Nineteen daily contractor workers were hired to pack the materials in the students' bags and teachers' kits and to assist with loading onto trucks and shipping to each county. Materials were stored in warehouses in each county until the designated distribution date for each school. Detailed schedules were planned in advance, organizing efforts with the local schools and communities and coordinating the dates with the re-opening of schools.

The scholarship package for girls is a key component for supporting girls' enrollments each year and a contributing factor to their continued enrollment. During this reporting period, project staff distributed 6434 student book bags to girls in 60 schools in the three counties of project implementation – Bong, Grand Bassa and Lofa. They also distributed 590 teachers' supplies including pens, planning books, calculators, lamps, batteries, girls education policy document, and teachers bags. School supplies, as listed below, were given to each of the 60 schools.

Items handed out to the students during this semester included: a set of uniforms, four copybooks, two pens, two pencils, one jar of hair cream, one bottle of body lotion, one tube of toothpaste and a toothbrush, bath and laundry soaps and one book-bag. This year, boys who enrolled in grade one at an appropriate age of six or seven also received the supplies. See chart below for details.

During the scholarship distribution this term, the GOAL Plus team ensured that the schools and all distribution participants followed the Ebola disease preventive protocols – washing hands with chlorinated water and/or hand sanitizer and conducting temperature checks. Additionally

one class was served at a time during this distribution to contribute to the coordination of the efforts.

During the distribution, GOAL Plus began the process to collect data in order to later make the cash payment portion of the Girls Assistance Package.

Included in the scholarship package was an inspirational letter to each girl from Mrs. Kabeh Sulunteh, the wife of the Liberian Ambassador to the United States. The letter welcomed the girls back to school and stressed the importance of gaining an education (see Annex D).

**Table 1: Semester I 2015 Girls Assistance Package (GAP) - School Supplies & Teachers Kits' Distribution**

County	Girls (Grades 1-6)	Appropriate Age Boys (Grade 1)	Grand Total (Girls + Boys)	Teachers		
				Females	Males	Total
Grand Bassa	2426	13	<b>2439</b>	67	153	<b>220</b>
Bong	1567	26	<b>1593</b>	29	170	<b>199</b>
Lofa	2515	95	<b>2610</b>	25	146	<b>171</b>
<b>Total</b>	<b>6434</b>	<b>134</b>	<b>6642</b>	<b>121</b>	<b>469</b>	<b>590</b>

**Table 2: Teachers' Supplies for Semester I, March 2015**

County	Items Description – Teachers' Supplies					
	Plan book (pcs)	Pens (red+ blue)	Blackboard Paint (pcs)	Teachers' Bag (pcs)	Batteries (pcks)	Lamps(pcs)
Grand Bassa	440	1760	108	220	220	220
Bong	398	1592	144	199	199	199
Lofa	342	1368	108	171	171	171
<b>Total</b>	<b>1180</b>	<b>4720</b>	<b>360</b>	<b>590</b>	<b>590</b>	<b>590</b>

**Table 3: School Supplies at 60 USAID/Liberia GOAL Plus supported schools, March 2015**

County	Items Description- School Supplies						
	Box Files	Chalk (boxes )	A-4 paper (reams)	Staplers	Clock + Batteries	Dusters (pcs)	Perforator (pcs)
Grand Bassa	144	144	19	19	18	144	19
Bong	150	150	25	25	25	150	25
Lofa	144	144	18	19	18	144	19
<b>Total</b>	<b>438</b>	<b>438</b>	<b>62</b>	<b>63</b>	<b>61</b>	<b>438</b>	<b>63</b>

#### Follow-up on mini-libraries (IBB donated books)

Following the outbreak of the Ebola crisis in Liberia, schools were closed, preventing access to the mini-libraries at the 60 schools provided by GOAL Plus. With the recent GOAL Plus distribution of scholarship items, project staff was able to follow up on the mini-libraries and encourage their use. GOAL Plus staff shared tips with principals and school librarians on how to improve the access of the library books to the students. Project staff also learned that there was a

break-in during the school closure at Kollieta Public School, one of the GOAL Plus supported schools in Bong County, and some books were stolen.

## **IR 2: Improved Learning Environment for Girls in Selected Communities of Bong, Lofa, and Grand Bassa Counties**

### Community Mobilization and PTA Grants Management

#### **Community engagement for the re-opening of schools**

This quarter, GOAL Plus held Town Hall meetings with PTA leaders, school administrators, students and community members and leaders on 1) the safe re-opening of schools, 2) the establishment of School Ebola Safety Committees, and 3) the Protocol Training of School Ebola Safety Committees. The Ebola Virus Disease introduced new administrative procedures in schools refocusing the GOAL Plus community engagement this quarter not only on parents sending their children to school or creating awareness about parents' involvement in school improvement, but also on parents, community members, and students being involved in observing the new school safety protocols. Our messages needed to prepare community members to accept these changes and to sustain them over time.

In the beginning of the year, many parents were not interested in sending their children to school because of the shock and trauma associated with Ebola. During the GOAL Plus community visits, parents raised many objections to sending their children to school. Staff found that there were a number of misconceptions about the disease. People had different perspectives about the emergence and transmission of the disease, and some believed Ebola was a fabricated disease.

GOAL Plus staff addressed these concerns by encouraging parents to have confidence in the observance of the "School Safety Protocols," created to reduce the transmission rate of the disease among students, school staff and community members. During the Town Hall meetings, GOAL Plus staff led discussions to dispel the misconceptions and create awareness about adopting behaviors that will keep parents and their children from getting Ebola. In some communities, it took a long time for parents and community members to build trust in the system.

Mobilization teams worked to create awareness in communities conducting cleaning-up exercises on the school grounds, readying the schools to open. During the Ebola outbreak, people could not congregate or perform any kind of activity or event on school grounds, leaving them in poor condition to start the school year. Bushes were overgrown; doors, windows and roofs were in disrepair. As a result, the GOAL Plus team decided to tie the community re-engagement meetings to schools completing round one of the school improvement grants (see below).

School administrators and the PTA and community leaders were targeted for the community engagement meetings since these institutions will sustain the practices for the safe re-opening of schools. The GOAL Plus team was well received in every school community visited and saw commitment and willingness from community stakeholders to maintain safe practices in schools.

During this quarter, town hall and community engagement meetings were held in the three program counties with a total attendance of 1,669, as detailed below.

**Table 4: Town hall meeting attendance for community re-engagement**

County	Male	Female	Total
Grand Bassa	152	196	348
Bong	403	318	721
Lofa	313	287	600
<b>Total Attendance</b>	868	801	<b>1669</b>

### Setting-up School Ebola Safety Committee

Addressing the safe re-opening of schools requires setting up the requisite structures that will ensure its sustainability. According to the School Safety Protocol, School Ebola Committees should be set up in every school to ensure the implementation of the School Safety Protocols. Once the School Ebola Safety Committees are set up, they will receive training on the safe re-opening of schools and their roles and responsibilities. School Ebola Safety Committees are comprised of community volunteers and their main roles and responsibilities will be to provide leadership and sustain the implementation of the School Safety Protocols.

GOAL Plus field officers set up School Ebola Safety Committees in all 60 GOAL Plus project schools. Each school Ebola Safety Committee is comprised of three to five people. The field officers worked with community members to recruit the volunteers.

**Table 5: Summary table of the listing of participants during Town Hall Meeting for the establishment of School Ebola Safety Committee**

County	Male	Female	Total
Grand Bassa	160	151	311
Bong	209	96	305
Lofa	269	159	438
<b>Total Attendance</b>	638	406	<b>1054</b>

### Protocol training for the safe re-opening of schools

After setting up the School Ebola Safety Committees, GOAL Plus supported the Ministry of Education in the rollout of the School Safety Protocols to address Ebola in Liberia. GOAL Plus facilitated the training of School Ebola Safety Committees, participated in the Last Mile Distribution of school Ebola Safety Kits, carried out social mobilization around safe school practices, and water, sanitation and hygiene practices in schools. GOAL Plus also served as county lead for the rollout of the safe re-opening of schools in Grand Bassa.

Before the protocol training in schools was rolled out, a Training of Trainers was facilitated by MOE for education partners, district education officers and district health officers. GOAL Plus staff participated in the TOT training and gained a deeper understanding of the protocol implementation and the way training should be cascaded.

At the school level, District Education Officers and District Health Officers served as lead facilitators for the training while GOAL Plus staff served as co-facilitators. Principals, PTA chairs and representatives from the communities were trained using a cluster approach, comprised of 15 schools per cluster with three representatives per school. During the protocol training, some representatives from GOAL Plus schools were trained by other NGOs and GOAL Plus also trained those from other schools, specifically in Bassa.

In Lofa County, Plan Liberia conducted the training in six GOAL Plus schools leaving GOAL Plus to train in the remaining with 12. In Bong County, Save the Children conducted the training in 11 GOAL Plus schools, leaving GOAL Plus with 13 schools to train. In Grand Bassa, Concern Worldwide and Medical Assistance Program (MAP) held the training in 12 GOAL Plus schools leaving GOAL Plus with five schools to train. GOAL Plus also added 10 non program schools to its training in Bassa to complete the number in the cluster. The names of the 10 additional schools GOAL Plus trained in Bassa are: Dew Public School, Redbita UM. School, Gorblee Central High, Jackson Kwenah, Julia Duncan Cassell Public School, Sawtro Public School, Yooyukon Zuegar Public School, Antioch United Baptist, Golden Gate Academy and Gorblee SDA Community. All of these schools are from District # 3 in Grand Bassa County.

In Lofa, GOAL Plus schools that received GOAL Plus training on School Safety protocol include: Ziggida Public School, Borkeza Public School, Kpassigizia Public School, Zolowo Public School, Wakesu Public School, Boi Public School, Wuomai Public School, Konia Public School, Kilewu Public School, Zelemai Public School, Nekebozu Public School and Zuwulo Public School.

In Bassa, GOAL Plus schools that received training from GOAL Plus include; Boeglay Public School, Saturday Town Public School, J. B. Gardee Public School, Tubmanville Public School and Barsegiah Public School.

In Bong County, GOAL Plus training the following schools: William R. Tolbert Public School, Nuarpah Public School, Warta Charity School, Togbah Kolliebor Public School, Kollieta Public School, Gorpu Dolo Boi Public School, Gbelekpalai Public School, Geita Public School, K. Diabolo Public School, Kpoloyah Public School Metee Klibo Public School, Yowee Public School and Gbokew Kollie Public School.

**Table 6: Schools that received protocol training**

County	GOAL Plus protocol training for program schools	Other NGO protocol training for GOAL Plus schools	GOAL Plus protocol for non-program schools
Bong	13	11	N/A
Lofa	12	6	N/A
Bassa	5	12	10

**Table 7: Summary of protocol training participants**

County	Number of Males	Number Females	Total Participants
Bong	39	3	42
Grand Bassa	39	5	44
Lofa	29	9	38
<b>Total</b>	<b>107</b>	<b>17</b>	<b>124</b>

**PTA Grant Closeout Meetings**

GOAL Plus held closeout meetings for all 31 schools that participated in the first round of school improvement grant implementation. Round one commenced in May 2014 but was interrupted due to the Ebola outbreak; implementation by the schools recommenced in January 2015.

Five hundred and twenty-seven (527) men and women participated in the grant closeout meetings, as detailed in the chart found in Annex B, 288 men and 239 women. The meetings were held at each individual school and brought together school principals, PTA leadership, community leaders and members, including students. At the closeout meetings, GOAL Plus thanked participating schools for completion of the grants and proved each with a certificate of completion. School communities had the opportunity to tell their stories about how the school improvement grants were implemented. To elicit responses from the communities, staff developed a talking point checklist (see Annex C) and asked questions about how PTA was involved in the implementation of the school improvement grant. The checklist included questions on the role(s) women played in the implementation of the project, the impact on the school, lessons learnt and best practices, how emerging conflicts addressed, how information was disseminated, what resources were brought in from the community and how the project impacts girls education.

Three schools have submitted their final reports, indicating they have completed the grant cycle. By the end of this quarter, the remaining 28 schools have completing four of the five steps in the grant cycle – 1) proposal submitted, 2) proposal approved, 3) grant awarded, and 4) project implemented. The last step – 5) submission of financial and narrative reports – is expected at the beginning of the next quarter. In Bassa, Barseegiah and Boeglay public schools are about 90% complete. In Bong, Galai Public School requested a modification and has not completed as of this writing. In Lofa Guzeh, Kpassigizia and Ziggida schools are about 50% complete. School authorities and PTAs leadership at these schools expect to complete grants activities early next quarter.

**Table 8: Round-one school improvement grants activities implemented in 31 schools in Bassa, Lofa and Bong Counties**

Grand Bassa		
No.	School name	Grant activities
1	Willie C. Peters	25 arm chairs, plaster 4 class wall and floor, plaster 1 classroom wall, repair hand pump
2	Autumn King	40 chairs, 1 set of jersey, two footballs, 2 locks recondition 2 stairs and 9 water gallon
3	Benson River	Plaster 4 classrooms, 7 doors, 5 windows, repair 40 armchairs and 20 benches
4	Joseph M. N. Gbadyu	20 armchairs, 7 doors and latrine partition
5	Water Towel	Purchase 5 bundle of zinc to replace damaged ones, and 330 Colombo bricks

6	Saturday Town	Plaster 6 classrooms 1 set of jersey, 4 doors, 15 desks, 4 tables and 4 chairs
7	Barseegiah	3 double window bar, 6 single windows, 5 doors and painting
8	Jeremiah B. Gardee	Replace roof with 3 bundles of zinc, 15 desks 4 classrooms floor and 1 set of sporting materials
9	Boeglay	Paint the exterior wall and replace 3 windows with Colombo bricks.
<b>Lofa County</b>		
1	Guzeh	Fix 40 benches, repair windows and 2 doors
2	Nekebozu	plaster 3 classrooms floor, repair 6 classroom door frames and fixing of 15 arm chairs
3	Kpassigizia	Painting, 2 windows repair, 3 classrooms ceiling, 4 classrooms floor and 2 jersey
4	Wuomai	80 benches
5	Ziggida	plastering of 2 classroom floors and the inside and outside of the library
6	Kilewu	50 armchairs, 3 doors latrine repair
7	Sucromu	Fencing of the school and plastering of 5 classrooms and principal`s office
8	Tailemai	Fencing and renovation of 6 classrooms
9	Salayea	60 armchairs, 15 tables and 17 teacher chairs
<b>Bong County</b>		
No.	School name	Grants activities
1	David Fejue	70 benches
2	Gokai	Book shelves and paint the exterior wall of the school
3	Galai	Zinc 6 classrooms and plaster the school wall
4	Garyea	Plaster the wall and floor, fixing of 5 blackboard, 40 benches, 9 tables,3 desks doors and windows and purchase of 4 bundle of zinc to replace damaged roof
5	Kayata	Hand pump repair, 3 doors, 10 benches,10 chairs, 6 tables, roof repair, flag pole and foot ball
6	Kokormah	50 armchairs, tarpoline, 5 tables 7 blackboards
7	Pengia	50 armchairs, tarpoline, 5 tables 7 blackboards
8	Raymond Town	50 armchairs, tarpoline, 5 tables 7 blackboards
9	Gbelekpalai	plaster 4 rooms, purchase and replace 2 doors ,4 windows, 3 book shelves 3 tables and 1 flag pole
10	K. Diabolo	6 windows, 2 chalkboards, 8 locks and paint the front of the school
11	Kpoloyah	plaster 7 rooms, 6 doors, 20 chairs, 6 doors, 6 desks, 1 flag pole and paint the school
12	Metee Klibo	13 doors, plastering of floor, replace portion of damaged roof and fix 10 benches
13	Yowee	Plaster 3 classrooms, fix 30 benches and 6 desks

## **Willie C. Peters before and after the implementation of school improvement grant.**

Before:



After:



Before:



After :



### **Experience sharing meetings**

Experience sharing meetings were held for all 59-school community PTAs. The experience meetings were unique in that they brought together a cluster of schools within the same geographical area with similar social, economic and cultural patterns to share experiences writing and implementing a School Improvement Plan. Sharing lessons learned and best practices was more easily understood by grouping the communities in this way. Each cluster was divided into two separate groups - schools that implemented school improvement grants this year and schools that did not implement school improvement grants this year. Schools that implemented school grants this year had already had their individual closeout meetings, but came together in a larger forum to share their experiences with others.

### **Lessons learned and best practices shared during experience sharing meeting**

The experiences and lessons learned shared by schools that did not implement school improvement grants and schools that implemented school improvement grants were very similar by geographical setting. Many of the schools that did not implement school improvement grant projects also implemented school improvement projects, in most cases construction of an annex or repair work at the school. For instance, Kpanay Town, Willie C. Peters and William V.S. Tubman public schools in Buchanan, Grand Bassa and Borkeza Public School in Lofa County are all schools that did not implement school improvement grants, but the PTAs constructed annexes of extra classrooms. PTAs in these schools, like PTAs in grant implementing schools, provided cash and in-kind contributions for the construction of the annexes.

### **Lessons learned and best practices-Bassa**

Lessons learnt and best practices for schools in Buchanan, Grand Bassa, can be attributed to two schools, namely Willie C. Peters, a grant implementing school, and Kpanay Town Public School, a non-grant implementing school. In these schools, PTA leaders visited the school campuses whenever a hired contractor (mason or carpenter) was improving the school infrastructure. They motivated the contractor by assisting to haul supplies like sand and bricks for timely implementation. Apart from providing labor, the PTA conducted constant monitoring to check the quality of work and ensure accountability. According to one PTA leader, the community cash contribution for school improvement required them to monitor the work closely to ensure that the money is used for the intended purpose.

In District #3 Grand Bassa County, four of the five GOAL Plus supported schools implemented school improvement grants. Out of the four, Saturday Town and J.B. Gardee have outstanding performances and shared their lessons learned and best practices. In these two school communities, PTA leadership is decentralized among neighboring towns and villages. They also work very closely with the school leadership and parents to increase student enrollment, attendance, retention and completion rates. The PTAs in these two local school communities are transitioning from contributing only local resources to also including cash contribution for school improvement.

### **Lessons learned and best practices - Bong County**

In Bong County, 13 of the 24 GOAL Plus supported schools implemented school improvement grants. The remaining schools did not implement grants but did carry out the activities in their school improvement plans. In Suakoko District, which has eight GOAL Plus schools, two school communities, Pengia and Gokai, are making a difference in terms of lessons learned and best practices. In Pengia, the women made cash contributions toward the school improvement project. They charged themselves 100 Liberian Dollars (~US\$1.19) each and provided that money to the principal to haul chairs. In Gokai, the local leaders are directly involved in the implementation of the school improvement grants. The District Education Officer from Suakoko District is regularly following up on the activities.

### **Lessons learned and best practices - Lofa County**

In Lofa County, nine of the 18 GOAL Plus supported schools implemented school improvement grants. The remaining nine did not but did carry out their school improvement plans. In Salayea District, two school communities, Sucromu and Tailemai are making a difference in terms of best practices and lessons learned. These school communities are involved with the payment of volunteer teachers. PTA has collected over 100,000 Liberian dollars (~US\$1190) to pay volunteer teachers. They are recruiting graduates from teacher training institutes to serve as volunteer teachers.

### **Tutorial classes, Girls' club activities and Community Education Counselor Training**

Given the late start of the school year, student performance tests had not taken place during this reporting period. Therefore, students who require tutorial classes this school year have not yet been determined. Mentors have just started to form the Girls' Clubs in the three counties.

The content of the Community Education Counselor training requires teachers to be out of their classes, which is now undesirable given the reduced school days this quarter. GOAL Plus decided to postpone the training and work on condensing the content to avoid reducing class time even further.

### **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***

##### **Communication Campaign for Appropriate Age Enrollment: Keep Winning at Age 6 for Grade 1**

GOAL Plus developed materials and products for the “Keep Winning” communication campaign in Bong, Grand Bassa, and Lofa to encourage parents to enroll their children in school when they reach the appropriate age. This continues the theme of last year’s communication campaign, “B. A. Winner,” which focused on getting children into pre-school at the age of three.

The campaign materials were launched in February 2015, prior to the re-opening of schools. Materials include a new radio jingle, radio spots edited from last years’ 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 is from last year’s campaign indicating “B. A. Winner at Age 3.”

Posters were distributed with female role models, identified from the three counties of Bong, Lofa, and Grand Bassa to aid with the promotion. Other campaign promotions included t-shirts, fliers, banners, stickers, drama troupes, mobile theaters, and town hall meetings facilitated by community mobilizers and town criers.

This years’ campaign was interrupted by the Ebola Virus Disease outbreak but was later re-instituted in the 60 school communities in Bong, Grand Bassa, using various media including radio messaging, posters, billboards, and town criers in rural communities, targeting an estimated audience of 20,000 people nationwide. The cultural dance and singing piece of the campaign which has in the past attracted large audiences and contributed very meaningfully to the success of program, was suspended this year to help to prevent community members congregating and human contact, which contribute to the spread of the Ebola virus.

During this quarter, GOAL Plus broadcast “Starting school at the Right Age” messages on five radio stations – two in Monsterrado County (Liberia Broadcasting System & Women Democracy Radio), one in Grand Bassa County (Radio Gbehzohn), one in Lofa County (Radio Live in Zorzor), and one in Bong County (Radio Supper Bongese FN). These stations broadcast spot messages and jingles in English and in the vernacular on age appropriate enrollment as a way of promoting education in Liberia.

At the community level, in all 59 communities in Bong, Grand Bassa, and Lofa counties, GOAL Plus staff organized and conducted town hall meetings to promote the school campaign. The

Town Hall meetings were attended by parents and PTA leadership, Girls' Club leaders, boys' leadership, town chiefs, women's group representatives and town criers.

**Table 9: Participants of the awareness on starting school at the right age campaign**

No.	Categories of Participants	Grand Bassa	Bong	Lofa	Males	Females	Sub-total
1	PTA Leadership	90	118	90	209	89	298
2	Girls Club Leadership	51	72	54	103	74	177
3	Boys Leadership	34	48	36	96	22	118
4	Town Chiefs	31	45	34	66	44	110
5	Women Group Reps	34	46	36	77	39	116
6	Town Cries	18	24	18	1	59	60
<b>Grand Total</b>		<b>258</b>	<b>353</b>	<b>268</b>	<b>552</b>	<b>327</b>	<b>879</b>

### Radio Talk Show

A radio talk show was planned for the month of March, but due to other engagements, it was delayed until the month of April. The talk show organized by the GOAL Plus project in collaboration with MOE Girls' Unit and GOAL Plus team has been suspended for the month of April, 2015.

### *Activity 3: Conduct research on issues related to girls' completion of primary education and extend M&E activities.*

This quarter, GOAL Plus continued to use its extensive M&E system to track girls' enrollment, attendance, completion, and retention at an individual level to determine results associated with the GOAL Plus interventions and for monitoring changes at the school level. GOAL Plus collected enrollment data for girls and boys in the primary schools it supports.

While a separate collection of teacher attendance data was not done during this quarter, school records were examined so that the correct number of teacher kits could be prepared and distributed.

Towards the end of this quarter, GOAL Plus began planning its research component - re-examining the research questions and data collection methods, defining the protocols, preparing the interview questions, working on the schedule and logistics for data collection to be carried out in Bassa, Bong and Lofa next quarter. Three research topics were originally intended:

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.

However, the extended school closure for the 2014-15 academic year renders topics 1 and 3 unproductive as stated. As discussed with USAID and described in the Year 2, Quarter 1 report submitted in January 2015, AIR will recast topic 1 to address the patterns of re-enrollment after the extended school closure and what facilitates or hinders girl students' re-engagement in their education. Topic 3 will be recast to identify school-community assets/gaps after the Ebola crisis

as they relate to enrollments, attendance, retention and completion rates. Topic 2, PTA effectiveness, will be recast in terms of resiliency, allowing for an examination of the factors that are associated with communities that quickly recover and restore education as a centerpiece of their community.

In sum, the edited research questions are:

1. **Patterns of re-enrollment** – what facilitates or hinders girl students’ re-engagement in their education in GOAL Plus schools?
2. **Community resiliency** – what factors are associated with communities that received GOAL supports quickly recover and restore education as a centerpiece of their community?
3. **School-community assets/gaps** after the Ebola crisis – how do they relate to enrollment, attendance, retention and completion rates in GOAL/GOAL Plus schools?

Important sub-questions include the *indirect* effects of EVD on students and their education and EVD impacts *on girls specifically* with regard to their education.

AIR researchers Hannah Reeves, Mariela Goett and Matt Murray will work closely with the COP, M&E Officer and Field Staff to conduct this research activity. In an effort to conduct this research in all three counties in which GOAL Plus implements before the inclement rainy weather makes transportation to rural areas difficult if not impossible, we intend to begin data collection in April 2015.

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

AIR continues to enjoy a collaborative and productive working relationship with its GOAL Plus partner, FAWE. FAWE is addressing and building relevant capacities for project implementation, including responsive financial budgeting and reporting, and the planning and implementation of field activities. Planning between AIR and FAWE for GOAL Plus field activities has increased this quarter to include more regular joint planning sessions.

The GOAL Plus Field Officers, fielded by FAWE and stationed in Grand Bassa, Bong and Lofa, continued their relationships with their respective CEOs and DEOs this quarter in preparation for the re-opening of schools. In preparation for the girls assistance package distribution this quarter, field staff traveled to Monrovia for staff training.

The training content included the Ebola response protocols require new methods of carrying out the distribution that prevent students from having physical contact. Also included was 1) a review of the Scholarship Distribution Tracking Forms, 2) the inclusion of Age Appropriate Boys in this girls assistance package distribution, and 3) the roles of community and parents during the distribution exercises. The training also taught participants to be aware of unanticipated issues that could arise at the community level and to find ways of addressing them during this first GOAL Plus post-Ebola girls assistance package distribution.

In this quarter, AIR and FAWE began planning for a FAWE capacity building training by identifying the most important themes for training.

### Monitoring & Evaluation

The GOAL Plus M&E Specialist attended the PIDS/WMS Training held by L-MEP, updated GOAL Plus data collection tools, upgraded the GOAL Plus Master Tracking Database, entered data, and filed hard copies of data for future reference.

GOAL Plus also finalized the entry of the Completion and Promotion data for 2013-2014 enrollment data from all schools in the three counties. Data were systematically entered into the project database (master tracking list) for all girls in order to measure gender disparity. During the compilation of completion and promotion data, it was observed that the percent of girls who completed their grade is 87%, which is 5% over of the target for year 1 (82%) and the percent of girls who passed their grade 82%.

LMEP also held a private training on the PIDS Data base for the incoming GOAL Plus COP. As a result of the training, the COP requested that LMEP produce maps plotting three variables – the location of the 59 GOAL Plus schools, the location of non-GOAL Plus schools within a five kilometer radius of the 59 schools, and the location of the Ebola-affected zones. These data will serve to inform the upcoming research to be carried out by GOAL Plus.

GOAL Plus also collected data on the distribution of the scholarship packages and teaching and learning materials distributed in March. The preliminary analysis of these data shows a total of 6,508 girls, 134 appropriate-age boys in grade 1, and 590 teachers receiving the scholarship packages/teaching and learning materials at 60 GOAL Plus supported schools.

**Table 10. Scholarship packages and teaching/learning materials distributed in March 2015.**

County	No. of Students Served			No. of Teachers Served		
	Girl 1-6	Appropriate age boy grade 1	Male	Female	Total	
Grand Bassa	2426	13	153	67	220	
Bong	1567	26	170	29	199	
Lofa	2515	95	146	25	171	
<b>Total</b>	<b>6508</b>	<b>134</b>	<b>469</b>	<b>121</b>	<b>590</b>	

### 2013/2014 Completion and Promotion Statistics

GOAL Plus also entered and compiled completion and promotion data collected on girls across the program schools in the three counties. A total of 5,598 girls' completed their grade, with 4,602 of them passing their grade. This information was collected from 60 schools (24 in Bong, 18 in Grand Bassa and 18 in Lofa) from the three counties after the final exams.

The table below show summaries of the 2013/2014 completion and promotion data:

**Table 11: 2013/2014 Completion and Promotion data**

County	District	Enrollment 2013/2014 (Grd. 1-6)		Completed 2013/2014 (Grd. 1-6)		Promoted 2013/2014 (Grd. 1-6)		% Girls Completed 2013/2014 (Grd. 1-6)		% of Girls Promoted 2013/2014 (Grd. 1-6)	
		Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy
Bong	Suakoko	691	765	565	575	480	511	82%	75%	85%	89%
	Zota	757	893	647	732	560	681	85%	82%	87%	93%
Grand Bassa	Buchanan	2266	321	1977	264	1691	243	87%	82%	86%	92%
	District #3	364	1887	310	1668	250	1454	85%	88%	81%	87%
Lofa	Salayea	752	794	688	600	513	538	91%	76%	75%	90%
	Zorzor	1571	1505	1411	1332	1108	1092	90%	89%	79%	82%
<b>Total</b>		<b>6401</b>	<b>6165</b>	<b>5598</b>	<b>5171</b>	<b>4602</b>	<b>4519</b>	<b>87%</b>	<b>84%</b>	<b>82%</b>	<b>87%</b>

The M&E Unit observed that 2013/2014 data for girls in grade 1-6 for all 60 program schools in the three counties showed that 5,598 girls completed the grade, or 87% of those enrolled. A total of 4,602 girls were promoted, or 82% of those who completed their grade, as showed in Table 11.

### III. Challenges and Lessons Learned

#### Challenges

- Challenges to project implementation this quarter are related to the effects of the Ebola virus disease and its impact on the MOE, schools and communities. At the start of the quarter, the challenges were related to how to best complement existing activities to assist in the community awareness campaigns and prevent the further spread of EBV.
- The late start in the school year caused a delay in the implementation of a number of GOAL Plus program activities.
- Even with the mid-February official start date, some schools could not open on time, which negatively affected attendance during the scholarship distribution period.
- Challenges with PTA grants are associated with the adherence to safety protocol practices in schools. In some school communities, parents resist allowing their children's temperature to be checked. Parents also do not want to come to the school grounds for fear of the temperature check, as some fear that the check could transmit Ebola.
- Another challenge is close proximity of GOAL Plus program schools to Guinea in areas without border controls. There are some GOAL Plus program schools in Lofa and Bong that are so close to Guinea that residents simply just walk through the bushes to Guinea and back to Liberia, which may increase the spread of Ebola from Guinea to Liberia.
- Additionally, ensuring the commitment of School Ebola Safety Committees to continue adhering to the School Safety Protocol also remains a challenge.

#### Lessons Learned

- Community members recognize the role and importance of the schools in their communities and while many parents were afraid to send their children to school during

the height of the Ebola crisis, most were eager to participate in the Safety Protocols to help fight the spread of the disease and have their children back in the classroom.

- The analysis of the school implementing grants and school implementing school improvement plans showed that PTAs are most interested in improving infrastructure at the school, such as repairing roofs, plastering floors, fixing windows, or repairing furniture. Parents are willing to monitor the grant expenditure closely, especially when they make their own cash contributions to a project.
- Communication between Monrovia and the field is critical for successful program implementation. The scholarship distribution required detailed preparation and scheduling of logistics that would not have been possible without email and phone connectivity.
- When schools adhere to the new MOE student: teacher ratio of 45:1, some schools have had to turn away students wishing to enroll.

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

GOAL Plus activities began this quarter with some modification in the implementation schedule due to school closing and new opportunities that have been presented to the program.

The distribution of the scholarship packages to girls and age appropriate boys and teacher kits and administrative materials for Year Two began in March 2015, delayed until the re-opening of schools. Other planned activities had been delayed due to schools' closure and the redeployment of staff expertise and time to the MOE's Emergency Plan. After classes began in February, program staff was able to visit the schools implementing School Improvement Plan grants and hold the Year One grant closeout and experience sharing meetings. Plans for the Community Education Counselor training was delayed to allow for schools to fully start up without taking valuable time from the school day. Tutoring and mentoring activities were delayed and will start up next quarter. The Year 2 Annual Implementation Plan was revised and submitted to USAID in March 2015 to reflect these new conditions and schedules, including any necessary adjustments in indicators, activities and targets, all requiring approval from USAID.

## V. Activities Completed and Not Completed

### Year 2 Quarter 2 (January – March 2015)

Indicator	2015			Notes
	Jan	Feb	Mar	
<b>Overall Objective: Improved Education Opportunities for Girls in Selected Communities of Lofa, Bong, and Grand Bassa Counties</b>				
<b>Intermediate Result 1: Increased Access to School for Girls in Selected Communities of Bong, Lofa and Grand Bassa</b>				
<i>Activity 1: Expand the most promising model (scholarships and community mobilization) to all 60 GOAL schools</i>				
1.1 Conduct community meetings in 40 existing schools and 20 new schools				Conducted in September-October 2013, in December 2014 and again in March 2015
1.2. Sign agreements with 60 program schools for two years of GOAL Plus assistance to school-community support for girls' education				Completed in October-November 2013
<b>Sub-Intermediate Result 1.1: Improved Academic Performance for Girls in Targeted Grades in Targeted Schools</b>				
1.1.1 Procure teaching/learning supplies for grades 1 - 6 teachers				Completed for Year 1; Year 2 first semester completed in September 2014; second semester pending
1.1.2 Distribute teaching/learning supplies to grades 1 - 6 teachers				Completed for Year 1; Year 2 first semester done in March 2015 to be completed next quarter; second semester pending
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				Pending for Year 2
1.1.5 Coordinate with LTTP in Bong and Lofa Counties				Joint technical staff meetings (GOAL Plus and LTTP) conducted in 2 <sup>nd</sup> quarter of Year 1; Ebola responses coordinated in Oct-Dec 2014; pending for 2015
1.1.6 Payment of Girls Assistance Package (grades 1-6 in 60 schools)				1st semester paid in January; 2 <sup>nd</sup> semester paid April 15-May 5, 2014; Year 2 pending
1.1.7 Procure scholarship packages for grades 1 - 6 girls in 60 schools				Completed for first round of Year 2 in October 2014.
1.1.8 Distribute scholarship packages				Completed for first round of Year 2 with a few schools pending for next quarter
1.1.18 Provide after school tutorials to scholarship recipients with low academic performance in core subjects				Contracts signed and training conducted for all schools; to be renewed for Year 2
<b>Intermediate Result 2: Improved Learning Environment for Girls in Selected Communities of Bong, Lofa, and Grand Bassa Counties</b>				
2.1 Conduct PTA pre-assessment in 20 new +10 previous scholarship only schools				Completed in October-November 2013

Indicator	2015			Notes
	Jan	Feb	Mar	
2.2 Strategize appropriate interventions and technical assistance to address PTA capacity development needs				Completed in November-December 2013; preliminary assessment conducted December 2014; re-engagement and assessment in January 2015
2.3 Provide technical support to PTAs according to the pre-assessment w/ technical support for SIPs and announce solicitation for annual grants to 59 PTAs				Grant proposal and management trainings conducted for new grant schools; Grant implementation monitoring ongoing; refresher training to be conducted in May/June 2015.
2.11 Support schools and communities in regular monitoring of enrollments & attendance and for mobilizing responses (e.g., via town hall meetings)				Completed and ongoing (no data collected during school closure in January and February 2015).
<b>Intermediate Result 3: Increased Awareness of the Importance of Educating Girls in Selected Counties, Districts, and Communities</b>				
<b>Activity 2: Provide support to the Ministry of Education in the dissemination and use of the National Policy on Girls' Education</b>				
3.1 Finalize strategy to disseminate the National Policy on Girls' Education				Completed in 2014
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 relevant meetings; completed during scholarship distribution in March 2015.
3.4 Develop talking points for presentations, posters, and laminated handouts to promote policy awareness and use				Ongoing; handouts for town criers developed and distributed; media campaign plan finalized with MOE and USAID, implemented in January 2015 prior to schools' re-opening.
<b>Activity 3: Conduct research on issues related to girls' completion of primary education and extend M&amp;E activities</b>				
3.7 Track girls' enrollments, attendance, repetition, and completion in grades 1-6 in program schools; and boys' enrollments, attendance, and completion rates at the same schools				Attendance spot checks completed; repetition and completion data collected for all but a few schools in July 2014; completed in December 2014.; started in March 2015 after the re-opening of schools.
3.8 Track girls' enrollments and completion at the pre-primary and junior high grades associated with schools				Enrollment completed for second semester 2013-14; completion collected for all but a few schools in July 2014; completed in December 2014; transition data to grade 7 will be collected next quarter.
3.9 Consultation with MOE and USAID to determine priority and actionable topics for research				Completed; refreshed with focus on PTA resilience, completed in March 2015.
3.12 Integrate M&E and research findings into media campaign and national				Media campaign plan finalized with MOE

Indicator	2015			Notes
	Jan	Feb	Mar	
policy to support girls' education.				and USAID, and implemented in January 2015 prior to schools' re-opening; GOAL Plus integrated into MOE's Operational Plan and Emergency Plan
3.13 Reproduce spot messages on key issues				Role model messages and enrollment campaign messages produced and done in January 2015.
3.14 Facilitate live radio discussions on the importance of girls' education				Scheduled for April 2015
<b>Activity 4: Build the technical and managerial capacity of our partner, FAWE, in logistics, financial management, and monitoring and evaluation</b>				
4.1 Conduct collaborative assessment of FAWE's institutional capacity for procurement, inventory, logistics, financial management, and M&E using adapted OCA Tool				Activities focused on immediate organizational needs relevant to GOAL Plus implementation; FAWE Finance Manager attended USAID and AIR training in Washington, DC in October (with GOAL Plus Finance Manager); follow-up training for Field Assistants in Feb and March and ongoing
<b>Monitoring &amp; Evaluation (M&amp;E)</b>				
5.1 Collect student enrollment data from schools				1 <sup>st</sup> Semester of Year 2 completed
5.2 Collect student and teacher attendance data				1 <sup>st</sup> Semester of Year 2 pending for next quarter

## VI. Plans for the Next Quarter (April – June 2015)

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

- Follow up with a second distribution of scholarship materials to the field
- Collect information on the monetary portion of the Girls Assistance Package and process payment
- Explore feasibility of second round of IBB books and min-libraries delivered to schools
- Finalize the close out of the Year 1 PTA grants and begin the Year 2 request for proposals

### ***Activity 2: Provide support to the MOE in the dissemination and use of the revised National Policy on Girls' Education***

- Continue to support communities and schools as they reopen schools and implement the MOE safety protocols.
- Implement Community Education Counseling for school representatives
- Begin pilot test of CECs for GBV
- Participate in the Joint Education Sector Review
- Participate in the review and dissemination of the MOE PTA Policy

### ***Activity 3: Conduct research on issues related to girls' completion of primary education and extend M&E activities***

- Conduct qualitative research on 1) Patterns of re-enrollment, 2) PTA and community resilience and 3) school / community assets and gaps after the Ebola crisis.
- Continue data collection on school enrollment, attendance, completion
- Conduct spot check in the 60 USAID/Liberia-GOAL Plus schools
- Continue data collection and data entry and analysis for reporting data on enrollment, attendance, completion and passing grade.
- Monitor project activities such as tutorial classes, number of girls from 6<sup>th</sup> grade in USG supported schools who transitioned to 7<sup>th</sup> grade and girls club activities
- Data entry and data analysis for reporting completed and passed their grade data

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

- Train FAWE staff in procurement, record keeping, financial reporting, and inventory record keeping
- Conduct refresher training of FAWE field staffs on data collecting and reporting
- Continue with ongoing capacity building through meetings, continued communication and follow up

## 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 Dec. 2014)	2015 Target	2015 Actual (as of March 2015)	End of Project Target	End of Project Actual
<b>Overall Objective: Improved Education Opportunities for Girls in Selected Communities of Lofa, Bong, and Grand Bassa Counties</b>											
*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)	N/A <sup>2</sup>	+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)	82% (f) (+5%)	(+10%) 87% (f) 84% (m)	(+15%) 92% (f)	N/A	+15%	
Percentage of girls and boys who pass their grade	Context	Percentage	Grade, Age, School, County, and District	2013	83.4% (f) 84.3 % (m)	-	82% (f) 87% (m)	-	N/A	-	
Number of girls from 6 <sup>th</sup> grade in USG supported schools who transitioned to 7 <sup>th</sup> grade	Context	Number	Grade, Age, School, County, and District	2013	0	-	4	-	N/A	-	

<sup>2</sup> N/A= not available for this reporting period

Indicator	Indicator Type	Unit of Measure	Disaggregation	Baseline Year	Baseline Value	2014 Target	2014 Actual (as of Dec. 2014)	2015 Target	2015 Actual (as of March 2015)	End of Project Target	End of Project Actual
Average teacher attendance rate	Context	Percentage	School, County, District, Gender	2013	73.8%	-	81%	-	N/A	-	
FAWE's organizational capacity in targeted areas strengthened	Custom	Number	Central	2013	TBN	N/A	N/A	N/A	N/A	TBN	N/A
<b>IR 1: Increased Access to School for Girls in Targeted Communities of Bong, Lofa, and Grand Bassa Counties</b>											
Number of in-kind scholarship awards distributed in USG supported schools	Custom	Number	Grade, Age, School, County, and District	2013	6,097	6,237	6,073	7,172	6,642 <sup>3</sup>	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	625	454	590 <sup>4</sup>	908	
Number of teachers who receive gender responsive pedagogy training	Custom	Number	Grade, Gender, School, County, and District	2013	0	180	N/A	0	N/A	180	
Percentage of enrolled girl students in targeted grades attending school	Custom	Percentage	Grade, Age, School, County, and District	2013	66.5%	(+1%) 67.5%	(+13.6%) 80.1%	(+2%) 69.5%	N/A	+2%	

<sup>3</sup> Preliminary statistics for first scholarship packages distribution 6642 (grade 1-6=6434, Appropriate age Girls=74, Boys=134)

<sup>4</sup> Preliminary statistics for first teaching and learning materials distribution

Indicator	Indicator Type	Unit of Measure	Disaggregation	Baseline Year	Baseline Value	2014 Target	2014 Actual (as of Dec. 2014)	2015 Target	2015 Actual (as of March 2015)	End of Project Target	End of Project Actual
Number of girls enrolled at an appropriate age in grade 1	Custom	Number	Grade, Age, School, County, and District	2013	13	75	79	200	74 <sup>5</sup>	275	
<b>IR 1.1: Improved Academic Performance for Girls in Targeted Grades in Targeted Schools</b>											
Number of girls attending tutoring classes	Custom	Number	Grade, Age, School, County, and District	2013	1,120	600	862	600	N/A	1,200	
Number of girls participating in Girls' Club activities	Custom	Number	Grade, Age, School, County, and District	2013	985	1,000	1,367	1,500	N/A	1,500	
Percentage of girls and boys who pass their grade	Context	Percentage	Grade, Age, School, County, and District	2013	83.4% (f) 84.3% (m)	-	82% (f) 87% (m)	-	N/A	-	
<b>IR 2: Improved Learning Environment for Girls in Selected Communities of Bong, Lofa, and Grand Bassa Counties</b>											
*Number of PTAs or similar school governance structures supported	*F Indicator	Number	School, Community, County, and District	2013	30	60	59	60	59	60	

<sup>5</sup> Preliminary appropriate age girls' enrollees in grade 1 for quarter 6

Indicator	Indicator Type	Unit of Measure	Disaggregation	Baseline Year	Baseline Value	2014 Target	2014 Actual (as of Dec. 2014)	2015 Target	2015 Actual (as of March 2015)	End of Project Target	End of Project Actual
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	49 <sup>6</sup>	56	N/A	56	
Number of grant-supported PTA school improvement projects completed	Custom	Number	School, Community, County, and District	2013	0	30	0 <sup>7</sup>	20	3 <sup>7</sup>	50	
Number of schools that present school progress card results to their communities	Custom	Number	School, County, and District	2013	40	60	58	60	N/A	60	
<b>IR 3: Increased Awareness of the Importance of Educating Girls in Selected Counties, Districts, and Communities</b>											
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	1,500	801(f) 868(m) 1667 <sup>8</sup>	3,000	
Number of trainings for MOE on using data for decision making	Custom	Number	National, County and District		0	2	N/A	2	N/A	4	

<sup>7</sup> This represent the total schools that have completed the 5 grant cycles

<sup>8</sup> This is the total participants that attended town hall/community engagement for re-opening of schools to promote girls' education

<b>Indicator</b>	<b>Indicator Type</b>	<b>Unit of Measure</b>	<b>Disaggregation</b>	<b>Baseline Year</b>	<b>Baseline Value</b>	<b>2014 Target</b>	<b>2014 Actual (as of Dec. 2014)</b>	<b>2015 Target</b>	<b>2015 Actual (as of March 2015)</b>	<b>End of Project Target</b>	<b>End of Project Actual</b>
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	N/A	60	

## Annex A: Girls Assistance Package Distribution Schedule

**Table A1: Bong County, March 17-April 3, 2015**

Month/ County	Activity	Date of Activity	Partners involved	Location/School Community
March 2015 /Bong County	Departure, brief Field Staff & collect feedback from on the level of mobilization carried out and Meet and discuss TOR with CEO/DEOs	March 17, 2015	PTAs, Sch.Adm, DEOs/CEOs	County Education Office Gbarnga
	Brief School Admin & PTA leadership on the structure of the distribution exercise	March 18, 2015	“	Nuarpah/Waterside & Togbah Kolliebor Elem.
	Relate to the EVD preventive protocols	March 19, 2015	“	Yowee Public Schools & William R. Tolbert Elem.
	Pilot test post EBOLA scholarship items distribution in 1 <sup>st</sup> school (day 1), and use lessons learnt in rest of the schools	March 20, 2015	“	Gorpu Doloboi Elem & Annex + K. Daibolo
	Provide information to the students and their parents on enrollment, retention, performance and completion	March 23, 2015	“	Kpoloyah Public Schools & Kollie-Ta Public Sch.
	Ensure that each class sponsor position the children in an orderly manner and ensure (temperature is checked, hands are washed) prior to distribution	March 24, 2015	“	Warta Charity Elem & Metee Klikpo
	Ensure as much as possible that the children avoid physical contact	March 25, 2015	“	Gbelekpalai & Gbokew Kollie
	Conduct the distribution exercise(each child sign for material ,same as the teachers signing for teachers’ kits)	March 26, 2015	“	Geita Public Schools & David Fejue Elem.
	Listen to feedback and address outstand issues from distribution	March 27, 2015	“	Dormeyan Nutah & Galai Elem.
	Jot parents recommendations/suggestions	March 30, 2015	“	Kayata Gokai & Public School
	Goodbye to kids	March 31, 2015	“	Garyea & Gwetamue Schools
		April 1, 2015	“	John P. Mitchell & Raymond Tow

		April 2, 2015	“	Kokormah Public & Pengia Schools
	Hold briefing session with DEOs, CEO & Field Staffs and share experience and lessons learnt from the distribution exercise and depart for Monrovia	April 3, 2015	“	CEO Office Bong

**Table A2: Grand Bassa County, March 16-30, 2015**

Month/ County	Activity	Date of Activity	Partners involved	Location/School Community
March 2015/Grand Bassa	<ul style="list-style-type: none"> <li>• Departure</li> <li>• Arrival &amp; briefing of Field Staff</li> <li>• Collect feedback from Field Staff on the level of mobilization carried out in school communities</li> <li>• Meet and discuss TOR with CEO/DEOs</li> </ul>	March 17, 2015	PTAs, School Administration, DEOs/CEOs	Buchanan
	Brief School Admin & PTA leadership on the structure of the distribution exercise Relate to the EVD preventive protocols	March 18, 2015	“	Kpanay Town Public School (AM+PM) & Barseegiah Public School
	Pilot test post EBOLA scholarship items distribution in 1 <sup>st</sup> school (day 1), and use lessons learnt in rest of the schools	March 19, 2015	“	Hope Kindergarten Autumn King Elementary
	Provide information to the students and their parents on enrollment, retention, performance and completion	March 20, 2015	“	Benson River Elementary (AM+PM) & Joseph M.N. Gbadyu
	Ensure that each class sponsor position the children in an orderly manner and ensure (temperature is checked, hands are washed) prior to distribution	March 23, 2015	“	Grand Bassa Demonstration (AM &PM)
	Ensure as much as possible that the children avoid			Water Tower Community

physical contact Conduct the distribution exercise(each child sign for material ,same as the teachers signing for teachers’ kits) Listen to feedback and address outstand issues from distribution Jot parents recommendations/suggestions Goodbye to kids	March 24, 2015	“	Al-Nasru Elementary & Willie C. Peters
	March 25, 2015	“	Tubmanvill Elementary & J.B.Gardea Elementary
	March 26, 2015	“	Boglay Elementary Saturday Town Public School
	March 27, 2015	“	William V.S.Tubman & Lower Harlandsville
	March 28, 2015	“	Saturday Town & Boe-glay
	March 30, 2015	“	Tubmanvillie & Benson River
	Hold briefing session with DEOs, CEO & Field Staffs and share experience and lessons learnt from the distribution exercise and depart for Monrovia	March 31, 2015	“

**Table A3: Lofa County, March 17-31, 2015**

Month/ County	Activity	Date of Activity	Partners involved	Location/School Community
March 2015 /Lofa	<ul style="list-style-type: none"> <li>Departure</li> <li>Brief Field Staff &amp; collect feedback from on the level of mobilization carried out</li> <li>Meet and discuss TOR with CEO/DEOs</li> </ul>	March 17, 2015	PTAs, School Administration, DEOs/CEOs	Buchanan
	Brief School Admin & PTA leadership on the structure of the distribution exercise	March 18 2015	“	Wuomai Elem& Zelemai Public Sch.
	Relate to the EVD preventive protocols Pilot test post EBOLA scholarship items distribution in 1 <sup>st</sup>	March 19, 2015	“	Zuwulo & Nekebozu Elem.

<p>school (day 1), and use lessons learnt in rest of the schools</p> <p>Provide information to the students and their parents on enrollment, retention, performance and completion</p> <p>Ensure that each class sponsor position the children in an orderly manner and ensure (temperature is checked, hands are washed) prior to distribution</p> <p>Ensure as much as possible that the children avoid physical contact</p> <p>Conduct the distribution exercise(each child sign for material ,same as the teachers signing for teachers’ kits)</p> <p>Listen to feedback and address outstand issues from distribution</p> <p>Jot parents recommendations/suggestions</p> <p>Goodbye to kids</p> <p>Hold briefing session with DEOs, CEO &amp; Field Staffs and share experience and lessons learnt from the distribution exercise and depart for Monrovia</p>	March 20, 2015	“	Ziggida & Boi Elem.
	March 23, 2015	“	Konia Garbo & Borkeza Elem.+Annex
	March 24, 2015	“	Kpassagizia & Wakesu Schs.
	March 25, 2015	“	Kilewu & Sucromu Elem Sch
	March 26, 2015	“	Tailemai & Salayea Elem
	March 27, 2015	“	Guzeh & Gbonyea Elem.
	March 30, 2015	“	Gorlu Elem & Gleh Public Schools
	March 31, 2015	“	DEO office, Lofa

## Annex B: Summary of Grant Close-out Meetings Attendance in Grand Bassa, Bong and Lofa Counties March 1 – 21, 2015

The grant close-out meetings in Grand Bassa, Bong and Lofa Counties had five hundred fifteen (515) participants. Of these, two hundred and eighty-eight (288) were males and two hundred thirty-nine (239) were females. At the experience sharing meetings, there one hundred seventy-seven (177) participants, of whom one hundred and forty-seven (147) were males and thirty (30) were females, as detailed below.

**Table B1: Grand Bassa County**

#	School Community	Sex		
		Male	Female	Total
1	Autumn King Community	9	17	26
2	Benson River Public School	9	6	15
3	J. B. Gardee Public School	11	11	22
4	Joseph M. N. Gbardyu	6	4	10
5	Saturday Town Public School	12	9	21
6	Water Towel Community School	8	5	13
8	Willie C. Peter Community School	17	33	50
	<b>Total Attendance</b>	<b>72</b>	<b>85</b>	<b>157</b>

**Table B2: Bong County**

#	School Community	Sex		
		Male	Female	Total
1	David Fejue Public Elem. & Jr. High School	8	12	20
2	Garyea Public School	14	13	27
3	Gbelekpalai Public School	19	11	30
4	Kayata Public School	12	7	19
5	Gokai Public School	13	2	15
6	K. Diabolo Elem. & Junior High School	15	5	20
7	Kokormah Public School	10	9	19
8	Kpoloyah Public School	15	5	20
9	Meteeklibo Agro Tech Community School	10	7	17
10	Pengia Public School	10	18	28
11	Raymond Town Public School	6	8	14
	<b>Total Attendance</b>	<b>132</b>	<b>97</b>	<b>229</b>

**Table B3: Lofa County**

#	School Community	Sex		
		Male	Female	Total
1	Guzeh Public School	4	3	7
2	Nekebozu Public School	11	3	14
3	Kilemu Public School	14	26	40
4	Salayea Public School	7	8	15
5	Sucromu Public School	26	4	30
6	Tailemai Public School	8	4	12
8	Wuomai Public School	14	9	13
	<b>Total Attendance</b>	<b>84</b>	<b>57</b>	<b>131</b>

**Table B4: Summary, Grant Close-out Meeting in Bassa, Bong and Lofa County**

#	County	Sex		
		Male	Female	Total
1	Grand Bassa county	72	85	157
2	Bong County	132	97	227
3	Lofa County	84	57	131
	<b>Total Attendance</b>	<b>288</b>	<b>239</b>	<b>515</b>

**Table B5: Experience Sharing in Grand Bassa, Bong and Lofa Counties**

#	County	Sex		
		Male	Female	Total
1	Grand Bassa	64	8	72
2	Bong	39	14	53
3	Lofa	44	8	52
	<b>Total Attendance</b>	<b>147</b>	<b>30</b>	<b>177</b>

## Annex C: GOAL Plus Year 1 Grant Close-Out Meeting Talking Points Checklist

<b>Close -out Meeting Talking Point</b>	<b>Comment</b>	<b>Action Point</b>
<p>Introduction of the close-out meeting: it is the final step of the GOAL Plus School Improvement Grant activity with your school.</p> <p>Thank the PTA for the a successful completion of the grant activity and for the materials and cash contribution to the grant activities.</p> <p>Review the final installment activities collect the final financial report</p>		
Can you tell us, how your PTA was involved with the school before the intervention of the grants activity		
How did the women participated in the work, also what significant impact did the school or PTA experiences in working with women in supporting the school		
In a few words how did the grant to your school impacted your PTA and the school learning environment		
Describe your lesson learned and best practices that you hope to share with other schools after this award		
Were there any short coming during the activity implementation if any what was it , how did the PTA managed the shorting to have the activities completed		
Can the PTA share with everyone here how conflict was		

resolved why undertaking the grant activity		
How was information about the grant passed on to the community ; was it on time, before the work starts, during the work or how		
How did the non- grant activities from the SIP impacted your school and how you did it		
Do your PTA have something to say or share with GOAL Plus		

## Annex D: Letter from Mrs. Sulunteh in Girls Assistance Packages



GIRLS' OPPORTUNITIES TO ACCESS LEARNING (GOAL) PLUS  
17<sup>TH</sup> STREET & WARNER AVENUE, MONROVIA, LIBERIA  
MONROVIA OFFICE: +231 0880-386-443



March 2015

### Welcome Back to School: A Message from Mrs. Kabehe Sulunteh

To My Dear Young Sisters:

Welcome back to school. The scholarship package and other support you and your teachers are receiving from the USAID/GOAL Plus Project are to help you come to school, attend regularly, succeed in learning and complete your education. Education is one of the most critical pathways for the empowerment of young women like yourselves.

It is especially important for you to be in school now, after the terrible Ebola crisis. When you come to school, you show your family, your community and the world that Liberia is getting back on its feet and is determined to overcome what Ebola did.

When you become an educated woman, you will also be more productive at work—and be better paid. You will have the skills and self-esteem to succeed in this world and contribute to our great country.

For those of you wanting to have children now, please remember that if you marry at a later age and have fewer children, you can take better care of them and have a happy family and a happy life. If you have children before you complete your education, it will be a long hard struggle. So, for yourself, for your future children and for your family now, stay in school and finish your education!

As Ambassador Sulunteh and I thank the American people for their support to Liberia in ending this Ebola crisis, I want to point to each of you in school and say, with their help and God's grace, these girls prove that Liberia will succeed and be a country that the world looks to as a model of resilience, dedication, and hope. And each of you girls, in school, is the face of that success to the world. I look forward to congratulating each and every one of you at the end of this year for your success and to give you my best wishes for your next year in school.

Sincerely,



U.S. Agency for International Development

1300 Pennsylvania Avenue, NW

Washington, DC 20523

Tel: (202) 712-0000

Fax: (202) 216-3524

[www.usaid.gov](http://www.usaid.gov)