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

## Quarterly Report

Year 2, Q3 - 1 April – 30 June, 2015



20 July 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, Q3 - 1 April – 30 June 2015**

Prepared by:

American Institutes for Research

20 July 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
GRP	Gender Responsive Pedagogy
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
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 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 are 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 third quarter of the second project year, April to June 2015, began with Liberia nearly reaching Ebola-free status and both the school year and the project were heading towards a more regular implementation. By the middle of the quarter, GOAL Plus staff observed improving school attendance, albeit possibly slower than in normal circumstances. Unfortunately, by the end of the quarter some parents again stopped sending their children to school due to concerns about the announcement that schools would close July 31 with no graduation. Later, the MOE decided to allow promotion, but not for grades 9 or 12 and only if local schools determined that students had achieved the required learning objectives.

With the new change in the school calendar, GOAL Plus will need to postpone activities planned in the schools for August of next quarter. Schools will reopen in early September and GOAL Plus will resume school-based activities at that time. Data that were to be collected twice in the 2015 school year, once in each semester, are instead being collected once due to cancelation of the second semester. Additionally, GOAL Plus will attempt to track data on the girls who complete grade six this year and transition to grade seven.

This quarter, project staff focused on PTA leadership, school improvement plans, finalizing 2014 grants and beginning the 2015 grants. GOAL Plus also completed the distribution of the Girls' Assistance Package, begun the Community Education Counselor program, re-engaged tutors and mentors and initiated the qualitative research. Staff conducted a spot check on program indicators and targets and continued to provide support and mentoring to our local partner, FAWE.

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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 (April – June 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 the proposed Annual Implementation Plan for Year Two of the project. During this period, AIR submitted a Year 2 Quarter 2 Report to USAID as well as regular weekly updates. In the previous quarter, GOAL Plus submitted to USAID/Liberia a cost extension request, which was denied. Subsequently, GOAL Plus submitted to USAID/Liberia in this quarter an unfunded extension request with a modified Year Two Annual Implementation Plan and Timeline, which as of this writing are still under consideration.

### 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

#### Tutorial Classes for Girls

One of the complementary support activities provided to girls by GOAL Plus is to provide tutorial classes to girls in grades one to six who are not performing well in any of the core subjects (English, Math, Science and Social Studies). During this quarter, GOAL Plus tutors were recruited from program schools in collaboration with principals, teachers, and parents, and were trained to provide support to the girls after classroom hours.

The two-day training for the tutors included sessions on the roles and responsibilities (of the tutors but also of parents, school administration, teachers and students); determining tutorial content; selecting a safe venue, days and times, potential challenges and solutions.

GOAL Plus trained 64 tutors, as detailed below.

**Table 1: GOAL Plus tutors trained**

Location	Female	Male	Total
Lofa	3	19	22
Bong	0	24	24
Grand Bassa	2	16	18
<b>Grand Total</b>	<b>5</b>	<b>59</b>	<b>64</b>

Tutorial classes help students understand their current lessons better and also provide guidance on the overall improvement of academic skills with the aim of eventually having the girls do well without additional tutorial support.

As shown below, a total of 1273 girls attended the tutorial classes this quarter.

**Table 2: Girls participating in tutorial classes**

Location	Total Female
Lofa	418
Bong	477
Grand Bassa	378
<b>Grand Total</b>	<b>1273</b>

### Training for Girls Club Mentors

During this quarter GOAL Plus conducted the refresher training for 67 Girls Club Mentors in all 60 project schools (see chart below for the details on mentors). The training was aimed at enhancing and building the capacity of the female teachers and community members serving as Girls Club Mentors. Participants were introduced to topics included in the Girls Club Activity Books related to health, physical and psychological growth, and the overall development of the female child (see Annex H). Additional training content consisted of details on the purpose of forming a girls club, how to run a club in a school, the appropriate ages for club members, and various activities to carry out during club time, addressing the plight of girls. The manual is written at an appropriate level so that females with primary level education can become club mentors with basic training. The manuals includes illustrations to enhance understanding of each activity.

All of the sessions during the trainings were held in a participatory manner, giving the mentors the opportunity to brainstorm and reflect. Training methodology includes group work, case studies, role play activities, and group presentations.

**Table 3: Girls Club mentors trained this quarter**

Location	Total Number of Mentors (all female)
Lofa	20
Bong	24
Grand Bassa	23
<b>Grand Total</b>	<b>67</b>

The Girls Mentors formed (or resumed) Girls Clubs in all 60 schools in the three project counties this quarter, with more girls interested in participating this year than last. The total number of girls club membership attending regular meetings is 1,745, as detailed in the chart below. Some Girls Club activities include live drama and cultural performances during market days, home visits to girls in and out of schools, awareness talks on the importance of girls' education and meetings to discuss exploitation and harassment.

During GOAL Plus visits to the communities, girls club members that were interviewed expressed that the support they receive from their mentors has impacted their lives in a positive way and that they are using their skills to help other girls in their communities in becoming good role models and taking on leadership responsibilities. They also said that the younger girls in the clubs are changing their behavior and are becoming self-reliable in their schools and communities.

**Table 4: Girls regularly attending GOAL Plus supported Girls Club meetings**

Location	Total Number of Girls
Lofa	561
Bong	612
Grand Bassa	572
<b>Grand Total</b>	<b>1,745</b>

### Gender Responsive Pedagogy

Another activity to support the academic performance of girls is the Gender Responsive Pedagogy (GRP) training for teachers in GOAL Plus supported schools. GRP training is aimed at providing classroom teachers, who are predominantly male, with the knowledge, skills and attitudes to create a gender-friendly teaching and learning environment for girls and boys.

Previously, under the GOAL project, the GRP training was conducted for teachers in 40 schools. This quarter, the GOAL Plus project held a four-day GRP training for the 20 schools which were comparison schools in GOAL and are now fully active schools in GOAL Plus. A total of 184 teachers were trained, 174 males and 10 females.

**Table 5: Gender responsive pedagogy training participants**

Location	No. of schools	Female	Male	Total
Lofa	6	4	65	66
Bong	8	2	64	69
Grand Bassa	6	4	45	49
<b>Grand Total</b>	<b>20</b>	<b>10</b>	<b>174</b>	<b>184</b>

Because teachers are central to both teaching and learning processes, their understanding and awareness of gender responsiveness is key to the effective participation of the girls and boys in the classroom. Gender responsive teachers understand and respond to the specific needs of girls and boys by being aware of the different psychological and physical maturation issues, by encouraging equal participation and involvement of boys and girls in class activities and by having the same expectations from the girls as they do for the boys. More details on the training topics and activities can be found in Annex A.

**Comments from a District Education Officer following the training:**

*“Many times, trainings are carried out but this GRP surpassed them all. When I am visiting schools, I would like to see a gender responsive school and teachers who will use all the skills and techniques acquired from this training. This training will only have impact if we start to practice what we have learned.”*

**Comments from participating teachers:**

- From now on, I will always make girls participate in all activities in class.
- This GRP will really be useful in my school.
- I never knew the difference between gender and sex until I sat in the GRP workshop.
- When I go back to my school, I will change my teaching approach towards students by giving time for feedbacks and time off to attend to both girls and boys.
- I will always be mindful of the language I use in class: not to use bad language on students to discourage them.
- I will work with other teachers in my school to make sure that girls do not drop out.
- In making the school’s rules and regulations, I will involve both girls and boys to participate.
- I will try in my own weak way as Principal of my school to provide a safe and healthy environment for all students, especially girls.
- The GRP Training, when practiced, will make me a professional teacher
- We know the importance of female teachers. From this workshop, we will encourage females to join the teaching field.

As a result of the GRP training, GOAL Plus field staff has witnessed that teachers have already embarked on developing gender responsive lesson plans and that they continue to have conversations about creating a girl friendly classroom environment. Future steps are to approach the Ministry of Education to suggest that GRP training be part of the teacher training program.

**Gender Based Violence (GBV) and the Community Education Counselor**

School Related Gender Based Violence (SRGBV) is a fundamental violation of human rights, particularly those of women and children, and represents a considerable barrier to participation in education, gender equity and to the achievement of Education for All and the Millennium Development Goals (MDGs). SRGBV generally refers to violence inflicted on children in, around, or on their way to or from school on the basis of their sex or gendered identity. A study in Liberia showed that 20% of students surveyed reported being threatened with a weapon to force them to have sex.<sup>2</sup> A similar study in Sierra Leone,<sup>3</sup> Liberia’s closest English-speaking neighbor with a similar culture, showed that 10% of primary school girls and 14% of secondary school girls cited sexual assault as a reason to be afraid of going to school.

With this in mind, the GOAL Plus project includes a component that will provide Community Education Counselors at the local level to support girls and their families to address gender based violence. The overall objective of this initiative is aimed at minimizing violence against girls in school and the school community, increasing girls attendance in school. Working with the

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<sup>2</sup> Concern Worldwide (2013) *School Related Gender Based Violence: A Barrier to Education for All*.

<sup>3</sup> Study carried out by Plan International, Concern Worldwide, IBIS and CRS & Concern Worldwide (2013) *School Related Gender Based Violence: A Barrier to Education for All*.

Ministry of Education, it is anticipated that this initiative will be adapted to form part of the MOE national policy.

This quarter, GOAL plus hired a GBV consultant to conduct a survey on SRGBV in six project schools and communities, to analyze the data and use it in the development and implementation of a Training of Trainers' workshop whose participants will in turn train the selected Community Education Counselors who will work with girls at the community level. The research was conducted this quarter and analysis and training program development and training will be carried out next quarter.

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

#### **Distribution Follow-up**

After the scholarship material distribution last quarter, GOAL Plus conducted a follow-up activity this quarter in the tree counties to ensure that any students who may have been left out of the distribution for any reason were served with these basic materials. In April, 120 students at Autumn King, Al-Nasru and Grand Bassa Demonstration schools in Grand Bassa received the full package of uniforms, in Bong 21 students at Gbelikpala School, and in Lofa 33 students who were enrolled in school, but were not present on the day of distribution received their scholarship packages. Additionally 11 teachers in Bong at the Kollie-ta Public School received teachers kits.

#### **Scholarship Materials Distribution**

Each semester GOAL Plus provides in-kind and kind scholarship support to over 7000 girls accessing primary schools in selected schools in Grand Bassa, Bong and Lofa counties. This support includes a school uniform, a book bag, school supplies, and basic hygiene items. The girls' teachers are served teacher's kit comprising of such items as a lantern and batteries so teachers can work on lesson plans and correct homework at night, lesson planning books, chalk, copybooks, pens, and pencils. GOAL Plus also distributes a complete set of blackboard paint, A4 paper reams, chalk, black rulers, clock, and other related items to all 60 schools to enhance classroom teaching practices. These materials are procured and packaged each semester, in preparation for distribution during the early weeks of the school semester. During the month of June, GOAL Plus published tender notices in three of Liberia's local daily newspapers, inviting vendors to submit bids for the supply of materials. The bids were received, analyzed and two companies were recommended to supply the materials. Next month, final decisions will be made and then daily contractors will be hired to package and then transport the items to the field.

#### **Girls' Assistant Package (GAP) Finalized and Paid**

The GAP is associated with supporting girls' enrollment and the completion of their academic semester each school year. During this semester one of academic year 2015, GOAL Plus paid the sum of US\$35,748.51 for 6527 students enrolled for the semester. While payments vary from school to school, on the average, GOAL Plus paid US\$6.00 on behalf of each child to cover mandatory fees for PTA, school maintenance, physical education T-shirts, sports activities, student handbooks, report cards, and grade sheets.

## Collaboration with Youth Exploring Solutions

During this quarter GOAL Plus donated one “Think Trunk,” a mini-library, to the Youth Exploring Solutions (YES) project in Monrovia. The YES project is a non-for-profit local non-governmental organization which holds a Saturday program offering reading enrichment in three schools and communities. GOAL Plus conducted a one-day training for 15 of the project volunteers, including project staff, principals, teachers, and students, on the usage and maintenance of the resource library. Topics included approaches for borrowing and returning books, the structure of a library and the maintenance, storage and safety of books. Collaboration with the YES project began early 2014, prior to the outbreak of the Ebola Virus Disease (EVD) in Liberia when activities were suspended as a result.

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

### Community Mobilization and PTA Grants Management

During this quarter, the community mobilization and grants activities focused on the application and competitive selection process for schools eligible for year two school improvement grants, technical assistance for the restructuring of PTA leaderships through town hall meetings, PTA leadership refresher training and school improvement grants financial management refresher training.

### Technical Assistance for the Restructuring of PTA Leadership

PTA leadership is critical to sustaining project gains in the schools. After the Ebola crisis lessened earlier this calendar year, GOAL Plus staff noticed that PTA leadership seemed fragmented and disorganized, most likely due to a change in PTA members and school principals on account of individual and family migration and relocation. While only a few PTA members usually do the bulk of the work, the emergence of Ebola further reduced the number of people actively participating in school improvement with some PTAs neglecting their responsibilities altogether. With only a few participants, there is less community buy-in and ownership of the school improvement plan (SIP) and its implementation often resulting in delays in SIP implementation.

To motivate PTA leaders and members to continue their efforts, GOAL Plus held Town Hall meetings to provide coaching sessions to communities on leadership knowledge and skills. Talking points from these meetings are in Annex B.

This quarter, the Town Hall Meetings were held in April and May in the three GOAL Plus counties. No restrictions are placed on who can attend Town Hall meetings – students, parents, youth, elders, men, women - though participants are expected to come from within the community. Attendance is tracked, as shown below.

**Table 6: Participants in town hall meetings**

County	Number of Males	Number of Females	Total Participants
Lofa	232	115	347
Bong	277	219	496
Bassa	189	263	452
<b>Total</b>	<b>698</b>	<b>597</b>	<b>1,295</b>

### PTA Leadership Refresher Training

During this quarter, GOAL Plus offered PTA follow-up and refresher capacity building trainings on the tools to help them to improve school management and governance, increase PTA commitment to school improvement, and help them effectively perform their duties and responsibilities as a community of practice.

Unfortunately during the past few project quarters, the EVD affected PTAs, as it did all sectors of life in Liberia. Many PTA members moved from their communities, leaving a gap in PTA leadership. In some communities, new but untrained and unskilled leaders took their places. Given these circumstances, GOAL Plus repeated cycles of PTA leadership refresher training which had been offered in the past. Training session topics include the collective development of a school improvement plan, effective communication, promotion of gender and inclusive participation and the use of local resources for school improvements.

The PTA Leadership Refresher Training was held in all three counties in May 2015. A single two-day training was conducted in each county, and each of the 59 PTAs selected five representatives to participate (see Annex C for the training agenda).

**Table 7: Participants attending PTA Leadership Refresher Training**

County	Number of schools	Number of Males	Number of Females	Total Participants
Lofa	18	65	25	90
Bong	24	84	36	120
Bassa	17	67	18	85
<b>Total</b>	<b>59</b>	<b>216</b>	<b>79</b>	<b>295</b>

GOAL Plus facilitators began the trainings by leading the PTAs through a self-assessment exercise using a tool developed by GOAL Plus (see Annex D). The assessment tool highlights several performance and measurement indicators for PTAs and participants from each school discussed their own PTA capacities. Each PTA was better able to examine their individual organizational capacity and specify practices and procedures to strengthen their organizations by identifying their starting points.

The MOE PTA Operational Manual and the GOAL Plus How-To Manual were used as facilitation guides on the following key topics. (See Annex E for the How-To Manual).<sup>4</sup>

- Encouraging and supporting girls education
- Organizing successful PTA meetings

<sup>4</sup> Both the How-To Manual and the assessment tool were developed in 2014 for GOAL Plus with the assistance of consultant Mohsen Kamal Abou.

- Participating in school improvement planning and implementation
- Mobilizing community resources for school improvement
- Practicing good governance in schools
- Forming and managing PTA sub-committees
- Increasing women`s participation in PTAs meetings

Participants discussed organizing successful PTA meetings which can lead to successful school improvement planning, implementation and resource mobilization. They came up with key motivating factors necessary to influence parents to attend PTA meetings - flexibility in meeting time and date, easily accessible venue, effective and efficient use of time, and participatory meetings which are not dominated by one or two individuals.

Participants also had a session on how to encourage and support girls` education and they identified and described four key levels which can adversely impact girls` education - the home, the school, the classroom, and the community. At the home level, girls must perform domestic duties including cooking and babysitting, are oftentimes expected to contribute financially, and can be forced into early marriages. Parents have a preference of educating their boys rather than girls, especially when parents have little money and must limit education to only certain children. In the classroom, girls, especially those overaged for their grade, are confronted with offering sex and/or money for grades, sexual harassment and bullying. At the school level, the girls are also confronted with sexual harassment and exploitation and are forced to share latrines with boys. In the community, girls are also confronted with attending the traditional society schools and traditional norms, sexually based violence and peer pressure. The PTA response to addressing these challenges was a commitment to regularly monitor school campuses, hold open discussions with students, expose teachers and school administrators who abuse students, and support boys and girls clubs.

In-depth discussions were also held on school improvement planning and implementation, women`s participation, resource mobilization, good governance and the formation of PTA sub-committees. One topic that repeatedly surfaced was the need for parents to attend PTA meetings regularly. According to one PTA leader, “when people do not come to meetings, they do not get information and they do not know what to do.”

The training methodology was highly interactive using participatory approaches such as facilitator presentations, brainstorming sessions, micro teaching, discussions, feedback, and group work. At regular intervals, participants returned to plenary to share their experiences including solutions to problems discussed within small groups. Everyone was given equal opportunity to participate, to identify the problems and the conditions affecting them, and then to take the necessary actions to solve them.

### PTA Assessment Analysis

Upon completion of the training, the GOAL Plus facilitators re-examined the written results of the PTA Self-Assessments and summarized, by county, as described below.

### **Lofa County**

PTAs in Lofa County have made several accomplishments in the last year on improving management, setting goals and identifying clear missions or visions for their schools. They are more focused on the practice of participatory decision making, promoting transparency and accountability, recruiting and motivating volunteer, and developing and implementing a sustainable school improvement plan. However, PTAs still have challenges rotating the responsibilities of PTA leadership, including students and youth in the PTA activities, and handling internal management control systems.

### **Bong County**

PTAs in Bong County are making progress on having a clear mission or vision for their schools, practicing participatory decision making, and promoting transparency and accountability.. There are still gaps in the rotation of leadership and leadership responsibilities, PTA roles and responsibilities, school improvement planning, effective recruitment and motivation of volunteers and their sustainability, and raising funds.

### **Grand Bassa**

PTAs are making improvements in developing and implementing school improvement plans, financial sustainability, conducting fund raising activities, carrying out internal controls, rotating leadership and responsibilities, promoting transparency and accountability, practicing participatory decision making and coming up with a mission and vision statement. PTAs in Bassa still have challenges with effectively recruiting and motivating volunteers, on defining PTA roles and responsibilities, encouraging youth participation and the formation of PTA subcommittees.

## [GOAL Plus PTA School Improvement Grants](#)

### **2014 School Improvement Grants Close Out**

The close-out for 2014 school improvement grants was concluded in June 2015 when all schools submitted their financial and narrative reports. Thirty-one GOAL Plus schools received 2014 school improvement grants in May 2014. According to the 2014 grants agreement, schools should have completed their grants in August 2014, but required additional time on account of the outbreak of the Ebola Virus Disease.

### **Application process for school improvement grants**

In May 2015, GOAL Plus announced to all 59 PTAs the beginning of the application process for the 2015 school improvement grant proposals. All PTAs were provided technical assistance on the application requirements and procedures.

### **Proposal Review and Selection Committee for 2015 award**

Fifty-nine proposals were received for the Year Two School Improvement Grants. Each proposal package included the application, past grant financial reports, records from each school and the School Improvement Plan. The proposal review was held on June 5, 2015. Three representatives from the Ministry of Education Girls' Education Division and the PTA Department and three GOAL Plus staff members participated in the competitive review and selection process. The committee met for one day to review all proposals and select the successful applications.

The committee reviewed all PTA proposals and provided a score based on the evaluation criteria. Proposals were examined in terms of the relevance for enrollment, retention and completion rate of primary school girls in all schools. The committee assessed the feasibility of the project submitted, looking at cost, cost share, human resources, and time for completion. Also considered was the past grant implementation of the schools (from GOAL and GOAL Plus) and the completion time required.

Scores were compiled and analyzed and 21 schools, listed below, were identified as scored the eligible to receive grants. (See Annex F for the Goal Plus Selection Criteria Scoring Sheet for Year Two PTA Improvement Grants.)

### **Grants Financial Management Refresher Training**

From June 14 to 24, GOAL Plus facilitated a two-day refresher training on “School Improvement Grants Financial Management” for PTA leaders in the three counties. A total of 84 PTA leaders attended the training, four from each of the 21 schools eligible to receive school improvement grants for 2015 – six schools in Lofa, eight in Bong and seven in Grand Bassa.

The purpose of this training was to provide participants with the skills to manage the school improvement grants, utilizing the GOAL Plus PTA grant manual as a facilitation guide. This manual provides specific information to the PTAs on how to manage the grant and offers the tools needed to enhance quality and accountability of grant implementation. The manual also shares templates and forms to be used in management and reporting.

All 21 schools were previous holders of GOAL and/or GOAL Plus school improvement grants; therefore, during the refresher training, topics included addressing and resolving any past challenges. This training built upon the existing skills and knowledge of the PTAs on school improvement grants management and implementation. Key deliverables required of the PTAs include drafting and submitting a proposal that addresses school short-term needs, the timely withdrawal of grant money and its implementation, proper documentation of all financial and in-kind contributions provided by the grant and the community members, and the timely submission of all financial documents for the purchase of goods and services covered by the grant. In order to effectively and efficiently implement the school improvement grants, the facilitators highlighted the need for good communication, community participation, proper documentation, good record keeping, accountability and transparency.

**Table 8: School Improvement Grants Financial Management Refresher Training**

#	Name of School	District	County
1	Dormeyanutah Public Sch.	Suakoko	Bong
2	John P. Mitchell Public School	Suakoko	Bong
3	Gbokew Kollie Public School	Zota	Bong
4	Gorpu Dolo Public School	Zota	Bong
5	Kollie-ta Public School	Zota	Bong
6	Nuarpah/Waterside Public Sch	Zota	Bong
7	Togbah Kollie Boi Public School	Zota	Bong
8	William R. Tolbert Public Sch	Zota	Bong
9	Al-Nasru Eng./ Islamic School	# 5	Bassa
10	Bassa Elem, Demonstration	# 5	Bassa
11	Bless Elementary School	# 5	Bassa
12	Kpanay Town Public School	# 5	Bassa
13	Lower Harlandsville Pub. Sch.	# 5	Bassa
14	William V. S. Tubman School	# 5	Bassa
15	Tubmanville Public School	# 3	Bassa
16	Gbonyea Public School	Salayea	Lofa
17	Gleh Public School	Salayea	Lofa
18	Boi Public School	Zorzor	Lofa
19	Borkeza Public School	Zorzor	Lofa
20	Konia Garbo Public School	Zorzor	Lofa
21	Zelemai Public School	Zorzor	Lofa

The GOAL Plus facilitators used a variety of training methods such as role play, group discussions, brainstorming and small group work. Participants were encouraged to identify any issues they had faced during previous grant implementation activities and these were addressed specifically through explanations and hands-on, practical demonstrations and group exercises to avoid future repetition. Each of the grant tools and forms and tools were reviewed in detail and participants practiced using them in role play sessions, applying the lessons learned during the training to mock field implementation of the school improvement grant. Facilitators noted that that some PTA representatives remembered the grant procedures and from previous implementation years and provided coaching support to the others.

#### **Follow-up and next steps**

Next quarter, grant agreements will be signed with the 21 PTAs and funds will be disbursed, given there is sufficient time in GOAL Plus project for full grant implementation and closeout. GOAL Plus field officers will regularly visit the school to provide on-site technical assistance for individual schools.

## Ministry of Education (MOE) PTA Policy Validation Workshop

The Ministry of Education (MOE) planned four workshops – three regional workshops and one final session - to have local participation in the validation and roll out of the PTA Policy. On May 29, 2015, GOAL Plus participated in a one-day PTA Policy validation workshop in Tubmanburg, Bomi County, organized by the newly renamed Ministry of Education PTA Division, which is now the Division of Parents, Community Engagement and National Dropout Prevention (PCENDP). Its revised aim and objective is to promote community ownership of school improvement. During this regional validation, participants from the Ministry of Education at the county level - DEOs, CEOs, PTA County Focus Persons – joined three Education NGO partners (GOAL Plus, Save the Children and UNICEF). The intent of the validation activity was to decentralize the PTA operations and to have input into the document from the people at the rural, community level. They are the ones who will ultimately implement and benefit from policy. Having their input incorporated into the PTA policy enhances community-level ownership of it.

The facilitators of the validation meeting presented the objectives and overview of the workshop and participants reviewed the policy. Participants were divided into four working groups for the day, with each group assigned chapters in the policy to carefully review, analyze, delete and/or provide recommendations that could make the policy viable in the Liberian context. The most prominent among the recommendations was that the PTA should work along with the school administration to ensure that the Teachers' Code of Conduct is implemented to the letter at both the school and community levels.

At the end of deliberation, the PCENDP was strongly encouraged by participants to implement the PTA policy so that the PTAs would be functional and effective in their work as regulatory bodies of parents and community in the school improvement/development at the community, district and county levels.

Two other regional validation workshops will be held in the future and then all three regions will unite for a national presentation of the final PTA Policy.

## 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

### Radio Talk Show

In order to increase awareness at the national level on the theme “*KEEP WINNING at age 6 for grade 1*” (“starting school at the right age”), GOAL Plus organized and conducted one radio talk show on April 3 on the Eternal Love Broadcasting Corporation ELBC, the national radio station of the Liberia Broadcasting System. The Director for Girls Education at the Ministry of Education was co-host along with GOAL Plus Gender & Education Specialist for an hour-long coverage. This medium was used to convey the campaign's message to a wide audience. Callers expressed gratitude for the project but appealed to GOAL Plus to extend services to boys whom

they described as also desperate for support. ELBC is the nation's largest media company with the widest national coverage and a listening audience in rural areas.

### Best Performing Girls

Girls attending GOAL Plus supported schools who obtained a semester average of 85% and above are given special recognition each school semester. They receive certificates and a small educational gift such as books during a public gathering with their families and the community to show appreciation for their performance. This quarter, GOAL Plus has begun identifying the eligible students in all 60 schools through school authorities. Over time this exercise has proven worthy, as it has served as a motivating force, inspiring positive competition among students. Other parents and their children take on the positive challenge and are encouraged to achieve academically.



*Ms. Kebbeh Zzaz receiving certificate as parents & colleagues students look on*

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

### Qualitative Research

This quarter, GOAL Plus began the 2015 qualitative research activity, and completed data collection in six schools, two in each of the three counties. The data collection was carried out with support and collaboration from AIR Home Office researchers Hannah Reeves, Mariela Goett and Matthew Murray and two local qualitative research consultants.

The following three research topics were originally intended for research in Year Two of GOAL Plus:

1. Girls' transition rates and trends from Grade 6 to Grade 7;
2. PTA effectiveness – factors that contribute to 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, due to the Ebola outbreak, rendered topics one and three unproductive. Topic one was recast to address patterns of re-enrollment after the extended school closure and factors that facilitate or hinder girl students' re-engagement in their education. Topic three was recast to identify school-community assets and gaps after the Ebola crisis as they relate to enrollment, attendance, retention and completion rates.

Topic two, PTA effectiveness, was recast in terms of resiliency, allowing for an examination of the factors that are associated with communities that quickly recovered and restored education as a centerpiece of their community. It is anticipated that this inquiry will 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 and mobilizing other communities for their post-Ebola recovery.

Thus, the new 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 Plus supports quickly recover and restore education as a centerpiece of their community?
3. **School-community assets and gaps after Ebola crisis** – How do they relate to enrollment, attendance, retention and completion rates in GOAL Plus schools.

Additionally, the research also looked at the indirect effects of Ebola Virus Disease (EVD) on students, their education and the EVD impact on girls specifically with regard to their education.

The AIR Home Office researchers also served as mentors and built the capacity of GOAL Plus staff (including FAWE) to undertake research activities and data for improved decision-making.

A random sample of two schools per county was selected from a subset of GOAL Plus schools in the three implementation counties (Grand Bassa, Bong and Lofa), using geographic criteria and data on the "EVD hit zone" ratings (none, low, medium and high). From April 19 to May 9, the research team traveled to the six schools (Saturday Town, Joseph M. N Gbadyu, Gwatemue, Gbelekpalai, Nekebozu and Sucromu Public Schools) to collect data.

### **Data Collection Training**

The research began with a comprehensive two-day training (April 15 – 16) facilitated by AIR researchers Hannah Reeves and Mariela Goett, for the GOAL Plus data collectors, including the local researchers. The training introduced the GOAL Plus project, reviewed the objectives of the research study, and explored the techniques and approaches to be used during the research. The training also covered important issues such as procedures in taking good notes, using digital voice recorders, and planning the logistics of field work.

### **Methodology**

Consent forms were completed and signed by each of the participants that participated in the In-Depth Interviews (IDIs) and Focus Group Discussions (FGDs), allowing GOAL Plus researchers to conduct the interviews and also to record voices and photograph.

In-Depth Interviews (IDIs) took place in each of the six selected schools, with 8 interviews conducted with girls (4 in school and 4 out of school). The IDIs were conducted individually with girls in various grades for approximately 20 minutes each. Interviewees shared her experiences, views, and attitudes regarding the subject matter.

Focus Group Discussions (FGDs) were also held in each of the 6 selected GOAL Plus schools. The participants in each group consisted of six to eight individuals including PTA members, non-PTA members from the school community, male and female students in various grades, and teachers and principals.

The team used the same School Observation Form (SOF) that was previously used in the GOAL Baseline and Endline reports. In addition to the SOF, the research team developed and utilized a supplemental one-page questionnaire that asked questions relevant to post-EVD practices in GOAL Plus schools.

### **Daily Debriefs Summarizing and Analyzing Findings**

At the end of each day, the research team met to debrief the day's activities and prepare for the following day. Topics discussed included:

- What went well and why?
- What didn't work so well and why?
- What information needs further probing and exploring –and how best to do that?  
With whom and with which tools?
- What can we do things differently tomorrow?
- Do we need to adapt the research tools to better capture important issues?

### **Qualitative Transcriptions**

Upon completion of the interviews and focus groups, the local researchers transcribed the data collected using their notes and the voice on the tape recorders. The transcription was completed in May and June and the data were sent to AIR researchers Hannah Reeves and Mariela Goett for analysis.

### **Questionnaires Used During the Qualitative Research**

Seven instruments were used (see Annex G):

- In-Depth Interview (IDI) with in-school girls
- In-Depth Interview (IDI) with girls who did not re-enroll this year
- Four Focus Group Discussion (FGD) forms, one each for:
  - Students
  - PTA
  - Non-PTA parents
  - Teachers and principal
- School Observation Form (SOFs) with Ebola supplemental questionnaire

#### 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 FAWE recruited and hired a new M&E Officer in May and the GOAL Plus M&E Officer, has been providing him with regular tutoring and coaching on database management, field monitoring, data analysis, reporting and the use of the data to measure project progress.

Planning is underway for an institutional capacity building training for FAWE staff to be conducted next quarter. Three themes have been identified for training: Logistics (including warehouse management and transportation), Procurement and Financial Management.

As part of this capacity building activity, a consultant or a consulting firm will be hired to review FAWE's logistics manuals, identify gaps and make recommendations for improvement.

#### Monitoring & Evaluation

##### **Data Entry into Master Tracking Database**

In order to track all 21 of the GOAL Plus indicators, the team hired a short-term Data Entry Clerk consultant to assist with the cleaning, verifying, sorting, photocopying and entering of the data for four of the indicators this quarter into the GOAL Plus Master Tracking Database.

The consultant was hired for a period of 10 days this quarter to work in the Monrovia GOAL Plus Office.

##### **GOAL Plus Indicator Spot Check**

In June of this quarter, GOAL Plus traveled to all 60 schools in the three counties to conduct what was originally thought to be a spot check to collect end-of-first-semester data at program schools. However, during the spot check activities, rumors were spread and then soon the MOE announced a proposal that the school year would end on June 30<sup>th</sup> instead of in November. Shortly thereafter, the MOE announced that the school year would end later, on July 31. This last-minute change in the school calendar forced GOAL Plus into quickly changing the perspective of this data collection which has now become the end-of-year data rather than a mid-school-year spot check.

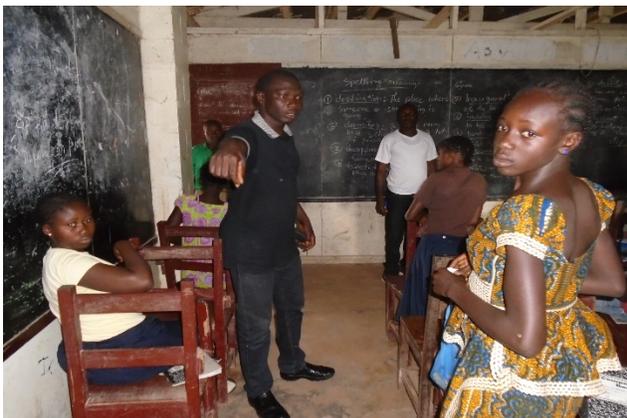
The data collection was conducted to collect information on student and teacher attendance, 2015 first semester final enrollment, the number of students enrolled at an appropriate age (6 or 7 years) in grade one and number of last academic year (2013/2014) grade 6 girls who passed their grade and transitioned to grade 7 of this academic year (2015).



*Conducting head count in Kokormah Public School*

During the field visit, the team observed a reduction in school attendance. It was reported that students were going not attending school on market days, during bush school,<sup>5</sup> farming activities, rainy season.

The data collection team also recorded that in Bong and Lofa, daily attendance rates for teachers and students are low when teachers leave school to collect their salaries, spending oftentimes up to two weeks or more away from the classroom. Teachers must stand in long bank lines during school hours and walk hours to and from the banks and the CEO and DEO offices trying to rectify identification mistakes. Teachers are sometimes instructed by the local bank branch to go to Monrovia for verification. Whether the long time away from the classroom is a true need or an excuse for teachers to stay away from school is unknown. Nevertheless, this payment system has hindered the smooth operation of schools, with teachers trying to get paid and students left alone in the classroom.



*Conducting head count in David Fejue Public School*



*Pengia Public School in Suakoko District, Bong*

In all three counties, the data collection team found that students also leave school during recess period and do not return afterwards. Students leave school to look for food and drink when the school feeding program and/or drinking water is not available on school campuses. Teachers do not encourage students to return to school after recess and it is said that the teachers take advantage of these circumstances as an excuse for not working the full school day.

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<sup>5</sup> Sande and Poro Society Traditional Schools (bush schools) for girls and boys respectively are held in the counties and students are absent from the regular classroom to attend.

## Spot Check Statistics by County

### Student enrollment and attendance:

The total school enrollment for girls in GOAL Plus schools was 6555. Total girl attendance on the day of data collection was 5169. The total percentage of girls attending school (out of the number enrolled) on the day of the data collection was 78.9%.

The total school enrollment for boys in GOAL Plus schools was 6248 and attendance was 4681. The percentage of boys attending school on the day of data collection was 74.9%.

**Table 9: June 2015 Grade 1-6 enrollment, attendance and percent attendance**

County	Enrollment			Attendance			Percent attendance		
	Girls	Boys	Girls & Boys Total	Girls	Boys	Girls & Boys Total	Girls	Boys	Girls & Boys Total
<b>Grand Bassa</b>	2498	2219	4717	1958	1679	3637	78.4%	75.7%	77.1%
<b>Lofa</b>	2243	2314	4557	1895	1790	3685	84.5%	77.4%	80.9%
<b>Bong</b>	1814	1715	3529	1316	1212	2528	72.5%	70.7%	71.6%
<b>Total</b>	<b>6555</b>	<b>6248</b>	<b>12803</b>	<b>5169</b>	<b>4681</b>	<b>9850</b>	<b>78.9%</b>	<b>74.9%</b>	<b>76.9%</b>

The total number of teachers on school rosters to teach grades one to six in GOAL Plus schools in May 2015 was 471. The total number of days teachers attended in the month of May 2015 was 6834. The percentage of teachers attending on the date of data collection is 75.9%.

**Table 10: June 2015 Grade 1 - 6 number of teachers, attendance and percent attendance**

County	Number of teachers on rosters Grades 1 - 6			Possible total school days to be attended by teachers for all 60 GOAL Plus schools in month of May 2015			Actual total days attended by all teachers in GOAL Plus 60 schools in the month of May 2015			Average teacher's attendance rate for May 2015		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Grand Bassa	132	29	161	2534	565	3099	1939	435	2374	76.5	77.0	76.6
Lofa	140	9	149	2754	177	2931	2102	126	2228	76.3	71.2	76.0
Bong	154	7	161	2865	122	2987	2151	81	2232	75.1	66.4	74.7
<b>Total</b>	<b>426</b>	<b>45</b>	<b>471</b>	<b>8153</b>	<b>864</b>	<b>9017</b>	<b>6192</b>	<b>642</b>	<b>6834</b>	<b>76.0</b>	<b>74.3</b>	<b>75.9</b>

*Note: calculation of average teacher's attendance rate for the month of May 2015 is: Total days attended by male/female divided by total school days possibly attended in month of May 2015 multiplied by one hundred.*

## Girls passing grade six in 2013/2014 school year and transitioning to grade 7 in the 2015 school year

During the spot check activities this quarter, the GOAL Plus team carried the lists of grade six girls who were promoted to grade seven at the end of the 2013/2014 academic year. These girls were tracked to find their current location and, if attending, the school in which they are enrolled for seventh grade. The GOAL Plus team met some of these girls in person and interviewed them. Those not presently in school stated reasons which included pregnancy, lack of childcare for

their children, and/or no financial or moral support to leave their home town to attend secondary school elsewhere (when no secondary school existed in their communities).

A total of 204 girls transitioned to grade 7 which constitutes 46% of the 443 girls that passed grade 6 last academic year (2013/2014).

**Table 11: Girls transitioned to grade 7 in 2015**

<b>County</b>	<b>2013/2014 grade 6 girl that were promoted to grade 7</b>	<b>Grade 6 girls promoted in 2013/2014 and re-enrolled in grade 7 of this year (2015)</b>	<b>% Transition to grade 7</b>
Grand Bassa	184	94	51.1
Lofa	170	68	40.0
Bong	89	42	47.2
<b>Total</b>	<b>443</b>	<b>204</b>	<b>46.0</b>

### III. Challenges and Lessons Learned

#### *Challenges*

- Some challenges to project implementation and the achievement of targets this quarter are still related to the effects of the Ebola Virus Disease and its impact on the MOE, schools and communities. The late start in the school year caused a rescheduling of activities, delaying the tutoring and mentoring programs. It is suspected that EVD has affected enrollment and attendance.
- As mentioned, challenges related to teachers trying to receive their salaries persist.
- The data collection team encountered numerous challenges during the spot check activities in the field. The student and teacher absences from class on certain days left uncertainties as to true attendance. Students' departure at recess created a situation in which data collectors could not complete a head count during some site visits, despite the early morning arrival of the data collectors.
- There were unanticipated changes in this year's school calendar – the original new end date (schools finally re-opened in February/March 2015 after the EVD crisis) was in November; then it was changed (unofficially) to June 30 and finally to July 31. GOAL Plus staff has learned through field visits that student and teacher morale and thus student enrollment, retention and completion has declined, negatively affecting school and project performance. In rural communities where GOAL Plus works, the reaction of parents to the school closing in July, without grade completion, was to have their children remain home to help with household chores. Public perception of the MOE and a disbelief in its decisions due to frequent conflicting information provided to parents and students has resulted in parents' refraining from participating in educational matters on behalf of their children.
- Given that the months of June – August are usually a time for school vacation, parents are used to having their children work on the farms now. With the MOE decision that there will be no grade promotion, parents prefer to have their children work in the fields now and wait until September to send them back to school. The June 2015 GOAL Plus data collection and school visits show a reduction in school attendance.
- The lack of timely and accurate communication from the MOE created mistrust in the minds of many parents and school authorities who requested information from GOAL Plus staff. There is still little clarity on what will be done with the fees many parents have paid for the second semester, now cut from the school calendar, and if the fees will be transferred to the new school year, starting in September 2015.

#### *Lessons Learned*

- Our continued visits to schools and communities (tutors, mentors, PTA training; data collection and other monitoring visits) has stressed the importance of girl's education.
- FAWE field staff should be trained in data collection and monthly reporting and this will be carried out next quarter. Field staff should also be visiting schools at least once a week for regular monitoring.
- There is a need for refresher training on school record keeping for all 60 schools. Fortunately, schools now recognize the importance of record keeping and have requested this training.

- Continuous communication and timely information sharing between the GOAL Plus Monrovia and field offices is critical for successful program implementation.
- When community stakeholders are engaged in every aspect of the project, they can work more independently.
- PTAs will monitor attendance more closely if they are involved in the enrollment of the girls.
- Community meeting times should be suggested by community members to improve attendance.
- Inviting community members as role models to talk to girls helps to build the self-esteem of the girls.
- Formal recognition of community members who have successfully moved project activities forward in their communities is an incentive for them to continue and to have other community members to get involved in the project.

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

GOAL Plus resumed the full implementation of project activities after the EVD crisis, working toward achieving its key targets. However, both the effects of the EVD crisis and the recent pronouncement by the Ministry of Education regarding the closure of schools in July, (instead of November) may impact key targets on some project indicators and achievement all of the goals by the end of the project. Indicators that are usually tracked twice in an academic year (first and second semesters) will only be collected once in the 2015 school year, given there will only be one semester. With the change in the school calendar and a shortened 2015 school year, only a few months of time were available to work with schools (students, teachers and administrators), parents and communities to make viable improvements and achieve project goals.

**Key Indicators and Year Two progress are as follows:**

- **Number of learners enrolled in primary schools and /or equivalent non-school based setting with USG support (Indicator 3.2.1-14):** An increase in enrollment by 15 percent over baseline (6,097) which is targeted 7,012 in year 2, actual for this period (first semester), which is now the final enrollment for the 2015 school year 2 is 6555. There will be no new intake of enrollees this school year since there will not be a second semester. This is equivalent to +7.5% over baseline.
- **Percentage of girls and boys who complete their grade (Indicator 0.2):** An increase in the number of primary school girls completing their grade by 15 percent<sup>6</sup> over the number of girls completing their grade in July 2013 (77%), this indicator, will be tracked by the beginning of August 2015 due to the pronouncement of the closure of school in July 2015.
- **FAWE's organizational capacity in targeted areas developed (Indicator 0.6):** Improved technical and managerial capacity of FAWE in logistics, finance and contracts management, and M&E. FAWE's newly recruited M&E Officer has been receiving constant and regular tutoring and coaching in database management, field monitoring, M&E reporting and using data to measure project progress. There are pending trainings in Logistics, Procurement, Finance and Monitoring and Evaluation (M&E) next quarter.
- **Percentage of enrolled girl students in targeted grades attending school (Indicator 1.4):** An increase in the rate of primary school girls' attendance by 2 percent over baseline (66.5%) which is targeted 68.5% in year 2, actual for this period (first semester), which is now the final enrollment for the 2015 school year, is 78.9%, there will be no more spot check in this school year. This is equivalent to +12.4% over baseline instead of +2%.
- **Number of girls enrolled at an appropriate age in grade 1 (Indicator 1.5):** An increase in the number of girls enrolled at an appropriate age in the lowest primary class (grade 1) in GOAL Plus schools from September 2013 (13) to September 2014

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<sup>6</sup> Proposed to reduce to 7% due to circumstances related to the Ebola virus disease crisis and changes in the academic calendar

which is targeted 200 in year 2, actual for this period (first semester), which is now the final appropriate age enrollees for year 2 is 96. There will be no new intake of appropriate age enrollees for the 2015 school year.

#### **Other Indicators and Year Two Progress:**

- **Number of in-kind scholarship awards distributed in USG supported schools (Indicator 1.1):** Number of in-kind scholarship awards distributed in USG supported schools, scholarship package distribution is usually done twice an academic year (first and second semesters), but for this academic year (2015) was done once as only one semester will occur. The target for year 2 (2015) is 7172, while the actual for this school year is 6642. The target is missed by 530, in part because there will be no other distribution done in this academic year. There will be one distribution at the start of the next school year.
- **Number of teachers who receive gender responsive pedagogy training (Indicator 1.3):** Number of teachers who receive gender responsive pedagogy training, the target for year 2 is 180, actual is 184 for this year.
- **Number of girls attending tutorial classes (Indicator 1.1.1):** Number of girls attending tutoring classes, the target for year 2 is 600, actual is 1273 for this year.
- **Number of girls participating in Girls' Club activities (Indicator 1.1.2):** Number of girls participating in Girls' Club activities, the target for year 2 is 1500, actual is 1745 for this year.
- **Number of participants at town hall meetings on girls' education (Indicator 3.1):** Number of participants at town hall meetings on girls' education, the target for year 2 is 1500, actual is 1667 for this year.

## V. Activities Completed and Not Completed

### Year 2 Quarter 3 (April – June 2015)

Indicator	2015			Notes
	Apr	May	June	
<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>				
<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 semester one 2015. MOE terminated second semester 2015 so procurement will be done next quarter for September 2015 distribution in 2015-2016 school year.
1.1.2 Distribute teaching/learning supplies to grades 1 - 6 teachers				Completed for Year 1; Year 2 first semester done in March 2015 and finalized in the first week of April. MOE terminated second semester for 2015 so next distribution will be for semester one of 2015-2016 school year.
1.1.3 Provide Gender Responsive Pedagogy training to 20 new schools				Completed in June for 20 schools remaining.
1.1.4 Mentor & monitor teachers for Gender Responsive Pedagogy in 60 schools				Completed in April, May and June
1.1.5 Coordinate with LTTP in Bong and Lofa Counties				Coordination will be carried out next quarter in distribution
1.1.6 Payment of Girls Assistance Package (grades 1-6 in 60 schools)				1st semester 2015 paid in June 2015
1.1.7 Procure scholarship packages for grades 1 - 6 girls in 60 schools				Underway for 2015.
1.1.8 Distribute scholarship packages				Completed for first semester of Year 2, first week of April. MOE terminated second semester of 2015. Next distribution will be done in September 2015.
1.1.18 Provide after school tutorials to scholarship recipients with low academic performance in core subjects				Started this quarter in all 60 schools.
<b>Intermediate Result 2: Improved Learning Environment for Girls in Selected Communities of Bong, Lofa, and Grand Bassa Counties</b>				
2.2 Strategize appropriate interventions and technical assistance to address PTA capacity development needs				Re-engagement and assessment in January 2015

Indicator	2015			Notes
	Apr	May	June	
2.3 Conduct PTA experience sharing meetings				Held in April
2.4 Provide technical support to PTAs according to the pre-assessment w/ technical support for SIPs and announce solicitation for annual grants to 59 PTAs				2014 Grant completion for 2014 in May, refresher training conducted in June 2015.
2.11 Support schools and communities in regular monitoring of enrollments & attendance and for mobilizing responses (e.g., via town hall meetings)				Town hall meetings held in April and May, continued support provided.
<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>				
<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				Enrollment, attendance and retention spot check completed in June 2015.
3.8 Track girls' enrollments and completion at the pre-primary and junior high grades associated with schools				Data collected in June 2015.
3.14 Facilitate live radio discussions on the importance of girls' education				Completed in 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 ongoing to train and support FAWE's institutional capacity. Needs assessed in May for upcoming training next quarter.
<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 for all 60 schools
5.2 Collect student and teacher attendance data				1 <sup>st</sup> Semester of Year 2 completed for all 60 schools
5.3 Data entry and analysis for reporting enrolment and attendance data				Completed in May and June 2015 for data collected this quarter and last.
5.4 Qualitative Research data collection				Completed in April and May
5.5 Compilation of data from scholarship packages/teaching and learning materials distribution				Completed in May and June
5.6 Project M&E data hard copy filing into cabinet and shelf				Ongoing
5.7 Upgrading Master Tracking database to accommodate incoming scholarship packages/Teaching and Learning Materials distribution				Completed in June 2015
5.8 Monitor project activities such as tutorial classes, number of girls from 6 <sup>th</sup>				Completion pending

Indicator	2015			Notes
	Apr	May	June	
grade in USG supported schools who transitioned to 7 <sup>th</sup> grade and girls club activities				
5.9 Usage of PIDS/GIS/WMS (Web Mapping System) training by L-MEP				Completed in April
5.10 Data entry into USAID L-MEP PIDS (Quarter 6)				Completed in April
5.11 Monitor Field Activities				Ongoing

## VI. Plans for the Next Quarter (July – September 2015)

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

- Implement Year 2 PTA grants
- Analyze GBV research data and conduct TOT
- Select CECs and conduct training
- Collect data on best performed girls and analyze
- Award best performed girls and their parents
- Procure, package teaching and learning supplies
- Plan and distribution supplies to students, teachers and schools

### ***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 implement the MOE safety protocols.
- Implement Community Education Counseling for school representatives
- 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***

- Analyze 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.
- 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 Promotion and Completion data for 2015 academic
- Conduct training of FAWE field staffs on data collecting and reporting on Promotion and Completion data for 2015 academic
- Data entry into USAID L-MEP PIDS (Quarter 7)
- School Administrators' record keeping and data analysis, reporting, use in decision making training
- Monitoring and tracking of project indicators' progress

### ***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 toward Activity Objectives

### Performance Data Reporting Table

*F\* Indicates 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 June 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)	6555(f) 6248(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)	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	-	204 <sup>7</sup>	-	
Average teacher attendance rate	Context	Percentage	School, County, District, Gender	2013	73.8%	-	81%	-	75.9%	-	

<sup>7</sup> The number represent the aggregate value in year 1 (4) and year 2 (200)

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 June 2015)	End of Project Target	End of Project Actual
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>8</sup>	13,409	
*Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	*F Indicator	Number	Grade, Sex, School, County, and District	2013	0	454	625	454	590 <sup>9</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	10(f) 174(m) 184(t) <sup>10</sup>	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%) 68.5%	(+12.4%) 78.9%	+2%	
Number of girls enrolled at an appropriate age in grade 1	Custom	Number	Grade, Age, School, County, and District	2013	13	75	79	200	96 <sup>11</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	1,273	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	1,745	1,500	

<sup>8</sup> Final statistics for first scholarship packages distribution 6642 (girls grade 1-6=6434, Appropriate age Girls=74, Boys=134)

<sup>9</sup> Final statistics for first teaching and learning materials distribution for teachers

<sup>10</sup> Total number of male and female teachers that attended the Gender Responsive Pedagogy training

<sup>11</sup> Final appropriate age girls' enrollees in grade 1 as of June 2015

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 June 2015)	End of Project Target	End of Project Actual
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	
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>12</sup>	56	59	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	31 <sup>13</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>14</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>13</sup> This represent the total schools that have completed the 5 grant cycles (3 completed last quarter and 28 completed this quarter)

<sup>14</sup> This is the total participants that attended town hall/community engagement for re-opening of schools to promote girls' education up to date in year 2

<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 June 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: Gender Responsiveness Pedagogy Training Materials

### **Topics covered included:**

- Understanding terms
- Gender vs Sex
- Gender Responsive School vs Non-responsive school
- How to change your school
- Transforming the Teaching and Learning Processes
- GRP teaching
- GRP Lesson Planning
- GRP Teaching and Learning Materials
- GRP Language in the Classroom
- GRP Classroom Set-Up
- GRP Student and Student-Teacher Interactions in the classroom
- GRP Managing Sexual Maturation
- Addressing Sexual Harassment
- Supportive Gender-Responsive School Management
- Monitoring and Evaluation in GRP

## A. Understanding gender and related terms and concept

### Group work presentation

<i>Separate roles identified by the society based on sex which are gender stereotype</i>	
<i>What society expects female to do</i>	<i>What society expects male to do</i>
<ul style="list-style-type: none"> <li>• <i>Women are to cook</i></li> <li>• <i>Women are to born babies</i></li> <li>• <i>Women are to be submissive to their husbands</i></li> <li>• <i>Girls are to stay home and help their mothers with household chores</i></li> <li>• <i>Female teachers are self-contained in the lower classes, even if they are qualified to teach the upper classes</i></li> <li>• <i>Girls are prioritized for marriage</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Men are to hunt for food</i></li> <li>• <i>Men are to make women pregnant</i></li> <li>• <i>Men are the heads of their homes</i></li> <li>• <i>Boys go with their fathers in the fields or move around with their peers</i></li> <li>• <i>Mail teachers rotate in the upper classes even if they are not equally qualified</i></li> <li>• <i>Boys use the bride prices paid for girls to establish or educate themselves</i></li> </ul>

## B. Useful topics on GRP presented at the training

<b>Important topics at the GRP Training</b>	<b>The usefulness to teachers</b>
Understanding and facilitating gender responsive lesson planning	Helps develop teacher skills and attitudes to promote equal participation of girls and boys in the learning processes
	This topic enables us with skill to help girls perform better in their school works
Gender responsive teaching and learning materials	This topic helps teachers with skills to analyze gender stereotype materials use in the classrooms
	It also enable teachers to help students deliver on cultural concept of gender responsibilities
Gender responsive language	This topic helps the teachers to develop the languages that are appropriate in a multi-cultural democratic society; e.g. changing “chairman” to “chairperson”
	The topic helps us reduce gender stereotyping and gender base violence in schools

### C. Gender Sensitive/Insensitive Classroom Practice

*Gender insensitive classroom interaction indicators/ girls:*

- Teacher gave more questions to boys
- Girls only observed and described the demonstration
- Teacher touched girls sensitive parts to get their attention
- Girls insulted if they give wrong answers
- Girls were exclusively put in group works
- Girls were made shame in front of the class
- Teachers dressed indecently

*Gender sensitive classroom interaction / boys:*

- Teacher asked boys and girls equally
- Girls and boys equally took part in demonstration
- Teacher avoided close body contact with girls
- Boys were encouraged to do better, even if they made mistakes
- Girls and boys were mixed to do group works
- Teacher gave constructive feedback to boys
- Teacher dressed decently

### D. Forms of sexual harassment and action to eliminate them in school:

<b>Form of sexual harassment</b>	<b>Actions to eliminate harassment</b>
Sexual notes written by male students to female students across the classroom	Involvement of PTA in creation of school rules
	Teachers must identify the penmanship and deal with the perpetrators according to the school policy
Pornography both boys and girls bring to school for sexual arousal	Emergency teachers meeting and action upon discovery
The use of sexual arousal languages in the classroom	Teachers should work with students in creation of class rules and refer perpetrators to the penal code
Sexual touches of girls by boys	Teachers keep male students aware of the emotional consequences of touching girls sensitive parts

## Annex B: Town Hall Meeting Talking Points

**Activities and talking points were developed around specific themes on PTA leadership restructuring processes to guide the meeting discussions.**

<b>Activities</b>
<b>Agenda and Talking Points during technical assistance for PTA leadership</b>
Use the MOE PTA Manual as a guide a discussion on PTA restructuring
Welcome all participants, thank them for coming to the meeting and state the purpose of the meeting.
Ensure that the entire session is participatory ( everyone should participate in the discussions)
Begin the process by asking participants probing questions on the functionality of the PTA leadership in the school. (Are the PTA Officials working or not working?) If not working, what can we do as community and parents to make the PTA leadership is functional or active?
Give technical support through the provision of guidance in conducting free and fair elections using the MOE PTA Manual.
Create time for questions and answers ( for more clarity on the topic under discussion)
Provide technical assistance for the writing up school improvement grant proposal
Inspect all proposals for missing details. If need be, mentor the PTA leadership to clarify any doubts.
Ask PTA about the number of persons in their leadership positions as inscribed in MOE PTA Operational Manual.
Discuss the description of PTA roles and responsibilities including sub-committees and leadership rotation
Discuss gender and women participation in PTA leadership
Discuss scheduling the PTA meeting time and date to enable more people attending PTA meetings

## Annex C: PTA Leadership Refresher Training Agenda

### Day one (1) training contents

Time	Session activities	Methodology	Facilitator(s)
8:00-9:00 am	Registration of participants and breakfast		Field Officers
9:00am-9:45am	Introduction to the Workshop A. Objectives B. Methodologies C. Expectations and rule setting	Plenary	Francis
9:45-10:50am	Session 1: PTA organization, function and structure	Facilitator`s presentation, hand-outs, Group Work/Plenary	Francis/Field Officers
10:50-11:00	<b>Break</b>	<b>All</b>	
1100-12:30pm	Session 2: Leadership	Facilitator`s presentation, hand-outs and group work	Francis/Field Officers
12:30-1:30pm	Session 3: PTA sub-committees	Facilitators` presentation, hand-outs and group work	Francis/Field Officers
1:30-2:30	<b>Lunch</b>	<b>All</b>	
2:30-3:50pm	Session 4: Team and Relationship Building	Facilitators` presentation, hand-outs and group work and discussion	Francis/Field Officers
3:50-4:00	<b>Break</b>	<b>All</b>	
4:00-5:00pm	Session 5: Advocacy by the PTA	Plenary	Francis/Field Officers
5:00 pm	<b>End of day 1</b>		

## Day Two (2) training contents

Time	Session		Responsible Person
8:00-9:00am	Registration of participants and breakfast	Plenary	Field Officers
9:00-9:30am	Overview of day one activities	Plenary	Participants
9:30-10:30	Session 6:How to organize successful PTA meetings	Facilitators` note, group discussion, brainstorming and group presentation	Francis
10:30-11:30	Session 7: How to mobilize local resources for school improvement	Facilitators` note, group discussion, brainstorming and group presentation	Francis/Field Officers
11:30-1:00pm	Session 8: How to participate effectively in school improvement planning	Facilitators` note, group discussion, brainstorming and group presentation	Francis/Field Officers
1:00-2:00	Lunch		
2:00-2:50pm	Session 9: How to support girls` education	Facilitators` note, group discussion, brainstorming and group presentation	Francis
2:50-3:00pm	<b>Break</b>	<b>Break</b>	<b>Break</b>
3:00-4:00	Session 10:How to practice good governance in school	Facilitators` note, group discussion, brainstorming and group presentation	Francis
4:00-4:30pm	Session 11:How to enhance women`s participation in school improvement	Facilitators` note, group discussion, brainstorming and group presentation	Francis
5:00pm	<b>Close of day 2</b>		

## Annex D: GOAL-PLUS PTA Assessment Tool

### Introduction

The *PTA Assessment Tool*, designed and developed by GOAL Plus project as a useful guide for the self-help development of PTAs. GOAL Plus project specifically uses this tool to:

1. Provide an initial description of the PTA organizational capacities and performance of each PTA *before and during* technical assistance and training. From this “baseline” assessment, GOAL Plus project staff can use this same tool to monitor changes in these important PTA capacities.
2. Identify and prioritize the particular training and technical assistance needs of each PTA. This assessment is a key to the planning and specification of training and support *tailored* to each PTA.
3. Guide the self-help initiatives of PTA leaders themselves to enhance the capacities and performance of their association. The Tool specifies a large number of practices and procedures that any PTA could adopt on their own initiative to strengthen important capacities in their organizations. PTAs often ask: “What can we do to enhance financial sustainability – or to improve governance? What specific practices can our PTA adopt to promote community participation?” GOAL Plus project offers this tool to clearly identify many improved practices and procedures that PTA might choose from and adopt for positive benefit.
4. Develop general profiles of PTA capacities based on the aggregate and comparative results of individual organization assessments. GOAL Plus project staff prepares and use these general profiles to refine generic training programs and strategic technical assistance plans that are appropriate to the needs and priorities of many PTAs.

The tool specifies one, two or three performance *indicators*. The performance indicator is a general statement of the specific organizational capacity that a PTA should aim to achieve or to perform. Under each performance indicator in the *PTA Assessment Tool* is a set of *measurement units*. Each measurement unit in this set identifies a particular organizational practice or procedure. The adoption of that practice or the implementation of that procedure by a PTA would be a clear measure of achievement and organizational capacity. Measurement units are indicators of performance: the only difference between a measurement unit and a performance indicator is that a measurement unit is more detailed and more specific in its definition. A performance indicator is usually a general statement: e.g. “the PTA has a mission statement”. But a measurement unit should be specific, observable, measurable and verifiable: e.g. “Was the mission statement presented and approved by vote?”

Most of the measurement units included in this tool are simple “Yes / No” statements: the PTA either does (“yes”) or does not (“no”) perform the specific procedure or stated practice described by that measurement unit. But a few measurement units are presented as a scale: At the top of

the scale is the highest level of performance for that measurement unit. And at the bottom of the scale is the lowest level of performance.

Clear and specific measurement units are **the most important feature** of this tool. Each unit is a clear statement of a specific practice, procedure or tool whose adoption by a PTA will enhance its organizational capacity and performance. And a good measurement unit is precise: it should be readily understood by all persons so that the tool may be an effective guide for PTA leaders to plan their own self-help initiatives in organizational development.

### **Implementing the Tool**

GOAL Plus project typically conducts an initial organizational assessment of each PTA over 2 or 3 field visits to the PTA. In each visit, the staff will interview the PTA's leadership. The assessments will be done in a participatory manner. To effectively implement a participatory assessment, GOAL Plus project begins by giving a copy of this *Organizational Assessment Tool* to the PTA one or more days before the assessment is scheduled to begin. GOAL Plus project encourages the PTA leadership to read through the tool and familiarize themselves with its content and design, its performance indicators and measurement units, before the assessment begins. Then during the assessment interviews, PTA leadership identifies the correct response ("yes" / "no") or scale for each measurement unit. It is important to us that each PTA participate actively in its assessment and be fully informed of its findings. Each PTA also receives a copy of their completed *PTA Organizational Assessment Tool* after the assessment is complete.

GOAL Plus project conducts annual organizational assessments for all PTAs. The annual assessments use this same *PTA Organizational Assessment Tool* to identify new organizational capacities that the PTA adds during each year of GOAL Plus project working.

The GOAL Plus project is keen to objectively monitor progress in the organizational development of its PTAs – and to encourage and assist PTAs to plan for and initiate *new* organizational capacities in the coming year.

**Performance Indicator 1**

PTA has the capacity to present a clear and defined mission statement

**Measurement Units:**

- 1.01 Does the PTA have a mission statement?  
 Yes  No
- 1.02 Has the mission statement ever been revised?  
 Yes  No

**Performance Indicator 2**

Practice participatory decision making

**Measurement Units:**

***Meetings and Agendas***

- 2.01 The PTA members meet monthly.  
 Yes  No
- 2.02 The PTA members met within the last (30) days.  
 Yes  No
- 2.03 Minutes of PTA members meetings are available.  
 Yes  No
- 2.04 PTA prepares an agenda for the next members meeting that shows the schedule for the next meeting and points for action or discussion.  
 Yes  No

***Rules and Procedures***

- 2.05 PTA has written by-laws that is discussed with PTA members  
 Yes  No
- 2.06 PTA by-laws provide scheduled opportunities for member comment and input at meetings.  
 Yes  No
- 2.07 PTA conducts orientation for new members on PTA rules and procedures.  
 Yes  No

***Members and Committees***

- 2.8 The PTA has 5+ members on its leadership.  
 Yes  No

**Gender Participation:**

- 2.09 PTA has created awareness in the past two months on the importance on girls' education and women participation in school improvement  
 Yes  No
- 2.10 PTA has an active committee for public education and school improvement plan development and implementation on gender issues.  
 Yes  No
- 2.11 Two (2+) or more of the current PTA members have attended training in gender awareness and participation in decision-making.  
 Yes  No
- 2.12 One or more PTA sub committees are headed by a woman.  
 Yes  No
- 2.13 One or more of the PTA leaders currently is (are) women.  
 Yes  No

**Formation of the PTAs**

- 2.14 The PTA leaders assume the position by nomination without informing all parents to participate.  
 Yes  No
- 2.15 All parents were informed and meeting was held using democratic elections.  
 Yes  No
- 2.16 PTA has an organizational structure, attendance & absence of the members, records, files, reports, in additions to a list of the PTA member's occupations  
 Yes  No

**Performance Indicator 3**

Promote accountability and Transparency

**Measurement Units:**

Scale	
6.	PTA disseminates its decisions and reports to school staff and members and invites them to speak at its meetings and committee meetings.
5.	Minutes of meetings and reports are discussed regularly, disseminated and shared with non- members and its decisions are recorded by individual vote.
4.	Minutes of meetings and reports are made available and shared with school staff and its members but decisions are not recorded by vote.
3.	Written minutes and reports exist and are available, but not regularly disseminated.

2. Minutes of PTA meetings or reports are not available to non- members
1. PTA meetings are not documented and there are no written minutes or reports.

**Performance Indicator 4**

The Youth Participation of the PTA and committees

**Measurement Units:**

Scale

3. 11% and more of PTA members are under 25 years old
2. 1-10% of PTA members are under 25 years old.
1. No PTA members are under 25 years old.

**Performance Indicator 5**

Rotation of Leadership Responsibilities

**Measurement Units:**

Scale

5. PTA chairperson and officers serve fixed terms then leave positions.
4. PTA chairperson has changed in the last 3 years.
3. 1-2 PTA leaders have changed in the last 2 years.
3. PTA leaders are unchanged in the last 2 years and PTA chairperson is Unchanged in the last 5+ years.
2. 1-2 new PTA leaders were elected in the last 2 years.
1. No elections of a new PTA member in the last 2 years.

**Performance Indicator 6**

PTA Roles and Responsibilities

**Measurement Units:**

Scale

3. PTA has both a written statement of its leaders' roles and responsibilities and written descriptions of sub-committees.

2. PTA has a written statement of its members' roles/responsibilities or written job description of leaders roles and responsibilities.
1. PTA has no written statement of its leaders' roles and responsibilities and no written materials for the orientation of new its members.

**Performance Indicator 7**

Planning

**Measurement Units:**

<b>Scale</b>
2. PTA has prepared a written plan for last year for this current year.
1. PTA did not prepare a written plan last year for this current year.

**Performance Indicator 8**

Effectively recruit, manage and motivate volunteers

**Measurement Units:**

- 8.01 PTA has a written plan for volunteer recruitment and management.  
 Yes  No
- 8.02 PTA monitors volunteer time and labor inputs.  
 Yes  No
- 8.03 PTA conducts a training program for volunteer.  
 Yes  No
- 8.04 PTA holds an annual event / celebration to honor its volunteers.  
 Yes  No

**Performance Indicator 9**

System of internal control and management

**Measurement Units:**

- 9.01 PTA keeps monthly files of expenditures that include: cash/check requests, delivery notes for good/services received, original invoices, and receipts of payment.  
 Yes  No

- 9.02 PTA has a written statement of documentation to be included in files of expenditures.  
 Yes  No
- 9.03 PTA uses purchase request forms for all purchases.  
 Yes  No
- 9.04 PTA uses advance request forms for all advances issued to staff.  
 Yes  No
- 9.05 PTA produces a monthly bank reconciliation report for each account.  
 Yes  No
- 9.06 PTA keeps a file of project agreements / amendments and budgets.  
 Yes  No
- 9.07 PTA keeps bank-books for all bank accounts.  
 Yes  No
- 9.08 At least one member of the PTA has completed training in financial reporting for USAID sub-grants.  
 Yes  No
- 9.09 PTA prepares monthly financial reports and accounts for grants to donors.  
 Yes  No

**Performance Indicator 10**

Financial sustainability and conduct fund-raising activities

**Measurement Units:**

- 10.1 PTA prepares fund-raising plans for 2-3 years.  
 Yes  No
- 10.2 PTA conducts an annual fund-raising activity.  
 Yes  No
- 10.3 PTA conducts 2 or more different fund-raising activities each year.  
 Yes  No

**Performance Indicator 11**

PTA is knowledgeable of and able to take initiative toward the development and implementation of the School Improvement Plan (SIP)

**Measurement Units:**

11.01 PTA works in partnership with the school in school self assessment and school improvement planning

Yes  No

11.02 PTA update the SIP for the school every year

Yes  No

11.03 PTA has implemented at least three SIP activities with the school within the last year.

Yes  No

11.04 PTA has implemented at least one SIP activity that aim to maintaining safe learning environment for girls through: school maintenance, cleanness, emergency response, and good behaviors

Yes  No

11.05 PTA has implemented School Progress Card (SPC) that enables the school to share information about its performance, resources and services with the community in large that includes: parents, civil society institutions, governmental institutions and private sector

Yes  No

11.06 PTA has implemented School Management System Practices and Information-Based Decision Making

Yes  No

11.07 PTA mobilizes resources for SIP implementation.

Yes  No

11.08 PTA is monitoring and following up on the SIP implementation on a monthly bases.

Yes  No

## Annex E: Manual for PTA Leadership Training

### **GIRLS` OPPORTUNITIES TO ACCESS LEARNING (GOAL PLUS)**

### **HOW-TO MANUAL FOR PARENTS TEACHERS ASSOCIATION (PTA) LEADERSHIP TRAINING**

## **FACILITATORS` GUIDE**



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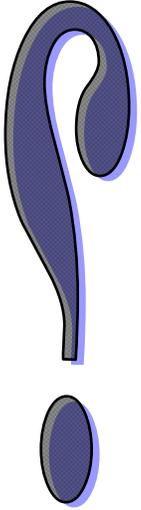
**Girls Opportunities to Access Learning (GOAL Plus) project**

17<sup>th</sup> Street & Warner Avenue, Unit 7  
Sinkor, Monrovia  
Liberia

**How-to Manual (1)**

**PTA leaders' refresher training**

**GOAL PLUS**



**How to Encourage and Support Girls Education?**

## **Introduction**

The challenges that affect both girls and boys almost universally affect girls more, because girls are more susceptible to bias and discrimination and because girls face more unique challenges to education at every level, which can exacerbate shared challenges. Challenges exist at each level, accumulate and, as demonstrated, translate into lower educational outcomes for girls.

The disparity between girls and boys enrollment, attendance and achievement increases from level to level. However, providing greater opportunities for girls' access and learning will decrease the gap between girls and boys and improve learning outcomes for all students.

The main purpose of this know-how guide is to shed light on the key benefits and gains of girls' education. In addition, the guide presents the challenges that interfere with girls' education, and underscores the role of the Parent-Teachers Association (PTA) at the school level, vis-à-vis promoting and increasing access to girl's education.

## **Benefits of Girls Education**

Education is a basic human right that cannot be denied of anyone or transferred. Each child has the right to education. Education is critical for our sustainable development. Education plays a critical role in securing a bright and prosperous future for the coming generations. By ensuring that all children, boys and girls, have equal access to high quality education, we can create vital opportunities for the coming generations to a quality life.



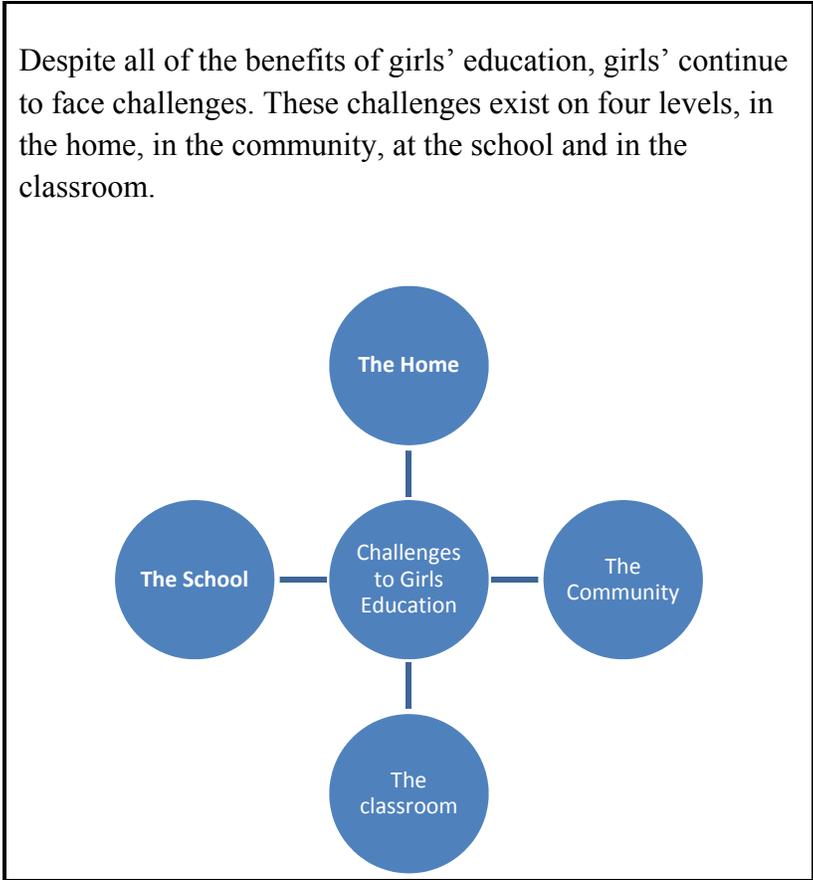
## **Why education is important?**

- Access to adequate education is correlated with enhanced life options
- Education breaks the perpetuated inter-generational cycles of poverty and diseases
- Education sets the foundation for sustainable development
- Access to quality basic education helps boys and girls develop the knowledge and skills they need to follow health and favorable life patterns
- Access to high quality education enhances the ability of the citizens to engage actively in the decision making process, at the social, economic, and political levels
- By offering rights-based education, we can address some of the problems and challenges associated with different forms of long-standing inequalities that are deeply rooted in certain communities.

There are many benefits associated with girls' education, including the benefits for the girl herself, for her family, for the community, and for boys. The following is a list of some illustrative regarding the benefits of girls' education:

- ❖ Girls’ with more education feel more confident and have improved life skills
- ❖ Providing girls one extra year of schooling beyond the average can boost their eventual wages by 10 to 20 per cent
- ❖ Studies from Liberia find that mothers with a basic education are substantially more likely to educate their children, and especially their daughters
- ❖ With more schooling women are more likely to seek medical care for their children, be better informed about nutrition, and adopt improved sanitation/hygiene practices
- ❖ An extra year of girls’ education can reduce infant mortality by 5–10 percent.

**Challenges to Girls Education**



## **Challenges Exercise**

Despite all of the benefits of girls' education, girls' continue to face challenges. These challenges exist on four levels, in the home, in the community, at the school and in the classroom.

The challenges that affect both girls and boys almost universally affect girls more, because girls are more susceptible to bias and discrimination and because girls face more unique challenges to education at every level, which can exacerbate shared challenges. For example, when classrooms are overcrowded, both girls and boys are affected and may receive less attention. However, when the classroom is biased in favor of boys, girls may be called on or encouraged to participate far less than boys or overlooked all together. Another example of the way girls may be disproportionately affected by challenges is in access to resources. When there are limited materials, boys may receive more of the classroom materials than girls, making it more difficult for girls to achieve at the same level as boys.

## **The Role of the Parent Teachers Association (PTA) in Supporting and Encouraging Girls Education**

The PTAs are mandated to perform important roles in enlisting and mobilizing community resources for girls' education. The following section is a classification of four key domains, where the PTAs are expected to provide support and follow-up, in support of girls' education:

### **A. Girls Access to Education**

The PTAs are mandated to reach out to the parents to encourage them to sign up the names of their children, especially girls, in the school. The following is a highlight of illustrative examples to achieve this goal:

- Produce informational posters and communicational materials about the importance of girls education (GOAL Plus is also doing this through the appropriate age enrollment campaign)
- Organize orientation and awareness-raising events in communities about the benefits of girl's education, in collaboration with the community town chiefs, elders etc.
- Identify and list the names of out-of-school girls
- Ensure that there is enough space at the level of the school or community classrooms to accommodate the female learners
- Contribute to the process introduced to address social challenges to girls education, including customs and traditions
- Carry out awareness-raising campaigns to raise funds and subsidize girls' school fees
- Carry out awareness raising campaigns and orientation events to collect contributions and donations from the community members, so as to raise funds for school improvement
- Address issues related to low quality of education, which deter girls from enrolling (especially if older siblings have had low returns to schooling); punishment (verbal and physical) by teachers
- Address issues related to safety of route to and from school and inadequate facilities

- Address issues related to attitudes and beliefs of parents, which do not support girls' education; work (either in or outside of the home) keeps girls out of school; low quality of education deters parents from enrolling girls (especially if older siblings have had low returns to schooling); male or non-local teachers deter parents from sending girls to school; cost of schooling; girls do not have birth certificate; and poverty.

## **B. Increased Attendance**

The PTAs are mandated to support the schools in implementing activities to ensure regular enrollment, attendance and retention of female learners in the school. The following is a list of the key examples related to the activities that can be carried out by parents to increase girls' regular enrollment, attendance and retention in school:

- Address issues related to poor/lacking facilities (no latrines for girls, uncomfortable classrooms, etc.); lack of support among school leaders and teachers for gender equality at school; teasing (mainly by boys) and sexual harassment (by boys and teachers)
- Address issues related to girls' labor (either in or outside of the home), which keep girls away from school; as well as attitudes of teachers towards girls achievement
- Address issues of low quality of education, which deter girls from regularly attending; punishment (verbal and physical) by teachers
- Address attitudes and customs that don't support girls regular attendance in school—more so as girls reach adolescence
- Address parents attitudes – parents don't believe it's important for girls to attend school; the opportunity cost of girls attendance is too high--girls have to work in the home or outside; expected to stay home and care for ill family members; drop out due to teenage pregnancy or after early marriage; male or non-local teachers deter parents from sending girls to school; general costs of continuing to attend school too high; poverty

## **C. Improved Achievement**

Academic achievement and student performance improvement represent the actual product of all input and activities provided by the PTA collaboratively with the school administration, in support for girls' education. The following is highlight of the key activities that can be potentially carried out by the PTAs to increase and enhance girls' improved learning and academic achievements:

- Provide schools and teachers with support, through the development of learning materials and teaching aids
- Respond to the needs of children with special needs, including gifted and high-performing girls
- Improve the reading and writing skills of under-performing female learners
- Build the capacity of teachers, and leverage their performance, in relation to marginalized groups of girls
- Facilitate the processes required to reduce classroom density and address the issue of crowded classrooms

**How-to Manual (2)**  
**PTA leaders' refresher training**



**How to Form and  
Manage PTA  
Subcommittees**

## **INTRODUCTION**

The functions and roles undertaken by the PTAs require the establishment of various subcommittees. Each has different mandates to achieve a wide range of possible goals, programs and activities intended by the PTAs. The PTAs forms a subcommittee based on a mandate to provide specific assistance in executing the School Improvement Plan (SIP) in a timely and effective manner through use of appropriate approaches.

This How-to Manual focuses specifically on:

- How to form PTA subcommittees and various types of PTA subcommittees
- How to enable PTA subcommittees to perform their roles and responsibilities effectively and how to manage their inter-relations and inter-dependent in a productive fashion

### **Establishment of PTA Subcommittees**

This manual demonstrates the importance of forming PTA subcommittees to implement the PTA activity plan and purposes.

It is designed to place emphasis on the need to:

1. Demonstrate an understanding of the importance of sharing work among PTA members
2. Form several PTA subcommittees
3. Explain the roles and responsibilities of each of the PTA subcommittees, including activities to be undertaken from the PTA school improvement plan

Decisions made to establish PTA subcommittees should be demand-driven. To ensure the utility and effectiveness of the PTA subcommittees, the functions and tasks of each subcommittee should follow a set of transparent criteria to ensure that they fulfill their authorized and established purpose.

- Establishment of the respective subcommittee should contribute to the achievement of the PTA programs, goals, and activities
- Respective subcommittees established to fulfill or serve a specific purpose or respond to an identified need
- Clear scope of work, with well-defined goals and objectives for each subcommittee

Establishment of the respective subcommittees should help the PTAs serve specific purposes:

- Share the workload and level of effort assumed by the PTA with regard to the school improvement plan
- Address shortage or deficit of teachers in specific areas of expertise or specialty
- Enhance the engagement and recruitment of general PTA members and other interested community members in PTA subcommittees
- Leverage and improve the performance of the PTA by means of ensuring proper assignment or roles and responsibilities at the PTA level, and across the PTA subcommittees

## **HOW TO FORM AND ESTABLISH SUBCOMMITTEES**

This section addresses key points on how to form and establish PTA subcommittees:

- Members of the subcommittee should be recruited, based on their skills, expertise, and interests
- Membership should not be limited solely to PTA members
- Parents active in the PTAs should be encouraged and recruited to serve
- Subcommittee service should be viewed as a good opportunity for greater representation of parents in school improvement efforts
- PTA members and other interested community members should be encouraged to engage in various subcommittees
- Each subcommittee should be formed separately with a list of names for each subcommittee

The PTA leaders can work in close collaboration with GOAL Plus field officers to undertake and develop a standard and consistent system to operationalize respective subcommittees, including a specific set of criteria and procedures:

1. Identify subcommittees that need to be established, pursuant to specified criteria
2. Define and articulate the specific roles and responsibilities of individual subcommittees
3. Identify the eligibility requirements and standards associated with subcommittee membership composition, based on the respective area of focus and scope of work
4. Nominate and select subcommittee members against the selection criteria
5. Document the membership recruitment process, as appropriate
6. Develop a system for meeting management and reporting requirements of individual subcommittees

## **MAJOR TYPES OF SUBCOMMITTEES**

PTA subcommittees largely fall under two major categories:

- Permanent subcommittees, established to function on an ongoing basis to fulfill a long-term mandate or vision
- Temporary/ad hoc subcommittees, established to assist with specific, interim, and short-term tasks and responsibilities (this type of subcommittees will continue to exist, as long as there is a purpose and will be disbanded, once they fulfill the mandate)

## **MOST SIGNIFICANT ROLES OF COMMITTEES**

- Engage in the decisions made by the PTA on the school level
- Provide input and insight into the education reform and improvement process
- Provide follow-up support on the functions and activities of the PTA
- Expedite the delivery and implementation of school reform activities and interventions
- Develop activity plans in response to the key roles and responsibilities vested in them
- Pursue a participatory, decentralized approach to decision-making
- Ensure sharing of experiences and PTA complementing each other efforts
- Ensure the broad representation of town chiefs, land lords and or key community stakeholders

## **HOW TO ESTABLISH GUIDING PRINCIPLES FOR SUBCOMMITTEE PERFORMANCE AND FUNCTIONING**

The PTA will develop clear, guiding principles and bylaws to guide and regulate the functions and performance of various subcommittees in each focus area. These include but are not limited to:

- Clear identification of individual subcommittee goals and objectives
- Clear identification of subcommittee roles and responsibilities
- Clear conceptualization of subcommittee structure and membership composition
- Clear identification of subcommittee mandate, lifetime, and term of membership
- Clearly describe the management systems
- Clear describe the reporting cycle and documentation requirement

## **HOW TO ENSURE SUCCESSFUL FUNCTIONING AND PERFORMANCE BY PTA SUBCOMMITTEES**

Consideration of key procedures and processes will enable the PTA subcommittees to perform their roles and responsibilities effectively:

- Develop clear and well-defined roles for individual subcommittees
- Encourage and hold subcommittee members accountable for their regular attendance in PTA meetings
- Ensure active participation in the decision-making process and delivery of work plans
- Ensure effective communication between the PTA members and the subcommittees
- Develop work plans and programs that explicitly explain and translate the tasks and mandate of the subcommittees
- Develop teamwork and teambuilding skills on the subcommittee level
- Document key achievements of PTA subcommittees and encourage them to develop activity and progress reports

## **HOW TO ORGANIZE FUNCTIONS AND ACTIVITIES OF PTAS SUBCOMMITTEES**

Key activities and procedures will help ensure successful organization of subcommittee functions and activities:

- Set up a flexible and adaptable organizational structure for individual subcommittees
- Ensure and enhance inter-relations and co-dependency of PTA subcommittees
- Enhance a more concerted and coordinated approach between PTA subcommittees and other school-based structures
- Develop an effective management approach to facilitate the delivery of PTA subcommittee functions

#### **HOW TO ESTABLISH THE ORGANIZATIONAL STRUCTURE OF PTA SUBCOMMITTEES**

- Individual subcommittees set up an organizational structure, and secure the approval of the subcommittee chair.
- Chairs of individual subcommittees will report to the PTA chair and will be responsible to:
  - o Chair the subcommittee meetings
  - o Develop meetings agendas for the respective subcommittee
  - o Ensure the recommendations made by the subcommittee are executed
- Secretary of the respective subcommittees will be responsible for execution of decisions and recommendations under the supervision and oversight of the committee head:
  - o Prepare for meetings of the respective subcommittees and develop meeting agendas in collaboration with the head
  - o Meet reporting requirements in coordination with subcommittee head

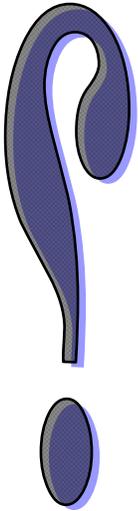
#### **MEMBERSHIP ELIGIBILITY CRITERIA**

- Specialization and expertise
- Personal character
- Interpersonal and professional skills

**How-to Manual (3)**

**PTA refresher training**

**GOAL PLUS**



**How to Increase and Enhance Female Participation in school improvement?**

## **Introduction**

Women make up one half of society. They also give birth to the other half of the society. It is critical to increase women's participation and access to public life. It is vital to promote women's prominent and leading role in the comprehensive development endeavors at the community level.

The purpose of this How-To Guide is to shed light on the importance and gains of increasing women's promotion to and engagement in leading and decision-making positions. In addition, this guide aims to identify and present the potential challenges to increased and improved participation of women, with an emphasis on the role and mandate of the PTAs in this respect.

### **Why Female Participation is Important?**

Community development requires multi-level, multi-sectoral, and multi-dimensional efforts by all stakeholders. The most effective agents of community change are women, because they are closest to the problems. While self-mobilization by women has its advantages, externally stimulated mobilization of women in shared values and commitments can produce the same results. The following is a bullet summary of the key value-added benefits and gains associated with increased female participation in sustainable community development:

1. Enhance and promote the value-added benefits of women's engagement at the family and community levels
2. Ensure full and earnest enforcement of the national laws and regulations and international conventions around the elimination of all forms of discrimination against women
3. Mobilize the potentials and expertise of women across all domains
4. Maintain and safeguard the concepts of social stability and gender equality
5. Enhance women's sense of ownership and commitment towards their families and communities
6. Ensure healthy development of future generations through appropriate parenting and socialization practices
7. Establish the principles of equity and equality and promote the rights-based approach
8. Address the unfavorable legacies and misconceptions
9. Increase women's engagement in, and access to leading and decision-making positions at the community level
10. Improve the livelihood of women in all life domains

### **Reasons for Low Female Participation in Sustainable Development Endeavors**

1. The high prevalence of male dominance and cultural practices prohibiting against women in certain communities at different levels and across several domains
2. Common misconceptions demanding women to stay at home, from the premise that women are the constructors of the family
3. Lack of awareness about the importance of women's participation and active engagement in the community

4. Shortages and limitations associated with certain legislations and laws to promote women's empowerment

### **The Role of the Parent Teacher Association (PTA) in Increasing Female Participation**

- ❖ The PTA leadership is responsible to create the opportunities needed to increase awareness regarding the need to ensure women's improved access to PTAs elections, both as voters and candidates.
- ❖ The PTAs leadership is responsible to encourage women to attend the general PTA meetings, and to engage actively in the school activities. This can be achieved through different avenues, as follows:
  - Invitations to attend PTA meetings
  - Women can be encouraged and empowered to occupy leadership positions in the PTA. This will help to create and provide female role models at the grassroots level.
  - Meetings and events can be organized and allocated for mothers and local women to encourage and stimulate them to engage actively in the teaching process at the school level, including encouraging them to attend and participate in PTA meetings, and to stand for the PTA elections.
- ❖ The PTA leadership should make an effort to recruit and increase the participation of females in the sub-committees in support of education.
- ❖ The PTA leadership is responsible to organize awareness-raising events, with female role models at the local level, and provide them with an opportunity to present and share their experiences at the community level.

### Approaches to Awareness Rising

1. Home visits
2. Cultural performances
3. Production and development of banners and posters
4. Town hall meetings
5. The media

### **Criteria and Standards of Gender Equality**

- All the sections and segments of the community, including women and minorities have equal rights.
- The concept of social democracy implies providing equal access to opportunities and services for all segments at the societal level, with closer attention given to marginalized groups and minorities.
- The representation and participation of the marginalized groups, especially women and minorities in the PTA leadership should account for percent.
- The school bylaws and internal statutes provide the authorization needs to hold the school staff and PTA leaders accountable for their actions and decisions, in support of the educational process.

### **How to Promote Female Participation?**

The PTA leadership will adopt a range of policies to promote female participation, as follows:

- Engage female teachers in preparing the teaching schedule, curricular syllabus and activity plans
- Encourage female students to engage in all the activities provided by the school, including the *awareness activity, indoors and outdoors activities, etc.*
- Provide female teachers with an opportunity to communicate with parents, and encourage them to allow their girls to participate in school activities
- Revitalize the activity classes, such as the music and arts education classes, and engage girls in arts competitions
- Provide girls with books and resource materials that are of interest to them
- Ensure equal access to learning resources and activity rooms, for both male and female students alike
- Encourage and increase women's representation and participation in the school improvement plan activities

**How-to Manual (4)**

PTA leader`s refresher training



GOAL-PLUS

**How to Mobilize  
Community Resources  
In Support of  
Quality Education**

## INTRODUCTION

This manual addresses the role of the Parents` Teachers Association (PTA) in mobilizing community resources. Resource mobilization is a critically important function of the PTA. It supports the ability of members to: a) acquire additional resources for school operations; and (2) mobilize community members to accomplish specific PTA goals and objectives in the School Improvement Plan (SIP).

PTA mobilization of resources to improve school operations can also directly support improvements in quality and better learning outcomes within the framework of the SIP.

Engaging and organizing parents and community members in resource mobilization activities is a challenging task. Research indicates that a direct effect on educational improvements can occur by providing community members with information on the resources that should be available to the school, and the mechanisms through which they can begin to produce change and school functioning.

## TYPES OF RESOURCES

### HUMAN RESOURCES

“Human resources” is a term used to describe the individuals who comprise the workforce of an entity or organization.

Resources are classified as:

- In-kind resources
- Physical resources

<b>In-Kind Resources</b>	<b>Cash Resources</b>
“In-kind resources are material and human resource contributions with cash value that are donated to organizations/schools. These donations may be in the form of equipment, food, clothing, furnishings, labor, services, office machines, and supplies.	Cash resources are anything of material value or usefulness that owned by a person.

## **DIFFERENT SOURCES OF RESOURCE MOBILIZATION**

Donations may be in the form of equipment, food and clothing, furnishings, labor (such as carpentry, plumbing, engineering, and roofing work), services (such as photography and instruction by certified publicity, medical assistance provided by licensed professionals, or teachers or educational institutions), etc.

### **GOVERNMENT RESOURCES**

This category includes the health unit, local and municipal departments, etc

### **PRIVATE SECTOR RESOURCES**

This category includes companies, business community, entrepreneurs, workshop owners, etc

### **CIVIL SOCIETY RESOURCES**

This category includes non-governmental organizations (NGOs), youth centers, donor agencies, etc.

## **WHAT DO WE MEAN BY RESOURCE MOBILIZATION?**

Worldwide, investments in basic education yield high economic returns to the larger society and local community. This can include positive effects on family health, as well as reductions in infant mortality and fertility rates. These broader returns call for greater levels of resource mobilization to achieve substantial education improvements.

Family investments in education, of time and resources, are important. When combined, they are a significant public investment. The scope for raising voluntary family contributions is unlimited.

## **COMMUNITY RESOURCE MOBILIZATION AND SCHOOL IMPROVEMENT:**

Collaboration is central to resource mobilization and school improvement. Building and sustaining school/ community collaborations requires multiple and varied partners. Collaboration is a process and not a program. The purpose of collaboration is to motivate people to work in new ways toward a shared or common vision. The process allows the collaborators to execute a program in direct response to the vision. Collaboration is what occurs when the participants work together. It is a win—win' situation.

Collaboration works best when participants engage and feel directly responsible for the activity successes, and its shortcomings. However, no one participant is solely responsible for the achievement of the vision. Rather, each stakeholder can and should assume a measure of influence and responsibility.

## **PREREQUISITES OF RESOURCE MOBILIZATION**

- Creation of an active and well-functioning PTA
- Establishment of a transparent financial system
- Formation of a PTA committee for resource mobilization and development
  
- Fostering of strong institutional and organizational relationships between PTA and various community stakeholders
- Streamlining and simplification of the processes needed for community contributions and donations
- Establishment of a database with the contact information of parents, including *their place of work, interests, etc.*
- Development of a school vision and Mission Statement with special emphasis on resource development and mobilization
- Building of school capacity to launch and promote awareness events and campaigns for resource mobilization and development
- Development of a map for external relations and partnerships with relevant governmental and non-governmental organizations
- Design and delivery of school events and activities, such as *open days* with the representation of community volunteers
- Outreach from the school to external community groups to add influence to the resource mobilization process
- Assurance that the PTA is informed about the standards of quality education and the school-self assessment process

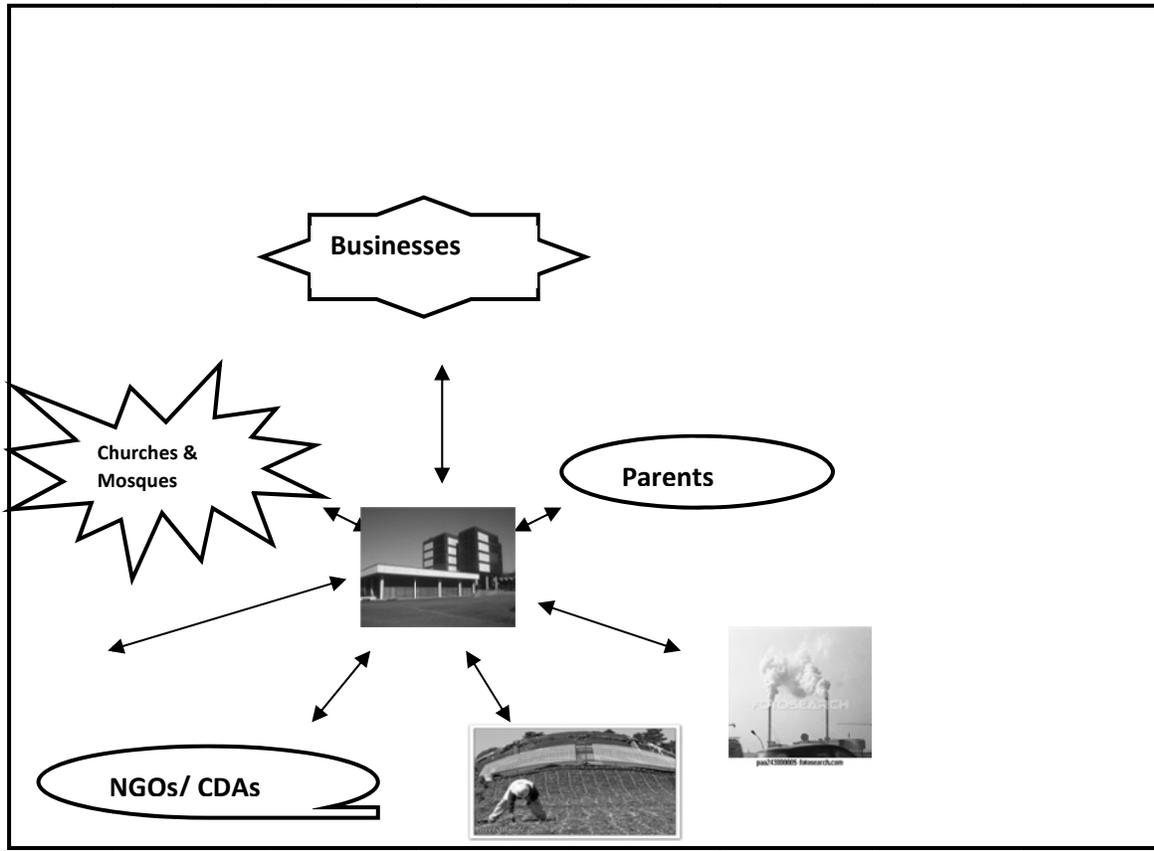
The goal is to (1) help schools assess their current approaches to involving families and community members; and (2) assist them in planning and executing additional or more effective strategies.

## **PREREQUISITES RELATED TO THE LOCAL COMMUNITY**

Prerequisites help ensure that community members are aware and better informed about the school needs. This highlights illustrative models of forming and using collaborative school-based teams and inter-professional education programs. It also illustrates family-school-community partnerships, including use of inclusive discussions, information access to other relevant centers, agencies, organizations, and advocacy groups, and a list of cadre members for further consultation, who can readily share expertise.

Clarification on the specific school-community connections is critical to identify the most effective ways to mobilize local resources for improved education.

## STAKEHOLDERS/RESOURCE MAPPING



### MAPPING PROCESS

**The process of “mapping stakeholders”** is a strategic tool to identify and assess the effect of a different individual or group of stakeholders on the school. It is a strategic tool or approach to identify the individuals and/or groups that are most likely to affect a proposed action, or be impacted by it. It requires sorting them according to their particular impact on the action, as well as the impact the action will have on them. This information helps assess how to address the interests of those stakeholders in a plan, policy, program, or other proposed action. Stakeholder analysis is a key part of stakeholder management. It helps establish the foundation for proper planning.

### NEEDS SENSING: MAPPING COMMUNITY STAKEHOLDERS

The process of **“needs sensing”** is also essential when developing a resource mobilization plan and stakeholder mapping. One of the first tasks is to gauge or measure the community’s openness to and interest in starting collaborative efforts that address the unmet needs of children and families.

This section provides concrete tools for “needs sensing” activities that will begin to map the community and to:

- Identify and recruit key individuals to involve in a partnership
- Learn about the needs of children and families that will motivate people to work collaboratively in a particular community
- Gather information about the history and status of relationships among the individuals representing the home, school, and community

### Stakeholder Analysis

Stakeholders	Role of School towards Stakeholders	Role of Stakeholder toward School	Opportunities	Anticipated Potential

### LOCAL COMMUNITY INFORMATION AND DATA

#	Stakeholder	Phone Number	Address	Director	Services	Notes
1						
2						
3						

### CHALLENGES TO COMMUNITY RESOURCES MOBILIZATIONS AND POTENTIAL SOLUTIONS

Challenges	Potential Solutions
<p><b>- Challenges related to schools and PTA</b></p> <ul style="list-style-type: none"> <li>- Lack of an enabling environment at the school level</li> <li>- Conflicted school/ PTA relations</li> <li>- Lack of a vision and mission statement or a school improvement plan</li> <li>- Complexity of managerial/ administrative processes</li> <li>- Lack of communication channels between the school, community and/ or PTA</li> <li>- Lack of a database about parents, businesses, local leadership, and other</li> </ul>	<p><b>Potential Solutions</b></p> <ul style="list-style-type: none"> <li>- Create a supportive environment on school and community levels</li> <li>- Increase coordination and collaboration between the school and the community using participatory approaches to planning and implementation</li> <li>- Describe the connection between using schools as a community resource and communities as resources to schools</li> <li>- Identify critical roles of developing service-learning programs through collaborative efforts</li> <li>- Establish a successful partnership--the</li> </ul>

<p>supports, who can contribute to resource mobilization and development</p> <ul style="list-style-type: none"> <li>- Poor performance of schools and lack of satisfaction by the local community, coupled with low student achievements</li> <li>- Lack of parental involvement in school activities</li> <li>- Lack of a clear, well-defined plan for resource mobilization and development</li> </ul>	<p>school principal and the community need to work together on establishing goals, assessing needs, developing vision, and deciding management issues</p> <ul style="list-style-type: none"> <li>- Conduct evaluations, as an essential step, if partnerships are to succeed and persevere</li> <li>- Demonstrate the benefits of effective school-community partnerships for teachers and principals, students, and communities</li> <li>- Open the dialogue between schools and community</li> <li>- Identify community needs and resources</li> <li>- Design meaningful projects that meet community needs</li> <li>- Form effective community advisory boards</li> </ul>
<p><b>On the Community Level</b></p> <ul style="list-style-type: none"> <li>- The community perceive the school as a government structure that does not need much support</li> <li>- The community response towards the educational problems is not always positive. Sometimes, the community co-exists or tolerates with problems, and becomes accustomed to standard solutions, rather than ones that are tailor made</li> <li>- Sometimes, the community is heterogeneous, and struggles with internal and tribal conflicts</li> <li>- The poor linkage between the school and local leaders, and community lack of satisfaction towards the school services</li> <li>- Education is not a priority on the agenda of some community members</li> </ul>	<ul style="list-style-type: none"> <li>- Explore ways in which schools can partner with communities</li> <li>- Explain that when school/community relationships are effective they display some common signs: a broad spectrum of people and organizations share a common vision; commitment is not short-term; self-interest, while not absent, does not dominate what is being done; and things change for the better</li> <li>- Describe types of partnerships (with human service groups, business and industry, and school), give procedures to help nurture partnerships and resource mobilization programs, define the roles and responsibilities within partnerships, and provide agreement and evaluation forms</li> <li>- Capitalize on the possible benefits from combining school, parental, and community agencies to assist student learning</li> <li>- Explain various types of community school initiatives, challenges facing school-community partnerships, and school-community partnerships</li> <li>- Explain school-community connections and the most effective ways to mobilize school and community resources</li> </ul>

## **RESOURCE MOBILIZATION AND FUNDRAISING STRATEGIES**

The guidelines below discuss broad issues regarding formulation of a resource mobilization strategy. These guidelines cannot anticipate the wide range of varied issues that might arise in each community. The objective is to highlight some of the key issues and to provide a relevant framework that can be easily adapted and expanded to take into account each community situation. We hope that these guidelines will be useful for schools working to identify new and innovative ways to mobilize resources to improve the quality of education for their children.

Mapping the community climate requires the use of multiple tools, such as outreach, transparent meetings, and deliberate information-gathering activities. Together, these can provide new information and opportunities to assess a broad range of families' perceptions and concerns about their children's education.

This information gathering process can include formal efforts, such as community assessments, needs assessments, and assessment surveys; or, it can consist of informal efforts including open discussion sessions that focus on specific issues. Often, a combination of formal and informal approaches works best and balances the type of input received. Importantly, the information gathering process must allow for diverse individuals – all potential partners representing families, schools and broader community members - to compare and discuss their own perceptions.

### **ONGOING FORMATIVE EFFORTS**

This ongoing process to mobilize resources and raise funds should occur throughout the year. The PTA *fundraising committee* should sustain its operations on a continuing basis.

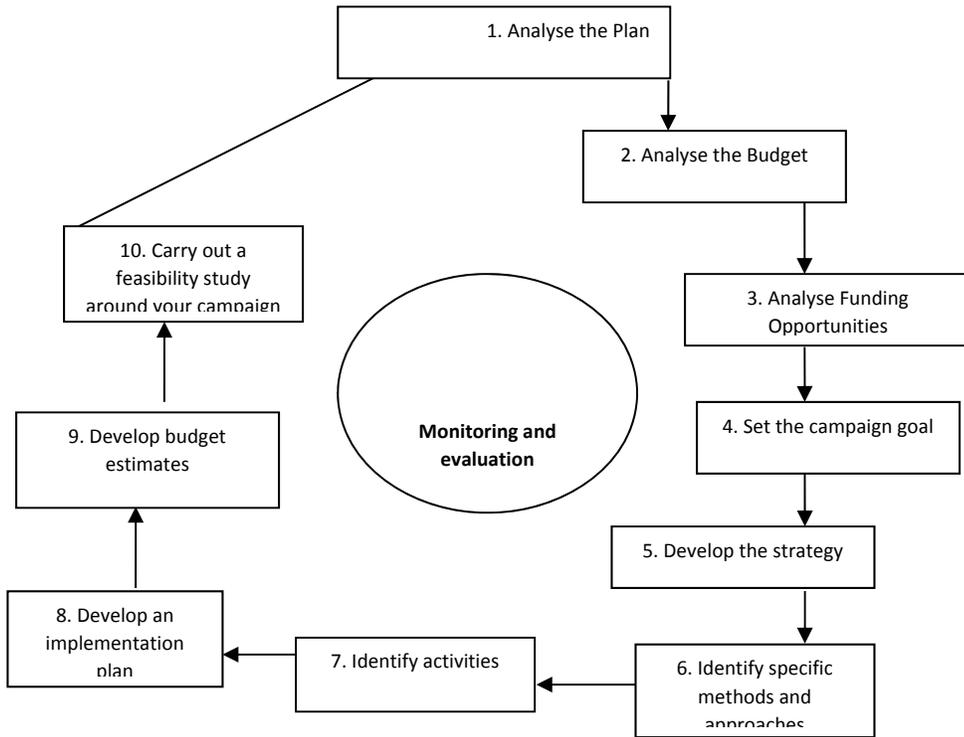
### **FOCUSED CAMPAIGNS**

Use of focused campaigns is an effective strategy to mobilize resources for a specific, identified purpose, often during a certain time in the year. Scheduled timing can coincide with when supporters and a greater number of community members are likely to be willing to donate and contribute their own human or material resources.

### **SPECIAL EVENTS AND OCCASIONS**

Use of fundraising activities organized by the PTA can coincide with special events or occasions, such as exhibitions, charity markets, and religious and patriotic occasions.

## HOW TO DESIGN A RESOURCE MOBILIZATION PLAN



## COMMUNITY RESOURCE MOBILIZATION PLAN

### EXAMPLE:

Goals of resource mobilization campaign	Strategy	Methodology	Activities	Activity costing
By the end of August 2015 the school will produce 500 bricks for the construction of an annex in the school improvement plan (community match contributions)	Ongoing efforts	Organize meetings with community members and stakeholders		
		Organize two campaign events on girls' enrollment, attendance and retention in schools	✓ Identify the targeted group of participants	

## COSTING OF RESOURCE MOBILIZATION CAMPAIGN

Item	Units	No of Units	Unit Cost	Total	Source
<b>Total cost</b>					

## IMPLEMENTATION PLAN OF RESOURCE MOBILIZATION

Goals	Strategies	Methods	Activities	Time		Place	Responsibility and Monitoring	Costing
				From	To			

### RESOURCE MOBILIZATION SKILLS

Successful resource mobilization requires a range of different skills, which can emerge from within the *resource mobilization committee* and which can broaden potential volunteers. These include:

- Analytical skills
- Consensus building and negotiation skills
- Decision making and problem solving skills
- Budgeting and financial management skills
- Communication skills
- Inter-personal and social skills
- Networking and partnership building skills
- Reporting skills

### STANDARDS OF COMMUNITY MOBILIZATION

Consideration of the standards of community mobilization by PTA members is part of the community mobilization process:

**Standard (1):**

Help schools use the resources already available in the community in providing educational programs

**Standard (2):**

Sensitize the local community and businesses to provide financial and material support to the school

**Standard (3):**

Engage in promotion and raise awareness on volunteerism inside and outside the school

**Standard (4):**

Develop rehabilitation programs for volunteers as a part of school projects

**Standard (5):**

Help organize groups of volunteer parents to support school projects and enterprises

**PUBLIC RELATIONS/COMMUNITY OUTREACH****Standard (1):**

Contribute to development and adoption of strategies that promote communication amongst stakeholders

**Standard (2):**

Provide school administration with communication support to reach out to varied sectors in the community level

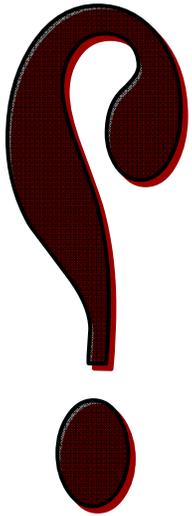
***Indicators***

- School staff and PTA members engage actively with NGOs and community-based associations
- School and PTA members foster mutually supportive relations and partnerships with the civil society
- School and PTA members provide the community with access to information
- Community-based associations and NGOs provide schools with assistance and support, as needed
- School and PTAs members track and monitor local attitudes, trends and opinions
- School fosters positive relations with the local community

**Know-How Manual (5)**

**PTA leader's refresher training**

**GOAL PLUS**



**How to Organize and Facilitate Successful PTA Meetings?**

## How to carry out a Successful PTA Meeting?

1. Effective planning of the PTA meeting, with specific emphasis on the clarity of the following elements:
  - Meeting purpose and goals should be well defined and clear.
  - Meeting location and venue should be defined in the invitation.
  - Meeting agenda and discussion items should be spelled out clearly in the invitation.
2. Identification of a specific date and time of the PTA meeting, with particular emphasis on:
  - The agenda has to be well-balanced, with clear identification of the meeting goal.
  - PTA members should be encouraged to avoid lengthy arguments or discussions that derail them from the meeting agenda.
  - PTA members should be encouraged to adhere to the meeting agenda, as well as the start and end time.
3. Access to Information, with focus on the following:
  - PTA members should be provided access to information, before, during and after their meeting.
  - It is important to ensure proper dissemination of information, especially if the meeting requires the PTA members to review and access materials that need longer time. These include activity reports on subcommittee functions, PTA budgets and project proposals, etc.
  - PTA members should be offered access to financial functions of their PTA, as well as other relevant policies and reports.
  - The meeting agenda should include a synopsis of related information and data to be discussed during the PTA meeting.
  - PTA members should be provided with as much information as they need, during the discussion of the issues included in the meeting agenda.
4. Role of Subcommittees in Preparing for PTA meetings, as follows
  - PTA subcommittees play a critical role to ensure that the PTA members take informed decisions based on in-depth research and investigation.
  - PTA subcommittees are mandated to carry out in-depth research around a range of topics and issues, based on their variety of expertise and areas of specialty.
  - PTA subcommittee should be informed in advance of the date and location of PTA meetings, as well as the meeting agenda.
5. Opening the PTA Meeting
  - The chair of the meeting will welcome the participants at the beginning of the meeting.
  - Registration of meeting participants will be undertaken by the PTA secretary.
  - At the outset, the PTA chair should underscore the importance of the PTA meeting, by explaining the PTA roles and functions, with emphasis on the importance of active participation of PTA members.
  - The PTA chair should also commend the participants for the commitment and attendance.

6. Facilitation of Discussions, including:

- The chair of the PTA meeting will:
  - o Read and review the agenda
  - o Receive suggestions to change and improve the agenda, as recommended by the majority of participants
  - o Listen to all opinions and input offered by the PTA members
  - o Respect and adhere to the timeline, associated with the meeting agenda
  - o Encourage and sensitize PTA members to engage effectively in discussing the issues and topics included in the meeting agenda
  - o Use documents to reinforce the discussion
  - o Encourage PTA members to respect the ground rules and protocol of discussion

The chair of the meeting is encouraged to:

- Maintain eye contact with the participants
- Speak clearly with a tone, as appropriate for the situation
- Speak a language that can be understood by all participants
- Use adequate body language

7. Decision Making Process

- Decisions are made by absolute majority (50 percent + 1 vote)
- The voting and decision making process should be well-documented. These documentation should include:
  - o Number of participants voting for the decision
  - o Number of participants, who abstain from voting or who express their concerns or reservations on the decision at hand

8. Closure of PTA Meeting, as follows:

- The chair of the meeting will re-cap the major decisions that the participants agreed on carrying out during the meeting
- The chair will also commend the participants for their active engagement in discussions and for their insightful comments.
- At the end, the chair will propose a date for the next meeting, and will ask the participants to sign on the meeting minutes.

**Frequency of PTA Meetings**

The school-level PTA will convene one meeting at a minimum on monthly basis or meeting date decided upon by the PTA body. Otherwise, the PTA may convene a special call meeting upon a written invitation by the chairperson or a written request from two thirds of PTA members.

Why some PTA members may opt to not participate effectively?

- Some may feel that their participation will not pay off
- Some may feel that a handful member will take over and hold control over the proceedings of the meeting.
- There is a lack of awareness among PTA members regarding their roles and responsibilities.
- The methods used to invite the members to their PTA meetings are not effective.
- The date and time of PTA meetings may not be convenient to all members.
- Some PTA members may not want to take responsibilities.

The above barriers can be addressed as follows:

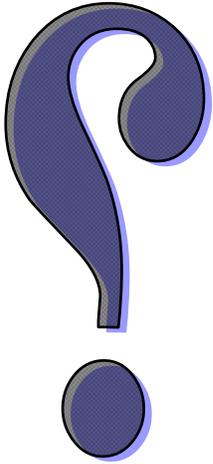
- Contact each member in person to ensure their participation
- Organize meetings with members who may opt to not participation, to identify and propose solution to their problems
- Engage PTA members in setting the date and time of the meetings
- Use a variety of methods to communicate information around the meeting date and place to all PTA members

Challenges that may undermine the relationship between the PTA and the school management and potential solutions:

Solutions	Challenges
The PTA may extend an invitation to the school administration to attend its meetings. In addition, school administration staff can be recruited on the PTA subcommittees.	Lack of adequate understanding of PTA roles and responsibilities by the school administration
A joint committee representing both the PTA and the school administration can be established to monitor the execution of PTA decisions.	Lack of interest by the school administration in carrying out PTAs decisions
The roles and responsibilities can be clearly defined in the school improvement plan. In addition, a joint committee, representing the PTA and the school administration, can be formed to serve this purpose.	Lack of coordination of efforts made by the PTA and the school administration

**How-to Manual (6)**

**PTA leaders` refresher training**



**How to Participate in the  
School Improvement Planning,  
Implementation and Monitoring**

## **INTRODUCTION**

Planning is an act of formulating a program for a definite course of action. It is the act or process of drawing up plans or layouts for some project or enterprise. This also involves the cognitive process of thinking about what you will do in the event of something happening.

Planning in organizations and public policy is both the organizational process of creating and maintaining a plan; and the psychological process of thinking about the activities required to create a desired goal on some scale. The school improvement planning process includes a range of tools and techniques designed to help schools take their planning, strategic thinking and implementation to the next level. This approach to school improvement planning aims to raise standards of attainment and promote student well-being.

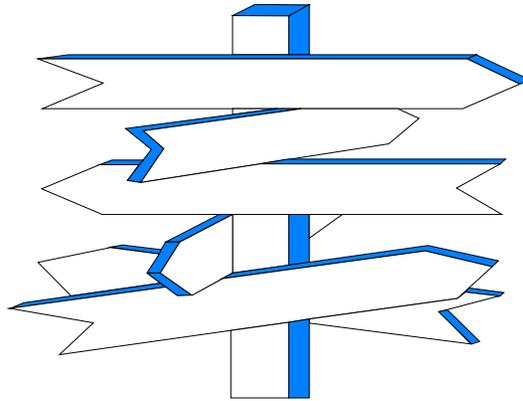
The school improvement planning framework sets out a planning process in three stages: prepare, engage and identify objectives; deliver and carry out activities; and; ensure successful outcomes by monitoring the delivery process. Within the stages, individual modules focus on specific aspects of school improvement with tools underpinning each.

Specifically, this how-to manual will guide PTA leaders through the process of developing an annual PTA activity plan, accompanied with timeline and budget. Some schools work their way through each stage and module, while others select the tools that best match their needs. The framework is flexible. It can be used to enhance existing improvement activities at any stage of the planning cycle.

## **PLANNING WAS SAID TO BE ....**

An old saying amongst those in the planning profession is that if you fail to plan, in reality what you are doing is planning to fail. School communities are always facing this dilemma. If the school community you work in, or participate with does not have a plan for its future, what ultimately may happen is that the community will fail to adapt to change. The school community will fail to take advantage of opportunities.

**IF YOU ARE NOT AWARE ABOUT WHERE YOU HEADING ...  
YOU WILL PROBABLY GET TO ANOTHER POINT!**



**IF YOU DO NOT PLAN YOUR GOALS ... YOU DO NOT NEED  
TO REGRET NOT ACHIEVING THEM!**

**NOBODY PLANS TO FAIL ... HOWEVER; SOME MAY FAIL TO PLAN WELL!**

### **PLANNING CONCEPT**

Planning is a well-structured process that attempts to make the highest investment of the school resources, to achieve specific goals, within a certain timeline. Planning is a process that brings partners together to establish common goals and agree to use their personal and institutional power to achieve them.

Collaborative planning is a mutually beneficial and well-defined relationship entered into by two or more parties to achieve common goals. The relationship includes a commitment to a: definition of mutual relationships and goals; jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards.

## **NEED FOR PLANNING**

Collaboration that involves the home (parents and other family members), school (teachers, school administrators, and other educators), and community (health and human service providers, business representatives, and other community members) has been heralded as an effective way to reform and improve services for children and families. When all of these players work together to enhance services for children and families, the undertaking is often new and very complex.

## **IMPORTANCE OF PLANNING**

- To identify clear directions
- To ensure more concerted efforts
- To be better prepared for the coming steps
- To collect critical information to inform your planning, including developing inventories, in order to inform the investments made towards the achievement of expected goals and results

Planning has several value-added benefits which:

- Optimize the planning process using all available resources on the school level
- Develop effective ‘specifications’ that outline the school’s educational objectives and planned activities in order to inform the planning process and expected investments
- Build a shared vision among families, school staff, and community representatives regarding the community’s strengths and weaknesses
- Identify opportunities for addressing priority concerns
- Allow for that need to develop new collaborative relationships that reflect mutual trust, respect, and understanding
- Build a broad base of support for change
- Develop ongoing mechanisms for sharing information among partners and key decision makers in the community
- Identify opportunities for sharing resources and participating in joint activities

## **DEFINITION OF ‘PLAN’**

Research findings are clear about the importance of allowing sufficient time for the planning phase of a collaborative effort. A plan is the collection of decisions and actions developed by the organization to pursue its clear and well-defined goals, within a specific timeline.

## **BENEFITS OF COLLABORATIVE AND JOINT PLANNING**

- Develops shared resources, power, and authority among two or more parties
- Achieves goals, which members could not independently achieve
- Improves the delivery of educational and human services

## **SCHOOL IMPROVEMENT**

School improvement planning involves multiple partners who jointly reflect on their backgrounds, roles, education, etc., and use this information to develop respect for each other's differences and potential contributions. In turn, they develop an accurate, complete picture of the community's strengths, weaknesses, and concerns. They understand and value the concepts of parental involvement and partnership. They also explore what these might mean for their community.

As partners begin to develop a shared understanding of the gaps in existing services and resources, they also gain a preliminary perspective of their common concerns. They can then identify and demonstrate a willingness to share resources and to participate in joint activities and information-sharing mechanisms for ongoing communication among themselves and with key community leaders.

### **ULTIMATE GOAL OF THE SCHOOL IMPROVEMENT PROCESS IS TO ....**

1. Improve access to quality learning and teaching opportunities
2. Enhance student learning outcomes and achievement

Special consideration should be given to the school improvement plans, with focus on:

1. Optimal use of human resources
2. Optimal use of physical and material resources

### **WHAT DO WE MEAN BY SCHOOL IMPROVEMENT PLANNING?**

Schooling Improvement Planning is an effort that involves families, school staff, and community representatives as equal partners, working interdependently to plan, implement, and assess solutions to identified challenges at the school and community level. This can include coordinated and comprehensive services and/ or academic support services to address the school 'needs', and to develop the best 'response' strategies to such needs, to increase children's school success and improve the functioning of their families and communities.

The purpose of the planning phase is to help partners develop a common understanding of the gaps in existing services for children and families. They also identify common concerns and desired outcomes for children and families. They can then begin to shape the purpose and direction of the partnership by identifying specific activities that will require collaborative effort among partners to make a measurable impact. Over time, partners assume greater responsibility for partnership activities.

### **SCHOOL IMPROVEMENT PLANNING ANSWERS QUESTIONS**

The use of School Improvement Planning allows the community to begin to review critical foundation issues, such as:

- Where we were?
- Where do we stand now? (current situation and reality of the school, including students, teachers, physical resources, infrastructure, etc)
- Where do we want to go? (goals the school would like to achieve)
- How do we achieve those goals, in light of the reality? (programs, activities, and policies that contribute towards the achievement of such goals, at the school and community levels)

### **School improvement plans should be closely related:**

- Achievement of specific goals (effective learning outcomes)
- Identification and selection of most successful, competent methods
- Estimation of budget projections
- Effective use of time and time management
- Delivery, monitoring and assessment of interventions

### **Why use a School Improvement Plan?**

The benefits of collaborative planning around the school improvement plan include:

- Cultivates an environment conducive to collaboration on reform priorities
- Identifies and clarifies the potential contributions of all partners, regardless of their knowledge base, skills, experiences, etc.
- Validates problem-solving approaches that accept divergent thinking and build consensus around priority needs and areas of improvement
- Builds interdependent relationships that enhance collaboration for school-based reform
- Increases the resource base available to address shared concerns, using well-thought and time-bound processes, thus sparing time, effort, cost and resources
- Allows time to prepare for, coordinate and commit to the complex tasks that partners deem necessary for their collaborative activities at the school level
- Allows for a better prediction of future challenges
- Allows for the optimal use of school resources

### **KEY PRINCIPLES FOR SCHOOL IMPROVEMENT PLANNING**

School improvement planning seeks to establish guidelines for the future growth of the school services. The term *comprehensive* means an all-inclusive approach to addressing the issue of future growth. The final product is the comprehensive plan that emerges from these efforts. The document is official in nature. Use it as a guide to facilitate decisions about the development of the school.

## **COORDINATION**

*Coordination* involves mutual goals and some shared resources. Coordination also involves the regulation of diverse elements into an integrated and harmonious operation for the benefit of the school-based reform effort.

## **REALISTIC**

This means that the plan should articulate an awareness of things, as they exist. This involves a realistic description, realistic view of the possibilities, and realistic appraisal of chances and community norms and culture.

## **FLEXIBLE**

A flexible plan should involve a range of different yet appropriate responses that the stakeholders should be able to make in response to situations. A flexible plan guards against any threats or circumstances that may undermine or interfere with the achievement of the respective goals or outcomes. Therefore, this plan should provide alternative options that are relevant to the context where execution of the plan takes place.

## **COMPREHENSIVE**

Comprehensive planning is critically important, commonly known as strategic planning or visioning. Consultation of all elements of the school, including teachers, learners, local resources, etc. usually accompany it.

Comprehensive plans are tools to plan for the future growth of the school. Most importantly, these tools address the constant change and evolution of the circumstances around the school community. In many cases, comprehensive plans help address issues related to school growth, development, and outreach to the external community.

## **PARTICIPATION**

Participation is the process through which families, school staff, and community representatives are involved as equal partners working interdependently to plan, implement, and assess: (a) school services and/or (b) academic support services (tutoring, training, and mentoring) to increase children's school success and improve the functioning of their families and communities.

## **TIMING**

Successful plans include a time factor, known and adhered to by all. Sequencing activities chronologically structured around a specific timeline.

## **PRIORITIZED NEEDS**

Successful plans take into account the need to identify and prioritize needs, as per a specific set of criteria.

## **PROGRESSIVENESS**

Successful plans are progressive and lend themselves to the achievement of the end goals and desired outcomes.

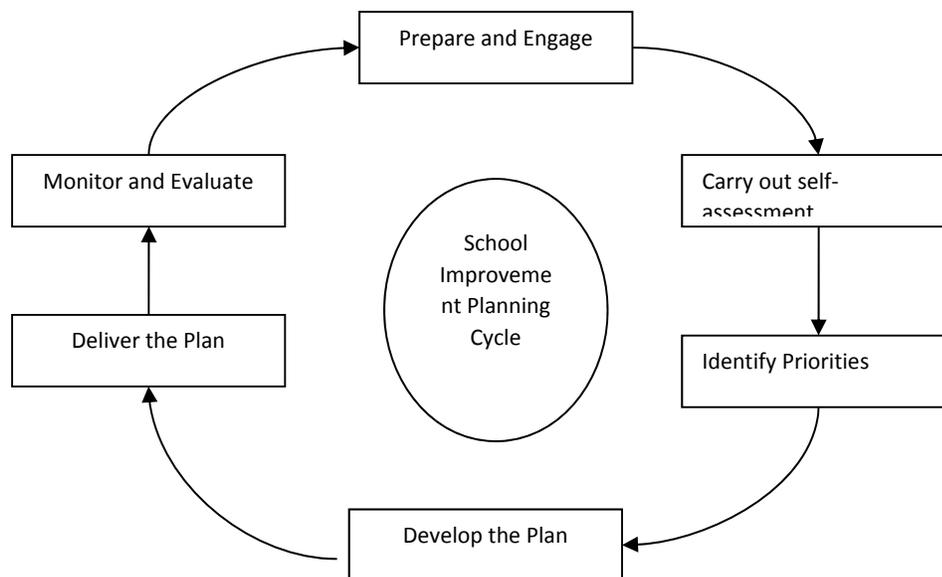
## **KEY PARTNERS AND STAKEHOLDERS IN SCHOOL IMPROVEMENT PLANNING PROCESS**

The learners, school administrators, community members and parents develop School Improvement Plans.

## **KEY STAGES OF SCHOOL IMPROVEMENT PLANNING**

School improvement planning frameworks set out a planning process in six stages: (1) prepare and engage; (2) conduct self-assessment; (3) build consensus around priority needs and objectives of school improvement; (4) design an activity plan for school improvement; (5) deliver the school improvement activity plan; and (6) ensure successful outcomes through performance monitoring and appraisal. Within the stages, individual modules focus on specific aspects of school improvement.

Some schools work their way through each stage and module, while others select the tools that best match their needs. The framework is flexible and can enhance existing improvement activities at any stage of the planning cycle.



## **STAGE (1): PREPARE AND ENGAGE**

This involves the following actions:

1. Form the reform and improvement management team (school-based quality team), and identify a clear mandate
2. Increase awareness around the importance and necessity of school improvement
3. Establish and strengthen a support network around the concept of school improvement to enhance the partnership and a collaborative approach towards school improvement
4. Create a planning process based on a shared vision of the school improvement stages

Stage 1 begins an ongoing dialogue with representatives of the home, school, and community to discuss the needs of children and families. By gathering information from individuals with diverse perspectives, both individually and in groups, it is possible to gain insights into the need, readiness, and support around the planning process. At Stage 1, potential partners explore the concepts of collaboration and partnership, and thus begin to build a base of common knowledge from which the planning process can develop.

## **STAGE (2): SCHOOL SELF-ASSESSMENT PROCESS**

**Self-assessment** *in an organizational setting* is a comprehensive, systematic and regular review of an organization's activities and results. The self-assessment process allows the organization to discern clearly its strengths and areas in which improvements can occur. This culminates in planned improvement actions. These are monitored for progress, referenced against the quality and accreditation standards.

## **GOALS AND OBJECTIVES OF SCHOOL SELF-ASSESSMENT**

- Determine the school needs
- Continue to improve the school performance
- Ensure sustainable professional development of teachers
- Continue to provide access to high quality education
- Encourage increased community participation

## **HOW IS THE SELF-ASSESSMENT RELEVANT TO SCHOOL IMPROVEMENT?**

- Schools can improve rapidly in environments, where expectations for successful performance are explicit and supported
- Expectations, in the form of priority goals and objectives, can become a roadmap that allows the schools to navigate through the challenges of their environments
- Without clearly defined and prioritized goals and objectives, there is no certainty what the outcome of the school improvement process will be

An effective self-assessment process should maintain certain qualities: integrity, honesty, objectivity, realistic assessment, sustainability, comprehensiveness, integration of all components, etc.

## **POTENTIAL DATA COLLECTION TOOLS FOR SELF-ASSESSMENT**

- Observations
- Interviews and group discussions
- Review of documents

One of the first steps in the comprehensive planning process is to collect data on existing conditions. The data that is to be collected should relate to each of the elements that will make up the plan.

## **SCHOOL SELF-ASSESSMENT PROCESS**

- Initiate meetings with the school staff, and other stakeholders, to introduce them to the concept of self-assessment, and its tools and processes
- Create openness to, and interest in supporting the school self-assessment process, and cultivate an environment conducive to collaboration around school self-assessment process
- Develop an action plan for school self-assessment
- Ensure that all stakeholders have completed their self-assessment tools
- Analyze data and identify results and findings
- Develop a consolidated report on the self-assessment findings
- Develop a final report on the school self-assessment process

## **STAGE (3): CONSENSUS BUILDING ON SCHOOL PRIORITY NEEDS**

### **NOT EVERY NEED IS A PRIORITY**

#### **CONCEPT OF ‘PRIORITY’**

A priority is the state or quality of being earlier in time, occurrence, etc. It is also the right for one thing to precede other things in order, rank, privilege, etc, including the right to take precedence in obtaining certain supplies, services, facilities, etc., as determined by the school community, including PTA members.

#### **DEFINING ‘PERFORMANCE GAP’**

A performance gap is the difference between the actual or present performance and the optimal or future performance. In one way, one type of performance gap analysis is similar to a needs analysis in that it identifies a problem, sets criteria for the current school performance versus the expected school performance.

The school stakeholders who are representatives of both the school community and the PTA, is responsible to identify priority needs, in relation to the school improvement process.

## **STAGE (4): DEVELOPMENT OF SCHOOL IMPROVEMENT PLAN**

The school improvement plan is the final product of the efforts included in the planning process. The document is official in nature. Use the document as a guide to actions and decisions about the development and improvement of school performance.

This stage includes:

1. *Clear articulation of overarching reform aim.* An aim is a statement that describes the purpose or intentions toward which the overall reform efforts are directed.
2. *Clear articulation of objectives*  
Generally, an aim is broken down into a set of goals or objectives. An objective is a smaller, measurable, time-bound task. Ideally, the objectives, in totality, contribute to the achievement of the aim.

### ***THE WORLD GIVES SPACE FOR THOSE WHO KNOW WHAT THEY EXACTLY WANT***

3. *Identification of Activities*  
An activity is an action or a task that, once fulfilled, will contribute to the achievement of the objectives.
4. *Development of a Timeframe*
5. *Clear Identification of Resources and Sources of Mobilization*
6. *Identification of the Target Group(s)*
7. *Identification and Assignment of Clear Roles and Responsibilities*

## **HOW TO ENSURE THE QUALITY OF THE SCHOOL IMPROVEMENT PLAN**

Quality is a shift in reform efforts across all domains and elements of school performance, with a primary goal to leverage the effectiveness of the educational product. To attain this level of quality performance, all key players and stakeholders in the school community should be involved in the improvement planning process.

### **CHECKLIST FOR QUALITY ASSURANCE OF THE SCHOOL IMPROVEMENT PLAN**

- Are the self-assessment tools standards-based?
- What sources of data and information used inform the self-assessment process?
- What stakeholder groups and players were involved in the self-assessment process?
- What were the results and findings of the self-assessment process?
- Have priority needs been identified according to specific standards?
- Has the PTA capacity-building plan been incorporated in the school improvement plan?

***PTA LEADERS ARE RESPONSIBLE TO REVIEW & APPROVE SCHOOL IMPROVEMENT PLANS***

## **STAGE (5): DELIVERY OF SCHOOL IMPROVEMENT PLAN**

This stage includes:

- Translate the school improvement plan into detailed monthly plans

- Form ad hoc implementation committees/ taskforces, on the PTA level, to deliver the plan activities

- |  |
|--|
| <ul style="list-style-type: none"> <li>- PTA members will track and monitor the implementation of the school improvement plan.</li> <li>- Parents and other community members may join the PTA implementation committee to engage in the delivery of the school improvement plan.</li> <li>- Feedback comments and insight of parents and school staff will be solicited around the quality of the plan activities.</li> </ul> |
|--|

## **STAGE (6): MONITORING AND EVALUATING THE PLAN DELIVERY**

### ***WHAT CANNOT BE MEASURED OR MONITORED CANNOT BE IMPROVED***

#### **Monitoring**

Monitoring is the act of observing something. It is the act of collecting data, on a regular basis about the plan implementation and observing the actual implementation against the planned activities. This occurs while identifying deviations from the plan, coupled with an explanation of the reasons why such deviation happened.

#### **MONITORING ACTUAL IMPLEMENTATION OF THE PLAN ACTIVITIES**

1. Examine and validate the actual implementation schedule
2. Develop indicators for the purpose of monitoring the planned activities
3. Collect information about the progress made towards the planned activities, using a variety of methods, including reports, site visits, etc.
4. Identify any deviation(s) from the planned schedule
5. Propose solutions to problems and challenges

***The PTA will establish an ad hoc committee/ taskforce to monitor and evaluate progress towards goals as identified in the SIP***

## **SCHOOL STRATEGIC PLANNING**

**Strategic planning** is the process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various analysis techniques can be used in strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). Strategic planning is the formal consideration of an organization's future course. All strategic planning deals with at least one of three key questions:

1. "What do we do?"
2. "For whom do we do it?"

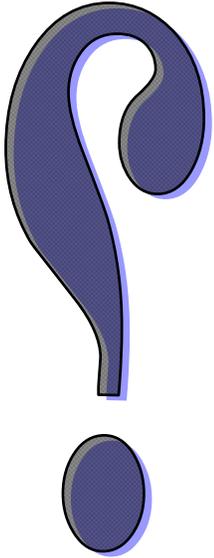
3. "How do we excel?"

**PTA ROLE IN SCHOOL IMPROVEMENT PLANNING**

<b>Stage</b>	<b>PTA Role</b>
<b>Self-Assessment</b>	<ul style="list-style-type: none"> <li>- Engage in establishing and mandating the quality team</li> <li>- Monitor the school-based quality team in planning and carrying out the school-self assessment process</li> <li>- Engage in carrying out the self-assessment process, through PTA representation in the school-based quality team</li> <li>- Engage in completing and administering questionnaires among parents and PTA members</li> </ul>
<b>Prioritization of School Needs</b>	<ul style="list-style-type: none"> <li>- Monitor the identification of priority needs by the school-based quality team</li> <li>- Engage in the implementation process</li> </ul>
<b>Planning Process</b>	<ul style="list-style-type: none"> <li>- Participate in the implementation process</li> <li>- Present the PTA capacity building process for incorporation into the school improvement plan</li> <li>- Review and approve the school improvement plan</li> <li>- Present the school improvement plan to parents and community members</li> </ul>
<b>Implementation process</b>	<ul style="list-style-type: none"> <li>- Form ad hoc taskforces and implementation plans</li> <li>- Distribute the plan to the implementing parties</li> <li>- Engage in the allocation of resources</li> <li>- Address barriers and challenges to implementation</li> </ul>
<b>Monitoring the Implementation Process</b>	<ul style="list-style-type: none"> <li>- Establish a monitoring and evaluation taskforce/ committee</li> <li>- Receive regular progress reports</li> <li>- Address challenges and barriers to implementation</li> </ul>

**How-to Manual (7)**

**PTA refresher training**



**How to Practice Good  
Governance at the  
PTA Level**

## INTRODUCTION

**Good governance** is a term used in development literature to describe how public institutions conduct public affairs and manage public resources to guarantee effective and rational practices. Governance describes, "The process of decision-making and the process by which decisions are implemented (or not implemented)" The term *governance* can apply to corporate, international, national, local governance, or to the interactions between other sectors of society such as PTAs.

Local school PTAs leadership have a crucial role to play in preserving democracy, preparing children to be productive citizens, and enriching the lives of local communities as an integral part of the concept of representative governance. All school PTAs leaders derive their power and authority from the community and at the same time, all school PTAs generate by-laws and constitution of their own by establishing the policies by which local schools are governed.

School PTAs oversee education and represent community involvement. They can provide a structure for public accountability and a way for parents and the community to influence directly vital policy issues affecting schools.

## SCHOOL GOVERNANCE

School **governance** is a government for the school. It includes all the principles, models, and practices that enable a school board to direct effectively the activities of the schools within its boundaries. It focuses on defining the vision and strategic objectives for the school.

Governance of schools is becoming an increasingly important issue as educators begin to realize how crucial it is to empower the community in any educational process. Governance refers to the decision-making processes that reflect accountability, responsibility and a commitment to school improvement. Governance encompasses the effective management of relationships within the immediate and extended school community for which the school PTA must take overall responsibility.

## WHY SCHOOL GOVERNANCE?

A strong, effective governing body is essential to the success of every school, and therefore must be given support to help them play this role.

## PRINCIPLES OF GOOD GOVERNANCE

1. Clear goals and objectives
2. Accountability
3. Transparency
4. Representation of school stakeholders
5. Broad-based participation
6. Clear listing of PTA leaders roles & responsibilities
7. Circulation of leadership positions through free and fair elections

## CLARITY OF GOALS

A goal or objective is a stated series of processes that a person or a system plans to achieve. It can be a desired personal or organizational end-point. A school strategic plan should include a vision and a mission statement, which should reflect clearly the aim and purpose of the school.

## ACCOUNTABILITY

**Accountability** It is often used synonymously with concepts such as responsibility, answerability, dependability, duty, and other terms associated with the expectation of account giving. In leadership roles, accountability is the acknowledgment and assumption of responsibility for actions, products. This includes decisions, and policies for the administration, governance, and implementation within the scope of the specific role or employment position and encompassing the obligation to report, explain and be answerable for resulting consequences.

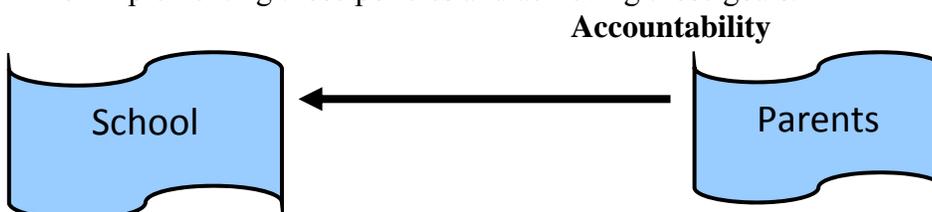
The relationship between accountability and transparency is strong. There is a very clear link between accountability and transparency in preventing mismanagement, inefficiency, and waste.

## LEVEL OF ACCOUNTABILITY

### A. HORIZONTAL ACCOUNTABILITY

Horizontal accountability, or accountability to parents/citizens requires a) that there be a very clear distinction between management and governance at all levels of the school system, b) that the governance body at a particular level be representative (elections being one way of arranging representation), and c) that the management body at that level be held to account by that level's governance body.

Strong horizontal accountability is achieved at the school level when the PTAs set broad school-level policies and goals. It requires that the school principal and his/her team be held to account for implementing those policies and achieving those goals.



Accountability on the school level can be achieved through encouraging the school to develop a set of programs and activities directed towards accountability.

Transparency is the quality of being clear and visible. Transparency implies openness, communication, and free discussion about related information and facts. Transparency implies that all the schools staff and the public will have access to information about the school performance, including any shortages or imperfections, as well as school governance practices.

**A. Assumption of Leadership Positions through Free and Fair Elections, in order to:**

- o Democratize the school practices at the local level
- o Build a second-line of leadership cadres

**PTA ROLE IN PROMOTING SCHOOL GOVERNANCE**

Key Principles of School Governance	Performance Indicators
Participation	<ul style="list-style-type: none"> <li>- The PTA chair plans meetings and develops meeting agendas.</li> <li>- The PTA chair allows the PTA body to review the PTA meeting minutes.</li> <li>- The meeting agendas are developed ahead of time, before the meetings.</li> <li>- The PTA convenes on a regular basis (once every month, at least).</li> <li>- The school PTA develops <i>written bylaws and constitution</i></li> <li>- The PTA bylaws provide for PTA members with an opportunity to share their insight and input in the topics and issues tabled for discussion during the PTA meetings.</li> <li>- These processes and decisions are documented in the meeting minutes.</li> <li>- The PTA membership includes parents, community members and those interested in education</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>- The PTA leaders develop regular activity reports for distribution to PTA members, as well as governmental and non-governmental organizations.</li> <li>- The PTA organizes school progress card assessments around its performance, once or twice a year, for distribution to stakeholders.</li> </ul>

Transparency	<ul style="list-style-type: none"> <li>- The PTA develops and distributes the meeting minutes, with its decisions, on a regular basis.</li> <li>- The PTA decisions are made through <i>secret balloting</i>.</li> <li>- The PTA provides regular presentations about the critical decisions made during the PTA meetings on the school level.</li> </ul>
PTA Elections and Circulation of Leadership Positions	<ul style="list-style-type: none"> <li>- PTA leaders spend a specific term in their positions before they are replaced by new leaders through free and fair elections.</li> <li>- The PTA chair is elected through free and fair elections</li> </ul>
Clear Roles and Responsibilities of the PTA leaders	<ul style="list-style-type: none"> <li>- The PTA maintains a guide that outlines the key roles and responsibilities of the PTA leaders as well as an operational description of various PTA functions.</li> <li>- The PTA maintains a guide that outlines the key roles and responsibilities of the PTA leaders</li> </ul>

## SCHOOL BYLAWS

### B. BYLAWS

The school bylaws include a suite of articles/ statements that are legally articulated, and which address generic aspects, in relation to the school operations. These include:

- General provisions
- School management
- School resource management
- Performance appraisal system and benefits/ incentives packages
- Principles of transparency and accountability
- Information management and bookkeeping requirements
- Training and capacity building

#### WHY THE BYLAWS ARE IMPORTANT FOR THE PTA?

- To ensure proper investment in PTA expertise and potentials
- To develop an internal system on the PTA level
- To regulate the relationship between the PTA and the school
- To increase community participation, and enhance school/ community links
- To regulate the process of accountability by the PTA on the school level

#### WHY THE BYLAWS ARE IMPORTANT FOR THE SCHOOL?

- To ensure more coordinated and concerted efforts across the school activities
- To clarify the relationship of various roles

- To ensure transparency in the decision making process
- To inform the decision making process
- To clarify and spell out the relationships across the different levels of operation at the school level
- To activate the roles and responsibilities delegated to the school management

Please see sample school Bylaws and Constitution from MOE PTA Operational Manual.....

## Annex F: Goal Plus Selection Criteria Scoring Sheet for Year Two PTA School Improvement Grants

Evaluation Criteria	Maximum Score	Scoring	Comments
Mandatory Criteria			
<p>Technical approach &amp; methodology</p> <ul style="list-style-type: none"> <li>• The proposal is totally filled in.</li> <li>• Proposed activities show a clear understanding of the project objectives (increasing primary school girls' enrollment, attendance, performance, and promotion rate).</li> <li>• Fund limit for proposed activity is US\$ 500.00 (mandatory).</li> <li>• The results can be achieved in the project time frame.</li> <li>• The planned activity for which the funds are requested is contained in the School Improvement Plan.</li> </ul>	Max: 30		
<p>Technical experience from previous grant period</p> <ul style="list-style-type: none"> <li>• The PTA developed a School Improvement Plan (SIP)</li> <li>• PTA coordinated well with the community leadership in writing the school improvement proposal.</li> <li>• The activities in the proposal will ensure increase in enrollment, attendance and/or retention of primary school girls in the 2015 school year.</li> <li>• PTA is recognized by the Ministry of Education.</li> <li>• PTA took up to 13 weeks to complete their previous grant project</li> </ul>	Max: 40		
<p>Relevance of PTA capability and skill to implement or manage the grant</p> <ul style="list-style-type: none"> <li>• An appropriate number of PTA leaders are proposed to manage the project.</li> <li>• The PTA meets regularly and keeps goods records, for example, meeting minutes.</li> <li>• PTA leaders have received training through GOAL Plus</li> <li>• The PTA has a financial system capable of adequately accounting for grant funds.</li> </ul>	15		

<p>Cost realism and PTA contribution (cash or in kind)</p> <ul style="list-style-type: none"> <li>• The proposed financial plan and budget are complete.</li> <li>• PTA proposes to contribute to the school improvement project in cash or kind (10%-20%).</li> <li>• Proposed activity does not have sufficient funds available from other source(s).</li> <li>• Clearly developed budget allows for meeting the objectives within the time frame (Is the proposal achievable within three months?).</li> </ul>	<p>Max 10</p>		
<p>Supplementary Criteria:</p>			
<ul style="list-style-type: none"> <li>• Women are involved in the proposed school improvement project.</li> <li>• Community members and community leaders were involved in the development of the proposal and school improvement plan.</li> </ul>	<p>Max 5</p>		

## Annex G: Questionnaires used during the Qualitative Research

### In-Depth Interview (IDI) With In-School Girl

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#### **Patterns of Re-Enrollment**

*Central research question: what facilitates or hinders girl students' re-engagement in their education?*

1. What is your name?
2. What grade are you in?
3. How old are you?
4. How long have you lived in [name of school community]?
5. How far do you want to reach in your education? Why?
6. What encourages you to continue school? Why does that encourage you to continue school?

#### **Impact of Ebola**

7. Who do you live with? Did your living situation change while you were waiting for school to open?
8. Do you worry about getting sick, or that your friends or family will get sick? If yes, how much do you worry? Do you think about it every day?
9. Do you have problems sleeping? What do you think about when you can't sleep?
10. Do you think that it is easier to get sick at school or at home?
11. How are you feeling about being back in school this year? [*probe: excited to go back, scared*]  
Did you feel different about going back to school this year as compared to how you normally feel when school is about to start?
12. What activities did you do while you were waiting for school to open? [*probe: girls' club, sports, help family with work, study at home*]
13. Did you study or read while school was closed? Did anyone encourage you to study or read while you were waiting for school to open? If yes, who? How did they encourage you?
14. Was there a study class in this community while school was closed? Did you attend?

#### **Community Influence**

15. How did you hear that [name of school] was opening?
16. Did anyone encourage you to go back to school when it opened? Who? [*probe: PTA, parent, peer, girls' club*]
17. Did anybody else try to convince you to go to school? Who?

18. Did anyone try to convince you *not* to go back to school? Who? How?
19. Have you had problems understanding the lesson this year? How does this compare to other years?
20. Did you forget a lot of the things you learned last year?
21. Do you feel like you have to learn plenty, very fast?
22. Is it hard to understand what the teacher is trying to teach? Do you have problems understanding your notes?

**Assets/Gaps**

23. Is there anything at school that you don't like? Is there anything at school that makes you worry or not want to come to school?
24. Is there anything different about school this year? If yes, is it different in a good way or a bad way? Explain.
25. Do you get your temperature checked before you take class every day? Who checks your temperature?
26. Do all of your classmates also get their temperatures checked?
27. Do you wash your hands with soap before you take class? Does anyone make sure that you wash your hands with soap before class? Who?
28. Do all of your classmates wash their hands with soap?
29. Does your school have a health worker? What is his or her job?
30. Do you have a new teacher or the same teacher as last year? How do you feel about your teacher?
31. Do you have new classmates (classmates who joined in February, March or April)? How do you feel about your new classmates?
32. Did any of your friends from last year not enroll when school opened? If yes, why do you think this is?
33. Does your school have a toilet? Do you use the toilet at school? Are the toilets at school different from last year? [*probe: cleaner, dirtier*] Do you worry about using the school toilets? Why?
34. Are you doing anything now that you didn't used to do at school? Do you worry about anything at school that you didn't used to worry about?

# In-Depth Interview (IDI) With Girl Who Did NOT Re-Enroll This Year

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1. What is your name?
2. What grade were you in when you last attended school? When was this?
3. How old are you now?
4. How long have you lived in [name of community]?
  - a. If less than 6 months, ask: How familiar are you with other members of the community? Do you have friends and relatives that you spend time with here?
5. Do you live with your family?
6. Has your living situation changed recently? If yes, how?

## **Impact of Ebola/Community Influence**

7. Do you worry about getting sick, or that your friends or family will get sick? If yes, how much do you worry? Do you think about it every day?
8. Do you have problems sleeping these days? If yes, why are you not sleeping? What do you think about when you can't sleep?
9. Were you enrolled in school last year?
10. Can you tell me why you are in not in school? What prevented your from enrolling when school opened?
11. Did anyone talk to you about going back to school when schools opened? [*probe: PTA, teacher, parents, peers*]
12. Did anybody else try to convince you to go back to school? Who? How?
13. Did anyone try to stop you from going back to school? Who? If yes, why did they not want you to go back to school?
14. How do you feel about not being in school? [*probe: miss friends, miss learning*]
15. Would you consider going back to school again? Would you have any problems with going back to school?
16. What has to be done for you to return to school?
17. Now that you are not in school, what are you doing every day? Do you plan to keep doing this?

## FGD with Students (Male and Female, Mix of Grades)

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### **Patterns of Re-Enrollment**

*Central research question: what facilitates or hinders girl students' re-engagement in their education?*

1. Are all of you attending [**name of school**]? (ask for age, sex, grade)
2. Why do you want reach that grade? Have you always had this goal?
3. What encourages you to continue school? Why does [reason] encourage you to continue school?
4. How many of you have sisters? How old are your sisters, and do those sisters attend school? *[In cases where older sisters of school age (up to 18) are not in school, ask delicately why they are not in school]*

### **Impact of EVD**

5. Do you have problems sleeping? What do you think about when you can't sleep?
6. Do you worry about getting sick [Ebola], or that your friends or family will get sick? How much do you worry? *[probe: what do you worry about? do you think about it every day]*
7. Do you hear people in the community talking about Ebola? What do they say?
8. Do you worry about getting Ebola at school? Do you think boys or girls are more likely to get Ebola?
9. What kind of activities did you take part in while waiting for school to open? *[probes: Did you play sports? Did you help your family with work? Did you study at home?]*
10. Did anyone encourage you to read or study while you were waiting for school to open? Who? How? Did you read or study at home?
11. Do you have notes or books to study from at home?
12. Did you listen to any radio shows while you were waiting for school to open? If yes, did you listen to any teaching programs?
13. Do you use the school library now? Did you use it while school was closed?

### **Community Resiliency**

*Central research question: What factors are associated with communities that quickly recover and restore education as a centerpiece of their community?*

14. How (and from whom) did you hear that school was opening? [*probes: radio, word of mouth, flyer, event*]
15. Did anyone encourage you to go to school? If yes, who? [*probes: PTAs, principals, parents or family members, peers, Girls' club*] If yes, how did they encourage you to go back to school? [*probes: material support; words of encouragement*]
16. Did anyone try to stop you from going back to school? Who? Why?
17. Does your school have a girls' club or an activity mainly for girls? If yes, did this club or activity reach out to girls to encourage them to go back to school this year? How?
18. Was there a person or organization outside of school that mainly encouraged girls to enroll at school this year? Who? How did they encourage girls to enroll?

### **School-Community Assets/Gaps after the Ebola Crisis**

*Central research question: How do school and community assets and gaps after the Ebola crisis relate to enrollment, attendance, retention and completion rates?*

19. Is school different this year from how it was before? How? [*probes: are they good differences or bad differences?*]
20. Do all students get their temperatures checked when they arrive at school?
21. Who makes sure that everybody gets their temperature checked? How do they do this?
22. Do all students wash their hands when they arrive at school?
23. Who makes sure that everybody washes their hands? How?
24. Does your school have a health worker? What does the health worker do at school?
25. Did any teachers not return to [name of school] when it opened? If so, do you know why they're not teaching here anymore?
26. Do your teachers come to class regularly this year? Is this different from last year?
27. Do you have many new classmates who joined in February, March or April of this year? If yes, how do you feel about your new classmates?
28. Do you have classmates who did not come back to school this year? [*probe: describe them - were the classmates mostly boys or girls? Can you guess how many did not come back? Do you know why they did not come back?*]

29. Is it hard to learn the new lesson this year? What is hard about it? [*probes: Did you forget a lot of the things you learned last year? Does it feel like the lessons are moving faster than they used to? Is it harder to follow along in class?*]
30. Are the toilets at school different from last year? (*probe for specifics; dirtier, walls missing, etc.*) Do you worry when using the school toilets? Do you worry about getting sick when using the toilets? Why?
31. Tell me, what was the hardest thing about going back to school this year? [*probes: fear of Ebola, lack of materials*]
32. What did you do to solve these problems? (if applicable)

# FGD with PTA

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## **Patterns of Re-Enrollment**

*Central research question: what facilitates or hinders girl students' re-engagement in their education?*

1. Do you have children staying with you that attend [name of school]? (*record age, sex, and grade for all PTA members' children attending school*)
2. Did all of the children staying with you enroll in school when it opened? If any didn't enroll, what was the reason?
3. Are all of the boys staying with you in school? What about the girls? Did you have any problems enrolling the girl child that you didn't have with boys?
4. How far do you want the children staying with you to go in school? Is it different for girls versus for boys? Why do you want them reach [x grade]?
5. Did Ebola change how far you want the children staying with you to go in school? If yes, how?
6. What encourages you to continue sending your children to school? Why does this encourage you to continue sending your children to school?
7. Does your school have a girls' club or another activity specifically for girls? If yes, did this club or activity reach out to girls to encourage them to go back to school? Did it work? Why?
8. Was there a person or organization outside of school that mainly encouraged girls to enroll at school? If yes, who was this person? Were they successful in getting girls to enroll?

## **Impact of Ebola**

9. Were any families affected by Ebola in your community? If so, how many?
10. Do you worry about getting Ebola, or that your children will get Ebola at school? How much do you worry? [*probe: do you think about it every day*]
11. Do others in the community worry about getting Ebola, or that their children will get Ebola at school?
12. What kind of activities did your children take part in in while waiting for school to open? [*probes: girls' clubs; sports; help family with work; study at home*]
13. Did you encourage your children to study while schools were closed? If yes, how? [*probes: did you give them homework? Did you read with them?*]
14. Did your children study while schools were closed? If yes, how? [*probes: Did they study by themselves? Did they participate in the Teach by Radio program? Did they learn things by listening to the radio? What kind of things did they learn?*]
15. Did you [PTA members] take part in any Ebola-prevention/awareness activities while school was closed? Were the activities conducted *within* this community or elsewhere?

16. Do your children (or other students at school) have any problems at school now that they didn't use to have? Do they seem to like school as much as they used to?

### **Community Resiliency**

*Central research question: what factors are associated with communities that quickly recover and restore education as a centerpiece of their community?*

17. When did you know that school was ready to open in your community? What are some of the things that you put in place for school to open?
18. When you heard about the school being ready to open, did the PTA announce it to the community? How did the PTA announce that school was open? [*probes: radio, word of mouth, flyer, event*]
19. Did GOAL Plus take part in preparing [**name of school**] to open? If yes, how?
20. What challenges did you face (as the PTA) in encouraging students to return to school?
21. What do you think encouraged students that they would be safe while in school? [*Probes: temperature checks in the morning, hand-washing facilities, health workers at school*]

### **School-Community Assets/Gaps After the Ebola Crisis**

*Central research question: How do school/community assets and gaps after the Ebola crisis relate to enrollment, attendance, retention and completion rates?*

22. Were any [**name of school**] buildings used for any Ebola business? [*probes: used as a space to hold Ebola community awareness/prevention workshops and coordination meetings; storage facility for Ebola materials; distribution site for food and Ebola materials*]
23. Did [**name of school**] get damaged during the delay in school opening? If yes, what parts of the school were damaged? [*probes: classrooms, latrines, water points*] What kind of damage occurred? [*probes: weather damage; vandalism; theft*]
24. The damages you're talking about, do they affect girls and boys the same?
25. Are there new students who joined [**name of school**] in February, March, or April of this year? Do you know why they moved or newly enrolled in school?
26. Are there new teachers at [**name of school**] this year? Why is there a new teacher?
27. Do teachers go to class all the time at [**name of school**]? Is this different now (since February/March/April) from how it was last year?
28. Do parents worry about their children's safety at school? Do you worry that their teachers might not be there? Are your concerns different for your daughters than they are for your sons?
29. Did many students not return to school after the Ebola epidemic? Why? Please explain
30. Did all teachers return to school after the Ebola epidemic? If not, were they replaced?

31. Do all students at [name of school] get their temperatures checked before class? If not, why not?
32. Do all students at [name of school] wash their hands before class? If not, why not?
33. Who makes sure that all students get their temperatures checked and wash their hands? How do they enforce these activities?
34. What are the problems you face with checking temperatures and hand-washing?
35. Does [name of school] have a health worker? What is the health worker's job?
36. What were the biggest problems in opening [name of school]? [*probes: preparing students for a new school year; changes in school staff; reluctant parents; fear of Ebola*]
37. How did [name of school] overcome these problems? Did the PTA help to solve the problem(s)? How?
38. What does the PTA do to make sure everything is going well at the school? What problems do you face? Are there new problems, post-Ebola?

## FGD with non-PTA Parents

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### Patterns of Re-Enrollment

*Central research question: what facilitates or hinders girl students' re-engagement in their education?*

1. Do you have children staying with you that attend [name of school]? (record age, sex, grade for all children)
2. Are you part of the PTA? If not, why not?
3. Did all of your children enroll in school when it opened this year?
4. Were there any problems (other than needing materials) with enrolling your daughters that you did not have with your sons or vice versa?
5. What level of schooling do you hope for your children to complete? Is it different for girls versus for boys? Why do you want them reach [x grade]?
6. Did Ebola change your education goals for your children? If yes, how?
7. What encourages you to continue sending your children to school? Why does [reason] motivate you to continue sending your children to school?
8. Does your school have a girls' club or another activity specifically for girls? If yes, did this club or activity reach out to girls them to go back to school when it opened this year? Did it work?
9. Was there a person or organization outside of school that mainly encouraged girls to enroll at school this year? If yes, who was this person? Were they successful in getting girls to go back to school this year? Why do you think it worked?

### Impact of Ebola

10. Were any families affected by Ebola in your community? If so, how many?
11. Do you worry about getting Ebola, or that your children will get Ebola at school? How much do you worry? [*probe: do you think about it every day*]
12. Do others in the community worry about getting Ebola, or that their children will get Ebola at school?
13. What kind of activities did your children participate in while waiting for school to open? [*probes: girls' clubs; sports; help family with work; study at home*]

14. Did you encourage your children to study while waiting for school to open? If yes, how? *[probes: Did you give them homework? Did you read with them?]* Did your children study while waiting for school to open? If yes, how? *[probes: Did they study by themselves? Did they participate in the Teach by Radio program? Did they learn things by listening to the radio? What kind of things did they learn?]*
15. Do your children have any new problems at school that they didn't used to have? Do they seem to like school more or less than they used to?

### **Community Resiliency**

*Central research question: What factors are associated with communities that quickly recover and restore education as a centerpiece of their community?*

16. When you heard that school was open, how did you hear about it? *[probes: radio, word of mouth, flyer, event]*
17. Do you know about GOAL Plus? If yes, what does GOAL Plus do? Was GOAL Plus involved in preparing [**name of school**] to open? How?
18. Did anyone encourage you to send your children to school? Who? *[probes: PTA, principal, other parents, Girls' club]*
19. What concerns did you have about sending your children back to [**name of school**] this year? Are concerns different for girls versus for boys?
20. What do you think reassured parents that their children would be safe at school this year? *[probes: temperature checks in the morning, hand-washing facilities, health workers at school, community mobilization, back to school campaign]*

### **School-Community Assets/Gaps after the Ebola Crisis**

*Central research question: How do school and community assets and gaps after the Ebola crisis relate to enrollment, attendance, retention and completion rates?*

21. Was [**name of school**] used for any Ebola business? *[probes: used as a space to hold Ebola community awareness/prevention workshops and coordination meetings; storage facility for Ebola materials; distribution site for food and Ebola materials]*
22. Did [**name of school**] get damaged while school was closed? If yes, what parts of the school were damaged? *[probes: classrooms, latrines, water points]*
23. What kind of damage occurred? *[probes: weather damage; vandalism; theft]*
24. Do you worry about your children's safety at school? Do you worry more about a boy's safety or a girl's safety at school? Why?

25. Are there new students who joined [name of school] in February, March or April?
26. Are there new teachers at [name of school] this term?
27. How often are teachers absent at [name of school]? Is this different now (since February/March/April) from how it was before school closed?
28. Do all students at [name of school] get their temperatures checked before class? If not, why not?
29. Do all students at [name of school] wash their hands before class? If not, why not?
30. Who makes sure that all students get their temperatures checked and wash their hands with soap? How does this work?
31. What were the biggest challenges in opening [name of school] this year? *[probes: preparing students for a new school year; changes in school staff; reluctant parents; fear of Ebola]*
32. How did [name of school] overcome these opening challenges? Did the PTA assist with opening the school? If yes, how? If not, why not?

# FGD with Teachers, Principal

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## Patterns of Re-Enrollment

*Central research question: what facilitates or hinders girl students' re-engagement in their education?*

1. What grade(s) do you teach? [if a teacher]
2. How long have you been teaching or working at [name of school]?
3. If new, when and why did you decide to move to [name of community]?
4. How many students are in your classes? Are there similar numbers of male and female students? Is this different from last year?
5. Were teachers paid while [name of school] was closed?
6. Did you or other teachers carry out other work for money while school was closed?
7. What else did you do while school was closed? Anything related to Ebola awareness or prevention? Were the activities conducted *within* the community or elsewhere?
8. Do you worry about getting Ebola at school, or that students or other teachers will get Ebola? How much do you worry? Do you think about it every day?

## Community Resiliency

*Central research question: what factors are associated with communities that quickly recover and restore education as a centerpiece of their community?*

9. When did you know that [name of school] was ready to open in your community? How was it announced and what conditions had to be met before [name of school] opened?
10. Did you play a role in informing students and parents that [name of school] was opening?
11. Did you or anybody else encourage children in [name of community] to read or study while schools were closed? How?
12. What challenges did the school face in encouraging students to come back to school when it opened? [*probe: parents worried about sending their children back to school; families needed their help with work; etc.*]
13. Were students happy to return to school? If yes, what do you think made them feel more comfortable about coming back to school? [*probe: temperature checks; hand-washing facilities; health worker assigned to school*]

## School-Community Assets/Gaps After the Ebola Crisis

*Central research question: what assets/gaps exist in school communities following the Ebola crisis and how do they relate to enrollment, attendance, retention and completion rates?*

14. Was [name of school] used for Ebola-related purposes while it was closed? *[probe: used as a space to hold Ebola community awareness; used as storage facility for Ebola materials; distribution site for food and Ebola materials]*
15. Was [name of school] damaged while waiting to open? If so, what parts of the school were damaged and how? *[probe: classrooms; latrines; water points]*
16. What caused the damage? How did it happen? *[probe: weather damage; lack of maintenance; vandalism; theft]*
17. What did you do to prepare [name of school] for opening this year? *[probe: maintenance, cleaning, repairs, community mobilization, information sessions]*
18. Did GOAL Plus help [name of school] to prepare for opening this year? If yes, how?
19. Did other community members help you prepare to open [name of school] this year? How? Was this effective?
20. Does [name of school] check temperatures of all students upon arrival in the morning? If yes, who does this?
21. Does [name of school] make sure that all the students wash their hands when they arrive at school? If yes, who does this?
22. Is it hard to make sure that all the students get temperature checks and wash their hands before school? If yes, why?
23. Does [name of school] have a health worker? What does the health worker do? Is this different now from how it was last year?
24. Are there any changes in the school staff at [name of school] this year? If yes, what changes have taken place? *[probe: new teachers, teachers leaving, new PTA members, PTA members leaving]*
25. Are there new students in your class? How many?
26. Do you have students who were in school last year but did not enroll this year? Do you know why they did not enroll this year? If yes, please explain.
27. Did you take any extra steps to make sure that your students were prepared to start the curriculum? *[probe: informal tests/quizzes; student presentations; additional/after school classes]*

28. Was it hard to open [name of school] this year? In your opinion, what were the biggest challenges in opening [name of school]? *[probe: preparing students for a new school year; changes in school staff; preparing the school infrastructure for opening; fear of Ebola]*
29. If opening school was easy this year, what made it easy?
30. How did [name of school] overcome these challenges?

# School Observation Form

**Instructions:** One form should be completed for every school.

On a scale of 1-4 where 1 is “Not at all true” and 4 is “Yes, very true”, please rate your agreement with the following statements/observations by circling the appropriate number. If the statement or observation does not apply or you cannot say, please circle the number 9.

	Not at all true	A little bit true	Moderately true	Yes, very true	Not applicable/ cannot say
<b>Physical Environment</b>					
1. The school is fenced off from the road or marked as separate property.	1	2	3	4	9
2. There is a clear access road leading to the school.	1	2	3	4	9
3. There is an area set aside for recreation and it is accessible to students.	1	2	3	4	9
4. School buildings are in good structural condition (e.g., walls and roof are present and provide protection from the elements.)	1	2	3	4	9
5. Buildings are in good physical condition (no peeling paint, broken windows, etc.)	1	2	3	4	9
6. Indoor school areas are clean.	1	2	3	4	9
7. Classroom space is available for all students.	1	2	3	4	9
8. Classes are held in classrooms.	1	2	3	4	9
9. There are adequate seats (chairs, benches, etc.) for all pupils in classrooms.	1	2	3	4	9
10. There is adequate ventilation in the classrooms.	1	2	3	4	9
11. There is adequate lighting in the classrooms.	1	2	3	4	9
12. The noise level is such that students and teachers can hear one another in class.	1	2	3	4	9
13. Buildings and classrooms are accessible to students with physical disabilities.	1	2	3	4	9
14. Disabled students are separated into groups for instruction or school	1	2	3	4	9
<b>Sanitation and Hygiene</b>					
15. Students and staff have regular, easy access to potable drinking water. (At least 500 meters from the latrines)	1	2	3	4	9
16. The toilet or latrine facilities are clean.	1	2	3	4	9
17. Water and soap are located close to toilets or latrines.	1	2	3	4	9
18. Flush toilets or pit latrines are accessible to students with disabilities.	1	2	3	4	9
19. Flush toilets or pit latrines are designed to allow students privacy.	1	2	3	4	9
20. Toilets are designed to allow security (inside door locks, separate entrances.)	1	2	3	4	9

21. Students do not have to wait an excessive amount of time to use toilets/latrines.	1	2	3	4	9
22. Students and staff wash their hands after using toilets or latrines.	1	2	3	4	9
23. Teachers have their own toilets or latrines and use them.	1	2	3	4	9
<b>Student Safety and Protection</b>					
24. Students are within sight or hearing of staff except when using the latrine, etc.	1	2	3	4	9
25. There is someone on duty to monitor recess and other non-class activities.	1	2	3	4	9
26. Older students do not have <i>unsupervised</i> access to younger students.	1	2	3	4	9
27. Instruments for corporal punishment are not in view.	1	2	3	4	9
28. Toxic materials (e.g., cleaners) are kept inaccessible to students at all times.	1	2	3	4	9
29. The school keeps a stocked first aid kit accessible at all times.	1	2	3	4	9

30. Are handwashing facilities available and working for student use?

- No       Yes

31. Number of flush toilets available for student use? *[Write 0 if none.]*

\_\_\_\_ Males      \_\_\_\_ Females      \_\_\_\_ Flush toilets are not assigned by sex

32. Number of pit latrines available for student use? *[Write 0 if none.]*

\_\_\_\_ Males      \_\_\_\_ Females      \_\_\_\_ Pit latrines are not assigned by sex

33. Is there a separate structure or entrance for girls' and boys' pit latrines or toilets? *[Mark only ONE.]*

- No – Same structure and entrance  
 No – Same structure OR entrance  
 Yes – Separate structure OR entrance  
 Not applicable

	Not at all true	A little bit true	Moderately true	Yes, very true	Not applicable/ cannot say
<b>Academic environment</b>					
34. School walls are “talking” – posters, student work, art projects, etc.	1	2	3	4	9
35. School displays health, hygiene, and HIV/AIDS related messages	1	2	3	4	9
36. School displays information on external health services	1	2	3	4	9

<b>37. Classrooms have chalk and adequate chalkboards (size, clarity, material, etc.).</b>	1	2	3	4	9
<b>38. There is a school library, book repository, reading corner or other such facility.</b>	1	2	3	4	9
<b>39. Most students have something to write in or on (notebooks, paper, etc.).</b>	1	2	3	4	9
<b>40. Most students have something to write with (pen, pencil, etc.).</b>	1	2	3	4	9
<b>41. Textbooks are visible in classrooms.</b>	1	2	3	4	9
<b>42. Students in classes are using textbooks for academic work.</b>	1	2	3	4	9

*Please provide a summary of the physical condition of the school and learning environment in your own words.*

**Ebola Supplemental Questionnaire**  
**(Addendum to School Observation Form; to be collected from all 60 GOAL Plus schools)**

School: _____	School EMIS ID: _____	
Name of Data Collector: _____	Date: _____	
Town/City/Area: _____	District: _____	County: _____

1. Does the school display information about EVD awareness (e.g., posters, signs)?
2. Are there EVD-specific cleaning materials, such as soap, liquid bleach or bleaching powder?
3. Do all students have temperature checks before entering schools?
4. If yes, who takes the students' temperatures?
5. Do all students wash their hands with soap before entering schools?
6. If yes, who enforces hand washing with soap?
7. Does the school have a dedicated health worker?
8. If yes, is the health worker present at school every day?
9. If not, what is the distance to the nearest health clinic?
10. Was school furniture damaged in any way or stolen/removed during the EVD outbreak?
11. Does the school have new or replacement furniture?
12. Were learning materials damaged in any way or stolen/removed during the EVD outbreak?
13. Does the school have new or replacement learning materials?
14. Were latrines altered or damaged in any way during the EVD outbreak?
15. Does the school have updated or newly renovated latrines?
16. Are there classrooms that are no longer usable?

17. How many students did not re-enroll in February?
18. How many new students enrolled this term?
19. How many new teachers and/or principals are there this term?
20. Is there an emergency plan in place in the event of a future Ebola outbreak?
21. Are children required to get a sick slip from school before accessing medical care?

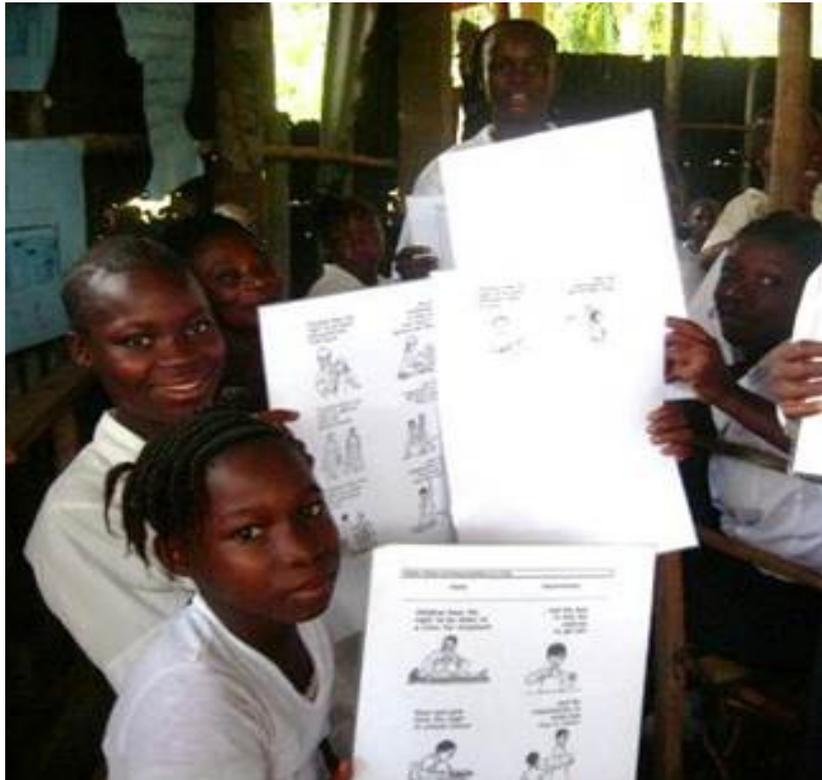
Annex H: Girls Club Activity Books



# FAWE LIBERIA



## FAWE/CiC (UK) EDUCATION FOR GIRLS AND YOUNG WOMEN IN LIBERIA



### Girls Club Supervisor's Book: Book One

Prepared by: FAWE/CiC (UK) Education for Girls and Young Women in Liberia



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## **ACKNOWLEDGEMENTS**

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This is the second version of the Girls' Club Supervisors' Book. The first version was made after discussion among FAWE secretariat staff, the FAWE education program team, government members, national and international NGOs, Girls' Club Supervisors, Girls' Clubs members and their parents.

The second version was made after discussion in River Cess, with Girls' Club Supervisors, principals and teachers of schools that had a Girls' Club, Girls' Club members, their parents and the community. Without the help of these people, it would not have been possible to develop this book.

The following are thanked for contributions in writing and reviewing the book first Book.

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Mr. William Diggs	Artist

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Mr. Jarvis S. Fletcher	Senior Trainer
Mr. Christian G. Plakar	Trainer
Mrs. Satta K. Gbelee	Trainer

### **Children in Crisis (CiC)**

Ms. Sarah Rowse	Director of Programmes: CiC UK
Ms. Becky Midlane	Former Programme Manager: CiC UK
Ms. Charlotte Morgan-Fallah	Programme Manager: CiC UK
Ms. Penny Bardsley	Independent Consultant, UK

## **BOOKS USED IN THE WRITING OF THE GIRLS' CLUB BOOKS**

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It is not always possible to find out the source of a particular topic. Some of the topics in this Book are original. Others have been adapted. FAWE/CiC would like to acknowledge the following resources used in the Girls' Club Supervisors' Book:

100 ways to energize groups: Games to use in workshops, meetings and the community, International HIV/AIDS Alliance, undated

A Basic Introduction to Health Education in School: Teachers' Lesson Book, Children in Crisis, 2003

Children's Rights, Spice 'em up! A toolbox of methods for working with children and young people to raise awareness of their rights, Save the Children, 2009

Child to Child, A Resource Book, Child-to-Child Activity Sheets, Child-to-Child, Trust 2007

Child-to-Child, Sexual Health, HIV and AIDS, Child-to-Child Trust, UK, undated

Children for Health, Children as Partners in Health Promotion, Child-to-Child Trust, Macmillan, 2005

Choices: A Guide for Young People, Gill Gordan, Macmillan Education Ltd. 1999

Handbook for Teachers, Association of Volunteers in International Service (AVSI), 2003

Helping pupils to stay safe – Handbook for primary school teachers, PIASCY (Presidential Initiative on AIDS Strategy for Communication to Youth): Uganda Ministry of Education and Sports, undated

Life Skills, An active learning handbook for working with street children, Clare Hanbury, Voluntary Service Overseas, 2002

Life Skills Book: A Life skills Book for Youth in Schools and Churches, Scripture Union West Africa (SUWA), Fellowship of Christian Students, 2006

My Life! My Choice! My Future! Teachers' Lesson Book, For Teaching about HIV and AIDS to Classes 3, 4, 5 and 6 in Primary Schools in Sierra Leone, FAWE Sierra Leone/Children in Crisis, 2007

My Future is My Choice, Government of the Republic of Namibia and UNICEF, 1999

Our Future, Sexuality and life skills education for young people, Grades 4-5, International HIV/AIDS Alliance, 2006

Participation Spice it up! Practical tools for engaging children in young people in planning and consultations, Save the Children, 2002

Training Book for Teachers, Association of Volunteers in International Service (AVSI), 2003

## **SECTION 1: INTRODUCTION TO THE GIRLS' CLUB SUPERVISORS' BOOK**

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### **1.1: Introduction**

FAWE Liberia started in 1992 to encourage the education of girls and women.

As part of its work, FAWE Liberia set up Girls' Clubs in some government and public schools. These Clubs gave girls skills, information and self-confidence so they could become better parents, workers and citizens.

### **1.2: Who this Book is for?**

This Book is for Girls' Club Supervisors, Field Workers involved in programs running Girls' Clubs and FAWE Liberia staff who support Girls' Club programs.

### **1.3: Reason for the Book:**

To support Girls' Club supervisors to set up and to run a Girls' Club and to find out what the girls have learned.

### **1.4: Main ideas of the Book:** The Book is to help Girls Club Supervisors-

1. Set up a Girls' Club, through sharing ideas with the school authority and community members
2. Select Girls' Club members
3. Set up an election for the Girls' Club Leaders and to train these leaders so that are able to help run the Girls' Club.
4. Carry out the Girls' Club activities
5. Plan and carry out other activities, e.g. kickball and making a garden
6. Find out what the girls have learned
7. Write about the activities and talk about the program with FAWE staff so that together you can find out what has worked well and areas of the program that need improvement

## 1.5. Using the Book

The Girls' Club Supervisors book is made up of three books:

<b>Book and Sections</b>	<b>Activities</b>
<b>BOOK 1: Introduction to Girls' Clubs</b>	
Section 1: Introduction	Read only
Section 2: How to set up and run a Girls' Club	Read only
Section 3: Games to use in Girls' Clubs	Use in the different activities
Section 4: First Girls' Club Meeting: An Introduction to Girls Clubs	1
Section 5: Second Girls' Club Meeting	1
<b>BOOK 2: Essential Activities: Activities that everyone should do</b>	
Section 1: Being a Good Citizen of Liberia	3
Section 2: Learning for Life	4
Section 3: Growing up as a Girl	4
Section 4: Bad Things that can happen to girls: Child Abuse	3
Section 5: Taking care of our health	4
<b>BOOK 3: Extra activities</b>	
Section 1: Being a Good Citizen of Liberia	3 extra activities
Section 2: Learning for Life	3 extra activities
Section 3: Growing up as a Girl	No extra activities
Section 4: Bad Things that can happen to girls: Child Abuse	3 extra activities
Section 5: Taking care of our health	4 extra activities

## 1.6 Topics in the Book

When holding Girls' Club meetings, the Girls' Club Supervisors must start their Girls' Clubs' meetings using *Section 4 in the Book: First Girls Club Meeting* and then use *Section 5: Second Girls' Club Meeting*. There should be two weeks between the first and second meeting.

After the first and second meetings, Girls' Club Supervisors start with **Book 2: Topic 1:1 Staying in School**.

After this Girls' Club Supervisors can choose topics from the different sections (see below) to do during their Girls' Club Meetings. **BUT these must be done in the order that they appear in the section** as information in one topic builds on information in previous topics.

## 1.7 How to do the Topic

In the Girls' Club Supervisors' Book each topic is shown in the same way.

<b>Notes: Headings in the Book</b>		
<b>Reason</b>	This gives the reason for the topic. For example, "Staying in School"	Do not read these to the girls
<b>Main ideas of the topic</b>	This says what the girls should be able to do by the end of the topic	
<b>Materials</b>	This shows any materials that are needed to do the topic	
<b>How to do Activity</b>	<ul style="list-style-type: none"><li>• Each topic has a number of different activities. Under each activity you will find ways of how you can do the activity.</li><li>• Some of the topics in the Book have more than one activity. If this is so, you can do these activities for two or more days.</li><li>• If something is written in sloping writing, read out exactly what it says, e.g. <i>"I am going to read a story"</i></li></ul> <p><b>Note:</b> If there is any story with the name of a child in the Girls' Club, the Girls' Club Supervisor should change the name in the story to another name.</p>	

<b>Notes</b>	These are notes to help the Girls' Club Supervisor with an activity. They have information that the Girls' Club Supervisor needs to give the girls
<b>What can a girl do?</b>	Two or three girls are asked to give examples of what a girl can do as a result of what she has learned
<b>Telling our friends</b>	This is about what girls can tell other girls in the school and their family and friends in the community
<b>Finding out what the girls have learnt</b>	Do this just before the end of each topic. The reason for this is to find out what the girls have learned. If the Girls' Club Supervisor finds out that the girls have not understood the topic, she can repeat the part that the girls did not understand.
<b>Encouragement</b>	At the end of each meeting, thank and encourage the girls. This values the girls.

## **SECTION 2: ALL ABOUT GIRLS CLUBS**

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### **2.1: Reason for Girls' Clubs**

To help girls to gain skills which will make them powerful so that they can go to school, stay in school, perform well and play active roles in their families, communities and the nation. The Girls' Club will use songs, dance and other activities to do this.

### **2.2: Main idea of Girls' Club activities (objectives):**

As a result of attending Girls' Clubs, Girls Club members should be able to talk about:

- Why it is good to stay in school
- How to deal with quarrels or palava, resist bad friends, make decisions and solve problems
- How their bodies change as they grow up and how to take care of themselves
- The results of teenage pregnancy
- Harmful cultural practices that may prevent a girl from attending school for example, early marriage
- Different kinds of bad things that can happen to girls. For example, child abuse: when a girl is forced to have sex against her will because the man offers money, goods or favors because of his power
- What a girl can do if a bad thing happens to her
- Some common sicknesses, including running stomach and malaria. What causes these sicknesses and how they can be prevented

### **2.3: Things that a Girls' Club Supervisor needs to do**

A Girls' Club Supervisor needs to:

- Set up the Girls' Club
- Run the Girls' Club with the support of the Girls' Club leaders
- Find out what girls have learned from the activities of the Girls' Club.

For full details see 2.7: Checklist: What a Girls' Club Supervisor needs to do

## 2.4: Electing Girls' Club leaders

- There are five Girls' Club leaders: The President, the Vice-President, the Secretary, the Chaplain and the Treasurer
- The Girls' Club Supervisor informs Girls' Club members about electing leaders during the first meeting
- Girls' Club members who want to become leaders tell the group during the first meeting and give their names to supervisor
- Girls' Club members in Class 6 will not be elected as President but may form part of the leadership
- The girls running for positions will have their names placed on the bulletin board before the date of the election
- The Girls' Club Supervisor will prepare the voting paper for the elections using different colors for different position
- During the elections, girls running for positions should be given time to say something about themselves and what they will do for the club
- The Girls' Club Supervisor will talk about the different colors of the voting papers and tell the girls to write the name of their choice or candidate on each paper given
- Voting must start with the President, Vice-President, Secretary, Treasurer and Chaplain
- Voting papers must be counted in the open after the voting and results announced
- The elected leaders should be shown to the Girls' Club members and the school authority

### Program

<b>Girls' Club Chaplain:</b>	Open with a prayer
<b>Girls' Club President:</b>	Welcome and short talk about the Girls' Club program
<b>Girls' Club Supervisor:</b>	Talks about the opening of the Girls' Club and how it will help girls to stay in school
<b>Girls' Club Choir:</b>	Sings one song
<b>Principal:</b>	Talks about why it is good to stay in school

<b>Girls' Club Choir:</b>	Sings one song
<b>Principal:</b>	Puts the Girls' Club leaders in chair or to work
<b>Girls' Club Supervisor:</b>	Thank you
<b>Chaplain:</b>	Close with a prayer

## **2.5: Telling the rest of the school about the Girls' Club**

The Girls' Club Supervisor meets with the Principal and talks about the program, date and time for telling the rest of the school about the Girls' Club

## **2.6: Other things to do in Girls' Club Meetings**

As well as the topics in the book, Girls' Clubs can do other activities. Examples of activities done by other Girls' Clubs are

<b>Club Gardening:</b>	The Principal, the Girls' Club Supervisor and the Girls' Club Leaders can meet with community leaders to talk about what they want to do gardening, to ask for a plot of land on which to do this and for support in cleaning the land. The girls can prepare food and water for people who are clearing the land. Ask each girl to bring a cup of rice for food
<b>School Spelling Bee:</b>	Join hands with the Language Arts teacher to prepare an in-school or regional spelling bee, with 50 spellings from A-Z
<b>Reading program:</b>	Join Hands with the Language Arts teacher to set up a Reading Club for girls
<b>Tutorial groups:</b>	Girls help each other with school-work. For example, those who are good at Math, help those who are less good.
<b>Sporting activities:</b>	Set up kickball and football teams which can play against each other or against other teams

## Meeting with other Girls' Clubs.

### 2.7: Checklist: What a Girls' Club Supervisor needs to do

Areas of work	Tasks	Mark when done
Section 1: Setting up the Girls' Club	<b>MEET WITH THE PRINCIPAL AND SCHOOL AUTHORITIES</b>	
	1. Provide him or her with a copy of the Girls' Club Handbook (the little book for girls)	
	2. Show him the Girls' Club Supervisors' Books	
	3. Agree on a time for the Girls' Club to meet. [Try to agree one or two periods a week on the schedule when the Girls' Club can meet. If this is not possible, agree a time to meet right after school.]	
	4. Ask if the Girls' Club Leaders and members are able to give short talks during recess (in addition to the regular Girls' Club meetings held during the instructional period or after school)	
	5. Ask if the Girls' Club Leaders and members can do one assembly or chapel per month or more, when they can talk about what they have learned in the Girls' Club	
	6. Talk about how male teachers can be involved in supporting Girls' Club activities [For example, by making sure that boys do not disrupt Girls' Club activities]	
	7. Talk about the best way of telling teachers and pupils about the Girls' Club and why it is important	
8. Choose a maximum of <u>15 Girls' Club</u> members from the school. Choose girls aged <u>ten years and over</u> ,		

	include both shy and active girls, girls with a disability, girls who are abused, orphaned or neglected and those who show leadership skills. Make sure that girls are chosen from the different communities that attend the school. If a school has less than 10 girls, encourage other girls who are not in school to join the club	
	9. Choose 5 girls aged over 12 years who have dropped out of school but if helped may return to school	
	<ul style="list-style-type: none"> <li>• Tell the community about Girls' Clubs and why they are good</li> </ul>	
	<ul style="list-style-type: none"> <li>• Hold the first Girls' Club Meeting with the chosen girls to talk about the reason of Girls' Club and the need to have Girls' Club leaders</li> </ul>	
<b>Section 2: Running the Girls' Club</b>	1. Hold the second Girls' Club Meeting, including an election of Girls' Club leaders from among Girls' Club members (President, Vice President, Secretary, Chaplain, Treasurer)	
	2. Tell the Girls' Club Leaders about roles as in the Girls' Club Book	
	3. Use the Girls' Club Book, to plan the schedule of activities with Girls' Club Leaders and then with Girls' Club members and report back to principal	
	4. Make sure that Girls' Club activities are run as in the schedule agreed with the principal (a minimum of 4 times per marking period)	
	5. Make sure that Girls' Club members attend the Girls' Club meetings unless sick and are on time	
	6. Work along with Girls' Club members to talk to girls in the school and to girls and parents in the	

	community about why it is good for girls to remain in school	
	7. Introduce the Girls' Club to the rest of the school	
	8. Make sure that topics not completed are finished during the next meeting	
	9. Make sure that the Girls' Club Leaders and other Girls' Club members give group talks during recess and other spare time	
	10. Make sure that the Girls' Club Leaders takes part in assemblies or chapel in order to talk about things related to the main Girls' Club activities	
	11. Carry out home visitations and follow-up where necessary [i.e. to encourage girls to remain in school or to talk with the parents and child if there is a problem]	
	12. Help solve the girls' problems and talk about these with the Principal	13.
	14. Make sure that any agreed additional activities such as sporting activities, reading activities happen.	
<b>Section 3: Finding out what the girls have learned</b>	To make sure the main ideas of the Girls' Club are met. To do this	
	1. Record attendance at Girls' Club meetings in the roll book	
	2. Keep a record of activities	
	3. Report weekly to the Principal on the Girls' Club activities and also find out from the principal whether the girls in the club are attending school on a regular basis and if they are doing better in their	

	lessons.	
	4. Share ideas with FAWE staff to find out if Girls' Clubs are working and if they are not working what can be done	
	5. Bring together mothers and girls to share ideas with FAWE staff about the Girls' Clubs	

## **SECTION 3: GAMES TO USE IN GIRLS' CLUB MEETINGS**

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### **Name Games**

#### **1. Meeting and greeting**

Ask the girls to walk about the room greeting each other

When the person leading the game claps his or her hands, the girls form a pair with a person they do not know very well and introduce himself or herself to the other person.

Ask the pair to meet up with another pair (i.e. they should now be in groups of four) and introduce themselves.

#### **2. Zip Zap**

Everyone sits on a chair. There should be no empty chairs.

The person leading the game stands in the center of the circle and introduces the game.

- If the person in the center points at you and says:
- 'Zip': You name the person on your right. 'Zap': You name the person on your left.
- If the person says: 'Zip Zap', then everyone changes seats.
- The person without a chair now becomes the leader of the game.

Repeat this a number of times.

#### **3. Writing names in the air**

Show the girls how to write their name in the air, with one hand, with the other hand, with one foot, with the other foot, with the head and with the whole body.

#### **4. ABC order**

Do this in a large group if the group has sixteen or less the girls. If the group is large divide the large group into smaller groups

Ask the each group to line up in ABC order by first name. DO NOT help them. DO NOT organize it. Let the girls ask each other their names and figure it out together. The first group to complete wins.

Round two, line up by last name, in ABC order.

## **Action Games**

### **1. Mabel says**

Explain that the girls have to follow any action that starts with 'Mabel says'. If the action does not start with 'Mabel says', the girls should not follow it.

Begin by saying something like 'Mabel says clap your hands'. Show how to do this. The girls follow.

Give an action without 'Mabel says' – one of those the girls that did not follow the instruction comes into the center and starts 'Mabel says' again.

### **2. The wind blows in Liberia**

Tell the girls to sit in a circle with one person in the middle who is the Leader. The Leader will say "The wind blows in Liberia for all those..." He or she names a color or article of clothing or other feature that some in the group possess, e.g. the wind blows on all those wearing socks, the wind blows on all those who have a dog.

All the girls who have that feature change places with another person.

The person in the middle tries to move to take one of their places as they move, so that another person remains in the middle without a place.

The new person in the middle shouts out "The wind blows on..." and names a different color, type of clothing or feature.

### **3. Throw the ball**

The girls stand in a circle. One person holds a ball/pen/screwed up piece of paper. He or she throws it to another person across the circle, saying the name of a fruit. That person in turn throws the ball/pen/screwed up piece of paper to another person saying the name of another fruit.

If a person repeats the name of a fruit that has already been said or if he or she cannot remember the name of a fruit, he or she drops out. The game can begin again but this time using fruits, root vegetables, etc.

### **4. How long and how short**

Divide the girls into equally sized groups of six or seven

Ask each group to make the longest line possible using only their bodies or things in their possession. They must stay connected to each other.

Now ask the girls to make the short line possible

All group members must be involved

### **5. Tropical rainstorm**

The girls stand in a circle.

One person acts as the 'conductor' of the storm and starts by slowly rubbing both hands together.

The girls either to the left of the conductor does the same, with the person to their left following, until everybody is doing the same action.

The 'conductor' then repeats the same process with another action, for example, clicking fingers, clapping, slapping thighs.

The storm can be brought to a big end by adding stamping feet to clapping, for example.

The 'conductor' then follows the same steps in reverse to indicate the settling of the storm.

### **6. Sit on my knee please!**

This game needs to be done safely

Read out the following instructions:

- Everyone stands in a circle shoulder to shoulder
- Point your left arm into the circle
- Turn so that your left arm is still pointing to the center but you are now behind someone in the circle, not next to them
- Take a small side step towards the middle
- Lower your arm
- Check if you are still in a circle – no corners!
- Now hold on to the hips of the person in front of you
- You should be very close together now and still be in a circle

- In a moment, we will sit down on each other's knees. To keep us all safe, we have a "Stop!" rule. If anyone is in pain or falling over they should "Stop!" and we will all stand up.
- Practice shouting, "Stop!"
- So that we all sit down at the same time, we will say together on a count of three, "Sit on my knees please!" and then sit down

## **7. Fruit Salad**

The girls sit or stand in a circle, with one person standing in the middle.

The person in the middle asks three or four people what their favorite fruit is.

The person in the middle goes around the circle giving each participant, including him or herself the name of one of the fruit in turn. For example, if the fruit are 'apples', 'oranges', 'bananas' and 'mangoes', the person in the middle goes around in the same order until everyone has been given the name of one of the fruit.

The person in the middle then calls out the name of one of the fruit, for example, 'bananas'

All the 'bananas' then swap places, with the person who was standing in the middle trying to take one of their places as they move.

The person left without a place then stands in the middle, calls another fruit and attempts to get a place.

At any time, the person in the middle can call 'fruit salad', which means that everybody has to move.

## **9. Do as I say, not as I do**

The girls stand in a circle and choose a leader.

Tell the girls that the idea that the objective is to follow what the leader says and not what he does.

The leader has to say three times the name of a body part touching it at the same time, for example 'head, head, head' whilst tapping their head three times. The leader then has to add another body part saying and touching it at the same time, for example 'head, head, head, shoulders'.

After a while, the leader might say 'nose, nose, nose, ear' while touching their nose three times but then touching their eye.

Those girls who follow the action rather than what the leader is saying are out of the game.

## **Sitting Games**

### **1. Hot pepper**

The girls sit in a circle and close their eyes. The person leading the game gives a small ball to one participant who is instructed to pass the ball quickly to the next person saying “**Hot!**” The girls continue to pass the ball around the group, saying “**Hot!**”

As the ball is passed from participant to participant, the person leading the game turns her/his back, closes his or her eyes and calls out “**Pepper!**” The person who is holding the ball when “**Pepper!**” is called is removed from the circle. The ball continues to be passed until only one person is left (if the group is large two balls can go round the circle at the same time)

### **2. Web**

The group sits in a circle and the leader ties the end of a ball of wool around his/her finger. The leader then rolls the ball of wool to someone else in the circle and makes a positive comment about him or her.

This person then wraps the wool around his or her finger before passing the ball of wool on to someone else which saying something positive about him or her.

The process continues until everyone has wool around their finger and is part of the web

### **3. Pass the message**

The girls stand or sit in a wide circle.

Lean over to one of the people sitting next to you and whisper the sentence that you thought up in advance to them.

That person then whispers what they have heard to the next person and so on, until it has been passed along the whole group.

Ask the last person to say aloud what they have been told. The sentence will be different from the original one.

This can be followed by a discussion on examples in real life when something the girls have said has been misunderstood.

## **Finding out and Endings**

### **1. “Whooh” rating**

Tell the girls that that you are going to ask the group questions about the day’s activities

Ask the group to respond to the questions with a “Whooh” sound.

Demonstrate this sound

The loudness of the sound should match how positive their response is. For example, “Have you learnt a lot today?”

### **2. Thank you Chair**

Place two or three chairs in the center of the circle

Introduce the chairs as the “Thank you” or “Clapping” Chairs. Tell the girls that when people sit on these chairs it will cause every else in the room to clap. People remain sitting on the chairs, while everyone else is clapping.

Show by sitting in the chair.

As soon as the person/s sitting on the chair/s stands up, the applauding stops.

## SECTION 4: FIRST GIRLS' CLUB MEETING

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**Reason:** For girls to learn about the reason for Girls' Club

**Main ideas of the topic:** By the end of the activity girls the girls will be able to:

- State the reasons for Girls' Club
- Describe at least three kinds of Girls' Club activities
- State that a Girls' Club has 5 officials and those who want to be an official or leader should be able to state how to put themselves forward for election

**Materials needed:** Girls' Club Handbook (each club should be given 25 copies)

### How to do Activity 1: Introducing each other

*"Welcome to the new Girls' Club. You are all very special people who have been chosen to be a part of this new club in the school".*

*"You are going to introduce yourself by a song"*

*"Sing your name and point to yourself. Then point to the person next to you and say, "What about you. For example:"*

- *My name is Cora, Cora, Cora*
- *My name is Cora*
- *What about you?*

*Point to the next person who sings*

- *My name is Satta, Satta, Satta*
- *My name is Satta*
- *What about you*

*Sing until everyone has had a turn to sing her name. Then go the opposite way round the group, starting with the last person. Everyone sings that person's name as follows.*

- *Her name is .....,.....,.....*
- *Her name is .....,.....,.....*

- Her name is .....,.....,.....
- What about her?

**How to do Activity 2: The Reasons for Girls' Club**

“What ideas do you have about the reason for Girls' Clubs?” Get ideas from two or three girls.

“Does anyone have anything more to add?”

Use what the girls say and the **Notes**, to explain the reasons for Girls' Clubs

**Notes: Reason for Girls' Clubs**

- Girls' Clubs help girls to stay in school until they complete the elementary level and move to the Junior and Senior High Schools
- Girls' Clubs help girls to take care of themselves
- Girls' Club members serve as examples (role models) to other girls of the same age group

“Why is it good for girls to stay in school?” Get ideas from two or three girls.

“Does anyone have anything more to add?”

Use what they say and the **Notes**, to talk about why it is good for girls to stay in school

**Notes: Why is it good for girls to stay in school?**

- If you educate a woman, you educate a child, a family and a nation
- So that girls have a brighter and better future
- So that girls are able to make decisions about the future
- So that girls are able to make money in the future
- So that girls are able to make better choices about their future

### How to do Activity 3: Girls' Club Activities

Use the Notes to explain about some the activities that girls may do.

#### **Notes: Girls' Club activities**

- *Girls will play games, sing songs, and do dramas and other activities to help them learn about*
- *How to stay in school*
- *Good and bad friends*
- *How the body changes*
- *Good health, including running stomach and malaria*

*It is also hoped that girls will tell their friends and family about what they learned in the Club. You can also choose other activities that girls may like to do, such as kickball and planting a garden*

*"I am going to give each girl a copy of the Girls' Club Handbook. This is important and will help girls to understand about girls clubs and their activities. You must look after this little book."*

## How to do Activity 4: Girls' Club Officials

*"Girls' Club Officials are very important as they help the Supervisor to run the Girls' Club."*

Use the notes to explain about the work of Girls' Club Officials

### **Notes: Girls' Club Officials**

**President:** *She leads all meetings and makes sure that the club is taken care of properly. She is also works between the Girls' Club Supervisor and the Girls' Club. If the club has money she signs the Club's bank or treasurer's paper before taking any money out of the treasury*

**Vice President:** *She works in place of the President, when the President is out. She also helps with planning and looking after the Club's activities.*

**Secretary:** *She writes notes on things that happen during club meetings. She also writes all letters for the club and makes sure that meetings are held on time. If the club has money she signs the Club's bank or treasurer's paper before taking any money out of the treasury*

**Chaplain:** *She makes sure that religious activities are one of the important activities of the Girl's Club*

**Treasurer:** *If the club has money, she records the amount of money the club has and keeps the money. She keeps a day-to-day record of how money is spent.*

*"Does anyone know what an election is?"* Get ideas from two or three girls.

*"Does anyone have anything more to add?"*

Use what the girls say and the **Notes**, to explain about an election

### **Notes: An election**

*An election is a way of choosing a leader or leaders. This is done with voting papers not by a show of hands*

Use the Notes to explain about what needs to happen before the election

**Notes: Before the election of Girls' Club Officials**

- *Girls need to think about whether or not they want to stand as an Official. The 6<sup>th</sup> grade cannot be President because they are about to leave the school but can be elected to other positions*
- *Any girl who wants to become an Official needs to decide the kind of work that she wants to do and give her name to the Girls' Club Supervisor within one week, so that the supervisor is able to prepare for the election*
- *Any girl who wants to be an Official must prepare to say something to convince the other girls to vote for her.*
- *The election is held at the second meeting of the Girls' Club*

*I am going to take the roll call of all the girls at the meeting. It is important that you attend every meeting, unless you are absent from school and an excuse has been granted."*

*"Let's agree a date and time for the second meeting. This should be at most two weeks after the first meeting?"*

**Encouragement**

*"Let's sing the song, 'The more we are together, the happier we will be'."*

## SECTION 5: SECOND GIRLS' CLUB MEETING

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**Purpose:** To do activities that will help set up the club so that it runs smoothly

**Main idea of the topic:** By the end of the activities girls should be able to

- Create ground rules
- Elect leaders
- Talk about at least three ways in which Girls' Club members will share ideas with other school members and girls in the community

**Materials needed:**

Envelop with prepared voting cards. Five different colors – one color for each official

**How to do Activity 1: Ground Rules**

*“Let’s sing the song, “The more we get together.”*

*“Does anyone know about rules?”* Get ideas from two or three girls.

*“Does anyone have anything more to add?”*

Use what the girls say and the **Notes** to talk about rules

**Notes: Rules**

*In every community we have rules to tell us what to do and how to behave. We have rules at home, in school and in class. An example of a rule is we must not fight on campus. We also need rules to guide us as Girls' Club members. For example, we may want a rule that will help us feel safe and free to take part or a rule about things that we would not like to happen during the meetings. For example, no bullying or calling someone by funny names.*

Divide the large group into three small groups.

*“Let each group come up with rules for the Girls' Club.”*

*“Come back to the large group.”*

*“I am going to ask each group for one rule and I will repeat this until the groups have given all their ideas.”*

*“Let us talk about each rule to make sure that everyone understands it and agrees to follow it. You can add new rules if these are needed.”*

*“What do we mean about keeping secrets?”* Get ideas from two or three girls.

*“Does anyone have anything more to add?”*

Use what the girls say and the **Notes** to talk about keeping secrets and add a new rule about this if needs be

**Notes: Keeping secrets**

*In our Girls’ Club we need to make sure that we do not share other people’s secrets and harm each other. It is good to tell our friends about what we have learnt. But we should not share secrets about each other. For example, if a girl tells us that her relative is beating her with a stick, we do not gossip about this. We can tell a girl who is not in the Girls’ Club what to do if someone is beating her with a stick. Our rule could be “No gossiping about Girls’ Club member.*

**Activity 2: Election: Girls’ Club Leaders**

*“We are going to elect five Girls’ Club Leaders’ and I am going to tell you how we are going to do this.”*

**Notes: Electing Girls’ Club Leaders**

- *Each girl who wants to be a leader must stand up, say her name and say something about why the girls should vote for her. Let all girls who are running for the same position say something, one after the other.*
- *Tell the Girls’ Club members the different colors of voting paper, which color is for President, Vice-President, Secretary, Chaplain and Treasurer.*
- *We are going to start by voting for the President. I am giving each of you a voting paper of the same color. Each girl must write the name of the girl that she has chosen on her voting paper and place their paper in the closed box.*
- *We are going to repeat this, so that we can vote for all five positions.*
- *We will count the voting papers in the open. I will then announce the results.*
- *I will then present the elected Girls’ Club leaders to you.*

### **Activity 3: A typical Girls' Club program**

#### **Notes: A typical Girls' Club Meeting**

- *Singing*
- *Prayer (Chaplain)*
- *Roll call (Secretary)*
- *Welcome Remarks (GC President)*
- *What we will be doing today*
- *Other matters*
- *Closing*

*"We need to decide if there are any other activities that we would like to do, like kickball or choir?" Share ideas.*

### **Activity 4: Working with others**

*"You have been chosen to be a member of the Club and we want you to be active in a number of different ways."*

Use the Notes to talk about other ways in which the Girl's Club members can be active.

**Notes: Working with others.**

- I would like you **to tell at least four friends**, who are not part of the club, the important things they have learned in the meeting, in so doing they will be helping other girls make changes in their lives.

Here are some suggestions or other ways girls can tell other girls about what we have learnt:

- **Assemblies:** We will lead out in an assembly or chapel once or twice a month to talk about why it is good to stay in school and all about what we have learned in Girls' Club meetings
- **Group talk:** After every meeting, girls can talk to girls in smaller groups about what has been learned. This can be done in recess
- **Girl-to-girl talk:** We hope that Girls Club members will help people in the school who are shy, left out, bullied or are new in the school.
- **Community talk:** We hope that Girls Club members will talk to family and other friends in the community, particularly those who do not attend school

**Activity 5: Telling the rest of the school about the Girls' Club**

*"The rest of the school need to know about the Girls Club and what it stands for."*

With all the girls, practice two songs to sing at the assembly when we tell the rest of the girls about the Girls' Club

*"Let us confirm the time we are going to meet each week."*

*"The new Girls' Club leaders are to remain at the end of the meeting so that I can talk to you to them about how we will tell the rest of the school about the Girls' Clubs."*

**After the meeting**

Use the Notes on Page 8 to tell the Girls' Club leaders about telling the rest of the school about the Girls' Club

*"We will now write the rules on poster paper so that it can be put on the wall whenever the Girls' Club meets."*



# FAWE LIBERIA



## FAWE/CiC (UK) EDUCATION FOR GIRLS AND YOUNG WOMEN IN LIBERIA



### Girls Club Supervisor's Book: Book Two

Prepared by:

FAWE/CiC (UK) Education for Girls and Young Women in Liberia



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## BOOK 1: SECTION 1- BEING A GOOD CITIZEN OF LIBERIA

### TOPIC 1.1: STAYING IN SCHOOL AND HELPING A GIRL TO GO TO SCHOOL

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**Reason:** To help the girls to learn about the importance of staying in school

**Main idea of the topic:** By the end of the activities, girls should be able to

- Give at least two reasons why a girl should stay in school

**Materials needed:** Picture- Girl standing outside a school

#### **How to do Activity 1: Staying in school**

“Today’s topic is about staying in school and helping a girl to go to school.”

Start the activity with a game.

“I am going to read a story. At the end of the story I will ask a question.”

#### **Story: Fortee and Janjay**

*Fortee and Janjay started school at the same time. They walk a long way to get to school. They like school and do well in their tests. They are now in Grade 4.*

*Fortee tells her friends that she cannot stay in school because the distance to her school is very far. She asks her mother if she can stay at home and her mother agrees.*

*Even though she is tired at the end of the day, Janjay wants to complete her education at the school and go to another school.*

*Why is it a good thing to be like Janjay and stay in school and complete your education?*

Get ideas from three or four girls.

Use what the girls say and the **Notes** to share ideas about why it is a good thing for girls to stay in school and complete their education.

**Notes: Why it is important for girls to stay in school and complete their education?**

A woman who completes school

- Will be more able to make money for her family and will know how to use it well
- Is able to do different kinds of work, such as work in a hospital or she is able to make a better farm
- Is able to help make her community better.
- Is able to go to trade school and learn how to work in an office
- Is more likely to plan the size of her family

“Why is it good to complete school before becoming a mother?” Get ideas from three or four girls.

Use what the girls say and the **Notes** to explain why it is good for girls to complete school before becoming a mother.

**Notes: Why it is important to complete school before becoming a mother**

- A mother who completes school knows which food is good, so she is able to feed her child well
- A mother who goes to school will be able to read how to take medicines the doctor gives her
- A mother who completes school will be able to help her children to study well

**How to do Activity 2: Helping a girl who wants to go to school**

Show the picture to the girls.

“What do we see in the picture?” Get ideas from one or two girls.

“Does anyone have anything more to add?”

How does this girl feel?

What can the girls’ club members do to help the girl who wants to be in school?

Use what the girls say and the **Notes** to share ideas about what girls can do to help a girl who wants to be in school.

**Notes: Helping a girl who wants to go to school:**

**Feelings:** When a girl sees her friends in school, she feels left out, she feels she want to join her friends and have an education and she feels that she is not important

**How can the Girls' Club members help her?**

The Girls' Club members could tell the Girls' Club Supervisor.

There may be good reasons why the girl is not in school but the Girls' Club Supervisor can talk to the girl and find out why she is not in school. If the girl says it is OK, the Girls Club supervisor can visit the girls' parents or guardian to talk about how the girl could be helped to attend school.

**What can a girl do?**

"Make a promise to yourself that you will do your best to stay in school."

"What can we do to help a girl who wants to go to school?" Get ideas from two or three girls.

**Telling our friends**

"What can we tell other girls in school and our friends and relatives in the community about staying in school?"

**Staying in school: Telling our friends**

- A woman who completes school knows how to make money for her family and will know how to use it well
- A mother who goes to school knows the types of food her child needs in order to keep well
- A woman, who enters at least the ninth grade, is able to go to high school or trade school and learn how to make a better farm or work in a hospital or clinic. This will help her make more money for her family.

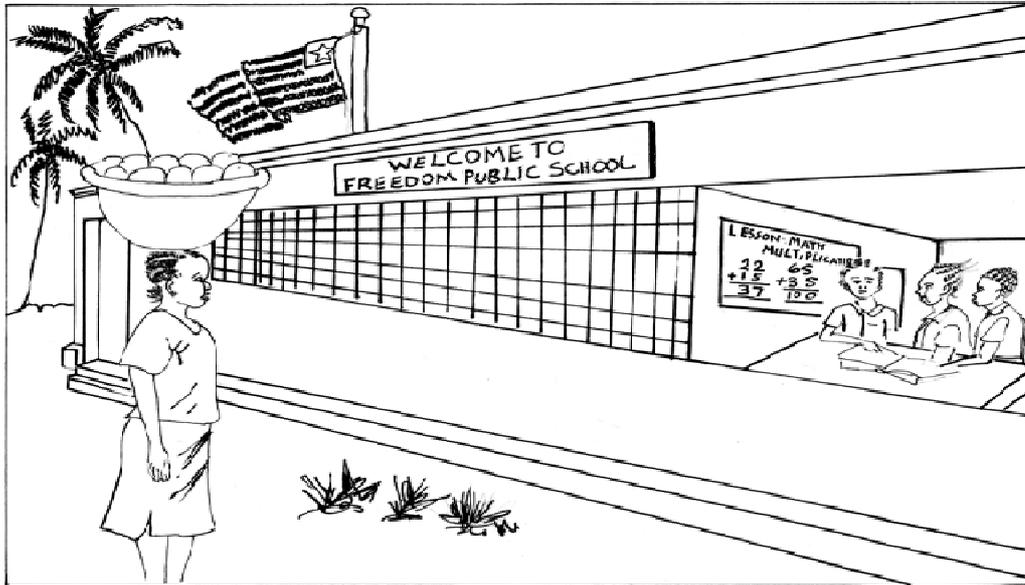
**Finding out what the girls have learnt: Throw the ball:**

"I am going to throw a ball to one of you. You have to say what you have learnt from this activity."

The girl who receives the ball has to throw it to someone else. That person has to say what has learnt from the activity.

## Encouragement

“Thank you for all your hard work. Do a rain clap.”



## TOPIC 1.2: GOOD MANNERS AND DRESS CODE

---

**Reason:** To help girls to learn about the importance of good manners and dress code

**Main ideas of the topic:** By the end of the activities, girls should be able to

- Tell others the difference between good and bad manners
- Tell others which dress code is proper and which is not proper in Liberian culture

**Materials needed:**     **Picture 1:** Girl wearing a proper dress code

**Picture 2:** Girl wearing dress code that is not proper

### How to do Activity 1: Good manners

“Today’s topic is about good manners and dress code.”

Start the activity with a game.

“I am going to read two stories. At the end of the story I will ask a question.”

**Story 1:** *Ruth is a girl in class 5. She lives with her grandmother, mother, brothers and sister. Whenever her grandmother or mother ask her to do some work, she refuses, shouts at them and runs away. When her mother buys her a new dress in the market, she does not say “Thank you”. On her way to school, Ruth often meets with girls who do not go to school. She plays around in the street with these girls. She is often absent from school.*

**Story 2:** *Sundayway is a girl in class 5. She lives with her grandmother, mother, brothers and sister. She is always willing to work for her parents, and often says, “Please, may I help you?” When her mother buys her a new dress in the market, she says “Thank you”. Sundayway does not shout or say “No” to her mother or grandmother when they ask her to do some work. Sundayway goes to school every day.*

“Who has good manners, Ruth or Sundayway?” Get ideas from three or four girls.

“Does anyone have anything more to add?”

“What does Sundayway do that shows she has good manners?” Get ideas from three or four girls.

“Is there anything else a girl can do to show that she has good manners? Get ideas from one or two girls.

“Does anyone have anything more to add?”

Use what the girls say and the **Notes** to talk about showing good manners.

**Notes: Showing good manners**

- Be polite and kind
- Use a clear voice that is not loud and do not use bad words (cursing)
- Do not stay out late at night
- Show respect to all

**How to do Activity 2: Dress Code**

“What are the names of different types of dress code or “wearing” that you know about?”  
Get ideas from two or three girls.

“Does anyone have anything more to add?”

Show the two pictures with the different dress code to the girls.

“What do we see in these pictures?” Get ideas from one or two girls.

“Does anyone have anything more to add?”

**Note:** One picture shows a girl in proper dress code and the other shows a girl in a dress code that is not proper according to Liberian culture

“Please get into four groups.”

“Each group is to share ideas about how our culture looks at the two dress codes.”

“Two girls from each group, who will support each other, will tell us the ways in which culture looks at both dress codes.”

Use what the girls say and the **Notes** to talk about dress code or wearing.

**Notes: Dress Code**

- Dress codes, “wearing”, which expose sensitive parts of a girl or woman, are not proper or acceptable in the Liberian culture. For example, short skirts see-my-navel, dig-my-back, beep-the-senator, flashing etc.
- Dress codes, “wearing” that cover sensitive parts of a girl or woman are proper or acceptable dress codes. For example, lappa suit, long or knee length dresses, long or knee lengths skirts, long or knee length trouser and blouses which do not show the breasts, stomach or your “butt”

Culture looks at a girl who wears clothes that expose her body as

- A girl who does not respect her body
- A girl who is looking for a man
- A girl who does not respect the African culture
- A girl who abuses her womanhood

**What can a girl do?**

“What can a girl do to make sure that she has good manners and dresses well?” Get ideas from two or three girls.

**Telling our friends**

“What are some things we need to tell other girls in the school and our family and friends in the community about good manners and dressing well?”

**Good Manners: Telling our friends**

- Show respect to all
- Stay in school
- Value/respect yourself
- Respect your culture

**Finding out what the girls have learnt: Sentences**

“I am going to read you some short sentences about Rita. You must put up your hand if you think that Rita is showing good manners or dressing well?”

**1:** Rita stays out late and does not come back until it is dark

**2:** Rita helps a blind man cross the road

**3:** Rita shouts at her grandmother

**4:** Rita wears a dress or long trousers

**5:** Rita exposes her body

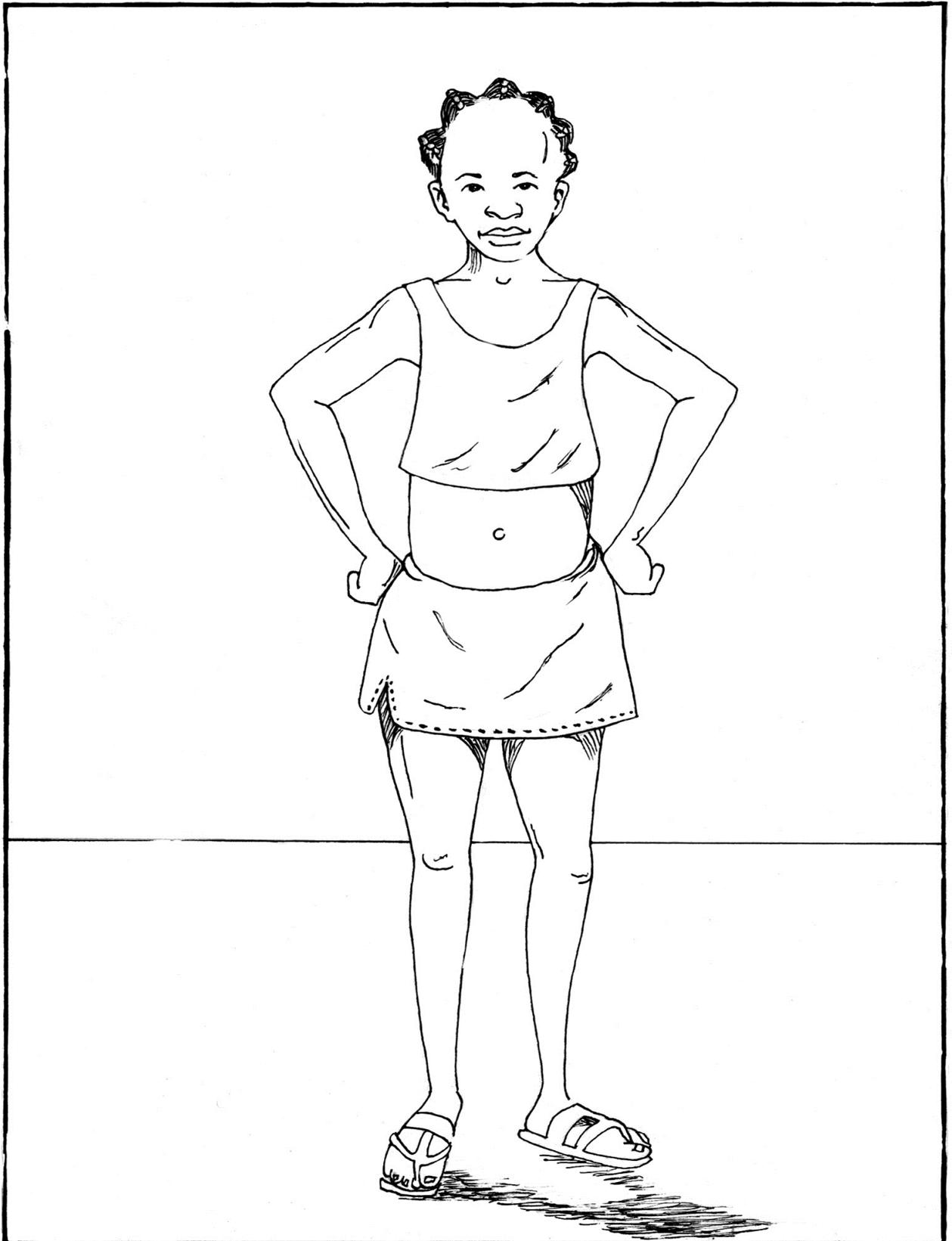
### **Encouragement**

“Thank you for all your work. Let us sing ‘if you are happy and you know it clap your hands’”.

Picture 1:



Picture 2



### TOPIC 1.3: CHILD RIGHTS AND RESPONSIBILITIES (DUTIES)

---

**Reason:** To help girls to learn about child rights and responsibilities

**Main ideas of the topic:** By the end of the session the girls should be able to:

- Tell others about the meaning of Child Rights and Child Responsibilities or duties
- Tell others about six rights of children in the United Nations Convention (Big Meeting) on the Rights of a Child (UNCRC) and the African Charter on the Rights and Welfare of the Child
- Match the six rights with their responsibilities or duties

**Materials needed:** Three sets of picture cards<sup>1</sup>

#### **How to do Activity 1: What are Rights of a child?**

“Today’s topic is about child rights and responsibilities or duties.”

Start the activity with a game.

“What do we mean by Child Rights?” Get ideas from two or three girls.

“Does anyone have anything more to add?”

Use what the girls say and the **Notes**, to explain the meaning of Child Rights.

#### **Notes: Child Rights**

**Rights:** These are things that a child needs to live a happy life. These include: education, love, health, shelter, food, clothing, respect and to be listened to.

#### **How to do Activity 2: What are Child Responsibilities**

“What are Child Responsibilities?” Get ideas from two or three girls.

“Does anyone have anything to add?”

Use what the girls say and the **Notes**, to explain Child Responsibilities or duties.

#### **Notes: Child Responsibilities**

**Responsibilities:** For each and every Child Right, a child has a duty or something that the child must do in line with that right. For example, a child has a right to education but he or she has a duty to stay in school and to study.

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<sup>1</sup> Taken from [childline.org.za/help/childrensrighs.htm](http://childline.org.za/help/childrensrighs.htm)

## **How to do Activity 2: The rights of children: The United Nations Charter and the African Charter**

“Please get into three groups. I am going to give each group a set of cards.”

“In each set of cards, there are six rights cards and six responsibilities or duties cards. You must match each rights card with a responsibility card?”

Show how to do this with two cards. For example, children have a right to good education, matches with the responsibility to study and to stay in school.

Come back to the large group. Call out one Right and ask Group 1 for its matching Responsibilities. Call out the second Right and ask Group 2 for its matching Responsibilities and do the third card with Group 3.

Repeat this until all the cards are used up.

Use the information from the picture cards and the Note to discuss the Rights and Responsibilities of the Child

**Notes: Rights and Responsibilities of a Child**

**Rights**

**Responsibilities**

**Children have the right to be taken to a clinic for treatment**



**...And the duty to take the medicine to get well**



**Boys and girls have the right to attend school**



**...And the responsibility to study and stay in school**



Children have the right to be loved and protected from harm



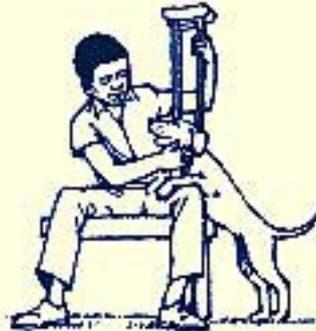
...And the responsibility to show love and respect to parents and others



Children have the right to special care for special needs



... and the responsibility to the best people they can be



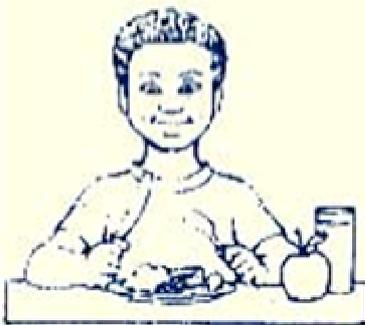
Children have the right to a safe and good place to live



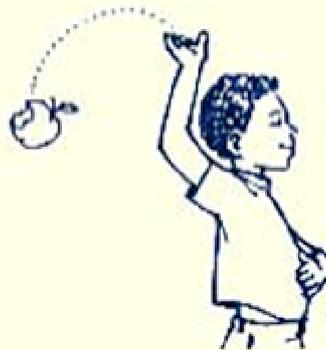
...And the responsibility to help keep it nice and clean



Children have the right to be given different types of food



...And the responsibility to eat all their food



### What can a girl do?

“What can a girl do to show that she has rights as well as responsibilities?” Get ideas from two or three girls.

### Telling our friends

“What are some things we need to tell other girls in the school and our family and friends in the community about rights and responsibilities?”

### **Rights and Responsibilities: Telling our friends**

A child has rights but to grow up into a good person, a child has duties or things that he or she must do in line with the right. A child has more duties, as he or she gets older. These include:

- Working for the benefit of the family
- Respecting his or her parents, elders and other children
- Helping his or her parents, elders and other children
- Helping the community
- Keeping culture, showing patience and be willing to talk with one another

### **Finding out what the girls have learnt: Making a motto**

“Please get into four groups.”

“Each group must come up with a motto about one right and its responsibility: For example, we have a right to education but we must study and stay in school.”

“Now, each group must tell the other Girls’ Club members their motto.”

### **Encouragement**

“Let someone choose her favorite game for us to play.”

## BOOK 1: SECTION 2- LEARNING ABOUT LIFE (LIFE SKILLS)

### TOPIC 2.1: GOOD AND BAD FRIENDS (PEER PRESSURE)

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**Reason:** To help girls to learn about good and bad friends (peer pressure)

**Main ideas of the topic:** By the end of the activities, girls should be able to:

- Tell others some ways friends can make you behave in a good and a bad way
- Tell others the difference between a good and a bad friend
- Share ideas about how to keep away from bad friends (peer pressure)

#### How to do Activity 1: Good and Bad Friends

“Today’s topic is good and bad friends.”

Start the activity with a game.

“What is the meaning of the word friend?” Get ideas from one or two girls.

“Does anyone have anything more to add?”

Use what the girls say and the **Notes** to share ideas about friends.

#### **Notes: Friends**

- A friend is someone you play with, share your food with, share your secrets with and someone who helps you. A friend is a special person to you. This kind of friend is a good friend.

“What makes you choose a person to be your friend?” Get ideas from one or two girls.

“Does anyone have anything more to add?”

Use what the girls say and the **Notes** to share ideas about what makes you choose a person to be your friend.

#### **Notes: Choosing a friend**

A girl can choose someone as a friend because

- The person helps her
- The person likes the same things as her
- The person lives near her
- She and the person can talk freely to each other

**Story:** *Miatta is an 11 year old girl. Sia, Miatta's cousin is 2 years older than Miatta. She thinks she is a grown up. Sometimes Sia and her friends go to the market to steal clothes from the market hall. The people in the market hall know Sia and her friends for the bad things they do. Sia asked Miatta to go with them and take some clothes. Miatta does not want to do this but she does not want Sia to think that she is a 'small girl'. Sia and her friends try to force Miatta to come with them to the market to steal clothes.*

*What do you think Sia is trying to do?*

Get ideas from one or two girls.

“Does anyone have anything more to add?”

“What other things do friends sometimes tell each other to do?”

As the girls give their answers, ask, “Is this a good thing or a bad thing?”

Use the **Notes** to talk about when a person tries to force you to do a bad thing

**Notes: Forcing you to do a bad thing or Peer Pressure**

Forcing you to do a bad thing is called peer pressure. Peer pressure happens when a friend or a group of friends of the same age as you who are doing a bad thing, makes you do bad things or tries to force you to do something that you think is bad.

“What should Miatta do?” Get ideas from one or two girls.

“Does anyone have anything more to add?”

Use what the girls say and the **Notes** to share ideas about what Miatta should do.

**Notes: What should someone do if another person is forcing them to do something?**

- Walk away, refuse, say “No” or tell an older person

**Telling our friends:**

“What are some things we need to tell other girls in the school and our family and friends in the community about good and bad friends?”

**Good and Bad Friends: Telling our friends:**

There are good friends and bad friends. If a friend tries to make us to do something that is bad, he or she is a bad friend. If a friend is doing something bad and she wants us to join her, she is not a good friend.

**Finding out what the girls have learnt: Magic Stone**

“I am going to pass around the group a "Magic Stone". When the stone reaches you, tell the group about one thing that you learned from this activity.”

Correct if necessary.

**Encouragement:**

“Thank you for all your hard work. You have done well. Give yourselves a long, long clap.”

## TOPIC 2.2: SPEAKING OUT (BEING ASSERTIVE OR BEING SELF-ASSURED)

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**Reason:** To help girls to learn about speaking out for what you believe in or being assertive

**Main idea of the topic:** By the end of the activities girls should be able to:

- Tell others when girls may need to speak out
- Tell others and show how to speak out in order to keep away from bad friends

### How to do Activity 1: What is speaking out?

“Today’s topic is about speaking out.”

Start the activity with a game.

“I am going to read a story. At the end of the story I will ask a question.”

**Story:** Dorcas goes with her class mates to play kickball every Saturday. One Saturday, a group of boys come on to the field, while Dorcas and her friends were playing. The boys ask Dorcas and her friends to go along with them to the creek. Her friends want to go but Dorcas does not. Her friends and the boys try to convince Dorcas to go with the boys but Dorcas refuses to go. She knows that boys often want to go in the water with girls to touch their private parts or play with their bodies.

*How do you think Dorcas feels?*

Get ideas from one or two girls.

“Does anyone have anything more to add?”

“What is speaking out?” Get ideas from two or three girls.

“Does anyone have anything more to add?”

Use what the girls say and the **Notes** to share ideas about speaking out when you feel bad about an idea and want to “Say No”.

### **Notes: Speaking Out**

- Speaking out is saying what you mean.
- Speaking out helps a person to stick to what he or she believes is right.
- Speaking out if a person’s idea makes you feel bad will help avoid risky situations.

“Would anyone like to explain to the group about speaking out?” Get ideas from two or three girls.

“Does anyone have anything more to add?”

### **How to do Activity 2: Speaking out**

“Please get into pairs.”

“I would like each pair to do a small drama. I will tell you how to do this drama.”

#### **Notes: Small drama**

- One girl in the pair should be Dorcas who must say “No to her friend”
- The other girl should be her friend who is trying to force Dorcas to go to the creek.

“Are there other times when a girl may want to speak out and say “No”? Share ideas.

“Is it easy or hard to say “No?” Share ideas.

### **What can a girl do?**

“What can a girl do if her friends ask her to do something that she thinks is bad?” Get ideas from two or three girls.

Telling our friends

“What are some things we need to tell other girls in the school and our family and friends in the community about speaking out?”

#### **Speaking out: Telling our friends**

- Speaking out is about saying what you mean. Speaking out helps a person to stick to what he or she believes is right.
- If a person’s suggestion makes you feel bad, it is OK to speak out and to stand your ground.
- Practice speaking out and “Saying No” so that you know how to deal with situations in which your friends try to force you to do something which you do not want to do

**Finding out what the girls have learnt: Motto**

“Please get into four groups.”

“Each group must come up with a motto about speaking out.”

“Tell the other Girls’ Club members about your motto.”

**Encouragement**

Thank you! You have done well. Shout out “I will speak out!”

## TOPIC 2.3: MAKING A DECISION OR CHOICE

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**Purpose:** To help the girls to learn about decision making in their day-to-day activities and their life as a whole

**Main ideas for the topic:** By the end of the activities girls should be able to

- Tell others the meaning of the word decision
- Tell others about two types of decisions that a person can make
- Tell others about things that can affect us when we make decisions

### How to do Activity 1: What is a decision?

“Today’s topic is about making a decision or a choice.”

Start the activity with a game.

“Can anyone tell me the meaning of the word decision?” Get ideas from one or two girls.

“Does anyone have anything more to add?”

Use what the girls say and the **Notes** to talk about the meaning of decision.

**Notes: Decision:** A decision is when we make a choice. We decide we want to do one thing over another thing. For example, we can decide to rest or to play

“We make decisions every day and today we are going to do a game where you have to make a choice”.

“Stand in the middle of the room”.

Use the **Notes** to talk about the rules of the game.

#### **Note: Rules of the Game**

- The Girls Club Supervisor will call out the two choices a person has about what to do on a Saturday afternoon.
- For example, if you had to make a choice on Saturday afternoon, would you like to play kickball, if yes, go to this side of the room (point to one side of the room) or rest under a time if yes, go to this side of the room (point to the other side of the room)
- Explain that as you call out the choices a girl has, the girls must choose quickly and move to the side of the room that shows their choice.

"I am going to read out one sentence at a time about making a choice. I will tell you which side of the room is for which choice."

On Saturday afternoon, I will visit a friend OR take a rest

On Saturday afternoon, I will wash the dishes OR wash my uniform

On Saturday afternoon, I will go the market OR clean the yard

On Saturday afternoon, I will look after my little sister OR go for water

"What makes you choose one thing over another thing?" Get ideas from one or two girls.

"Does anyone have anything more to add?"

### **How to do Activity 2: Different kinds of decisions?**

"When do we need to make decisions or choices in our lives?" Get ideas from one or two girls.

"Does anyone have anything more to add?"

Use what the girls say and the **Notes** to tell the girls about the two kinds of decisions that we can make.

#### **Notes: Kinds of decisions**

- **Day-to-day choices:** Such as what to wear, who to play with, whether to go to the field to play kickball, what to eat.
- **Decisions about the future:** Such as whether to stay in school, the work you will do, who you will marry and where you will live.

### **How you do Activity 2: What influences us when we make decision**

"I am going to read a story. At the end of the story I will ask a question."

**Story:** Femi is 14. She is poor. She has good friends who all go to school. Femi likes school and wants to stay in school. Her parents want her to get married to a man who is a friend of the family. The man has offered the family money if Femi marries him. Her teacher has told her that she is clever.

**What should Femi do? What or who will affect Femi's decision?**

Get ideas from three or four girls.

“Does anyone have anything more to add?”

Use what they say and the **Notes** to show what can influence or affect us when we make a decision.

**Notes: What influences us when we make a decision?**

Friends	Fear
Love	Parents and family members
Money	Time
Religion	Education
Our background, our culture and tradition	

**How you do Activity 3: How to make a big decision<sup>2</sup>**

Use the **Notes** to explain what will help you make a decision

**Notes: Making a decision**

- Know what you have to make a decision about
- Decide what choices you can make
- Think about the result of each of my choices
- Choose what you will do

““I am going to read a story. At the end of the story I will ask you four questions.”

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<sup>2</sup> Adapted from Life Skills, An active learning handbook for working with street children, Clare Hanbury, Voluntary Service Overseas, 2002

**Story:** Mr. Gono is Florence's Math teacher. He asked Florence to visit him at 8 p.m. while his wife is at a wake. He says that he will pass Florence in her Math exams if she goes.

**Stop and think!**

- What does Florence have to make a decision about?
- What choices does Florence have?
- What will be the result of each of Florence's choices
- What should Florence choose to do?

**What a girl can do**

"What can help you make good decisions?" Get ideas from two or three girls.

**Telling our friends**

"What are some things we need to tell other girls in the school and our family and friends in the community about making decisions or choice?"

**Making decisions: Telling our friends**

- Stop and think
- What choices do I have?
- What will be the result of each of these choices?
- What is my decision?

**Finding out what the girls have learnt: Questions**

"Tell me how to make a decision." Get ideas from two or three girls.

"Is what they have said correct?"

**Encouragement**

"Thank you for all their hard work. Will someone choose a song to sing?"

## TOPIC 2.4: THINKING ABOUT MY FUTURE

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**Reason:** To help girls to think about their hopes for the future

**Main ideas for the topic:** By the end of the activities, girls should be able to:

- Tell others why it is good to stay in school
- Tell others which people in the community that they want to be like
- Tell others about their hopes for the future and what may affect these hopes

**Materials needed:** A piece of paper and a pencil for each girl

### How to do Activity 1: Staying in school

“Today’s topic is thinking about my future.”

Start the activity with a game.

“Please get into two groups”.

“I am going to read a different story to each group.”

#### **Group 1: Story 1: Marpu**

*Marpu started school when she was a small girl. She is the first child in the family. She lives with her parents and 3 younger brothers and two sisters. At age 14, Marpu had passed to Grade Five and was doing well in her class work, although it was hard to study in the noisy household. One day Marpu decided to forget about school, stay home and help her parents care for her younger brothers and do some farm work.*

#### **Group 2: Story 2: Hawa**

*Hawa is 15 years and in Grade 5. She lives with her parents and 3 younger brothers and two sisters. She helps her mother in the home and tries hard to study. It is a noisy household with her five brothers and sisters. When she was a little girl, Hawa was sick and had to spend a long time in hospital. She really liked the nurse who looked after her and decided that when she grows up she would be a nurse. She studies well and has decided that she will stay in school.*

“Each group should come up with a drama to show its story.”

Group 1 shows its drama to the group and so does Group 2

After the two dramas come back to the large group

“Please get into pairs and talk about:

- How does the future of Marpu look?
- How does the future of Hawa look?
- Who has the brighter future Marpu or Hawa?
- Why is it good to stay in school?"

"Let us talk about these things in the big group."

Finish the activity by using the **Notes** to explain why it is good to stay in school

**Notes: Why it is good to stay in school?**

- Children who stay in school learn many things and will be able to help their family and the community both now and in the future
- Children will have more choice about what they want to do in the future
- Children will not become a problem for the community and society in the future
- So that they can learn how to live in a clean and healthy community
- Educate a girl and you educate a family

**How to do the activity: Activity 2: My Hopes or Dreams**

"Who do you want to be like in the community?"

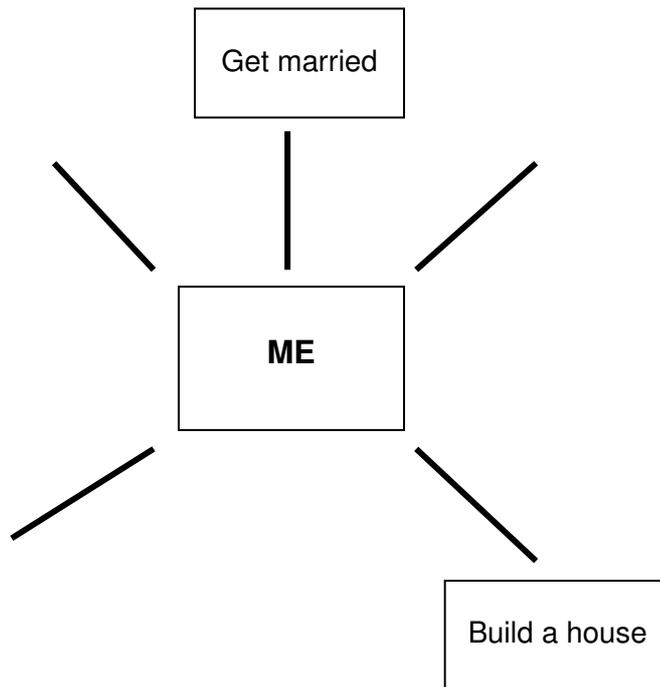
"Why do you want to be like them?"

"What kind of work do the people you want to be like do?"

"Each girl should draw a picture like this on your piece of paper." Draw the example on the blackboard

"From the square in the middle draw lines. At the end of the lines write your hopes and dreams for the future. Give an example, "Get married". You do not have to write, you can draw a little picture of what you want to do. For example, getting married could be two people standing side by side."

**Example: My Hopes and Dreams Drawing**



Give the children time to make the drawing of their hopes

“What can stop a girl from reaching her hopes and dreams?” Get ideas from two or three girls.

“Does anyone have anything more to add?”

Use what they say and the **Notes** to share ideas about those things that can stop a girl from reaching her hopes and dreams

**Notes: What can stop a girl from reaching her hopes and dreams?**

- Not studying and not staying in school
- Early marriage
- No parental care
- Teenage pregnancy
- Not taking care of our health and becoming sick

### **What can a girl do?**

“What are you going to do make sure you reach your hopes and dreams?” Get ideas from two or three girls.

### **Telling our friends**

“What are some things we need to tell other girls in the school and our family and friends in the community about reaching our hopes and dreams?”

#### **Reaching our hopes and dreams: Telling our friends**

- It is good to stay in school so that we can have a bright future
- We must help girls who drop-out of school to return to school
- We must help girls to stay in school
- We can all make plans for the future
- There are some things that will get in the way of us reaching our hopes and dreams but we can overcome these

### **Encouragement:**

“Jump up and down and shout, “We can do it! Yes we can!”

## **BOOK 1: SECTION 3- GROWING UP AS A GIRL**

### **TOPIC 3.1 INTRODUCTION TO GROWING UP AS A GIRL**

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**Reason:** To help girls learn about growing up, what culture expects a girl to do and how girls can do things that they do not usually do

**Main idea of the Topic:** By the end of the activities, girls should be able to:

- Share ideas about what makes them happy about being a girl and what makes them unhappy about being a girl.
- Share ideas about how it is possible to do things that girls do not usually do

#### **How to do Activity 1: Game**

Today's topic is about growing up as a girl."

"Please stand in a circle."

"I am going to show you how each girl will introduce herself by saying her name, what she likes about being a girl and doing an action. First I will show you. 'Hello! My name is ..... and I like being a woman because it means that I can wear pretty clothes.' " Show an action like waving.

"The whole group must then copy me."

"Let each girl introduce herself saying her name, giving a different reason that she likes being girl and doing a different action. We will all copy each girl."

#### **How to do Activity 2: Differences between men and women**

"Stand in the middle of the room. I am going to read out some activities that men and women do. For example, clearing the land.

- If the girls think that clearing the land is done by women run to this side of the room (point to one side of the room).
- If the girls think that clearing the land is done by men run to this side of the room (point to the other side of the room)
- If the girls think that both women and man can do the activity stay in the middle of the room.

"I will call out one activity at a time and will say, does this apply to Men, Women or both Men and Women, you must run to the side of the room that shows your answer or stay in the middle of the room."

**Notes: Activities**

Cleaning dishes	Clearing the land	Be a doctor
Give birth	Menstruate or have a period	Fix a roof
Be a teacher	Produce sperm	Look after children
Be a soldier	Breastfeed	

Use the **Notes** to explain about the things that men and women are born to do

**Notes: Things that men and women are born to do**

- There are some things that men and women do because their bodies are different. Only women can have a period, get pregnant, give birth to children and breastfeed
- Men can produce sperm and make a woman pregnant.
- These are differences in our sex. We were born with them and we cannot change these differences

Use the **Notes** to share ideas about men, women and culture.

**Notes: Men, women and culture**

- With jobs and household work, it is often our culture, which says what we can and cannot do
- For example, culture can tell us how men and women should dress, the work that they should do and the way that they should speak. For example, girls are sometimes raised to serve men and to keep quiet. Men are raised to make decisions and to be leaders
- Culture can change. The President of Liberia has led the way. She is the first woman President in Africa and is a role model for us all.

**How to do Activity 3: Being a girl**

“Find a friend to do this activity with. Each girl tells the other girl

- What makes her happy about being a girl
- What makes her unhappy about being a girl
- One thing that I would like to do that girls do not usually do.”

“Those girls who wish to share the thing that they would like to do that girls do not usually do, can now do this.”

Use what the girls say and the **Notes** to talk about doing things that girls do not usually do.

**Notes: Doing things that girls do not usually do**

- Have the courage to do something that girls do not usually do. Courage is about being brave. It is about doing what needs to be done even it is hard and makes us afraid. Courage is needed if we are to change and try new things
- Stay in school. If a girl stays in school, she may be able to make changes as she has more choices. For example, a woman may be able to choose the kind of job that is usually done by a man. She can become a teacher, the principal of a school, an electrician, a plumber, carpenter or car mechanic

**What a girl can do?**

“Make a promise to yourself that you will do your best to stay in school and when you leave school to do something that girls do not usually do.”

**Telling our friends**

“What are some things we need to tell other girls in the school and our family and friends in the community about growing up as a girl?”

**Growing up as a girl: Telling our friends**

- We can be brave and make changes in our lives
- Going to school and learning new things helps a girl to make changes in her life

**Finding out what the girls have learnt: Stand up – Sit down**

“Stand up if you think that you can change something in your lives”. “Tell me a change that you want to make.”

**Encouragement**

“Well done. Let’s ride the bicycle!”

## TOPIC 3.2: FEELING GOOD ABOUT YOURSELF (SELF-ESTEEM)

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**Reason:** To give girls a chance to learn about what makes them special and to tell others about this

**Main ideas of the topic:** By the end of the end of the activities, girls should be able to:

- Find out from other girls what makes her special
- Tell others what is special about themselves

### **How to do Activity 1: Praising ourselves, changing ourselves<sup>3</sup>**

“Today’s topic is feeling good about yourself/”

Start the activity with a game.

**Part 1:** “We all have things that people like about us, the way we behave and the things we do well. For example, our smile, our kindness and how we look after our brothers and sisters.”

“Find a friend to do this activity with. Each girl tells the other girl

- One thing she likes about the other girl
- One thing she likes about the way the other girl behaves
- One thing that the other girl does well.”

“Now let me tell you about Part 2 of this activity.”

**Part 2:** Each girl should tell her friend three things about herself

- One thing she likes about herself
- One thing she likes about the way she behaves
- One thing that she does well”

“Now let me tell you about Part 3 of this activity.”

**Part 3:** “We all have things that we would like to do better but sometimes we worry too much and make ourselves feel bad. Each girl should tell her friend

- One thing she would like to do better. Talk about, ‘Can I do this better?’ If yes how? If I cannot do it better, how can I stop worrying about it?

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<sup>3</sup> Adapted from Our Future, Sexuality and Life Skills Education for Young People, Grades 4 and 5, International HIV/AIDS Alliance

- One thing about her behavior that I would like to do better. Talk about, ‘Can I do it better.’ If yes how? If I cannot do it in a better way, how can I stop worrying about it?”

“We should try to help each other to accept the way we are or to change those things we want to change.”

### **How to do Activity 2: All about me**

Each girl must stand in front of the group and say

- I am good at.....
- I like my.....
- My friends like me because.....
- I have done well in.....”

### **What can a girl do?**

“How can you encourage a friend who is not in the club to feel good about herself?” Ask two or three girls.

### **Telling our friends**

“What are some things we need to tell other girls in the school and our family and friends in the community about helping a person who has had bad things said about her?”

#### **Feeling good about ourselves: Telling our friends**

- We all have things that make us special and this makes us feel good about ourselves
- Our friends see these things that make us special and they know what makes us special
- We can try to do some things better

### **Finding out what the girls have learnt: Throw the ball:**

“I am going to throw a ball to one of you. The girl with the ball has to say what she has learnt from the activity.

The girl who gets the ball has to throw it to someone else. That girl has to say what she has learnt from the activity.

We want to do this until many girls have had a chance to share what they have learned.”

## Encouragement

Let's sing, "The World all over there's no-one like me"

### TOPIC 3.3: CHANGES CONNECTED WITH GROWING UP: PUBERTY

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**Reason:** To help girls learn about the changes that take place in girls and boys as they grow up.

**Main ideas of the topic:** By the end of the activities girls should be able to:

- Tell others about the different changes that take place in girls and boys as they grow up
- Tell others about the meaning of the word puberty
- Tell other about ways to look after the body as it changes

**Divide the girls into two groups to do this activity:** Group 1: 9 – 12 years and Group 2: 13 years and over years

**Materials needed:**        **Picture 1:** A girl and a boy who are 5 – 7 years old.

**Picture 2:** A girl and a boy who are 11 – 13 years old

#### Activity 1: Changes in the body as a child grows up

"Today's topic is all about the changes connected with growing up."

Start the activity with a game.

Show the two pictures to the girls, Picture 1: A girl and a boy who are 5 – 7 years old and Picture 2: A girl and a boy who are 11-13 years old.

"What do you see in the pictures?" Get ideas from one or two girls.

"Does anyone have anything to add?"

<p><b>Note:</b> Picture 1 shows a young girl and boy and Picture 2 shows an older girl and boy</p>
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"When a boy or girl is growing up, his or her body changes. Like the bodies of those in the pictures."

"I am going to read out one change at a time. After each change is read out, the girls must call out boy or girl. If it is both boys and girls they must stand up."

- Voice becomes deep
- Having a period or menstruation
- Having sexual feelings
- Having sweat that smells
- Pimples
- Bigger chest
- Growing breasts
- Wider shoulders
- Hips becomes wide
- Waist becomes smaller
- Beard starts to grow
- Wet dreams start
- Pubic and underarm hair starts to grow
- The stomach becomes flat

See over the page for correct answers

<b>Notes: Physical Changes as you Grow Up: Correct answers</b>		
<b>Boys</b>	<b>Boys and girls</b>	<b>Girls</b>
– Voice becomes deep	– Sexual feelings	– Hips broaden
– Bigger chest	– Sweat smells different	– Growing breasts
– Wider shoulders	– Pimples	– Menstruation
– Beard grows	– Waist smaller	
– Wet dreams	– Pubic or hair on the private parts and underarm hair	
	– Flat Stomach	

## Activity 2: Changes in the way we behave as we grow up

“How does the behavior of boys and girls change as they grow up? For example, we can become moody (some timely).” Get ideas from three or four girls.

“Does anyone have anything to add?”

Use what they say and the **Notes** to explain how a boy’s or girl’s behavior changes as he or she grows up.

**Notes: How we behave as we grow up- Some things are the same in boys and girls and some are different.**

- Boys and girls can become fussy
  - Boys and girls can become quarrelsome and stubborn
  - Boys and girls can start to have feelings for the opposite sex. Even though boys and girls start to have these feelings, this does not mean that they are ready for sex.
  - Boys and girls can become moody (some timely)
- 
- Boys can become hard-headed and aggressive
  - Boys can develop a love for football and film shows
- 
- Girls can be shy about their bodies
  - Girls can be concerned with what they wear and how they look

“I am going to read a story. At the end of the story I will ask a question.”

**Story:** *“Nowa lives with her grandmother who is very old and finds it hard to hear what Nowa is saying. Nowa’s body is changing. She is growing breasts, has hair under her arms and she just started her period. She is not happy and is confused.*

*How can other girls help Nowa?”*

“How can other girls help Nowa?” Get ideas from two or three girls.

“Does anyone have anything to add?”

Use what the girls say and the **Notes** to explain how girls can help someone like Nowa.

**Notes: Helping a girl as she grows up**

- Share ideas, so that a girl does not feel alone
- Show kindness and love to a girl who is sad or needs help
- Do not upset someone like Nowa

**Activity 3: Puberty**

“Can anyone tell the group the name for these changes that can happen to boys and girls? The word is the same for changes in boys and changes in girls?”

Use the **Notes** to talk about these changes or ‘Puberty’.

**Notes: What is puberty?**

- Puberty is the name given to changes that happen to girls and boys as they grow up. The changes take place in all boys and girls but they will start at different times.
- Most boys and girls begin to notice these changes taking place to their bodies between the ages of 10 and 14; some boys and girls do not start these changes until they are 16.
- Generally the changes start later for boys than girls.
- There is no ideal size for our body parts. Some of us have big breasts or a big penis; others of us have small breasts or a small penis. This is normal. Some of us have a lot of pubic hair and hair under our armpits. Others have little hair. This is normal. We are all different.
- These changes take place over a number of years.

“Would anyone like to explain to the group about puberty?”

“Does anyone have anything to add?”

**Activity 4: Keeping the Body Clean**

“How can boys and girls take care of their bodies?” Get ideas from two or three girls.

“Does anyone have anything to add?”

Use what the girls say and the **Notes** to share ideas about looking after the body.

**Notes: Keeping the body clean as you grow up**

- Wash your body twice a day using soap and clean water. Remember to wash the private parts, under the armpits and between the thighs. Use roll on, lime, cooking soda or ashes under your arm to help stop bad smells
- After you have used the toilet, always clean yourself from the front of the private parts to the anus. Wash your hands after you have used the toilet
- Wash your hands before eating and preparing food
- Change your panty daily, especially during your period.
- As the hairs under your arms grow, cut them
- Wash your hair at least two times every month and clean the teeth at least once a day. Keep the ears and the nails clean. Cut the nails when they grow long.

**What can a girl do?**

“What can a girl do to look after her body as she grows up?” Get ideas from two or three girls.

**Telling our friends**

“What are some things we need to tell other girls in the school and our family and friends in the community about growing up and changes in the body?”

**Growing up and changes: Telling our friends**

- Puberty is a normal part of growing up. It is the stage between childhood and adulthood and can start at different times for boys and girls.
- Starting a period is a normal part of growing up.
- It is a good idea to keep the body clean during puberty.
- We are all different shapes and sizes.
- Even though the bodies of boys and girls change, it is a good idea for boys and girls to wait until marriage before having sex

**Finding out what the girls have learnt: Question**

“Please get into four groups.”

“Two groups should share ideas on things that a girl needs to do in order to care for her body.”

“The other two groups should share ideas about changes that can happen to a girl.”

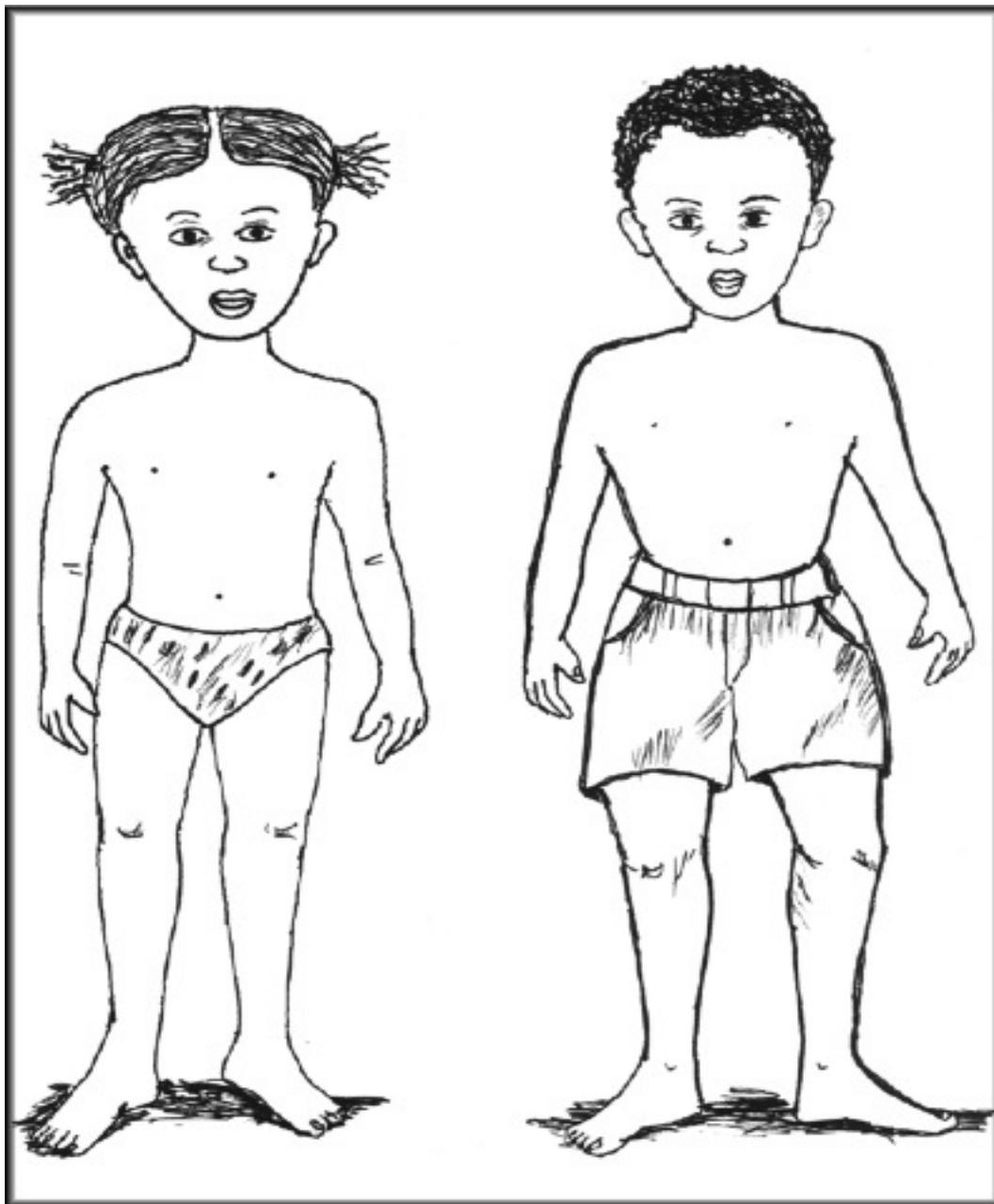
“Share your answers with the other girls.”

Correct if necessary.

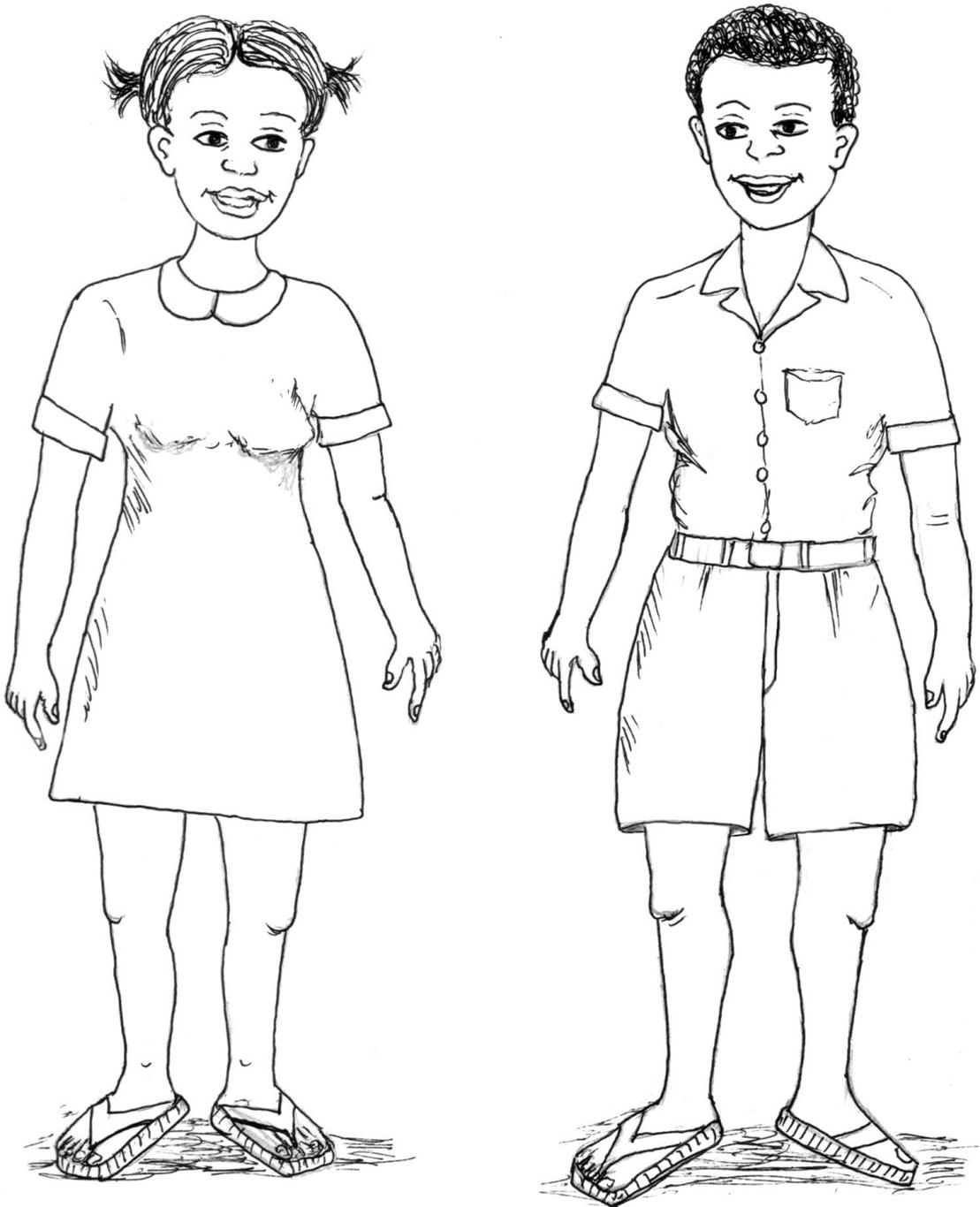
**Encouragement**

Sing, “This is the way we take care of our bodies all day long” or the rhythm clap

Picture 1:



Picture 2



### TOPIC 3.4: MENSTRUATION OR PERIODS AND THE RESULTS OF TEENAGE PREGNANCY

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**Reason:** To help girls learn about menstruation and the results of teenage pregnancy

**Main ideas of the topic:** By the end of the activities, girls should be able to

- Tell others what happens during menstruation
- Tell others the results of having sex when you are still a young girl

**Divide the girls into two groups to do this activity:** Group 1: 9 – 12 years and Group 2: 13 years and over years

**Materials needed:** Pad, Piece of Cloth, Magic Stone

#### **How to do Activity 1: Menstruation**

Start the activity with a game.

“I am going to read a story. At the end of the story I will ask a question.”

**Story:** *Garmai is 13 years. She stays with her grandmother who is very old. Garmai is sitting with her friend Sando in the school playground. Both of them are in Grade 5. This morning blood started coming from between Garmai’s legs. Garmai does not know what is happening to her and feels worried about it. She does not want to talk to Sando about what is happening to her.*

What do you think is happening to Garmai?

Get ideas from one or two girls.

“Does anyone have anything to add?”

“Can anyone tell us about menstruation or periods?”

Use what the girls say and the **Notes** to talk about menstruation or periods.

**Notes: Menstruation or periods:**

- Menstruation or periods is the name for blood, which comes from the private parts or vagina every month. This bleeding can happen to girls as they grow up. It is a sign that a girl is becoming a woman and can get pregnant.
- This blood usually starts coming between the ages of 11 and 14; but some girls can have their period before 11 while some can have their period when they are 17 years.
- A period comes every 28 days. Before a period, the breasts can start to feel heavy and a girl may have stomach pains.
- A girl should carry a pad or a clean piece of cloth in her bag so when she is bleeding she can wear the pad or a clean piece of cloth with a tight trouser or panty to hold the cloth in place.
- The bleeding usually lasts for 2 or 3 days but in some girls can last for 5 or 6 days.
- To keep clean when having a period, a girl needs to wash her private parts and change the pad or cloth two times a day.

Show the girls how to fold a piece of cloth to use as a pad

“What is happening to a girl or women when she does not see her period after a month or more?” Get ideas from one or two girls.

“Do you have anything more to add?”

**Notes:** She may be sick or she may be pregnant.

Use the **Notes** to talk about how a baby starts to grow in a woman.

**Notes: How a baby starts to grow in a woman: Conception**

- When a girl first starts her period, she may not have a period every 28 days as her body is getting used to the changes. Sometimes she may not have a period for another two or three months.
- Once the periods start coming every month, it will come about every 28 days. If the period stops coming and a girl has had sex, this can mean that the girl is pregnant.
- Pregnancy or big belle can start when a girl and man have sex, without using a condom or medicine to stop belle. The sperm from the man and the egg in the woman's body may join together to start making a baby in the girl's womb.
- Menstruation is a way of showing that a girl is growing up. It does not mean that the girl is ready to have sex with a man or become a mother or that the boy is ready to be a father.

**How to do Activity 2: Results of having sex when you are young**

"I am going to read a story. At the end of the story I will ask a question."

**Story:** *Marie is a 14 year old girl who has a boyfriend called Gibson. Gibson is in Grade 9. Marie is doing well in her class and is hoping to pass her final exams. She wants to be a doctor when she grows up. Gibson forced Marie to have sex with him. They did not use a condom. Marie also has sex with an older man/godpa in return for school fees.*

What may happen to Marie?

Get ideas from one or two girls.

"Does anyone have anything to add?"

Use what the girls say and the **Notes** to talk about problems that a girl like Marie may face.

**Notes: Results of having sex when you are young**

- **A girl may get a sexually transmitted infection:** These are sicknesses that affect your private parts and may cause sores on the private parts or “color water” to come from the private parts.
- **A girl may get pregnant or big belle:** Young women between the aged 15 -19 years are more likely die while giving birth than women aged 25 – 29 years.
- **A girl may have an unsafe abortion (taking out belle):** More young women are taking out belle and it is not good. One can die or get very sick while taking out belle
- **A girl may drop out of school because of pregnancy**
- Because of culture, girls may not be able to speak out about sex but it is important that girls speak out and say “No”

**What can a girl do?**

“How can a girl prepare herself for a period and how she can look after her body when she is menstruating or having her period?” Get ideas from two or three girls.

**Telling our friends:**

“What are some things we need to tell other girls in the school and our family and friends in the community about starting a period?”

**Menstruation: Telling our friends:**

- Menstruation happens every 28 days and is a part of growing up
- Get ready for menstruation
- Starting to menstruate or seeing your period does not mean that a girl is ready to be a mother
- Both boys and girls should not have sex so that they may not have a baby at an early age. They should pay attention to their lessons.

### **Finding out what the girls have learnt: Stand up – Sit down**

“I am going to read out one statement at a time. You should stand up if the statement is true and to stay on your seats if the statement is false.” Do NOT read out the answer

1. “Menstruation is the same as monthly periods. True or False” (True)
2. “Menstruation happens every 38 days True or False” (False)
3. “If a girl gets pregnant she will not be able to continue in school. True or False” (True)
4. “Boys and girls who are at school are too young to be parents. True or False” (True)

### **Encouragement**

“Thank you for all your hard work. Let’s sing the song “The more we are together, together, together” or another song.”

## BOOK 1: SECTION 4- CHILD ABUSE

### TOPIC 4.1: GOOD AND BAD TOUCH- INTRODUCTION TO BAD THINGS THAT CAN HAPPEN TO GIRLS

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**Reason:** To help girls learn about good and bad touch

**Main ideas of the topic:** By the end of the activities, girls should be able to

- Tell others about the difference between good and bad touch
- Tell others what might happen to a girl who is touched in a bad way
- Tell others what to do if you are touched in a bad way

**Materials needed:**     **Picture 1:** A woman hugging a child

**Picture 2:** A man touching a girl

#### **How to do Activity 1: The difference between good and bad touch**

Start the activity with a game.

Show Picture 1 and Picture 2

“What do we see in Picture 1?” Get ideas from one or two girls.

“Does anyone have anymore more to add?”

“What do we see in Picture 2?” Get ideas from one or two girls.

“Does anyone have anymore more to add?”

“Which picture shows good touch?” “Which picture shows bad touch?” Get an answer from one or two girls.

**Notes: *Good touch and bad touch***

***Good touch:*** A woman hugging a small child

***Bad touch:*** An older man trying to touch the private parts of a young girl

“Are there other kinds of good touching?” Get two or three ideas from the girls

“What is bad touching?” Get an answer from one or two girls.

“Does anyone have anything more to add?”

Use what the girls say and the **Notes** to share ideas about bad touching.

**Notes: Bad touch**

- Bad touch usually happens when a child is alone and someone tries to touch the private parts of the body of a child in bad way. It is sometimes called child abuse.
- The person can be a family member, someone else that the child knows or someone she does not know.

**How to do Activity 2: Touching or sex in return for money, goods or clothes**

“Are there other kinds of bad touching?” Share ideas.

“I am going to read a story. At the end of the story I will ask a question.”

**Story:** Oretha is 15. She is in Grade 3. She lives in Teah Town. A mineral company has carried many gold diggers in the community and is paying them a lot of United States dollars. On evening, an older man who works with the company calls Oretha and offers her some money to have sex with him. He also promised to pay the balance of her school fees.

*Do men in the community sometimes offer girls money in return for sex?”*

Share ideas.

“Do they offer other things?” “What kind of things?” Share ideas.

**How to do Activity 3: What might happen to a girl who is touched badly?**

“What might happen to the girl in the picture or to someone like Oretha?” Get ideas from two or three girls.

“Does anyone have anything more to add?”

Use what the girls say and the **Notes** to share ideas about what may happen to a girl who is touched in a bad way.

**Notes: What might happen to a girl who is touched in a bad way?**

- A man may touch a girl in a bad way and then may force her to have sex with him. She may get pregnant or get a sickness.
- She may feel shame and sadness; she may feel dirty and want to wash her body all the time. She may feel alone and confused. These are all normal feelings for a girl who is touched in a bad way
- Her school work may drop and she may stop going to school because of sickness.
- She may become afraid and become sad and feel alone.
- Other people may judge her and say that it is her fault.

#### How to do Activity 4: What can a girl do who is touched badly?

What can a girl do if she is touched badly or if a man asks her to go with him for money? Get ideas from two or three girls.

“Does anyone have anything more to add?”

Use what the girls say and the **Notes** to share ideas about a girl can do if she is touched in a bad way.

##### **Notes: What a child should do if he or she is touched in a bad way**

- **What can she do?** At the scene: She should shout, run away, and tell a nearby woman what has happened.
- **After:** Tell at least one person (mother, father, guardian, relative, the Girls’ Club Supervisor or a female teacher)
- Remember sexual abuse is not the fault of the girl
- **If a man forces a girl to have sex with him:** This is against the law. A girl can go with her mother to the police, who will send the girl to the clinic for medical report. The man may be arrested and charged and taken to court. The medical report will be used in evidence

“Is it right to settle a rape case at home (talk to the family).”

If “Yes”, “Why is it right to settle a rape case at home?”

If “No”, “Why is it not right to settle a rape case at home?” Get ideas from two or three girls.

Use what the girls say and the **Notes** to talk about why a rape case should not be settled at home.

##### **Notes: Rape is against the law**

A law passed in December 2006 made rape illegal in Liberia. It is a crime and is against the law. The new law says that a rapist must be punished and can get a maximum sentence of life imprisonment. Rape is not the fault of the girl.

“There are some bad things that happen to women, for example, wife beating, cutting or beating breasts and the private parts and rape. These types of bad things are called GBV or gender based violence. This is violence based on the gender or sex of a person.”

“Do you remember the activity on rights and responsibilities?” Explain that girls and women have a right not to be harmed or abused.”

## What can a girl do?

“What can a girl do if she or another girl that she knows is touched in a bad way?” Get ideas from two or three girls.

## Telling our friends

“What are some things we need to tell other girls in the school and our family and friends in the community about good and bad touch?”

### Good and Bad Touch: Telling our friends

- Bad touch happens when a person, usually a man, touches a girl so that she feels: Bad, unhappy, ashamed, sad and alone. The man can be a family member, someone else that the child knows or someone a child does not know.
- Try to keep safe at all times. For example refuse to go with a man on your own, if a man offers you money to go with him refuse, play with others and do not walk alone in the dark
- If a person starts touching you in a bad way, try to get away from the person and “Say No”
- Tell a friend, the Girls’ Club Supervisor, a female teacher or a parent or guardian
- Bad touch is not the fault of the girl.
- Rape is against the law.

## Finding out what the girls have learnt: Hands up – Hands down

“I am going to read out one sentence at a time. Put up your hands if it is a bad touch and keep your hands by your sides if the touch is a good touch.”

1. An older boy touches the breast and buttocks of a 10 year old girl. (Correct response: Bad touch)
2. An aunt kisses her nephew. (Correct response: Good touch)
3. A stranger touches the private parts of a 9 year old boy. (Correct response: Bad touch)
4. A father shakes hands with his niece. (Correct response: Good touch)
5. An older man touches the private parts of a 13 year old girl for money. (Correct response: Bad touch)

## Encouragement

“Thank you for all your good ideas. Good work. Let’s ride the bicycle.”

Picture 1



Picture 2



## TOPIC 4.2: HELPING GIRLS WHO ARE TREATED BADLY (BEING ABUSED)

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**Reason:** To help girls learn about different kinds of abuse or bad things that can happen and what a girl can do if bad things happen to her or other girls

**Main ideas of the topic:** By the end of the activities, a girl should be able to

- Tell others about bad things that can happen to a girl in school and in the home or community
- Go some way towards helping girls deal with bad things that have happened to them
- Tell others how to help a friend who has bad things done to her in school or in the home or community

**Materials needed:**     **Picture 1:** A group of girls shaming a girl

### **How to do Activity 1: Bad things that can happen in school or in the community**

“Today’s activity is about helping girls who are treated badly.”

Start the activity with a game.

“What are some of the good things that happen to girls in school?” Share ideas.

“As well as good things that happen to us, bad things can sometimes happen to us. What do we see the picture?” Get ideas from one or two girls.

“Do you have anything to add?”

<p><b>Note:</b> A group of girls shaming a girl so that she cries</p>
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“Does this kind of thing happen in school or in our communities?” Get ideas from one or two girls.

“Do you have anything to add?”

“Can you give examples of how girls treat other girls badly in school and in the community?” Get ideas from one or two girls.

“Do you have anything to add?”

Use what the girls say and the **Notes** to talk about bullying.

**Notes: Bullying**

- Bullying or teasing happens when a girl or boy or group of girls or boys hurt the body or feelings of another girl or boy of the same age
- This can be done by kicking, hitting or pushing and or by shaming, name-calling or gossiping
- Girls or boys who do this are called bullies. Bullies often pick on a person who is different or someone who is seen to be weak or someone that other people do not like or care about.

“How does a girl feel when she is bullied or teased?” Get ideas from one or two girls.

“Do you have anything to add?”

Use what they say and the **Notes** to discuss how a girl feels when she is bullied.

**Notes: How does a girl feel when she is bullied or teased?**

- Ashamed, unhappy, disgraced, resentful, useless, angry or vexed
- She feels that she will not be able to come back to school
- She feels like fighting back at the bullies

“What can the girl in the picture do to stop the others from bullying or teasing her?” Get ideas from one or two girls.

“Do you have anything to add?”

Use what the girls say and the **Notes** to discuss what a girl can do to stop other girls from bullying or teasing her.

**Notes: What action can a girl take to stop other girls from bullying her?**

- She may report those that are bullying or teasing her to the Girls’ Club Supervisor or the Girls’ Club President
- Meet one of the bullies one on one after school hours and tell her how you are feeling. Ask her to tell the others to stop bullying or teasing her
- A girl should be brave when she is being bullied or teased, so that the other girls see no point in bullying or teasing her.

## How to do Activity 2: Bad things that can happen at home or in the community

Start the activity with a game.

“What are some of the good things that happen to girls at home and in the community? Share ideas.

“As well as good things, sometimes bad things can happen to girls at home.”

“I am going to read a story. At the end of the story I will ask a question.”

### **Story: Tenneh at home**

*Tenneh’s father is always drunk. He shouts at Tenneh and her mother. He beats Tenneh’s mother who often has bruises on her body. When Tenneh comes home from school she has to cook, clean the yard and care of her younger brothers and sisters. If the food she prepares is not good her father whips her. He sometimes sends her to buy liquor late at night. One day, Tenneh felt so sad that she cried and went to her uncle. He put his arm around her and then forced her to drink liquor. Then he raped her. Recently Tenneh was sick but no-one cared for her.*

How does Tenneh feel?

Get ideas from three or four girls.

Use what the girls say and the **Notes** to share ideas about how Tenneh is feeling about her life at home.

### **Notes: How does Tenneh feel about her life at home?**

- Sad, angry, afraid, hurt, hatred and that nobody loves her
- What we feel when something really bad happens to us is sometimes called “Trauma” or shock. It is something that makes us suffer and disturbs us so that we cannot do our day-to-day activities like other girls. For example, we cannot think right in school.

“What can you do to help a girl in school or in the home or in the community who is being treated badly?” Get ideas from one or two girls.

“Do you have anything to add?”

“Use what the girls say and the **Notes** to discuss what another girl can do to help a girl who is being treated badly in the home.

**Notes: How to help a girl who is being treated badly at home**

- Support the girl in school, at recess and in class (if she is in the same class as you). If a person can share what has happened to them with a friend or a person that she trusts (that is you know that person is going to keep it secret), this can help her feel better
- Ask the girl if you can tell the Girls' Club Supervisor what is happening to the girl

**What can a girl do?**

"Make a promise to yourself that you will not bully or tease girls and that you will try to help girls who are being treated badly in school, at home or in the community".

**Telling our friends**

"What are some things we need to tell other girls in the school and our family and friends in about treating people badly?"

**Treating People Badly: Telling our Friends**

- No-one should treat a person badly
- If you know someone who is being treated badly help them by showing love and care

**Finding out what the girls have learnt: Short talk**

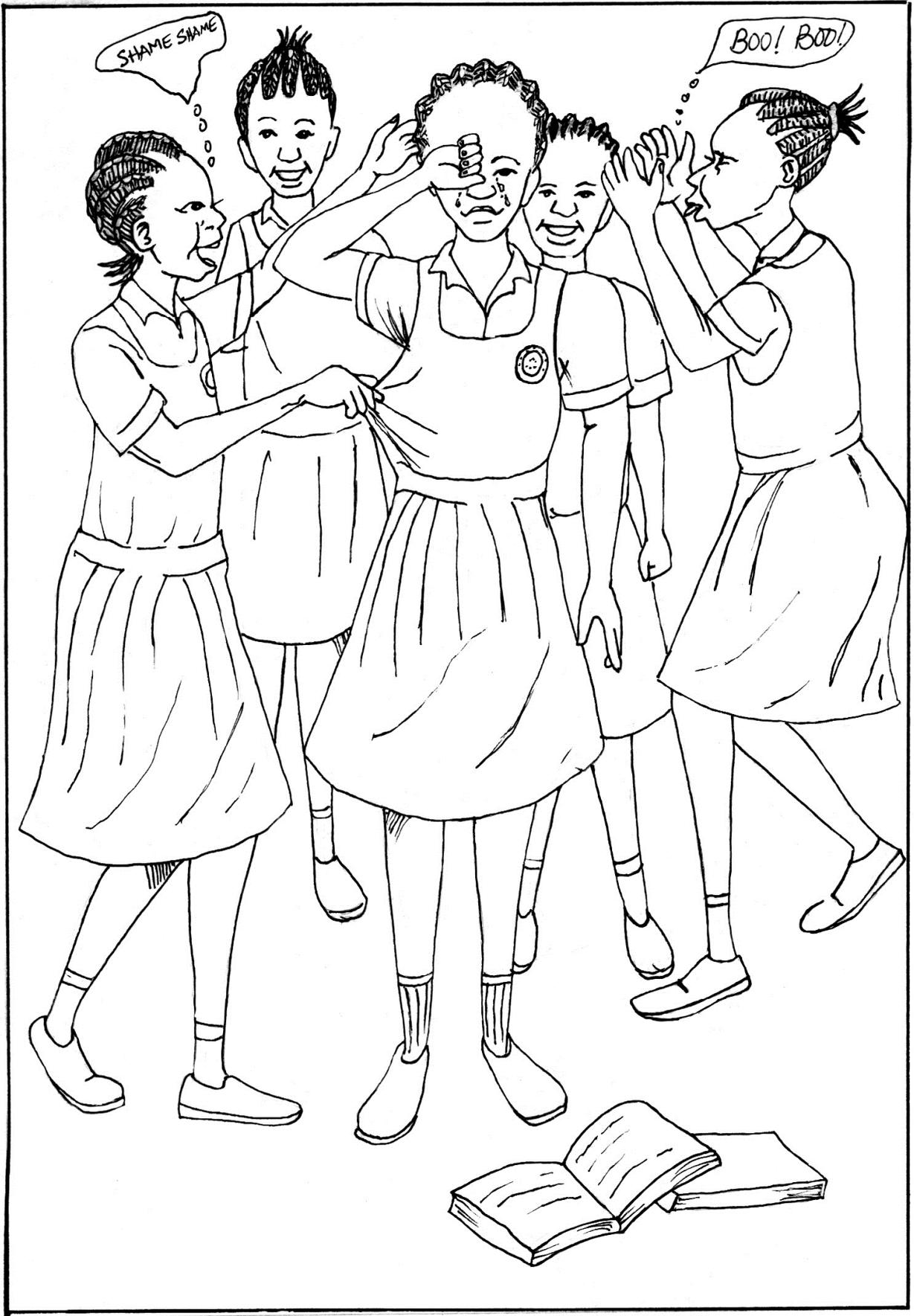
"Please get into four small groups."

"In each group, make a short talk that you can give to other girls in school about bullying"

"Now, each group must tell the rest of the group some of the things that you will talk about."

**Encouragement**

"Thank you for all your hard work. Sing the song "The more we are together"



### TOPIC 4.3: CULTURAL PRACTICES THAT MAY CAUSE A GIRL TO DROP OUT OF SCHOOL

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**Reason:** To help the girls learn about cultural practices that may keep a girl from school

**Main ideas of the activity:** By the end of the activities, a girl should be able to

- Tell others about cultural practices that are harmful and may keep a girl from school. For example early marriage, Bush School and Female Circumcision
- Tell others about cultural practices that do not keep a girl from school
- Share ideas about what a girl can do if she knows a girl who is to be married early

**How to do Activity 1: What are some of harmful cultural practices that keep girls out of school?**

“Today’s activity is about cultural practices that may cause a girl to drop out of school.”

Start the activity with a game.

“Name some cultural practices that can keep girls out of school. For example, early marriage for girls?” Get ideas from three or four girls.

Does anyone have anything to add?

Use what the girls say and the **Notes** to name some cultural practices.

**Notes: Some harmful cultural practices that may keep girls out of school**

The Bush School                      Early marriage

Female Circumcision                Farm activities

Early teenage pregnancy          Baby sitting

Use the **Notes** to talk about how cultural practices can keep girls out of school and how they can affect girls.

**Notes: Some harmful Cultural practices that can keep girls out of school**

**The Bush School:** The practice is an old aged one, which lasts for about five to six months. While at the Bush school, girls between the ages of 4-25 years go through the process of circumcision. As well as missing regular school for five to six months, sensitive parts of the girls' body are harmed through circumcision.

**Farm Activities:** Young girls are usually sent to work on their parents' farm or to serve as baby sitters, while their parents do farm work. This can stop them from going to school.

**Early Marriage:** Girls can be married out at a very early age by their parents. A girl, who is married early, may not have the chance to go to school. Early marriage is against the law of Liberia

**Early Pregnancy:** Older boys or men in the community often make young girls pregnant; thus stopping them from continuing or entering school. If a girl is pregnant, her parents can also give her out in marriage by for money or to gain some status in the community.

**How to do Activity 2: What are some cultural practices that do not stop a girl from going to school?**

"Please will two girls join together to sing a cultural song or do cultural dance?"

"Can you name some cultural practices that do not stop a girl from going to school? For example, cultural songs." Get ideas from about four girls

"Does anyone have anything to add?"

Use what they say and the **Notes** to show that there are cultural practices that do not harm or stop a girl from going to school.

**Notes: Some Cultural Practices that do not stop a girl from going to school**

Ring games under the moonlight      Singing cultural songs

Story-telling under the moonlight      Cultural dances

"It is good for a girl to learn and practice their culture and do things like this."

**How to do Activity 3: Early marriage**

"I am going to read a story. At the end of the story I will ask a question."

**Story:** *Lorpu is 14 years old. She lives with her mother. Her mother took her from school to another town to give Lorpu to a male friend of the family to be married. Lorpu's friends noticed that she was absent from school. Someone who visited the town where Lorpu is staying, said that Lorpu is getting married soon.*

"What are some of the harmful things about early marriage?"

Get ideas from two or three girls.

“Does anyone have anything to add?”

Use what they say and the **Notes** to tell the girls why early marriage may be harmful

**Notes: Why may early marriage be harmful?**

- It can stop a girl from going to school
- It stops her parents from taking care of her
- Her husband may look down at her
- She becomes a parent while still a child
- She will have no control over her body and may look older than her age

“What should her friends do about Lorpu?” Get ideas from one or two girls.

“Does anyone have anything to add?”

Use what the girls say and the **Notes** to share ideas about what her friends should do.

**Notes: What should her friends do?**

- Tell the Girls’ Club Supervisor. The Supervisor can then visit the girl’s home to discuss the effect of early marriage with the girl’s mother
- If the mother will not listen to the Supervisor, the Supervisor can report to FAWA or the County Education Officers who may be able to help arrange a meeting with the school principal and the mother to convince the mother that early marriage is not in a girl’s best interests

**Note:** The law on family relationships sets the minimum legal age for marriage at 18 years for girls

**What can a girl do?**

“What can a girl do if a friend who is under the age of 18 tells her that she is to be married?”  
Get ideas from two or three girls.

**Telling our friends**

“What are some things we need to tell other girls in the school and our family and friends in the community about early marriage?”

### **Telling our friends: The effect of early marriage on a girl**

Early marriage is harmful because

- It stops a girl from going to school
- It stops a girl's parents from taking care of her
- A girl may become sick because she has to do too much work
- A girl may become a child parent

### **Finding out what the girls have learnt: Magic Stone**

I am going to pass around the group a "Magic Stone". When the stone reaches a girl, she can tell the group about one thing that she has learned from this activity."

### **Encouragement**

"Thank you for all your hard work. Sing the song if you are happy and you know it."

## BOOK 1: SECTION 5- LOOKING AFTER OUR HEALTH

### TOPIC 5.1: RUNNING STOMACH (DIARRHOEA)

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**Reason: To** learn about running stomach

**Main ideas of the activity:** By the end of the activity the girls should be able to:

- Tell others about what running stomach means
- Tell others how running stomach can lead to the death of a baby or a child
- Tell others what can be done to help stop running stomach
- Tell others about a simple treatment for running stomach

**Materials needed:** Clorox

Equipment to make a special drink:

Teaspoon, salt, sugar, three soft drink bottles, water and an orange

#### **How to do Activity 1: What is running stomach?**

“Today’s activity is about running stomach.”

Start the activity with a game.

“What is running stomach?” Get ideas from one or two girls.

“Does anyone have thing to add?”

Use what the girls say and the **Notes**, to explain about running stomach.

#### **Notes: Running stomach**

- Running stomach is the local name for a sickness called diarrhea. Sometimes it is called watery pu-pu (feces)
- A person has running stomach when his or her “pu-pu” looks watery and comes many times in one day
- The “pu-pu” may smell bad and also pass out of the body with a noise
- Some people with running stomach may vomit and have serious pains in the tummy.

“What causes running stomach?” Get ideas from one or two girls.

“Does anyone have thing to add?”

Use what they say and the **Notes**, to explain about the causes of running stomach

**Notes: What causes diarrhoea or running stomach?**

- “Pu-pu”, soil and dirt contain germs, which can cause running stomach.
- These germs can be carried by flies as well as on dirty hands.
- Swallowing germs, from dirty food and water or coming into contact with human or animal “pu-pu”, can also cause running stomach

**Activity 2: The signs of losing water (dehydration)**

“When a baby is very sick with running stomach, he or she loses a lot of water from his or her body. This is called dehydration. Losing a lot of water from the body is very dangerous and it is important that we know the signs of this.”

“Does anyone know a sign of when the body has lost a lot of water?” Get ideas from two or three girls.

Use what the girls say and the **Notes**, to explain about the signs of a baby who has lost a lot of water.

**Notes: Signs of a baby who has lost a lot of water**

- The child is thirsty, restless, weak or half-asleep.
- The mouth and the tongue become dry. There are few tears when the child cries.
- The eyes go deep in the head. When the skin is pinched it returns to normal slowly

**Activity 3: Actions a person can take to help stop or prevent running stomach in the family**

“Please get into three groups.”

“Each group must share ideas about what we can do so that members of our family do not get running stomach.”

“Come together in the big group. I am going to take one idea from each group on how to help stop running stomach. I will repeat this until we have all your ideas.”

Use what the girls say and the **Notes**, to explain about how to help stop running stomach.

**Notes: How to help stop running stomach**

- **Children and Adults:** Wash your hands after using the toilet, after cleaning babies who have pu-pu or who have vomited, before cooking or eating and before feeding babies and small children
- Wash fruit before eating
- Use clean boiled water and keep water clean
- Keep ourselves clean and keep the yard clean
- Use a toilet. If there is none, use a hoe to dig in the ground and “pu pu” in and then bury the “pu pu”. Or make sure that a person passes “pu-pu” far from the house and far from any water. “Pu-pu” passed near the house should be taken away and buried
- Eat food that is fresh and prepared in a clean place, using clean pots and dishes. Cooked food should be eaten while hot. If it needs reheating, it should be well heated before it is eaten.
- **Babies:** Give only breast milk for six months. Dirty feeding bottles can cause running stomach

“How can we clean water?’ Get ideas from two or three girls.

Use what the girls say and the **Notes**, to explain about how to clean water.

**Notes: How to clean water**

- In one gallon of water use four drops of chlorox. Dip a clean plastic in the chlorine and then allow the big drop to fall away and put four small drops in the water

**Activity 4: Treatment of running stomach**

“Does anyone know about treatment for running stomach? Get ideas from one or two girls.

“Does anyone have anything to add?”

Use what the girls say and the **Notes**, to explain about treatment for running stomach.

**Notes: Treatment of running stomach**

- Go to the clinic. The nurse will decide how to treat running stomach.
- If a baby has lost a lot of water, the nurse may put some special liquids into the baby and tell the mother to take the baby to the hospital.
- If a mother is far from the clinic and her baby has running stomach she can make a special drink for the baby. This drink is made using a teaspoon of sugar, 3 pinches of salt and 3 soft drink bottles of clean water, with the juice of one orange or half a grapefruit.
- There may be a Community Health Volunteer who can help a mother to make this special drink.
- If it is not the season for these fruits, you can boil rice and when the rice is boiled give the rice water to the baby. You can also give coconut water or other clean fruit water. If you use a special drink or rice water, coconut water or other clean fruit water, you still need to reach the clinic, where the clinic will give you other medicines.
- Help give fluid to a baby with diarrhea or running stomach

**Notes how to make the special drink**

- Get a clean bowl with a top
- Measure 3 soft drink bottles of water into the bowl
- Mix in the a teaspoon of sugar, three pinches of salt and juice from an orange
- Give to the baby any time he or she “pu pu”

**What can a girl do?**

“What a girl can do to make sure that young relative of hers does not get running stomach.”  
Get ideas from two or three girls.

**Telling our friends**

“What do we need to tell our friends, other girls in the school and our family about running stomach or watery “pu-pu”?”

### **Running stomach: Telling our friends**

- Watery “pu-pu” in babies and young children is very dangerous
- If a baby or young child has more than four watery “pu-pus” in one day go to the clinic
- If a mother is far from the clinic and her baby or young child has running stomach she can make a special drink for the baby or child. This drink is made using a teaspoon of sugar, 3 pinches of salt and 3 soft drink bottles of clean water, with the juice of one orange or half a grapefruit. There may be a Community Health Volunteer who can help a mother to make this special drink.
- Even if a baby or young child has a special drink, he or she must go to the clinic

### **Finding out what the girls have learnt: Demonstration**

“I would like three girls to show us how to make a special drink for anyone who has watery “pu-pu”.”

“Can you tell us whether the three girls made the special drink in the correct way?”

### **Encouragement**

“Well done. Give yourself a big big clap.”

## TOPIC 5.2: MALARIA

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**Reason** To help girls learn about malaria

**Main ideas of the topic:** By the end of the activities the girls should be able to:

- Tells other about the signs of malaria
- Tells others how malaria can be serious and can kill
- Tell others how malaria is spread by mosquitoes that live in still water and bite at night
- Share ideas about how to stop mosquitoes biting people
- Tell others about the treatment for malaria

### **How to do Activity 1: What is malaria?**

“Today’s topic is about malaria.”

Start the activity with a game.

“What is malaria?” Get ideas from two or three girls.

“Does anyone have anything to add?”

Use what the girls say and the **Notes** to talk about malaria

#### **Notes: What is malaria?**

- Malaria is a serious sickness. The signs of malaria include fever, chills, pains and headache. Some people can develop a bad feeling in the stomach, vomiting, coughing and diarrhea or running stomach. Chills, fever and sweat that repeat every one, two, or three days are typical. There can sometimes be yellowing of the whites of the eyes due to killing or dying of red blood cells and liver cells inside the body.
- People with one severe type of malaria can develop bleeding problems, shock, liver or kidney failure

How does malaria pass from one person to another?” Get ideas from two or three girls.

“Does anyone have anything to add?”

Use what the girls say and the **Notes** to talk about how malaria passes from one person to another.

**Notes: How does malaria pass from one person to another?**

- Malaria is spread by the bite of a female mosquito. The food of the mosquito is human blood. When a mosquito bites a person, it is feeding or eating the blood of a person. Mosquitoes can bite during the day but the main time when they bite is in the evening, the night and in the early morning. They like dark, warm and wet places.
- When a mosquito bites a person who has malaria, the mosquito sucks up the malaria from the person's blood. The mosquito then has malaria in its body. The mosquito then flies to another person for more food. When the mosquito bites a person who does not have malaria that person will get malaria from the mosquito.
- The same mosquito can bite many people.

**Activity 3: How malaria is serious and can kill children**

“Who has had malaria?” Share ideas.

“How did you feel when you had malaria?” Share ideas.

“What did you do?”

Use the **Notes** to talk about how malaria is serious and can kill children

**Notes: Malaria**

Malaria affects millions of people all over the world and kills large numbers of children. Children are most at risk when they are made weak by other sicknesses, such as running stomach, or by poor nutrition.

There is no vaccination for malaria. Therefore it is very serious.

**Activity 4: How can we keep away malaria?**

“Please get into four groups.”

**Groups 1 and 2:** Think of different ways to keep away from malaria inside the house

**Groups 3 and 4:** Think of different ways to keep away from malaria outside the house

“Groups 1 and 2 give an idea about how to keep away from malaria inside the house.” Repeat this, until both groups have given all their ideas.

Use what the girls say and the **Notes** to talk about the different ways that people can keep away from malaria inside the house.

**Notes: How can we keep away from malaria inside the house?**

- Cover any water in the house so the mosquito does not have a place to stay
- Stay in well-screened areas as much as possible during the evening.
- Spray living and sleeping areas with mosquito spray or use mosquito coil
- Use a bed net when sleeping

“Groups 3 and 4 give an idea about how to keep away from malaria outside the house.” Repeat this, until both groups have given all their ideas.

Use what the girls say and the **Notes** to talk about the different ways that people can keep away from malaria outside the house.

**Notes: How can we keep away from malaria outside the house?**

- Remove still water from around the house so that the mosquito does not have a place to stay.
- Wear long-sleeved clothing and long trousers when outside in the evening and night.

**Note:** Girls can help in national malaria control programs by giving information on how to stop malaria

**Activity 5: How to treat a person with malaria**

“I am going to read a story. At the end of the story I will ask a question.”

**Story:** *Zoe’s baby sister is very weak; she is so weak that she does not even cry. She feels very hot and is not taking her food. Her mother has taken the little girl to the country medicine people (native doctor) but her sister did not get better. Zoe thinks it may be malaria. There are some tablets left over from the time her father had malaria.*

*What should Zoe do?*

Get ideas from two or three girls.

“Does anyone have anything to add?”

Use what the girls say and the **Notes** to explain what to do when a child has malaria.

**Note: Treating malaria**

- Go to the clinic so that the nurse or doctor can give the correct medicine. Never use medicines that were given to another person.
- A child or an adult must complete all the treatment even if it makes them feel weak.
- You can cool a child or an adult with fever and help to stop the temperature from going up by washing the person carefully with cool water
- Give people with fevers plenty of water to drink. If a child or an adult is too weak to drink, put a clean cloth in water and then squeeze drops of water from the cloth into the mouth

**What can girl do?**

“What can a girl do to help stop malaria inside and outside the home?” Get ideas from two or three girls.

**Telling our friends**

“What are some things we need to tell other girls in the school and our family and friends in the community about malaria?”

**Malaria: Telling our friends**

- Malaria is serious and can kill
- Make sure that there is no still water in or around the home
- If anyone in the family has malaria he or she should go to the clinic and finish his or her treatment.
- Use mosquito nets
- If you have money, use mosquito spray or mosquito coil

**Finding out what the girls have learnt: Drama**

“Please get into three groups.”

“Each group is to make a drama to show how a family can keep away from malaria.”

Encouragement: “Thank you for all their hard work. Let’s do a September showers clap!”

### TOPIC 5.3: KEEPING OUR SURROUNDINGS CLEAN AND WASHING OUR HANDS

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**Reason:** To learn about why it is important to keep our surroundings clean and why it is important to wash our hands

**Main idea of the activity:** By the end of the activity the girls should be able to:

- Tell others what shows that a yard is a clean yard and what shows that a yard is a dirty yard
- Tell others why it is important to keep the school yard clean and how this can be done
- Tell others why it is important to keep our community clean and how this can be done
- Tell others why it is important to wash our hands

**Materials needed:**     **Picture 1:** Clean yard

**Picture 2:** A dirty yard

#### **Activity 1: A clean yard and a dirty yard**

“Today’s topic is about keeping our surroundings clean and washing our hands.”

Start the activity with a game.

“Why do we need to keep our yards clean?” Get ideas from one or two girls.

“Does anyone have anything to add?”

Use what the girls say and the **Notes**, to explain why we need to keep our yards clean.

#### **Notes: A clean yard**

It is important to keep our yards clean so that germs and sicknesses are not spread through flies, mosquitoes, rats and roaches.

Show the two pictures to the group.

“Which picture shows a clean yard and which picture shows a dirty yard?”

“What is in the picture that shows it is a clean yard and kitchen?” Get ideas from three or four girls.

“Does anyone have anything to add?”

Use what the girls say and the **Notes** to share ideas about what makes a yard and kitchen clean.

**Notes: What makes a yard and kitchen clean?**

- **Yard:** The grass is cut, the yard is swept clean and all dirt is buried in a hole.
- **Kitchen:** Dishes should be washed and packed in the kitchen area on a rack or table. Food should be covered and kept in a clean place
- **Water:** No dirty water should be sitting in the yard near the house and drinking water should be kept in a closed container or bucket with a lid
- **Toilet:** There should be a toilet in the yard. Children should not pu-pu in the yard. If there is no toilet in the yard, dig hole to pu-pu in it and cover or bury it
- **Inside the house:** There are no dirty clothes lying around, the rooms are always swept, the family sleep under bed nets to avoid mosquito bites and no dirty water is left sitting in the house

**How to do Activity 2: Washing our hands**

“Does anyone know which is the most important part of the body to keep clean?” [The hands]

“Look at your hands. Are they clean? Is there dirt under the nails?”

“What happens if we get germs on our hands?”

Use what the girls say and the **Notes** to talk about what happens if we get germs on our hands.

**Notes: Germs on our hands**

We can get germs on the front and back of our hands and on our fingers and under our nails. We cannot see these germs.

When we touch things with our hands we pick up germs

Germs can come from pu-pu, from dirt, from soil and from animals

When we use our hands to put food into our mouths the germs can get inside us and make us sick. Germs can cause running stomach and other sicknesses

“How can we stop germs spreading by our hands?”

Use what the girls say and the **Notes** to explain how we can stop germs spreading by our hands.

**Notes: How can we stop germs spreading by our hands?**

**By washing our hands**

- After we have “pu-pu”
- Before eating food
- Before preparing or cooking food
- Before feeding our younger brothers and sisters
- Before breastfeeding

**How to do Activity 3: Looking after the school campus**

“Why is it important to look after the school campus?” Get ideas from one or two girls.

“Does anyone have anything to add?”

“Just as we need to keep our yards at home clean, we need to keep the school campus clean so that germs and sicknesses are not spread through flies and mosquitoes.”

“Do you have any ideas of how to keep the school campus clean?” Get ideas from one or two girls.

“Does anyone have anything to add?”

“What ideas do you have for keeping the school campus clean?” Let us make a plan of how this can be done. For example, we could work with the Girls’ Club leaders to set up 15 minutes each week for cleaning up the school campus”.

**How to do Activity 4: Keeping your community clean**

“Please get into three groups. Each group should have a leader, who has a paper and pencil.” We will go to the area next to the school campus. There you must write down the things that you see that are beautiful and the things that they see that make the community dirty. Come back into the meeting room after 10 minutes.”

“Tell me about things that you have seen that are beautiful?” Share ideas.

“Close your eyes and think about all the beautiful parts of the area covered in dirt. What would it be like?”

“Have you any ideas of how to keep the community clean?” Get ideas from one or two girls.

“Does anyone have anything to add?”

“Let’s share ideas for keeping the community clean. For example, can we come up with a plan of how we can do a clean-up campaign?”

“It is important that all of us, adults and girls, students and Girls’ Club Supervisors, work together to keep the community clean.

### **What can a girl do?**

“What can a girl do to make sure that her own yard is clean?” Get ideas from two or three girls.

### **Telling our friends**

“What are some things we need to tell other girls in the school and our family and friends in the community about keeping our yards clean?”

#### **Keeping our yards clean: Telling our friends**

- Dig a hole and bury all dirt in it
- No dirty water should be sitting in the yard near the house, Drinking water should be kept in a closed container or bucket with a top
- Food should be covered and kept in a clean place
- If there is no toilet in the yard, dig a hole to pu-pu in and cover or bury it. Children should not pu-pu in the yard

### **Finding out what the girls have learnt: Sentences**

“I am going to read you some sentences about Mr. and Mrs. Mulbah’s yard. Raise your hand if they think the yard is clean.”

- 1: There is a dog in the yard and her dog does “pu-pu” in the yard and no-one clears it up
2. There is a rack in the yard on which dishes dry
3. Dirt is always buried
- 4: Dirty water is sitting in the yard
5. There is a safe toilet in the yard

### **Encouragement**

Thank you for all your hard work. Sing, “This is the way we wash our hands”.

## TOPIC 5.4: LIQUOR AND DRUGS

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**Reason:** To help girls to learn about danger of drinking liquor and taking in and using drug

**Main ideas of the topic:** By the end of the activities girls will be able to:

- Tell others about some drugs that are good for us to use and some drugs that can harm us
- Tell others about some of the ways the body can be affected by taking drugs and liquor

**Materials needed:** A piece of cloth

**How to do Activity 1: Introduction to how can liquor can harm our body**

“Please will two girls come to the front of the group?”

Tie a cloth around the eyes of one of the girls. Turn her around.

“You must walk slowly in a very straight line. The rest of the group must keep silent and watch the girl who has the cloth on her eyes.”

Put the cloth on another person and repeat the same thing

“How did the girl with the cloth behave?” Share ideas.

**Notes:** She did not know where she was, she was walking around like a drunkard, she was not thinking well, and she was like a stupid girl.

“This shows how a person can behave when he or she is drunk with “liquor” or when he or she has used drugs.”

Use the **Notes** to explain about liquor and drugs.

**Notes: Liquor and drugs**

- Liquor and drugs have bad things in them that can affect the mind and the body.
- Some drugs can change the mind when you take in even small amounts. Some drugs can make people feel happy, it can make you feel good about yourself and it makes you have good ideas. If you take too much of this same drug or if you take it often (fast, fast), you will have bad feelings and you will not think right. This can make you do some bad things you don't want to do.
- Some drugs are given to us by doctors to make us well

## How to do Activity 2: Different kinds of drugs and medicines

“What are the names of different kinds of drugs and medicines you know?” Ask girls to call out the names of the drugs.

### Examples may include:

Pain tablet	Marijuana (Grass)	Cola Nut	Palm Wine
Chloroquin	Aspirin	Penicillin	Cane Juice
Stout	Cocaine	Cigarettes	
Beer	Whiskey	Multivitamins	

If cigarettes and liquor are not included ask, “Are liquor and cigarettes drugs?” Get ideas from one or two girls.

“Do you have anything to add?”

“Please get into four groups.”

“Each group is to give the names of two drugs that are good for us and two drugs that are bad for us”

In the big group, go around the group

“Tell me about one drug that is good for us and one drug that is bad for us.” Repeat this, until the groups have given all their ideas.

Use what the girls say and the **Notes** to share ideas about which drugs are good for us and which drugs are bad for us.

### Notes: Drugs

Drugs that are good for us are drugs that are given to us by the clinic or the hospital or drugs that we can buy from the drug store for example headache tablets, pain tablets and malaria tablets. These are good for us as long as we take them in the way that the clinic or the drug stores tells us.

Drugs that are bad and can cause harm are marijuana (grass), cocaine, liquor, including palm wine and cane juice, and cigarettes. All these can affect the body

“If someone smokes marijuana or opium or drinks liquor, what might happen to their school work?” Get ideas from one or two girls.

Do you have anything to add?”

Use what the girls say and the **Notes** to explain how smoking marijuana/opium or drinking liquor affects the brain and may therefore spoil school work.

**Notes: How can smoking marijuana (grass) / opium or drinking liquor affect school work?**

- A child may not be able to think.
- He or she may not be able to remember things
- A child' movement of the hands may be affected, so that he or she may find it hard to write
- A child may become violent and want to fight
- A child may not be able to take good decisions

Use the **Notes** to explain about how liquor can affect the body over a short time and in long-time.

**Notes: How too much liquor can affect the body**

- Liquor can affect our feelings, the way we behave, the way we move, forget about things we should know and stop us from making good decision.
- Cigarettes can cause coughing and chest complaints in the short-term and cancer in the long-term

**For short time**

Too much liquor can cause

- Vomiting, liquor can affect the stomach
- Headache the day after drinking the liquor (hangover)

**For Long-time**

- Stomach sickness such as ulcers (serious sore)
- Liver damage, as the liver has to work extra hard to get the liquor out of the body
- Sore in the throat and mouth

“Please get into four groups.”

“Each group should make a small drama from the story which I am going to tell you. In this story a group of girls are trying to force a girl to drink alcohol but she is refusing them.”

**Story for small drama:** *Satta and her friend go to the field to watch the football game. Her friend gets a bottle of liquor out of her bag. The friend offers the bottle to Satta and asks her to drink. Satta wants to refuse her friend but her friend tells her that drinking will make her a “real girl”.*

*Do a drama to show how Satta refuses her friend?*

### **What can a girl do?**

“What can a girl do to make sure that she does not take in drugs and liquor?” Get ideas from two or three girls.

### **Telling our friends**

“What are some things we need to tell other girls in the school and our family and friends in the community about drugs and liquor?”

#### **Liquor and drugs: Telling our friends**

- Liquor and drugs can affect the body and the mind
- Liquor and drugs can have short and long time effects
- As liquor and drugs can affect the body we need to make good plans about whether or not to use liquor and drugs

### **Finding out what the girls have learnt: Magic Stone**

“I am going to pass around the group a “Magic Stone”. When the stone reaches you, tell the group about one thing that you learned from this activity.”

Correct if necessary.

### **Encouragement:**

“Congratulations! Everyone give yourself a big clap.”

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