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**LIBERIA**

**GIRLS' OPPORTUNITIES TO ACCESS LEARNING (GOAL)  
PROJECT**

**FINAL REPORT**

**NOVEMBER 18, 2010 – NOVEMBER 15, 2013**



Submitted by:

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*a partnership with:*

Forum for African Women Educationalists (FAWE)  
Search for Common Ground

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## Acronyms

AIR	American Institutes for Research
CEO	County Education Officer
DEO	District Education Officer
F	Female
FAWE	Forum for African Women
GED	Educationalists Girls' Education Division
GOAL	Girls' Opportunities to Access Learning
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
M	Male
M&E	Monitoring and Evaluation
MCC	Millennium Challenge
MOE	Corporation Ministry of Education
PMP	Performance Monitoring Plan
PTA	Parent Teacher Association
SFCG	Search for Common Ground
SIP	School Improvement Plan
UNICEF	United Nations Children's Programme
USAID	United States Agency for International Development
WASH	Water, Sanitation, and Hygiene

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## I. Executive Summary

The Girls' Opportunities to Access Learning (GOAL) project was a three-year Millennium Challenge Corporation (MCC) and United States Agency for International Development (USAID)-supported *Threshold Program*. GOAL was implemented by a partnership, comprised of the American Institutes for Research<sup>®</sup> (AIR<sup>®</sup>), the Forum for African Women Educationalists (FAWE), and Talking Drum Studio/Search for Common Ground (SFCG). GOAL's aim was to improve girls' retention, attendance, and enrolment in 40 primary schools in Lofa, Bong, and Grand Bassa, three of the Liberia's 15 counties.

GOAL supported USAID/Liberia's Country Development Cooperation Strategy and Development Objective 4: Intermediate Result 1: *Improved Basic Education Opportunities* and Sub-Intermediate Result 1.2 *Increased Equitable Access*. The aim of the program was to increase educational opportunities for girls in selected communities of Bong, Grand Bassa, and Lofa counties.

In the final year of the project, girls' enrolment in all 40 program schools increased 23.2 percent from a baseline of 2,794 girls to 3,443 girls studying in Grades 2 to 6. This is slightly under the target of a 25 percent increase in enrolment. Girls' enrolment increased in all the schools which benefitted from the scholarship program and met the project target. Enrollment increased 28.0 percent in schools affiliated with the scholarship program, and 49 percent in schools which were affiliated with the combined scholarship + community mobilization and grants model. Grants only school enrolment declined 17.8 percent overall. In comparison schools, enrolment declined 19.5 percent.

The attendance rate of all 40 schools increased by 10.3 percent from 57.2 percent to 67.5 percent over the project life, thus exceeding the 5 percent target over the life of the project. The combined intervention model that offered scholarships, parent teacher association (PTA) capacity building, and grants combined with after school tutoring showed the highest attendance rates of all three intervention models.

GOAL tracked the enrolment, attendance, pass/failure rate, and repetition of the girls who received scholarships across the scholarship program, by individual and grade level. For this indicator, GOAL tracked the academic progression of a cohort of 985 girls who received scholarships in June 2011 as second, third or fourth graders until the project's end in June 2013. In June 2011 (the baseline year), 1,464 girls in Grades 2–4 in the 40 program schools successfully completed the school year. In June 2013, 2,314 girls completed the year—an increase of 53.1 percent, which is far above the 25 percent completion target. Promotion rates, however, were lower. Among the cohort of 985 girls who received scholarships in June 2011 as second, third, or fourth graders, many repeated grades, and only 28.8 percent of the girls in the cohort were promoted in two successive grade levels and years.

In June 2011, 1,464 girls in Grades 2 to 6 in the 40 program schools successfully completed the school year. The project exceeded this target of 25 percent. In June 2013, 2,314 girls passed their class. This is an increase of 53.1 percent over the baseline.

To help identify the project's impact (and to distinguish the project from other events and interventions that may have benefitted schools more generally), our analyses primarily focused on the differences in outcomes between boys and girls. The more the gender gap in these outcomes is reduced, the more likely it is that GOAL—which was designed to primarily benefit girls—is responsible for any improvements in outcomes. Three general findings emerge from the data:

- Boys' enrolment declined in all four school categories, and there were similar declines for girls in comparison schools and in schools that received grants only. In contrast, girls' enrolment increased in schools that were offered scholarship support (either by itself or in combination with grants).
- Attendance did not change in comparison schools or schools that received only grants, but it increased for both boys and girls at schools that offered scholarship supports (alone or in combination with grants).
- Grade completion and promotion among girls improved in schools that offered scholarship support (with or without grant support) and worsened in schools that did not provide scholarship support.

To further examine whether the observed changes were attributable to GOAL, and to establish whether these changes were statistically significant, we used regression analysis to compare changes in outcomes for girls and boys at GOAL intervention and comparison schools. Exhibit 2 summarizes the results from these analyses.

- **Enrolment:** Controlling for changes over time in boys' enrolment and enrolment in comparison schools, we estimated that GOAL increased girls' enrolment by 11 girls at grant-only schools (8 percent), by 18 girls at scholarship-only schools (35 percent), and by 35 girls at grant and scholarship schools (37 percent). Based on these results, it appears that scholarships had a greater impact on girls' enrolment than grants (though only the increase at grant and scholarship schools was statistically significant).
- **Completion:** The regression analysis indicated that GOAL increased the number of girls who completed the school year by seven girls (10 percent) at grant-only schools, 20 girls (77 percent) at scholarship-only schools, and 39 girls (73 percent) at grant and scholarship schools. The impacts at scholarship-only and grant and scholarship schools were statistically significant.
- **Promotion:** We estimated that GOAL increased the number of girls who were promoted to the next grade by 12 girls (23 percent) at grant-only schools, 16 girls (78 percent) at scholarship-only schools, and 29 girls (64 percent) at grant and scholarship schools. The impacts at scholarship-only and grant and scholarship schools were statistically significant.

Despite the relatively small number of schools in each of the four treatment conditions (the three intervention models and the comparison group), these results provide encouraging evidence on the effectiveness of the GOAL program. The improvements appear to be driven primarily by the scholarships provided to girls in 30 of the 40 GOAL schools.

To estimate the cost associated with an outcome (e.g., increasing enrolment by one girl) for each intervention model, we analyzed the costs of the three GOAL intervention models relative to their impacts on girls' outcomes. The lower the cost for a given outcome, the more cost-effective the intervention (for that particular outcome). We found the following:

- The average annual cost of providing GOAL supports to an individual school ranged from \$8,175 for a grant-only school to \$19,082 for a grant and scholarship school.
- The total annual cost of providing the interventions (including administrative expenses) ranged from \$65 per girl at grant-only schools to \$199 per girl at grant and scholarship schools. (Grants were \$1,000 per school, and scholarship payments to cover school fees averaged about \$62 per girl.)

- In an average school with an enrolment of 100 girls, increasing enrolment by one girl had an associated cost of \$1,089 at grant-only schools, \$415 at scholarship-only schools, and \$559 at grant and scholarship schools. Although the grant and scholarship combination had a greater impact on enrolments, it does not appear to have been as cost-effective in increasing girls' enrolment a single outcome.
- The patterns of cost-effectiveness for enrolment also applied to completion and promotion outcomes: scholarships were more cost-effective than grants.

The costs associated with staff traveling to schools to provide training and other activities were a significant expense for the GOAL program, and outweighed the direct costs of providing grants, scholarships, or materials to schools. Staff costs represented about 51 percent of total program costs, and were highest (77 percent of total costs) at grant-only schools and lowest (47 percent) at grant and scholarship schools. These costs reflect the considerable effort required to travel to schools, provide the necessary training and support to school personnel, and work with families to encourage girls to participate and succeed in primary education.

## II. Program Description

GOAL was a three-year MCC and USAID-supported *Threshold Program*, operating from November 18, 2010 to November 15, 2013. GOAL was implemented by a partnership, comprised of AIR, FAWE, and SFCG/Talking Drum Studio. GOAL's aim was to improve girls' retention, attendance, and enrolment in 40 primary schools in Lofa, Bong, and Grand Bassa, three of the Liberia's 15 counties.

GOAL supported USAID/Liberia's Country Development Cooperation Strategy and Development Objective 4: Intermediate Result 1: *Improved Basic Education Opportunities* and Sub-Intermediate Result 1.2 *Increased Equitable Access*. The aim of the program was to increase educational opportunities for girls in selected communities of Bong, Grand Bassa, and Lofa counties. GOAL had three intermediate results:

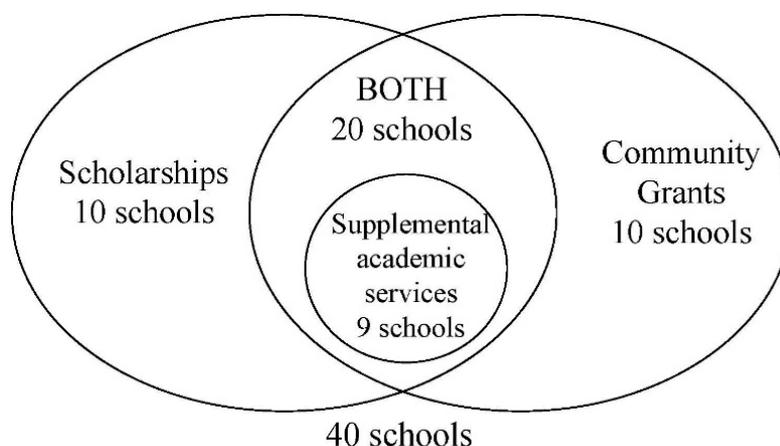
- 1) Increased Access to School for Girls in Targeted Communities
- 2) Improved Learning Environment for Girls in Selected Communities
- 3) Increased Awareness of the Importance of Educating Girls in Targeted Counties, Districts, Communities

GOAL used three primary targets to measure its results, (See Chapter VII for complete Performance Monitoring Plan (PMP) Indicators):

- 1) A 25 percent increase in girls' enrolment (3,493 girls)
- 2) A 25 percent increase in the number of girls who successfully complete their grade (1,847 girls)
- 3) An increase of 5 percentage points (to 63.2 percent) in the attendance rate for girls in Grades 2–6

The GOAL program offered three intervention models in the primary schools participating in the program: (1) a scholarship program, (2) community mobilization through PTA capacity building and school improvement grants, and (3) a model that combined the scholarship and community mobilization programs (and provided supplemental academic tutoring to a small subset of schools), as demonstrated in Exhibit 1. GOAL also monitored enrolment, attendance, and retention in 20 comparison schools that did not receive any GOAL interventions or services.

**Exhibit 1: GOAL Intervention Model Clustering**



## **Design and Implementation of the Three Interventions**

### ***Intervention Model #1: Scholarship Program (10 schools)***

In the first model, GOAL offered in-kind scholarships (uniforms, payment of school-related fees, and school supplies and toiletries) to girls in 10 schools, coupled with complementary services to help girls flourish as students. The scholarships sought to offset both direct schooling costs (by providing money for school fees and uniforms, for example) and the indirect schooling costs of not being able to participate in the local informal economy while in school. All of the female students enrolled at each GOAL school received the resources. The complementary services provided as part of this model were:

- Teachers' kits (contents included items such as dictionaries, calculators, chalk, and other supplies)
- Gender-Responsive Pedagogy training for teachers, mentors, and PTA members, which covered developing gender-responsive lesson plans, materials, and classroom set-up; using gender-responsive language in the classroom; and preventing and addressing sexual harassment
- Establishing Girls' Clubs, which were designed to provide girls direct support in addressing school-related difficulties (Girls' Club mentors received a small stipend and were provided direction about the operation of the clubs)

Throughout this report, schools in this intervention category are referred to as scholarship-only schools.

### ***Intervention Model #2: Community Mobilization through PTA Capacity Building and Grants (10 schools)***

In the second model, the GOAL staff worked to build the capacity of PTAs to support girls' primary education. Each school's PTA received a performance-based grant of up to US\$1,000 per phase to improve the school environment. These grants met the needs identified in school improvement plans (SIPs) and provided an opportunity for PTA members to work together; this process was intended to strengthen PTA planning and management skills, and to build morale and cohesiveness. PTAs used the grants to make improvements to the physical environment of schools (e.g., buying new furniture and library materials and undertaking building repairs, toilet renovation, and so on). These activities improved the school environment for all students, but were designed to especially benefit girls.

The intervention provided the PTAs training in operations and management, financial management and oversight, school monitoring and evaluation, local advocacy and resource mobilization, data use, and school health. Community mobilization through PTA capacity building also focused on engaging women as members and leaders in PTAs as a way to influence household and community behavior and drive gender equity.

Throughout this report, schools in this intervention category are referred to as grant-only schools.

### ***Intervention Model #3: Combined Scholarship Program and PTA Capacity Building and Grants (20 schools)***

In 20 schools, the GOAL project provided a combination of both Intervention Models 1 and 2. (A subset of nine randomly selected schools within this intervention category also received support in the area of after school tutoring.)

Throughout this report, schools in this intervention category are referred to as scholarship and grant schools.

In addition, the schools in all three program models received the following interventions:

- Community outreach and awareness raising (through town hall meetings, drama performances, and radio messages and skits): This was done to create an environment supportive of girls' education in all program schools and catchment areas.
- Health interventions: Two teachers from each school received training in first aid. Teachers, PTA members, and Girls' Club mentors (in schools with supported Girls' Clubs) from each school participated in "Water, Sanitation, and Hygiene" (WASH) training and age-appropriate trainings on HIV and AIDS and reproductive health.

Many school buildings in Liberia have two separate schools—a morning session and an afternoon session with separate principals and staff. Certain school-wide activities or inputs were only provided to 29 or 39 schools (based on activities) because of the dual use of a single structure. As a result, although 30 schools were selected to receive the grant or grant and scholarship intervention, only 29 PTAs participated. Similarly, just as 30 schools were selected for the scholarship or grant and scholarship intervention only 29 after school Girls' Clubs were created. The morning and afternoon sessions are held at Kpanay Town in Grand Bassa, a scholarship and grant school - two schools share the one facility, with a single PTA and a single Girls' Club. The same implementation applies to activities that were provided to all schools regardless of intervention model. For example, first aid kits were only provided to 39 schools as one kit was designated for each school building. (See Annex A. for list of school intervention and location breakdown).

### ***Evaluation Design***

GOAL used statistical regression methods to estimate the impacts of the scholarships, grants, and other program supports on girls' enrolment, attendance, completion, and promotion, and we analyzed cost data to estimate the cost of providing the different interventions. These costs were then compared with the estimated program impacts to determine the relative cost of a given amount of change (e.g., increasing school enrolment by one girl). GOAL also carried out four in-depth qualitative case studies to explore the contextual factors related to schools' and PTAs' experiences with the program interventions.

To compare the relative effectiveness of GOAL's three intervention models, we addressed the following research questions:

- 1. Impact:** To what extent does each program model increase girls' enrolment, attendance, retention, and age-appropriate enrolment?
- 2. Effectiveness:** What are the overall costs of each intervention, and the costs per student? What is the cost-effectiveness of each program (i.e., how much does it cost to increase enrolment by one girl)?
- 3. Necessary conditions:** What contextual factors facilitate or hinder the implementation of each intervention and its effectiveness?

Results of research undertaken by AIR provide an evidence base to determine which of GOAL's intervention(s) are associated with the greatest change in key outcomes of interest – enrolment, attendance, and retention. Findings from the research assist Liberia in improving strategies for closing the gender gap in primary schooling. Results from the research are

further intended to assist education stakeholders in defining priorities and leveraging resources in support of girls' education.

At the national level, the project further addressed increasing girls' enrolment by supporting the Ministry of Education (MOE) to conduct a campaign encouraging parents to enroll children in school at the right age and to update its National Policy on Girls' Education. These activities were not in the original GOAL design. They were added in the middle of Year 2 to support the MOE in increasing girls' enrolment and strengthening the girl-friendly policy environment.

This final report describes GOAL's project model, achievements, challenges, and lessons learned. Full project results are presented in the PMP Reporting in Chapter VII.

## ***GOAL Implementation***

### **Project Start-Up**

The selection of the three counties of operation was done by MCC and USAID prior to the start-up of the project. GOAL partners, in a working group with MOE representatives in Monrovia, selected two districts in each county and, with the County Education Offices (CEO), identified potential school clusters for the rapid assessment. Selected districts matched these criteria: low girls' enrolment, proximity to one another, similarity in socio-economic status, presence of sufficient numbers of schools, and absence of other significant project support.

Field work started in February 2011 with the baseline rapid assessment. The baseline rapid assessment served three purposes:

- Provide information as the basis for the selection of program and comparison schools;
- Provide baseline data on girls' enrolment and attendance for performance monitoring purposes and selection of targeted grades for the scholarship program; and
- Provide information on student, school, PTA, and community conditions to inform program design.

In the selection process, schools were ranked according to key and preferred selection criteria. Key school selection criteria used in the ranking exercise were: 1) accessibility during the rainy season; 2) low girls' enrolment; and 3) availability of school records. Preferred selection criteria were the presence of: 1) complementary programs (e.g., school feeding); 2) a female teacher on staff; 3) health facilities within a 30 minute walk; and 4) an active PTA. Of the 100 schools visited during the baseline rapid assessment, 40 schools were selected for the program and 20 schools were selected for comparison purposes. All schools selected were government or community schools; private schools were not considered.

GOAL clustered schools by intervention type (scholarship only, community mobilization and grants, scholarship + community mobilization and grants, and comparison schools) in two districts per county in order to maximize the use of funds and human resources for both the project and the research.

Project activities started in April 2011 when GOAL staff held introductory project meetings in all 40 school communities. The purpose of the introductory stakeholders meeting was to introduce the project to the county, district, school, and community stakeholders. In May 2011, GOAL, principals, PTA chairpersons, and an MOE representative signed agreements on their respective participation and roles and responsibilities within the GOAL project.

## **Component 1: Increased Access to School for Girls in Targeted Communities in Bong, Lofa, and Grand Bassa Counties**

### **Intervention Summary**

The aim of Component 1 was to increase girls' enrolment and completion rates through the provision of incentives and complementary activities to foster safe, supportive learning environments in 30 schools (10 through scholarships only and 20 through the combined model) in Bong, Grand Bassa and Lofa counties.

In Year 1, GOAL's scholarship team developed a Scholarship Management Guide and shared it with 30 school communities. In April 2011, GOAL completed the first distribution of scholarship packages and teachers' kits that took place each semester that the GOAL project operated. Girls in Grades 2 to 6 and their teachers received the packages and kits. That year, GOAL laid the groundwork for the complementary activities. Girls' Club mentors were recruited and orientated to their roles including sensitization to the Girls' Club Manuel developed by FAWE and updated under GOAL, and nine schools were selected for the after school tutoring program.

#### **Girls' scholarship components:**

- School fees
- Uniform set
- Book bag
- Toiletries
- Laundry soap
- Pens, pencils, & sharpeners
- Copy books

In Year 2, GOAL's scholarship team distributed scholarship packages and teachers' kits to girls in Grades 2 to 6 and their teachers at the beginning of each semester. In February 2012, Grade 1 girls and their teachers were added as beneficiaries in support of the MOE's commitment to raise awareness about the value of sending children to school at an early age. GOAL established 29 Girls' Clubs and provided training to the girls and their mentors. Afterschool tutoring was established in nine schools. In preparation for the training in Gender-Responsive Pedagogy, GOAL conducted a needs assessment on teacher and principal classroom and management practices. In order to highlight and encourage high academic performance at the end of each term, GOAL girls with high academic performance received awards.



**Korto Flomo, Yama Sokul, Sarah Konneh, and Lorpui Morris (L-R) after receiving certificates of high academic performance at Borkeza Public School in Lofa**

In Year 3, GOAL continued the scholarship activities introduced in Years 1 and 2, and conducted Gender-Responsive Pedagogy training, developed new modules in reading and math for Girls' Club Manual and provided additional trainings to Girls' Club leaders and their mentors. At the same time, after school tutoring classes were introduced for Grade 1 students in the nine designated schools.

### **Component Activities and Accomplishments**

The high cost of uniforms, shoes, and school-related fees is a serious obstacle to parents in educating their children, especially girls. The World Bank uses the 2007 Core Welfare Indicator Questionnaire to estimate that 54.1 percent of the poorest 20 percent of Liberian household's spending on education went towards uniforms (30.8 percent) and school fees (23.3 percent).<sup>1</sup> Many parents are unable to afford these expenses, and girls must work or otherwise find the financial resources to support their education. Provision of scholarship materials increases girls' access to education as students and their parents or other primary caregivers do not need to seek out additional sources of income to cover these costs. GOAL offered an in-kind scholarship (uniforms, payment of school-related fees, and school supplies) as incentives for the girls to enroll in school each semester that the project operated. GOAL offered the following complementary services under the scholarship model:

- Girls' Clubs
- Provision of teachers' kits
- Gender-Responsive Pedagogy training
- Afterschool tutoring
- Awards for girls with high academic performance

The scholarship component was informed by guiding principles, based on best practices and lessons learned in scholarship program implementation in Liberia and around the world. The first three of these complementary activities were in the project design: 1) Girls' Clubs; 2) training of teachers in Gender-Responsive Pedagogy was designed to help create safe and supportive learning environments; and 3) after school tutoring was intended to help girls improve academic performance. GOAL staff added awards and public recognition of girls with high grades in the second year of the project as a further incentive for girls to perform well in their studies.



**Gbokew Kollie Public School in Bong after scholarship distribution event**

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<sup>1</sup> Government of Liberia. (2007). *Core Welfare Indicator Questionnaire (CWIQ)*. Monrovia: Liberia Institute of Statistics and Geo-Information Services (LISGIS).

GOAL worked in collaboration with the MOE’s Girls’ Education Division (GED) and CEOs and DEOs in the design and oversight of the scholarship program with GOAL responsible for the procurement of in-kind scholarship and teachers’ kits. GOAL also collaborated with the MOE on the revision of the National Policy on Girls’ Education. GOAL’s scholarship team was led by a Gender and Education Advisor, supported by two Scholarship Officers, and by FAWE’s Field Assistants and Program Manager. Together, GOAL established Girls’ Clubs, after school tutoring at select schools, and conduct training for teachers in Gender-Responsive Pedagogy. GOAL with SFCG supported this component by training girls in live performance. In the counties, GOAL worked most closely with school administrators, CEOs, DEOs, Girls’ Club mentors and members, and tutors. The GED Director also provided guidance to the team when challenges were identified in the field.

**Scholarship Management Guidelines.** As a first step in the scholarship program, GOAL developed and finalized the Scholarship Management Guidelines. The first half of the guide presents an overview of the GOAL project, and descriptions of the in-kind scholarship package and requirements. The second half of the guide describes complementary activities, such as Girls’ Clubs tutoring.

**Scholarship Packages and Teachers’ Kits.** Over the life of the project, GOAL distributed 13,132 scholarship packages and 1,136 teachers’ kits. In April 2011, 1,220 girls in Grades 2 to 6 received the first scholarship package and 159 of their teachers received the first teachers’ kit. This first distribution was delayed due to the mid-school year start of the project. In the two subsequent school years, packages and teachers’ kits were distributed at the beginning of each semester. An effort was made to support the Government of Liberia’s initiative to encourage appropriate age enrolment as well as transition of Grade 1 girls to the second grade the following school year, so in February 2012, GOAL provided a token package to 517 girls’ in Grade 1 and their teachers received complete teachers’ kits. Beginning September 2012, along with girls in Grades 2 to 6, 783 girls in Grade 1 and their teachers received the full complement of services. This was a 39 percent increase in enrolment over the 565 girls who registered for Grade 1 in September 2011. Please see the Exhibit 2 for details on the distribution of scholarship packages and teachers’ kits.

**Exhibit 2. No. of Scholarship Packages and Teacher Kits Distributed in 30 Schools**

School Year	2010–	2010–	2011–	2011–	2012–	2012–	Total
	2011	2011	2012	2012	2013	2013	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
<b>Scholarship Packages</b>	0	1,220	2,063	2,592	3,667	3,590	<b>13,132</b>
<b>Teacher Kits</b>	0	159	207	236	275	259	<b>1,136</b>

GOAL also helped to defray the cost of education through the payment of school-related fees in the 30 program schools for four academic semesters. Schools do not receive subsidies from the government for operating expenses, therefore, the fees they charged to parents and students to cover the cost of school-related expenses included but were not limited to fees for sporting activities, volunteer teachers, Gala Day celebrations, stationery, test-printing, and more.

The average cost of school-related fees of all scholarship schools for the two school years was US\$15.70 per year for each student. Over the course of two full school years, GOAL reimbursed a total of US\$89,190.38 on behalf of the students. The costs varied from county

to county. For example, in Bong and Lofa, the average annual cost for a child was US\$8.40 and, US\$7.68, respectively. In Grand Bassa, the average annual cost was US\$27.35 because GOAL included community schools which needed to generate funds for salaries and operations.

**Girls' Clubs.** The Girls' Clubs served as an entry point in the schools where girls received scholarships. The purpose of the club was to motivate girls in school and encourage other girls who have dropped out of school to return and also to encourage parents to send their girl children to school. In Year 1, Girls' Club mentors were selected from the community and trained to lead Girls' Club activities in the schools. GOAL began by developing the terms of reference for Girls' Club supervisors and then identified a female teacher or female role model in each community to serve as the Girls' Club mentor. Initially, membership in the Girls' Club was limited to 15 girls. The limited membership helped mentors as they became acquainted with their new role and the facilitation of the clubs. Over time, membership increased to as many as 30 girls in a club. In all, 854 girls in Grades 2 to 6 and 131 girls in Grade 1 participated in the various Girls' Clubs.<sup>2</sup>

The mentor orientation introduced them to the different activity books and their responsibilities. Mentors also learned how to work along with principals of schools to address issues faced by girls that might stop them from attending school. During the training, mentors met with parents to encourage them to allow their girl-children to go to school and take part in Girls' Clubs. After the clubs were established, mentors held meetings at their respective schools, using the activity books as guides. Girls engaged in activities and discussion on such topics as growing up, getting an education, staying healthy, dealing with bad things that happen to girls, and rights and responsibilities.

- Girls' Club activities:**
- Drama/performance
  - Mentoring
  - Counseling
  - Home visits
  - Training in personal hygiene and family planning

The girls at each meeting participated in activities that could help them in school and community. The club also helped girls conduct themselves while their parents were away for farm work or other domestic work. Because of the relevance girls attached to the club, GOAL felt that it was necessary to include academic activities to help the girls work and play in their various clubs. In Year 2, GOAL piloted resource materials and activities that introduced peer-to-peer study, learning to read with understanding, adding



**Girls' Club meeting at Saturday Town Public School in Grand Bassa**

<sup>2</sup> With the addition of age appropriate Grade 1 girls, it was determined that a separate mentor for that group was necessary as girls age 5 and 6 have different needs than the 12-20 year old girls that make-up the regular over-age school population.

apostrophes, using prefixes and suffixes, spelling games, word searches, and math games, among others.

As part of their routine activities, Girls' Clubs also made visits to homes of girls at risk of dropping out and at times conducted awareness raising on market days to encourage more girls to come back to school. Drama and cultural performances by Girls' Clubs also helped to encourage girls and parents to send their girl children to school.

**Girls' Club Leadership Training.** Girls' Club leaders received training to help them build their skills to become decision makers in their school and communities, understand the importance of the clubs, how they could manage the affairs of the club, and encourage girls to become good role models for their peers. Leaders acquired knowledge and skills in leadership; issues of sexual exploitation and abuse; and HIV/AIDS and sexual and reproductive health. Considering the social factors which limit the right of girls to formal and other basic education, these leaders were able to promote the rights of all girls to quality education, tap the potential of girls, counsel other girls, and promote the rights of girls with special needs through educational initiatives in their schools and communities.

At the end of 2011/2012 and 2012/2013 school years, FAWE organized General Assemblies for Girls' Club members in each of the three counties. The general assemblies were basically a time where girls from different schools and communities come together for interaction and to speak out on issues affecting them in their various schools and communities. At the assemblies, girls performed drama and cultural performance on topics relevant to their lives. The first assembly brought together 293 girls, 28 mentors, and 8 teachers from the three counties, and the second General Assembly brought together 216 girls from the three counties.

**Training in Gender-Responsive Pedagogy.** Many times teachers are not even aware of situations that are discriminatory on the basis of gender. They use learning materials that depict only one gender performing certain types of activities or they make disparaging remarks about the capability or characteristics of either gender. This discourages the students, girls in particular, from participating effectively in the teaching and learning process.

"I thought that a classroom set-up did not matter; now I know, and I will make sure that my classroom is properly arranged to allow for both boys and girls to participate equally."

—Teacher, Konia Public School

What happens in the classroom plays a big role in determining how well girls and boys participate in education and whether they stay in school and perform well in their studies. Because teachers are key in the teaching and learning process, their understanding and awareness of gender responsiveness is paramount to the effective participation of boys and girls in school.

Teachers, through their participation in Gender-Responsive Pedagogy training, become aware of special needs of the boys and girls and learn to understand and respond to those specific needs in their teaching processes.

Against this backdrop, GOAL introduced the Gender-Responsive Pedagogy training to improve quality in the provision of education to teachers of scholarship recipients and the education officials who support their schools. In all, 210 teachers, Education Officers, and PTA leaders, 177 men and 33 women, were trained in Gender-Responsive Pedagogy. The trainings brought together 62 participants in Grand Bassa, 58 participants in Bong and 90 participants in Lofa.

**Afterschool Tutoring.** In the second semester of the 2011/2012 school year, GOAL worked with school authorities to establish after school tutoring classes in the nine selected

schools. Tutors provided academic support for girls with poor academic performance in the four core subjects: math, science, social studies, and English. Over the life of the project, 296 girls in Grade 1 and 824 girls studying in Grades 2 to 6 participated in the tutoring. Tutors received training and support through experience sharing workshops.

### Provision of school-based health services

Health interventions were provided as complementary services to all 40 GOAL program schools under the scholarship and grants programs. In preparation for the school-based health initiatives, GOAL established linkages with the MOE School Health Division to align activities with the Division’s priorities. The school-based health interventions comprised of: first-aid supplies and training teachers in the administration of first-aid care; WASH training for PTAs, mentors and science teachers; sexual and reproductive health training for girls’ club leaders, mentors and science teachers; reproductive health training for teachers for use in classrooms activities; bacteriological testing and treatment of drinking water points.

“Cleanliness helps to promote a healthy environment, healthy people, long life, and a happy family.”  
- Mentor, Kpanay Town Public School

- 39 first aid boxes containing first aid supplies were provided to all GOAL program schools<sup>3</sup>
- 78 teachers (72 males and 6 females) were trained in the administration of the first-aid care
- 142 participants comprising of PTAs, mentors and teachers (128 males and 14 females) received WASH training
- 221 participants comprising of Girls’ Club leaders, mentors and teachers (6 males and 215 females) received sexual and reproductive health training.
- 187 participants comprising of science teachers, principals, mentors, clinic staffs and community health volunteers were trained in reproductive health activities for students in the classroom



**Tubmanville Public School students in Grand Bassa practicing proper hand washing techniques**

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

### **Intervention Summary**

The community mobilization through PTA capacity building and school improvement grants component helped increase PTAs’ knowledge and build their skills in different ways so that they could improve their schools’ learning environment. The program directly supported 29

<sup>3</sup> Each school also received a copy of *Where there is No Doctor* and *Sanitation and Cleanliness for a Healthy Environment* donated by the Hesperian Foundation. The majority of first aid kit supplies were donated by MedWish.

PTAs and their leadership, community leaders, and students. GOAL's community mobilization and grants component strengthened the PTAs in the following areas: PTA operations and management, SIP development and implementation, school grants operations and implementation, school monitoring and evaluation, advocacy and resource mobilization, use of data for decision making, and school health.

In Year 1, the community mobilization and grants team conducted a pre-assessment to identify PTA's strengths and capacity building needs. In Year 2, PTAs received training on PTA operations, advocacy, resource mobilization and grants management. PTA capacity was strengthened in the use of data for decision making through the use of the school progress cards. Two rounds of school improvement grants were awarded to 29 PTAs. The first round was non-competitive and the second round, in which 25 PTAs received awards, was competitive.

In Year 3, the number of trainings decreased with more onsite visitation and technical assistance provided to PTAs based on individual PTA needs. GOAL focused more on what PTAs can do to sustain themselves after the project ended. The final round of competitive school grants were awarded to 20 PTAs.

GOAL's community mobilization approach consisted of awareness raising activities training, sustained on-the-job technical support, experiential learning opportunities, and activities orchestrated to promote peer learning. The capacity of the PTAs to plan and manage was further strengthened through award of school improvement grants in which the PTAs undertook projects that they had designed. These grants served not only to meet priority needs identified in SIPs but also provide an opportunity for PTA members to work together to achieve mutually defined outcomes. This process was intended to strengthen PTAs' planning and management skills, build morale, and act as a unifying force for community engagement in education.

GOAL worked with 203 PTA leaders, 30 Girls' Club mentors, 78 teachers, Girls' Club leaders, women's leaders, youth leaders, town chiefs, clinic staff, and community health volunteers in various capacities. GOAL's capacity building model helped PTAs build their skills and knowledge to use existing resources to improve their school environments and at the same time expand their understanding of the use of data for decision making and what they could do help keep girls in school.

### **Components Activities and Accomplishments**

In May 2011, the community mobilization and grants team conducted a pre-assessment of the 29 schools that would directly receive PTA capacity building and grants intervention. The PTA pre-assessment was meant to lay the ground work for the strengthening of the PTA. The results helped the mobilization team in the design of strategies to address gaps discovered during the pre-assessment. Following are excerpts from the results of the PTA pre-assessment:

- All 29 PTAs had an elected leadership
- None of the PTAs had a bank account
- None of the PTAs had prepared or participated in SIP training prior to GOAL
- Roughly half of the PTAs received training from other NGOs before GOAL arrived
- None of the PTAs in Grand Bassa had received any training

#### **PTA Capacity Building Training Topics:**

- Basic operations and PTA management
- Recordkeeping
- Financial management
- SIP development
- Advocacy and resource mobilization
- Grant proposal writing
- Monitoring student and teacher attendance

In light of the pre-assessment results, the team designed a series of training workshops, on-site technical support, experience sharing meetings, and opportunities for experiential learning. As a sustainability measure to address the challenges associated with SIP development, GOAL invited and trained local government stakeholders and encouraged them to form part of school decision making bodies. The incorporation of local government stakeholders fostered an enabling environment for SIP planning and implementation. PTA capacity building and management training were organized into three broad categories: PTA Revitalization and Operations, PTA Operations Refresher and Resource Mobilization and PTA Sustainability. A brief description of GOAL’s capacity building activities and accomplishments follow.

***PTA Revitalization and Operations and Mobilization Trainings.*** GOAL began its work with PTAs in May 2011 by revitalizing those PTAs that had become inactive. After this exercise, GOAL trained PTAs in basic operations to help them to better understand their roles and responsibilities and take greater responsibility for their schools. This was the first of two trainings with the second offered in Year 2.

Through several months of monitoring, evaluation and direct engagement with the schools after the PTA trainings, GOAL noticed areas of weaknesses that needed to be strengthened. These included conflict management, promoting girls’ education, and advocacy, among others. As a follow-up, the PTA Operations Refresher and Resource Mobilization workshop brought together 195 PTA leaders from across the 29 schools. PTAs learned strategies to manage conflict in school communities, to identify ways in which women could participate actively in the PTA, and for PTA members mobilize resources from different sources for the purpose of improving their school environment.

**Exhibit 3. PTA Capacity Building Trainings**

Training Activity	Duration	No. of Females	No. of Males	Total
PTA Revitalization and Operations	3 days	66	126	192
PTA Operations Refresher and Resource Mobilization	2 days	64	131	195
PTA Sustainability	2 days	631	514	1,145

***PTAs trained to develop and implement School Improvement Plans.*** Each year, PTAs developed SIPs that were intended to contain activities that required no external support as well as activities that require some external assistance. SIPs contain six primary elements and followed a standardized format: 1) objectives; 2) action steps; 3) timeframe; 4) responsible party for each activity; 5) required resources; and 6) source of the resources. Every SIP indicated pressing needs, and stated how, when, and by whom these needs would be fulfilled. Parents, teachers, and students prepared the SIP in collaboration with the technical support and guidance from GOAL.

After the first training in basic operations, GOAL then trained 191 PTA leaders (131 men and 64 women) from each of the 29 schools in development of SIPs. The facilitator guided the PTAs through a step-by-step process of SIP development. Altogether 191 PTA members (69 women and 122 men) from the 29 PTAs in the three counties participated in the workshops.

After the training, PTAs went back to their communities and developed their own SIPs. When school communities developed their first SIPs, about 90 percent of the resources they proposed to address priority needs were based on external assistance or support. To change

this mindset, the community mobilization teams visited PTA supported schools and provided individualized on-site technical assistance to help them add objectives requiring little or no external assistance.

After the on-site visits, PTAs were better able to formulate plans that included activities requiring external assistance and those that did not. Grants funds mainly targeted short and middle term objectives while PTA internal resources addressed all three. The most common short term needs that school grants addressed were repairs to school buildings and hand pumps, purchase of students' chairs, footballs and jerseys, textbooks, and chalkboards, and installation of fences. PTAs decided to tackle school gardens, study classes for students, and actions taken to reduce students' presence in video clubs during school days, their farm burden and rates of pregnancy and early marriage, along with monitoring the children's and teachers progress by using their own resources. PTAs replicated the SIP process in Years 2 and 3 by themselves. As a prerequisite for awarding grants, all grant recipient schools needed to develop an SIP.

**John P. Mitchell School Annex, Bong - before and after GOAL School Improvement Grant**



**Grants Cycle.** GOAL-supported PTAs were eligible to apply for three US\$1,000 school grants over the life of the project. The capacity of the PTAs to plan and manage was further strengthened through the grants awarded. The grants funded projects that the PTAs had identified and designed through their SIPs. These grants served not only to meet priority needs identified in SIPs but also to provide an opportunity for PTA members to work together to achieve mutually defined outcomes (including locally driven fundraising, as cost share was a requirement for the grant) and increase local ownership and foster sustainability. In phase one, all 29 PTA supported schools received school grants on a non-competitive basis. Phase two and three grants were awarded on a competitive basis. A panel comprised of representatives from the GOAL partners and the MOE reviewed the proposals for relevance, coherence and the potential of the PTA to complete the proposed project within the given timeframe and budget. As a result of the competitive process, 25 schools completed a GOAL-funded school improvement project during the second phase and 19 schools did so in the third phase.<sup>4</sup>

<sup>4</sup> Bless Elementary School in Grand Bassa was unable to complete its phase 3 grant, through no fault of its own, due to the availability of resources and the time constraints of the GOAL project.

Over the life of the project, GOAL provided \$66,696 in school improvement grant funds, matched by \$12,427 in PTA cost share. See Exhibit 4 for School Improvement Grants and PTA Cost Share Contribution by County over the life of the project.

**Exhibit 4: GOAL Grants and PTA Cost Share Contribution by County**

County	Contribution	Contribution	PTA Cost Share as % of Total Grant
	GOAL	PTA	
Bong	\$24,196	\$4,094	14.5
Lofa	\$18,000	\$4,909	21.4
Grand Bassa	\$24,500	\$3,424	12.3
<b>Totals</b>	<b>\$66,696</b>	<b>\$132,427</b>	<b>15.7</b>

The ability of a school to provide cost share varied based on PTA capacity, access to capital, and the complexity of the grant project. Costs shared ranged from 2.9 percent to 38.9 percent over the life of the project (see Exhibit 5). At the end of each grant phase, PTAs took part in a close-out meeting at the school and were awarded certificates of completion.

**Exhibit 5: Largest and Smallest Cost Share PTA Contributions**

	<u>Largest Cost Share</u>	<u>Smallest Cost Share</u>
School:	Zuwulo	Gbokew Kollie
County:	Lofa	Bong
Round:	2	3
Summary:	Install doors; repair ceiling; paint exterior wall of the school	Purchase of textbooks; sporting materials; repairing 54 desks
PTA share:	US\$638	US\$30
GOAL share:	US\$1,000	US\$1,000
PTA percentage:	38.9%	2.9%

Typically, PTAs received assistance from local NGOs as in-kind contributions, for example, zinc for roofing. As a funded grant was new to most PTAs, GOAL offered a series of trainings that guided PTA leaders through the steps of the grant cycle, from proposal writing to financial management and reporting. The first step in the grants activity was the development of a PTA Grants Manual to guide GOAL staff and the PTA leadership in the management and implementation of the small PTA grants. The Grants Manual helps staff and the PTAs understand the following:

- Applying for school improvement grants
- Managing these grants to ensure that the objectives of the grants are achieved
- Agreements for school improvement projects
- Monitoring of ongoing school improvement projects
- Preparing project financial and narrative reports
- Managing project funds and assets
- Grant project close-out

Templates for the grants application, along with budgeting, reporting, and monitoring tools, were incorporated into the manual. Other topics covered in the orientation were Grants Application, Recordkeeping, Financial Records, Reporting, and Monitoring. After the first round of grants were awarded, GOAL conducted a two-day PTA financial management training for 214 (140 men and 74 women) PTA leaders. The training introduced the requirements for managing the grants activities and offered tips on how to successfully implement grant projects. Other topics included holding a community meeting before each

bank withdrawal, maintaining records of all grant funds, and ensuring transparency. After these trainings and after the PTA completed use of the first \$500 installment, the Grants Coordinator visited each school to monitor progress. The Grants Coordinator conducted a close-out review meeting with each school community at the close of each grant.

At the beginning of GOAL, PTAs needed help in filling out the financial reports. In the first round, PTAs submitted incomplete narrative and financial reports. After targeted follow-up training to the PTAs by the Grants Coordinator PTAs were able to successfully fill out the forms themselves for later phases of the grant program.

***PTAs trained in using School Progress Cards.*** A School Progress Card is a report card for the school itself. School Progress Cards touch on issues such as children’s academics; school health and hygiene; school/community relations; learning environments; support for teaching; and recreation; among others. GOAL schools and communities set aside time to work together twice over the life of the project in community-wide meetings to assess their schools and decide where their schools were getting good marks and where they needed to improve. The first community meeting was held after the SIP was completed. In the second year, GOAL made sure to schedule the meetings so that they could inform the development of the SIP that would follow.

Each category, such as school/community relations, contains a set of indicators that could be used for grading the schools. The indicators were developed specific to the Liberian context. The categories and indicators are derived from literature on school effectiveness from the perspective of stakeholders (students, teachers, parents, and principals), the role of the PTA, the opportunity to learn, WASH minimum standards, staff experience in the communities, and the general Liberian context. The indicators were also selected for their “do-ability”; schools did not require external resources to tackle challenges raised through discussion of the indicators.

Through a participatory process, participants graded each indicator independently using the scoring options. Participants mainly included parents, teachers, and students. It was important for a cross-section of the school, including the students, to be involved in grading, as each group had their own perspective on the status and ranking of their schools. Students, parents, and teachers often differed in their perspectives and students’ perspectives were often a “reality check” for parents and teachers who otherwise would have graded their school more highly. PTAs then used the results of this collaborative decision making to decide best how to take the positive steps to improve their schools. See Exhibit 6 for an excerpt of the School Progress Card from Konia Garbo Public School in Bong.

**Exhibit 6: Excerpt from the Bong Konia Garbo Public School 2013 School Progress Card**

School Progress Card Measuring What We Value in Our Schools				
CATEGORY A. SANITATION AND HYGIENE				
#	Name	Indicators	Score/Option	Score/Option Yes very true=3 Moderately true=2 A little bit of true=1 Not at all true=0
1)	Sanitation and Safe Drinking Water	• There are separate latrines for girls and boys on the school campus	3	Possible score=21 Actual score=11
		• The latrines are functional	2	
		• The latrines are clean	1	
		• The toilets have inside locks with separate entrances	2	
		• There is hands washing station with soap and water available for use	0	
		• Students and teachers wash their hands after using toilets or latrines	0	
		• There is safe drinking water and drinking cups that are properly managed and stored for serving water	3	
CATEGORY B. SCHOOL COMMUNITY RELATIONS				
2)	School and Community Relations	• Information from the school to parents is communicated regularly and on time	2	Possible score=39 Actual score=15
		• Information from the school reaches all the parents	1	
		• The principal is accessible to parents	3	
		• Parents visit school regularly to monitor learning conditions and/or the academic progress of their children	1	

**Towards sustainability.** GOAL strengthened the PTAs by training and imparting with them appropriate knowledge and skills in a way that would enable the PTA to continue using the knowledge and skills even after the project closes. GOAL was also successful in gaining support from the government through the MOE and its CEOs.

PTA usage of School Progress Card and SIP as data for decision making tools tremendously helped the PTAs over time by expanding their ideas in the different ways they can improve their school environment. The sustainable knowledge and skills acquired by PTAs to evaluate their schools using the tools have made PTAs not only know how to collect school data but also helped them to mobilize internal resources to improve the school environment. PTAs learned over time how to mobilize internal resources with less external support. The knowledge and skills acquired by PTAs in project and financial management will also go a long way in helping them to apply the knowledge and skills whenever they implement PTA projects.

**Component 3: Increased Awareness of the Importance of Educating Girls in Targeted Counties, Districts and Communities**

**Intervention Summary**

SFCG/Talking Drum Studios managed GOAL’s Community Awareness Raising and Outreach component with a specialized emphasis on communications, drama, and radio. GOAL sought to increase awareness of the importance of educating girls among parents and other community stakeholders in the targeted counties, districts, and communities. Over the three year period, SFCG worked with three community radio stations as well as PTAs and Girls’ Clubs in GOAL-supported schools. The community awareness raising component of GOAL was organized differently than Components 1 and 2 because of the universality of the community awareness raising role of girls’ education issues, the delivery of activities to all 40 school communities and catchment areas, and the specialized use of community radio broadcasts and drama.

In Year 1, GOAL and SFCG developed a communication strategy to guide in the design of messages intended to create awareness about the importance of girls' education that were universal regardless of the communication medium and GOAL implementation model. SFCG's professional drama troupe hosted eleven town hall meetings, presented fifteen drama performances, produced four radio spot messages, and distributed posters with girls' empowerment messages.

In Year 2, SFCG expanded the activities that it introduced in Year 1 to other GOAL school communities. GOAL also worked with Flomo Theater Productions, a local NGO, to produce additional radio dramas and a theme song/jingle to encourage parents to enroll their children for school on time and at the appropriate age. The dramas and jingles were aired on Monrovia-based radio stations with multi-county and national coverage as well as community radio stations in the project counties.

In Year 3, SFCG's broadcast messages, mentored PTAs in the meeting facilitation, followed-up on town hall meeting decisions, and continued training Girls' Clubs in live performances supported by the SFCG professional drama troupe. SFCG activities wound down in mid-2013 as the academic year came to an end.

In all 40 program school communities, GOAL offered outreach and awareness activities to create support among parents and communities for girls' education. Early in the project, GOAL and SFCG developed a communication strategy focusing on increasing knowledge and changing attitudes and behaviors that supported the overall project objectives of increasing girls' access to educational opportunities. SFCG primarily used media to disseminate focused messaging in targeted counties.

### **Components Activities and Accomplishments**

SFCG successfully implemented and completed planned activities, and in some cases exceeded initial targets. The success of the community awareness raising activities could be attributed to the complementary efforts made by the three implementing organizations, collaboration with the MOE, and the positive relationship with the radio/media partners.

Over the life of the project, SFCG conducted 31 town hall meetings in selected program school communities (geographic proximity allowed multiple school communities to co-host town hall meetings and community events); staged 29 live drama performances; facilitated 36 live radio discussions with repeat broadcasts on three community radios (12 per station); produced and broadcast eight episodes with 16 scenes of the "Today is not Tomorrow" drama; produced and aired six episodes with 12 scenes of the "Jujay" drama; developed with the MOE and disseminated one communication strategy; developed and disseminated 60 Information Education Communication materials using posters; and conducted a joint outreach campaign on enrolment.

***Development of Messages.*** In January 2011, SFCG's Drama Team held a working session to develop a series of messages around the project's key themes. The messages focused on girls' enrolment, attendance, retention, and completion rates in primary schools. On a quarterly basis, these messages were adapted into spots and skits (taking care to remain relevant to the school calendar). The scripts were circulated to partners and education stakeholders for input and then to USAID for approval before being produced into radio spots and on posters. In addition, some of the messages were incorporated into the storylines of SFCG's Talking Drum Studio's weekly soap opera drama "Today Is Not Tomorrow" and "Jujay." The story lines were designed to increase parents' knowledge about the importance

of girls' education, while addressing the many challenges to their enrolment, retention, and completion.

**Communication Strategy.** In August 2011, GOAL finalized and validated the communication strategy document for dissemination. The validated communication strategy was used to develop messages and story lines for the "Jujay" radio drama (dealing with children's issues) and the Soap Opera drama "Today is Not Tomorrow". It was also used to further guide the development and publication of appropriate messages for girl's enrolment, retention, and completion at primary schools on the partners' radio stations.

**Community Radio.** Memorandums of Understanding were signed with three local partner stations – Radio Life in Lofa, Radio Zota in Bong, and Radio Gbezohn in Grand Bassa. These radio partners aired the spots and skits in support of GOAL. Spot messages were broadcast on a weekly basis, covering the following themes: 1) community support for girls' education; 2) the importance of school attendance; 3) early registration; 4) hygiene; and 5) the benefits of completing primary school. The messages were produced at the Talking Drum Studio and broadcast in English and in Lorma, Kpelle, and Bassa: dialects widely spoken in the project communities. The use of local dialects allowed target communities to better understand the messages pertaining to girls' education.

In the design of the project, GOAL originally proposed to produce only spot messages and air them on community radios in the three counties. After the first year, however, the team made a decision to include local school stakeholders and community residents in discussions about the importance of girls' education on the local radio station. The stations agreed to host local education authorities, parents, PTA officials, community service organization leaders, and students to discuss their perspectives on the education of a girl. In this way, the radio stations were able to more effectively deliver information concerning school enrolment, retention and completion. Participation from local stakeholders allowed the community to relate to the messages and better understand the issues relating to girls education. The decision did not increase the cost of the MOU between GOAL and the radio partners as the radio partners realized that they needed to contribute to the effort in their districts.

**Town Hall Meetings.** Throughout GOAL, town hall meetings were one of the key activities conducted to increase the role of PTAs in community engagement for the management of the school and specifically in increasing girls' enrolment and completion rates. This aspect also aimed at motivating parents to take responsibility for the education of their daughters. GOAL facilitated 31 such meetings in the 3 counties, thus exceeding its initial target of 27. A total of 665 individuals attended all 31 town hall meetings, of which 303 were women. This represented a significant success, as it is usually difficult to mobilize women to attend such events due to their numerous other commitments. During the meetings, GOAL also focused on encouraging female participants to make their opinions heard among the male voices in order to serve as positive role models for female empowerment in the community. Community awareness raising and outreach were a priority in this project. GOAL conducted numerous community and town hall meetings on topics including on time and age appropriate enrolment, violence against girls, and supporting girls to stay in school, among others.



**Harlandville Community Town Hall Meeting featuring Lower Harlandville Public School girls presenting drama on girls' empowerment**

**Cultural Performance.** SFCG mobilized its professional drama crews to perform in the target communities. The themes portrayed in the plays focused on girls' enrolment, retention, benefits of completing primary school, and community support for girls' education, among others. This was geared to encourage girls and their parents to build a brighter future for themselves and their communities by choosing to stay in school. The themes also led girls away from teenage pregnancy, peer pressure and dropping out of school. Most importantly, the messaging encouraged girls to view their male counterparts as equal partners and to work with them to contribute to the development of the larger society.

Furthermore, to enhance the sustainability of the project, SFCG's experienced Liberian cultural performers trained and mentored Girls' Club to use the performance equipment and materials supplied by GOAL to conduct live performances in their communities. As a result, the Girls' Clubs were also asked by their schools to perform during school and community occasions. In total, 29 live cultural performances were held under the guidance and supervision of SFCG in addition to the other Girls' Club performances.

There were 130 Girls' Club members trained to perform live drama. The training was held in the three schools per county that were supplied drums through GOAL. Excluding the Girls' Club members, each school had additional participants (1 mentor and 4 drummers) in the trainings. In some cases, boys from the schools with Girls' Club received training in drumming. The purpose of the participation of the mentors and drummers were to give the girls technical support during their performance. The drama performance training mainly focused on issues of awareness about girls' education, teenage pregnancy, parental support, and teachers' conduct. Many of the Girls' Club drama groups performed at the annual school closing ceremonies and other community events.

**PTA Capacity Building.** GOAL worked with PTAs in the target districts to support them in stepping up their role as promoters of girls' education. These activities included review of PTA actions in the previous year with the broader community. This exercise was intended to gather information about the PTA's work with the school authority and the students to improve the school. GOAL developed templates for PTA meeting agenda and meeting minutes to help the PTAs manage their meetings and commitments in a simple and systematic way. The template for PTA meeting agendas made their meetings more efficient and thus better able to keep track of commitments, progress, and follow-up by improving the way PTAs conducted meetings and documented their decisions. The template for recording

the minutes of a PTA meetings enabled PTAs to write down decisions reached in a simple but logical way and enabled them to follow-up with each individual who was responsible for a particular task.



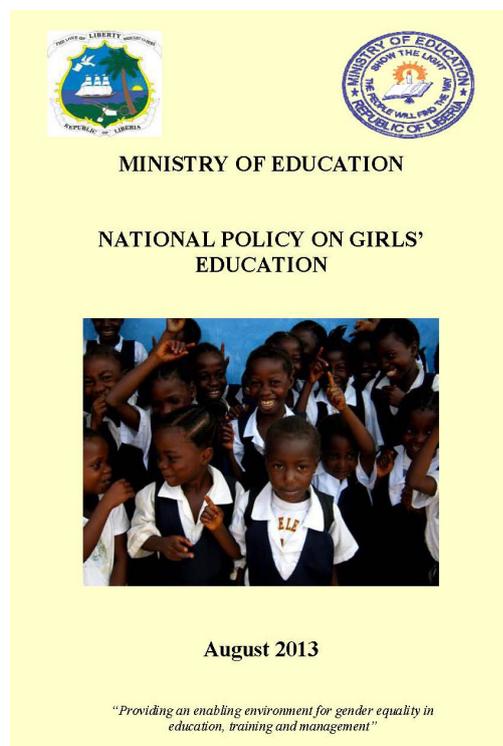
**Ms. Lorpu Mannah, Director of the MOE's Girls' Education Division at the Girls' Education Policy Revision Regional Consultative Meeting in Bomi**

**Coordination (Partnership with the Ministry of Education).** The project benefited from MOE's leadership in the design of the project and support throughout implementation. GOAL coordinated with the MOE's GED, the PTA Department, the School Health Division, and the Planning Section. GOAL and the MOE coordinated on the development of the project's Scholarship and Grants Guidelines, site selection, baseline and endline data collection, and technical review of grant applications. GOAL's PTA and school health trainings were informed by the policies of the MOE's two related departments.

At the national level, GOAL provided financial and technical support to the MOE in two areas that impact girls' participation in schooling: the revision of the National Policy on Girls' Education and national awareness raising designed to reduce the incidence of over-age enrolment.

**Revision of the National Policy on Girls' Education.** The MOE, with support from GOAL, updated and revised the National Policy on Girls' Education and was officially launched on

October 11, 2013, the International Day of the Girl Child. The updated policy aligns with the Education Reform Act of 2011 and other policies and laws promulgated since the 2006 when the National Policy on Girls' Education was first launched. Results from three consultative meetings involving stakeholders from 15 counties and inputs from four Technical Working Groups convened in Monrovia informed the revision of the policy. At each meeting, participants identified challenges and gaps in the current policy and provided recommendations that added value to and strengthened the policy. The policy was validated at a national workshop in July 2013. Among the four Thematic Working Groups, one did not submit its work, which caused several weeks of delay in the process. In the final analysis, the chapter was drafted through collaboration of the other three Thematic Working Groups.



The policy envisages a society free from gender disparities in all sectors and an education system in which all children (girls and boys) have equal access to affordable and quality education. The goal of the policy is to provide an enabling environment for gender equality in education, training and management. It is intended to

establish guiding principles in Liberia's endeavors to eliminate gender disparity and identify priorities for government and stakeholder action. The policy contains chapters on the Contextual Framework; Social and Economic Context; Improving Access and Quality; Strategies on Girls Retention and Completion, Girls' Rights and Protection; International Framework; Monitoring and Evaluation and Reporting; and Resources and Mobilization.

### ***Age Appropriate Enrollment Campaign***

Currently, more than 90% of children at school in Liberia are too old for their grades, often dramatically so, leading to a high drop-out rate and, ultimately, poor educational outcomes, particularly for girls. The main aim of the appropriate age enrolment campaign was to get children, especially girls, to enroll in school at the right age for their grades, for example at age 6 for Grade 1.

The National Campaign on Age Appropriate Enrollment was presaged by a Stakeholders' Meeting on May 7, 2012 held by the MOE and its partners. Among other things, during the meeting, MOE and stakeholders performed the following:

- Identified barriers that keep child from enrolling in school at age 6;
- Identified actions that can be taken by the MOE at national, county, community, school levels, and the international and national non-government organization community; and
- Defined priorities (short, medium, and long term) and made commitments to next steps.

The MOE integrated the age appropriate enrolment campaign into its activities for 2012 and 2013, hosted stakeholders meetings at national and county levels, selected a campaign design and management consultant, implemented of field awareness raising activities, launched the campaign at national and local levels, and allocated promotional materials. The MOE provided the full services of 12 staff to campaign in the various counties for 15 days.

***Developing the 'B.A Winner' creative concept, based on kickball.*** GOAL wanted to convey the benefits to parents and other stakeholders of sending children to school at the right age in a manner that was human and engaging. After identifying kickball as a very popular game for girls in Liberia, GOAL decided to build the campaign concept around kickball. The main message was that "Everyone wins if your child starts school at age 3 – your family wins, your community wins, Liberia wins." To bring this to message to life, GOAL photographed well-known people, nationally and in counties, holding a kickball shirt with the letters 'B.A Winner' on the top of the shirt, like a player's name, and the number 3 in the middle of the shirt. The aim was to associate success with shirts and education.



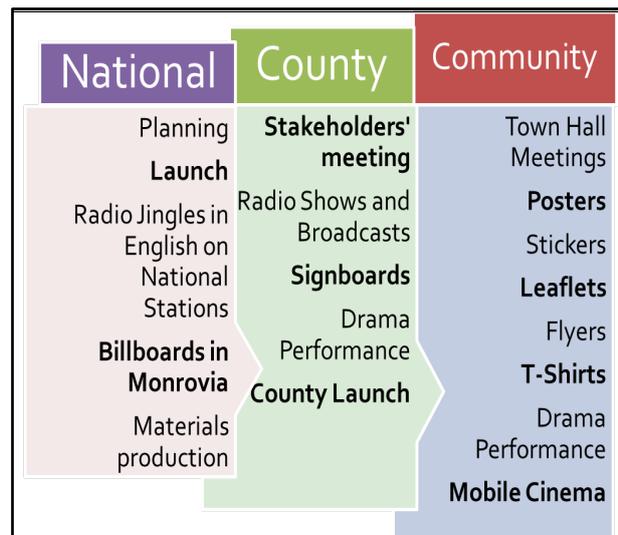
**Appropriate Age Enrollment Billboard in Grand Bassa featuring Minister of Education, Ms. Etmonia Tarpeh**

**Producing a multimedia campaign.** The B.A. Winner concept was applied consistently to a range of visual, audio-visual and print materials, from t-shirts, leaflet and stickers to billboards, signboards, a radio campaign (in English and local dialects), a film and theater performances. All printed items featured a photograph of someone holding a B.A. Winner shirt and the slogan (“Everyone wins if your child starts school at age 3”). The radio jingles, film, and theater items played on the kickball theme.

**Enlisting the support of partners, nationally and in the counties.** Workshops were held by the Monrovia-based campaign team across Liberia to explain the campaign to those responsible for education in the counties as spelled out the Campaign Plan in Exhibit 7, as well as to fine-tune the messages and presentation. Their support was important for rolling out the campaign, particularly in terms of distributing materials and holding events. Support materials such as presentations, speaking notes, and questions and answers were prepared for these stakeholders, together with national partners, including the MOE. In addition, the support of various donors and NGOs was also won, providing additional outlets for the marketing materials as well as gaining UNICEF’s agreement to fund radio spots.

The campaign staged outreach in 5 of Liberia’s 15 counties. Those counties are Bong, Grand Bassa, Grand Cape Mount, Grand Gedeh, and Lofa. These counties host over one million residents, one-third of Liberia’s population according to the 2008 National Population and Housing

**Exhibit 7: Appropriate Age Enrolment Campaign Plan**



Census. Three of the counties, Lofa, Bong, and Grand Cape have 0% of their girls graduating from high school at the right age.<sup>5</sup>

The campaign was launched at the new MOE offices on August 2, 2013. The age appropriate enrolment campaign planned to reach every community in every county in Liberia with the message on the right age at which children should start school. Aware that the resource limitations prevented the message from physically reaching every county, radio was identified as the most cost-effective means of achieving said end. Consequently, radio messages were prepared in English and translated into all 16 major local languages. CDs bearing these languages were assigned to radio stations based on languages spoken in their coverage area.

GOAL secured airtime on eight national radio stations. UNICEF covered the cost of radio messages at over twenty radio stations. Three radio stations played the jingles at no cost and one at a discounted cost. Plan International helped the campaign by including appropriate age enrolment messaging in its teacher and the distribution promotional materials.

The three counties held radio talk shows to kick off the discussion and create awareness on age appropriate enrolment. The general concern of people during the discussion on radio was getting trained teachers, adequate space, and resources to enhance academic excellence for their young children.

The combination of methods used by the campaign to include billboards, live performances, parades, town hall meetings, sports and games all create a high level of awareness which led to the successful campaign. In all, the campaign directly reached an estimated 19,849 persons in the five counties through their participation in town hall meetings and attendance at cultural performances, mobile theater shows, and other campaign events, as highlighted in Exhibit 8.

#### **Exhibit 8: Attendance at age appropriate enrolment Activities by county**

County	Attendance				
	Town Hall meetings	Culture Performances	Mobile Theater	Launch	Total
Bong	1,542	1,160	286	125	<b>3,113</b>
Grand Gedeh	931	570	1,363	503	<b>3,367</b>
Grand Cape Mount	1,485	1,658	1,437	310	<b>4,890</b>
Grand Bassa	1,152	2,402	1,325	300	<b>5,179</b>
Lofa	1,396	1,234	545	125	<b>3,300</b>
<b>TOTAL</b>	<b>6,506</b>	<b>7,024</b>	<b>4,956</b>	<b>1,363</b>	<b>19,849</b>

Radio broadcasts helped make residents of all counties identify with the campaign. The involvement of local stakeholders in planning and implementation led to greater achievement for the campaign while pre-entry planning meetings created local ownership and partnership for a successful launch, thereby positively influencing future campaign activities. The availability of local interpreters immensely helped to disseminate the messages regarding the campaign to those who were not fluent in English and also opened room for dialogue by

<sup>5</sup> Government of Liberia. (2008). Liberia 2008 National Population and Housing Census. Monrovia: Liberia Institute of Statistics and Geo-Information Services (LISGIS).

involving them in discussion. It is unknown how many people were reached through radio, billboards and posters.

### III. Progress towards Achieving Objectives or Results

GOAL used three primary targets to measure results on enrolment, attendance and completion for girls in Grades 2 to 6. See Chapter VII for complete PMP indicator reporting.

#### 1) A 25 percent increase in girls' enrolment (target: 3,493 girls)

The target, an increase of 25 percent over a baseline enrolment of 2,794 girls, was 3,493 girls. In the final year of the project, girls' enrolment in all 40 program schools increased 23.2 percent to 3,443 girls. Comparison school enrolment decreased by 19.5 percent over the same period. Girls' enrolment increased in all the schools which benefitted from the scholarship program and met the project's target of an increase of 25 percent. Enrollment increased by 28.0 percent in schools affiliated with the scholarship program, and by 49 percent in schools which were affiliated with the combined scholarship + community mobilization and grants model. Grants only school enrolment declined 17.8 percent overall. In comparison schools, enrolment declined 19.5 percent as illustrated in Exhibit 9.

#### Exhibit 9: Change in Enrolment by Intervention Model

Intervention Model	Change in Enrollment between Feb. 2011 and Sept. 2012
Community Mobilization & Grants (10 schools)	-17.8 percent
Scholarship only (10 schools)	+28.0 percent
Scholarship + Community Mobilization & Grants (20 schools)	+49.0 percent
<b>40 Program Schools</b>	<b>+23.2 percent</b>
Comparison Schools	-19.5 percent

In February 2012, the first group of girls studying in Grade 1 received scholarship packages. By June 2013, 1,021 girls were enrolled in Grade 1; this was an increase of 43.2 percent from the September 2011 to the September 2012 enrolment periods. Enrolments increased 5.3 percent in grants schools, 23.9 percent in scholarship schools, and 43.2 percent in scholarship + community mobilization and grant schools between September 2011 and September 2012. Grade 1 girls' enrolment in comparison schools dropped 12.6 percent over the same period.

#### 2) A 25 percent increase in the number of girls who successfully complete their grade (target: 1,847 girls)

In June 2011, 1,464 girls in Grades 2 to 6 in the 40 program schools successfully completed the school year. The project exceeded this target. In June 2013, 2,314 girls passed their class. This is an increase of 53.1 percent over baseline. See Exhibit 10 for changed in completion based on intervention model.

## Exhibit 10. Change in Completion based on Intervention Model

Intervention Model	Change in the Number of Girls who Completed their Class between June 2011 and June 2013
Community Mobilization & Grants (10 schools)	+25.1 percent
Scholarship only (10 schools)	+83.2 percent
Scholarship + Com. Mobilization & Grants (20 schools)	+70.9 percent
Sch + Com.Mob (NO tutoring – 11 schools)	+50.5 percent
Sch + Com.Mob (TUTORING– 9 schools)	+87.5 percent
<b>40 Program Schools</b>	<b>+53.1 percent</b>
Comparison Schools	-25.6 percent

### 3) An increase of 5 percentage points in the attendance rate for girls in Grades 2 through 6 (Target: 63.2 percent)

GOAL tracks the attendance of girls and their teachers in school using spot checks. GOAL staff make an unannounced visit once a semester to conduct a head count of students and their teachers. The target for this indicator is an increase in girls' attendance by 5 percent over the baseline. The February 2011 baseline results show 57.2 percent of girls of program schools in school on the day that data collectors visited their schools. The final attendance spot check was conducted in March 2013. In 39 program schools,<sup>6</sup> 65.2 percent, a 7 percent increase over baseline, of Grade 2 to 6 girls who were present on the day of the spot check.

Teachers and principals are expected to take attendance; however, spot checks by GOAL staff and PTA members uncovered unreliable attendance data. As a result, this indicator is based on the GOAL unannounced spot checks that occurred each semester. The attendance data analysis is viewed cautiously because of the lack of reliability and consistency of reporting. This lack of attendance record quality led GOAL to create the activity to train teachers on attendance taking and recordkeeping, and on how attendance data can be used by the PTA for decision making and SIPs, but mid-project training on quality attendance taking and recordkeeping does not resolve the overall issues with attendance data quality and related reporting and analysis.

<sup>6</sup> Ziggida Public School in Lofa was excluded from the March 2013 spot check. The team could not reach this school as it was closed down as the result of tribal conflict that had erupted between the Lorma and Mandingo groups a few days before the team's arrival in Lofa. Ziggida was closed for several months, but the school reopened after the conflict subsided.

#### **IV. Research, Monitoring & Evaluation**

The M&E team served as the hub for the collection, storage, retrieval, and the dissemination of information. The M&E system tracked the performance of indicators at the overall, intermediate, and sub-intermediate levels which are all directly linked to the project overall objective of increasing educational opportunities for girls in Bong, Lofa, and Grand Bassa. The system was comprised of tools that track individual girls' enrolment, attendance, completion, repetition, and promotion status along with their ages and grades. The system also tracked the performance of PTAs through the grant cycle.

In Year 1, using a results framework that clearly articulates the strategy to achieve the project's objectives, the M&E team developed tools to collect data on all of the project indicators as illustrated in the PMP. The team also designed data entry templates used to enter and store data collected from the field. In addition, the team conducted training for school administrators on school recordkeeping techniques and procedures.

In Year 2, the M&E team tracked girls' enrolment, attendance, completion, repetition, and completion status. The team conducted a refresher training on school recordkeeping training for teachers and principals at GOAL's 40 intervention schools and trained PTAs on monitoring of student attendance and recordkeeping.

In Year 3, the M&E team continued tracking student and school statistics, coordinated the recruitment and deployment of endline data collectors, and conducted a third teacher recordkeeping training for principals of the 40 intervention schools as well as a follow-up to the PTA workshop on monitoring student attendance.

##### **Activities and Accomplishments**

GOAL's M&E team was made up of a Research & Evaluation Specialist and a Data Manager. The Research & Evaluation Specialist was responsible for development of the M&E system in coordination with AIR's Washington, D.C.-based Monitoring & Evaluation Specialist and the Liberia – Monitoring and Evaluation Program, and oversight and use of the system. The Research & Evaluation Specialist was also responsible for conducting unannounced spot checks of student attendance in program and comparison schools, tracking progress on performance indicators, and training of stakeholders on M&E-related topics. The Database Manager was responsible for the creation and maintenance of GOAL's database.

The M&E system had clearly defined guidelines and procedures laid out for the usage of its tools and templates. Data on every indicator was tracked in a systematic manner. The system contained a detailed data collection schedule which also contained instructions on how to use the tools. GOAL's M&E database contained individualized data on the enrolment, completion, repetition, and promotion of every girl studying in Grades 2 to 6 in the GOAL program schools between September 2011 and June 2013. The database also contained the age and grade level for each girl. GOAL began collecting individualized data on girls in Grade 1 in September 2012. The master spot check file contained data on student attendance collected on a class-wide basis and teacher attendance on a school-wide basis from all 40 program and 20 comparison school once each semester between November 2011 and March 2013. Enrollment and completion data of girls and boys studying in comparison schools was collected on a class-wide basis each semester over the life of the project.

***Spot Checks/Unannounced Visits to Schools.*** A key component of the M&E system that yielded tangible results was the periodic spot checks that were conducted twice a year at all 40 program and 20 comparison schools. Spot checks were unannounced visits made to schools by the project M&E team to conduct head count of students and teachers. This

became necessary because of the poor quality and inaccuracies of the school attendance records. A total of four (4) spot checks were conducted throughout the project by the M&E team and an additional two spot checks were conducted at the time of the baseline rapid assessment and endline research visits to schools. This was intended to inform the project on the level of progress made in terms of increasing girls' attendance since the baseline rapid assessment in February 2011.

The attendance rates taken in the February 2011 (baseline) and March 2012 and March 2013 spot checks were used for performance management purposes. The attendance at all 40 schools increased from 57.2 percent to 67.5 percent over the project life. The intervention model that offered scholarships, PTA capacity building and grants combined with after school tutoring had the highest attendance rates. See Exhibit 11 on the student attendance data by intervention.

**Exhibit 11. Attendance Spot Check - February 2011 to March 2013, as percentage of enrolment**

	Baseline Feb 2011	March 2012	March 2013
Program Schools (all)	57.2	71.9	67.5
Grants only	57.2	56.7	56.2
Scholarship only	57.2	71.6	71.6
Scholarship + grants	57.2	78.8	71.2
Sch + Grant with Tutoring	57.2	79.7	72.6
Sch + Grant without Tutoring	57.2	77.8	69.6
Comparison Schools	64.0	46.6	51.6

*Note: The baseline column is one cell because at the time of the baseline rapid assessment, schools had not been categorized.*

Throughout the project, GOAL's M&E team trained stakeholders including CEO and DEO staff in M&E related topics. The trainings include a teacher recordkeeping training and refresher as well as training on PTA's use of a monitoring tool to conduct a spot check of student attendance, all to encourage data for decision making for school management, activities and policies.

**Teacher Recordkeeping Training.** From the onset of the project and during the initial field visits to schools to collect student enrolment data, GOAL staff noted that finding accurate and easy to access school records was a major challenge. GOAL's M&E team conducted three rounds of training in school recordkeeping as a way to help schools improve school data accuracy and reliability. Exhibit 12 shows the number of participants in each round of recordkeeping training. In Year 1, a total of 198 teachers (178 male and 20 female) teachers and principals attended the training. In Year 2, 176 teachers and principals (154 male and 22 female) attended the refresher training in Year 2.

**Exhibit 12. Recordkeeping Training Participants**

County	Initial Training Participants No. of participants			Refresher Training Participants No. of participants		
	Male	Female	Total	Male	Female	Total
Lofa	61	2	63	59	2	61
Bong	77	5	82	62	6	68
Grand Bassa	40	13	53	33	14	47
<b>Total</b>	<b>178</b>	<b>20</b>	<b>198</b>	<b>154</b>	<b>22</b>	<b>176</b>

The objective of the training was to widen the participants’ understanding on effective school recordkeeping practices, with an emphasis on the students’ attendance protocols for the GOAL project, and also to reinforce to participants the importance and the usage of school records.

**Stakeholders Experience Sharing.** Although the stakeholders’ experience sharing meetings are reported in the M&E portion of this report, the meetings were in fact jointly planned and facilitated by the Gender & Education Specialist, the M&E Specialist, and the Grant Coordinator.

In Year 1, GOAL held the first three-day experience sharing meeting for 200 PTA members (144 male and 56 female) across the three counties, where the project introduced spot check tools to school administrators and PTAs. In Year 2 of the project, as a result of the enthusiasm for this activity, a second experience sharing workshop was organized. This meeting afforded PTA members the opportunity to share their experiences and examine their work, compare the work of the PTA with other schools, and see how it had helped increase students/girls’ enrolment, attendance, and academic performance.



**PTA training session in Lofa**

The workshop brought together parents and teachers from across Bong, Lofa, and Grand Bassa to share their experiences of strategies that they had already undertaken to increase girls’ (and boys’) enrolment as well as to provide and get feedback from education stakeholders on strategies they used in promoting girls’ enrolment, attendance, retention, and completion. The experience sharing workshop brought together 200 PTA members in Year 1 and 131 PTA members in Year 2 as demonstrated in Exhibit 13.

**Exhibit 13. PTA Experience Sharing Workshop**

County	Initial Training Participants No. of participants			Refresher Training Participants No. of participants		
	Male	Female	Total	Male	Female	Total
Lofa	47	13	60	47	6	53
Bong	56	24	80	46	7	53
Grand Bassa	41	19	60	21	4	25
<b>Total</b>	<b>144</b>	<b>56</b>	<b>200</b>	<b>114</b>	<b>17</b>	<b>131</b>

The project was very successful in engaging the services of PTAs in monitoring. As a way to ensure effective and quality delivery of project activities, in Year 1 the M&E unit conducted training for members of PTAs on how to monitor and encourage students’ attendance. PTA members also learned skills on how to analyze, discuss, and disseminate findings from the student attendance monitoring exercises. Attendance information gathered by the PTAs was analyzed and compared with that of students’ attendance record collected by teachers. The findings of PTAs headcounts revealed that PTAs’ records were more accurate than teachers.

As part of the M&E unit’s responsibilities to share and give feedback to project stakeholders on the outcomes of the project various data categories over the different enrolment and completion periods were presented. The PTAs also learned from each other ways in which they can be effective in their volunteer services. The training also served as an opportunity for PTAs from different schools to engage each other and adapt possible approaches that will help minimize the huge challenge of students’/girls’ absenteeism.

## V. Evaluation Findings

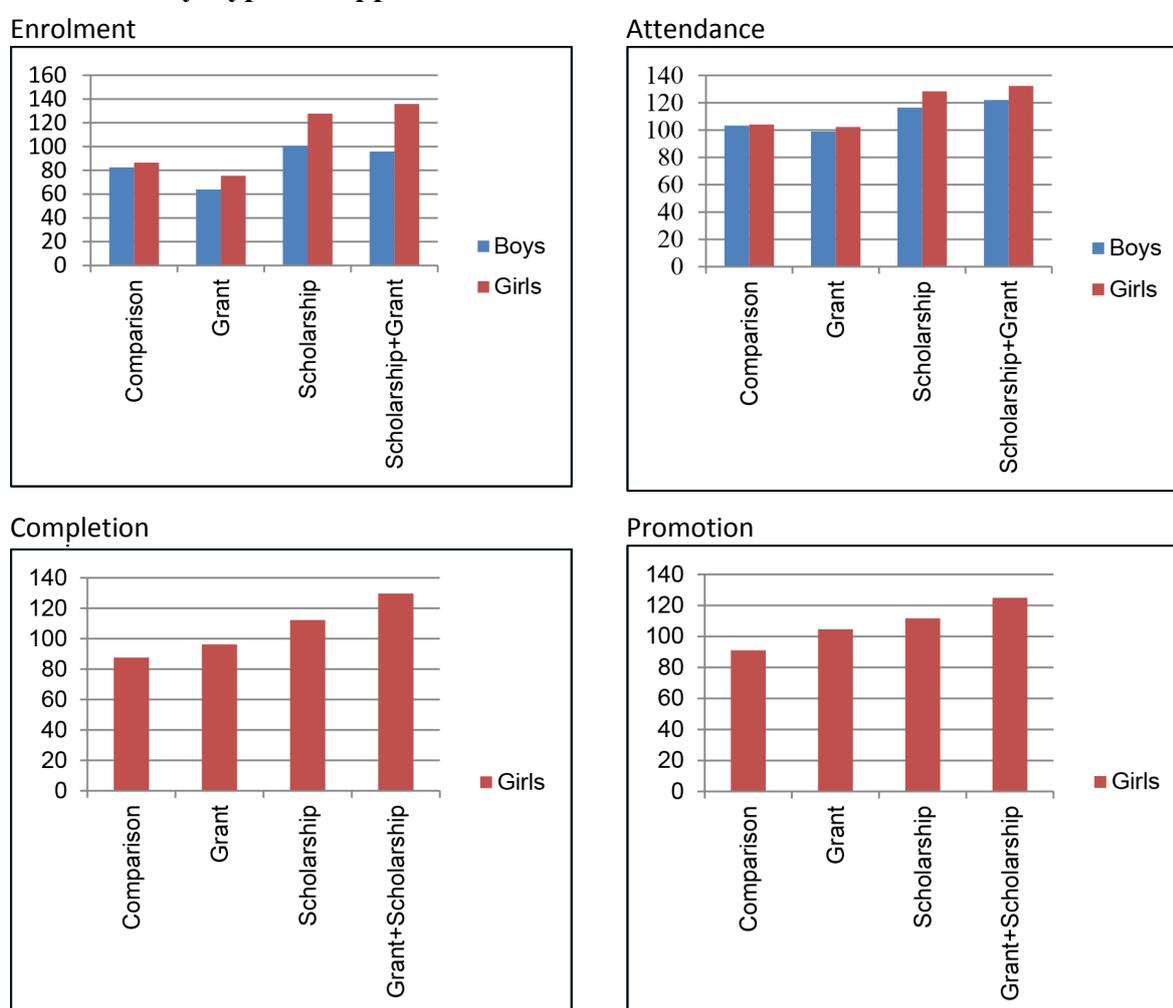
### Analysis of GOAL Impact on Student Enrolment and School Conditions

To help GOAL identify the project's impact (and to distinguish the project from other events and interventions that may have benefited schools more generally), our analyses primarily focused on the differences in outcomes between boys and girls. The more the gender gap in these outcomes is reduced, the more likely it is that GOAL—which was designed to primarily benefit girls—is responsible for any improvements in outcomes.<sup>7</sup>

### Trends in Student Outcomes

We looked at outcomes for the 40 GOAL schools based on which of the three intervention models they received, and compared these outcomes with those of the 10 comparison schools. Exhibit 14 shows the relative change in each outcome from its baseline value.<sup>8</sup>

**Exhibit 14. Relative Changes Over Time in Enrolment, Attendance, Completion, and Promotion by Type of Support Provided to School**



Source: Liberia Girls' Opportunities to Access Learning project, baseline and endline (2011, 2013).

Note: Because data for boys are not available at the baseline for completion and promotion, relative changes are shown only for girls.

<sup>7</sup> Additional details on the impact and cost-effectiveness can be found in the *GOAL Endline Research Report*.

<sup>8</sup> To standardize the data relative to the baseline level of each outcome for each particular school, the figure shows the endline value relative to a standardized baseline value of 100. For example, if the average enrolment of boys in a school increased from 150 to 210 students (a 40 percent increase), then the standardized endline value for that school would be 140.

Three general findings emerge from these data:

- Boys' enrolment declined in all four school categories, and there were similar declines for girls in comparison schools and in schools that received grants only. In contrast, girls' enrolment increased in schools that were offered scholarship support (either by itself or in combination with grants).
- Attendance did not change in comparison schools or schools that received only grants, but it increased for both boys and girls at schools that offered scholarship supports (alone or in combination with grants).
- Grade completion and promotion among girls improved in schools that offered scholarship support (with or without grant support) and worsened in schools that did not provide scholarship support.

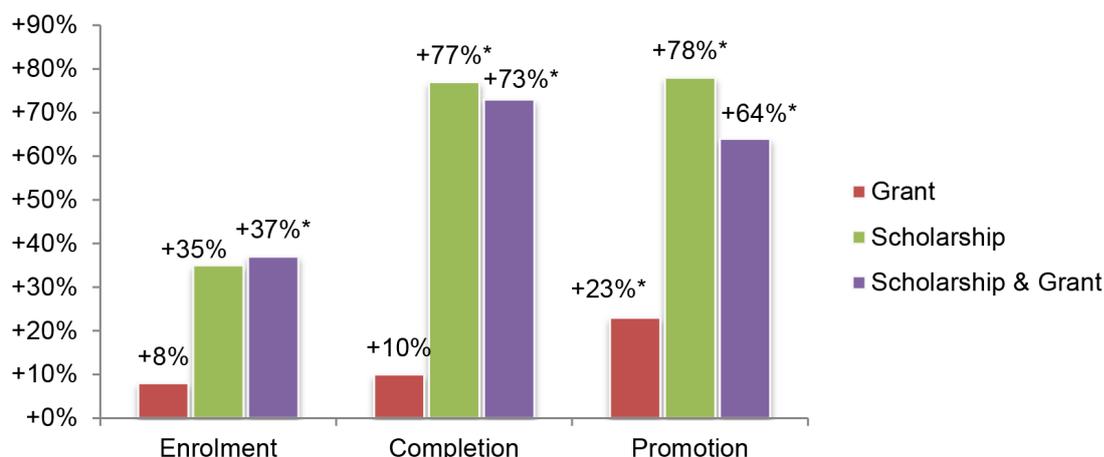
### **Regression Analysis of Student Outcomes**

To further examine whether the observed changes were attributable to GOAL, and to establish whether these changes were statistically significant, we used regression analysis to compare changes in outcomes for girls and boys at GOAL intervention and comparison schools. Exhibit 15 summarizes the results from these analyses.

- **Enrolment:** Controlling for changes over time in boys' enrolment and enrolment in comparison schools, we estimated that GOAL increased girls' enrolment by 11 girls at grant-only schools (8 percent), by 18 girls at scholarship-only schools (35 percent), and by 35 girls at grant and scholarship schools (37 percent). Based on these results, it appears that scholarships had a greater impact on girls' enrolment than grants (though only the increase at grant and scholarship schools was statistically significant).
- **Completion:** The regression analysis indicated that GOAL increased the number of girls who completed the school year by seven girls (10 percent) at grant-only schools, 20 girls (77 percent) at scholarship-only schools, and 39 girls (73 percent) at grant and scholarship schools. The impacts at scholarship-only and grant and scholarship schools were statistically significant.
- **Promotion:** We estimated that GOAL increased the number of girls who were promoted to the next grade by 12 girls (23 percent) at grant-only schools, 16 girls (78 percent) at scholarship-only schools, and 29 girls (64 percent) at grant and scholarship schools. The impacts at scholarship-only and grant and scholarship schools were statistically significant.

Despite the relatively small number of schools in each of the four treatment conditions (the three intervention models and the comparison group), these results provide encouraging evidence on the effectiveness of the GOAL program. The improvements appear to be driven primarily by the scholarships provided to girls in 30 of the 40 GOAL schools.

### Exhibit 15. Regression-Based Estimates of GOAL Impacts on Enrolment, Completion, and Promotion



Source: Liberia Girls’ Opportunities to Access Learning project, baseline and endline (2011, 2013).

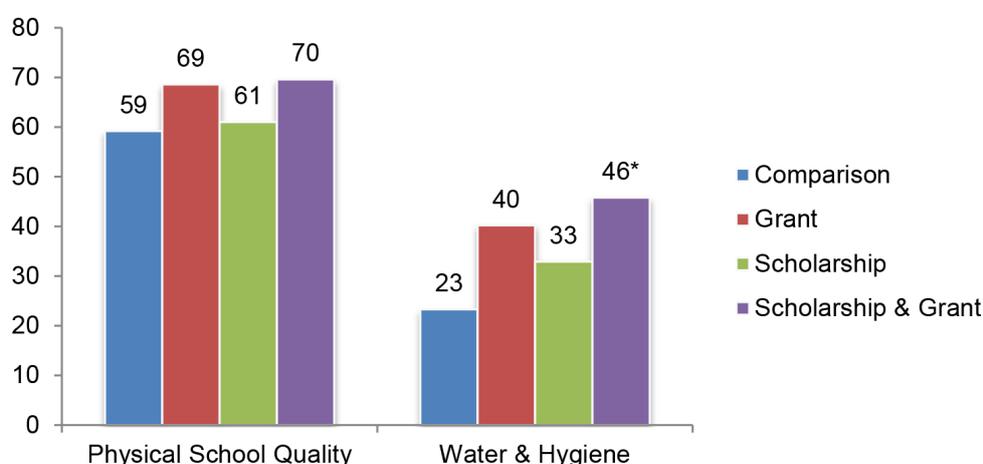
Note: Starred differences are statistically significant.

### Impacts on School Conditions

In addition to examining the impact of GOAL on student outcomes, we also examined the change in school characteristics from baseline to endline across program and comparison schools. Using questions from GOAL school observation instruments, we created two scales to summarize school conditions across 16 individual observational variables. One scale (consisting of nine items) summarized the overall physical condition of the school and the other (consisting of seven items) summarized the availability and quality of its water and hygiene infrastructure.

Exhibit 16 summarizes the results from these analyses. It shows that GOAL schools generally had higher scores than comparison schools in both physical school quality and water and hygiene. The differences were more apparent for schools that received both scholarship and grants and were more pronounced for the water and hygiene scores. In addition, GOAL schools also appeared to have more visible notebooks, pencils, and textbooks relative to comparison schools (not included in the figure).

### Exhibit 16. Ratings of Physical School Quality and Water and Hygiene Measures by Type of School



Source: Liberia Girls’ Opportunities to Access Learning project, baseline and endline (2011, 2013).

Note: Due to the small sample size, only the starred difference between GOAL and comparison schools was statistically significant.

### **Analysis of GOAL Cost-Effectiveness**

To estimate the cost associated with an outcome (e.g., increasing enrolment by one girl) for each intervention model, we analyzed the costs of the three GOAL intervention models relative to their impacts on girls' outcomes. The lower the cost for a given outcome, the more cost-effective the intervention (for that particular outcome). We found the following:

- The average annual cost of providing GOAL support to an individual school ranged from \$8,175 for a grant-only school to \$19,082 for a grant and scholarship school.
- The total annual cost of providing the interventions (including administrative expenses) ranged from \$65 per girl at grant-only schools to \$199 per girl at grant and scholarship schools. (Grants were \$1,000 per school, and scholarship payments to cover school fees averaged about \$62 per girl.)
- In an average school with an enrolment of 100 girls, increasing enrolment by one girl had an associated cost of \$1,089 at grant-only schools, \$415 at scholarship-only schools, and \$559 at grant and scholarship schools. Although the grant and scholarship combination had a greater impact on enrolments, it does not appear to have been as cost-effective in increasing girls' enrolment a single outcome.
- The patterns of cost-effectiveness for enrolment also applied to completion and promotion outcomes: scholarships were more cost-effective than grants.

The costs associated with staff traveling to schools to provide training and other activities were a significant expense for the GOAL program, and outweighed the direct costs of providing grants, scholarships, or materials to schools. Staff costs represented about 51 percent of total program costs, and were highest (77 percent of total costs) at grant-only schools and lowest (47 percent) at grant and scholarship schools. These costs reflect the considerable effort required to travel to schools, provide the necessary training and support to school personnel, and work with families to encourage girls to participate and succeed in primary education.

### **Lessons from the In-Depth Case Studies<sup>9</sup>**

GOAL undertook four in-depth case studies at GOAL schools to better understand factors that affected the implementation of each intervention and to provide contextual information to explain why particular interventions might have been more effective. The four case study schools were the Kpanay Town, Saturday Town, William R. Tolbert, and Gorlu public schools. Selection was based on the following criteria:

- Representation of each project county
- Representation of schools receiving different intervention models
- Representation of schools with and without prior experience in organizing Girls' Clubs

The relative contribution of each intervention varied by context. Patterns in girls' enrolment, attendance, and completion that resulted from the intervention are not clear in any of the case study schools, making it hard to tie specific elements of the interventions to effectiveness. However, common themes run throughout the case studies with similar components.

The case studies show that stakeholders who respond positively to the intervention facilitate the implementation process. Strong leadership, parental buy-in, and cooperation from the female students are all necessary conditions. Strong community leaders are able to engage parents, who then influence their children's ability to attend school rather than farm, for

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<sup>9</sup> Details from the GOAL Case Studies can be found in the *GOAL Case Study Report*.

example. Interviewees indicated that external assistance (like GOAL) was necessary in the community, but also gave numerous examples of other projects that were unsustainable once the external implementer pulled out of the community. The lack of sustainability in past programs indicates the importance of local community-based leadership over temporary external solutions. The key observations from the case studies are summarized below:

- The lack of basic necessities, such as uniforms, food, and school supplies, is a barrier to girls' enrolment and retention. Funding is a constant issue, and when scholarships run out, there is no guarantee that students or their families can continue to pay fees and contribute to a long-term increase in enrolment, attendance, completion.
- PTA capacity building and school improvement grants strengthened the PTAs and subsequently encouraged the community to support girls' education, but with mixed long-term sustainability, as each community internalized the role of the PTA differently.
- Public perceptions of girls' education are shifting, although the changes seem tenuous and it is difficult to translate the attitudes into action. While teachers and parents cited the importance of girls' education and its contributions to their families and the town, children continued to be pulled away from school by parents for household activities.
- Academic support at home is limited; most students do not have textbooks and many appear to lack a home environment that encourages study. Many mothers in the case study communities had not attended school, and therefore were not likely to have the academic skills to help their daughters with their homework. Afterschool tutoring has the potential to improve girls' academic performance, but it needs to be tailored to students' needs.

Overall, schools cannot address the transient nature of the student population as long as commercial and subsistence agriculture pressures continue, and PTAs will need to identify strategies to engage parents early to register their children and then keep them in school.

## **VI. Challenges and Lessons Learned**

This section of the report centers on the challenges and lessons learned related to supervision of schools and the importance of community leadership that cut across all project activities.

### **External Factors Impeding Implementation**

GOAL was originally envisioned to provide scholarship and PTA capacity building for three academic years, however, the period of performance for GOAL commenced in the middle of the 2010/2011 school year. This mid-year start date meant that GOAL was only able to provide full services including scholarship over two academic years (2011/2012 and 2012/2013), not three years. Many of GOAL's activity were able to be condensed into the two and half year implementation cycle, like three phases of school improvement grants but scholarship and girls' completion over the proposed three year period of support were not possible.

In first quarter of the 2011/2012 school year, project activities were delayed and re-scheduled several times due to the closure of schools because of the political rallies taking place across the country due to the 2011 elections. Parents' safety concerns stopped their children from going to school until after the election. PTA meetings and drama mentoring training were delayed as a result of the election.

### **Supervision of Schools by the Ministry of Education**

Monitoring and supervision by CEOs and DEOs is a major impediment to the education system in Liberia, and as a result, students and teachers do not spend the required school hours in school. The MOE needs to re-visit the policy on required school hours, issues of school not being interrupted by market days, and consider recess as break time for students to play and not to be used for students to go home. School begins late and lets out before 12:00 and with many students leaving at recess time, they often do not return and there is no measure put in place to curtail the situation. Market days also interrupt school operations. This context has significant impact on students' attendance and, ultimately, student performance.

One key observation from GOAL's engagement with PTAs is the limited monitoring and supervision that occurs at local education levels. If monitoring and supervision are poor, the quality of service will also be poor. Lack of monitoring and supervision has been blamed on lack of logistics. In order to give special attention to educational authorities in GOAL project communities in the future, field officers should be recruited and assigned to DEOs to give them support in monitoring and supervising the GOAL schools, specifically, and to strengthen their overall school monitoring capacity. This is necessary because after the project ends, the local school authority has the responsibility to sustain the gains that have been made and effectively monitor and supervise at all levels of the school system.

### **Importance of Involving the Community Leadership Structure**

One key lesson learned and a best practice is the importance of the involvement of the town chiefs, women's leaders, youth leaders, Zoes (traditional leaders), and town criers in promoting GOAL's activities in the project communities. GOAL learned over time that including *all* of the community leadership structure (town chief, women's leaders, and youth leaders) was an important element left out of the initial design of the project. These leaders are important personalities and they play significant roles in the settings in which GOAL works. In the beginning, GOAL was meeting some level of resistance or indifference in the communities about the promotion of girls' education in the communities because not all community leaders were initially engaged.

A strategy was devised to engage both PTA and the wider community members and influential stakeholders including elders, chiefs, and representatives of youth and women groups, Zoes, and traditional leaders who are key decision makers at community level. Over time as GOAL started to engage these leaders, it was possible to see some level of change and community support in promoting girls' education. In the final year of the project, town chiefs participated in the PTA sustainability training. In the first phase of grants, the principal, PTA chairperson, and DEO or CEO signed the proposal. In phases 2 and 3, the town chief signed the proposal as well. GOAL also engaged town criers to disseminate information about school registration in Years 2 and 3. Following their exposure to the aims of the GOAL project, these key stakeholders began to work alongside the GOAL project staff to promote the importance of the girls' education within their respective communities. This strategy has been working well in promoting enrolment, retention, and completion of girls in the project.

Despite the evolution of community engagement over the life of GOAL, some communities never embraced GOAL, the GOAL interventions, or took ownership of education, girls or boys. Yaindawoun Public School in Bong received the PTA capacity building and school improvement grants intervention. Despite considerable effort made by GOAL, the DEO and the CEO, the community never took interest or ownership in education activities or school improvement. They had poor attendance at training and events, never completed a SIP, and only completed their phase 1 non-competitive school improvement grant because GOAL staff directly managed the entire process. In the end, the community's lack of support for GOAL's mandate (or formal education) was demonstrated in the removal of all students, boys and girls, prior to the end of year in early 2013 to attend Sande and Poro Society "Bush Schools". As such, no students passed their exams or were promoted to the next grade. GOAL does not recommend working with Yaindawoun in the future unless there is a dramatic change in their commitment to education.

## VII. Results towards Activity Objectives (Performance Monitoring Plan)

### Summary Performance Data Table

#### \*F Framework Indicator

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

Indicators	Indicator Definition	Indicator Type	Disaggregation	Baseline Year	Baseline Value	2011 Target	2011 Actual	2012 Target	2012 Actual	2013 Target	2013 Actual	Life of Project
*Number of girls enrolled in USG supported schools in targeted grades	Number of Girls in Grades 2 to 6 enrolled (2010-2011) and girls in Grades 1 to 6 (2011-2012) and percentage change over baseline. <sup>10</sup>	F Indicator	Grade, Age, School, Intervention, County, and District	2011	2,794	-	-	3,213 (+15%)	Total 2,841 (+1.7%) <i>Grant only:</i> 796 (-18.0%) <i>20 S+G:</i> 1,629 (+10.4%) <i>S- only:</i> 416 (+18.5%)	3,493 (+25%)	Total 3,443 (+23.2%) <i>Grant only:</i> 797 (-17.8%) <i>S+G:</i> 2,197 (+49.0) <i>S- only:</i> 449 (+28.0%)	Total 6,284 <i>Grant only:</i> 1,593 <i>S+G:</i> 3,826 <i>S- only:</i> 865
Number of girls retained in USG supported schools in targeted grades	Retention is defined by the number of girls who completes the academic year and returns for the subsequent academic year.	Custom/Mission	Grade, Age, School, County, and District	2011	0	-	1,464	1,757 (+20%)	1,853 (+26.6%)	1,830 (+25%)	2,314 (+53.1%)	-
Percentage of girls who complete all 3 years of scholarship program <sup>11</sup>	Number of girls who receive scholarships in Year 1 complete three years of the scholarship program. Completion is defined by when a girl completes three successive grades.	Custom	Grade, Age, School, Intervention, County, and District	2011	Total Enrolled 985 <i>S+G</i> 779 <i>S-only</i> 206	-	Total Completed 753 (76.4%) <i>S+G</i> 598 (76.8%) <i>S-only</i> 155 (75.2%)	80% 796	Total Completed 431 (43.8%) <i>S+G</i> 364 (46.7%) <i>S-only</i> 67 (32.5%)	70% 690	Total Completed 284 (28.8%) <i>S+G</i> 241 (30.6%) <i>S-only</i> 46 (22.3%)	-

<sup>10</sup> In September 2012, Grade 1 girls were added to the GOAL scholarship program with all related supporting activities.

<sup>11</sup> GOAL was designed as a three-year project but the academic year did not align with when GOAL began activities in February 2011; therefore, GOAL only provided scholarships for two full academic years, plus a token scholarship package in April 2011 as incentive to enroll in the 2011-2012 academic year. 2011 actual reporting is based on the number of girls who completed the school year based on school records for the 2010-2011 school year with only minimal GOAL program support across all interventions during (partial scholarship packages, introduction to PTAs, no Girls' Clubs or mentoring).

Indicators	Indicator Definition	Indicator Type	Disaggregation	Baseline Year	Baseline Value	2011 Target	2011 Actual	2012 Target	2012 Actual	2013 Target	2013 Actual	Life of Project
Average teacher attendance rate	Number of teachers present on days monitored.	Context	Gender, School, Intervention, County, and District	2011	-	-	Total 72.2% (71.6% M; 79.2% F)	-	Total 79.5% (78.7% M; 85.2% F)	-	Total 73.8% (73.2% M; 82.4% F)	-

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

Indicators	Indicator Definition	Indicator Type	Disaggregation	Baseline Year	Baseline Value	2011 Target	2011 Actual	2012 Target	2012 Actual	2013 Target	2013 Actual	Life of Project
Percentage of girls in targeted schools attending school	Percentage of girls in targeted grades attending school on days monitored.	Custom	Grade, Age, School, Intervention County, District	2011	57.2%	-	-	60.2% (+3%)	71.9% (+14.7%)	62.2% (+5%)	67.5% (+10.3)	-
Number of in-kind scholarship awards distributed in USG supported schools	Number of girls enrolled in targeted grades in each year of the project are eligible for scholarship.	Custom	Grade, Age, School, intervention County, District	2011	0	2,794	Total <sup>12</sup> 1,220 Apr/May '11: 1,220	+15% (2,099 x 2)	Total 4,655 Sept/Oct '11: 2,063 Jan/Feb '12: 2,592	+25% (2,281 x2)	Total 7,257 Sept/Oct '12: 3,667 Jan/Feb '13: 3,590	Total 13,132
Number of teachers of scholarship recipients who receive Gender-Responsive Pedagogy training	Percentage of teachers of scholarship recipients received Gender-Responsive Pedagogy training.	F Indicator	Grade, Sex, School, County, and District	2011	0	-	-	174 (85%)	Total 62 (46M; 16F)	-	Total 209 (182M; 27F)	Total 271 (228M; 43F)

<sup>12</sup> GOAL was designed as a three-year project but the academic year did not align with when GOAL began activities in February 2011; therefore, GOAL only provided scholarships for two full academic years, plus a token scholarship package in April/May 2011 as an incentive to girls completing the 2010-2011 year to enroll in the 2011-2012 year.

Indicators	Indicator Definition	Indicator Type	Disaggregation	Baseline Year	Baseline Value	2011 Target	2011 Actual	2012 Target	2012 Actual	2013 Target	2013 Actual	Life of Project
Number of teaching/learning kits distributed to teachers of scholarship students	Number of teachers of scholarship recipients will receive teaching and learning supplies for their classes each semester	Custom	Grade, Sex, School, County, and District	2011	0	205 x1	Total 159 Apr/May '11: 159 (150M, 9F)	205 x2	Total 443 Sept/Oct '11: 207 (189M; 18F) Jan/Feb '12: 236 (211M; 25F)	205 x2	Total 534 Sept/Oct '12: 275 (237M; 38F) Jan/Feb '13: 259 (244M; 15F)	Total 1,136 (1,031M; 105F)

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

Indicators	Indicator Definition	Indicator Type	Disaggregation	Baseline Year	Baseline Value	2011 Target	2011 Actual	2012 Target	2012 Actual	2013 Target	2013 Actual	Life of Project
Number of girls in targeted classes attending tutorial classes	Girls who have attended at least one tutorial class in nine scholarship + grant schools.	Custom	Grade, Age, School, Intervention, County, and District	2011	0	-	-	81	296	81	Total 824 Grades 2-6: 541 Grade 1: 283	Total 1,120 Grades 2-6: 837 Grade 1: 283
Number of girls participating in Girls' Club activities	Number of scholarship recipients who join Girls' Clubs in the 30 schools.	Custom	Grade, Age, School, Intervention, County and District	2011	0	-	-	750	661	750	Total 985 Grades 2-6: 854 Grade 1: 131	Total 1,646 Grades 2-6: 1,515 Grade 1: 131

### IR 1.2: Increased Access to Health Care for Students in Intervention Schools

Indicators	Indicator Definition	Indicator Type	Disaggregation	Baseline Year	Baseline Value	2011 Target	2011 Actual	2012 Target	2012 Actual	2013 Target	2013 Actual	Life of Project
Number of schools with improved access to school-based first aid services	Each intervention school which does not already have a First Aid kit and training will receive one.	Custom	School, Intervention County, and District	2011	0	-	-	40	39	-	-	39
Number of schools that present School Progress Card results to their communities	Each school will track their progress using the school progress cards and the results are presented in PTA/community meetings.	Custom	School, Intervention County, and District	2011	0	-	-	40	40	30	40	40

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

Indicators	Indicator Definition	Indicator Type	Disaggregation	Baseline Year	Baseline Value	2011 Target	2011 Actual	2012 Target	2012 Actual	2013 Target	2013 Actual	Life of Project
*Number of PTAs supported	Number of PTAs that is established or revitalized by the project.	F Indicator	School, Intervention County, and District	2011	0	29	29	29	29	29	29	29
Number of PTAs that prepare SIP	PTAs complete SIP that contain the required components.	Custom	School, Community, Intervention, County, and District	2011	0	29	29	29	29	29	29	29

Indicators	Indicator Definition	Indicator Type	Disaggregation	Baseline Year	Baseline Value	2011 Target	2011 Actual	2012 Target	2012 Actual	2013 Target	2013 Actual	Life of Project
Number of PTAs that progress through the steps of the grant cycle	The grant cycle tracks progress of individual schools on a 5-step milestone scale.	Custom	School, Intervention County, and District	2011	0	-	-	54	20	20	54 <sup>13</sup>	74

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

Indicators	Indicator Definition	Indicator Type	Disaggregation	Baseline Year	Baseline Value	2011 Target	2011 Actual	2012 Target	2012 Actual	2013 Target	2013 Actual	Life of Project
Number of participants in town hall meetings held to promote positive and healthy school environments and girls' education	Number of participants at town hall meetings held in program communities.	Custom	Community, Sex, County and District	2011	0	400	Total 423 (212M; 211F)	480	Total 1,416 (653M; 763F)	160	Total 247 (164M; 83F)	Total 2,086 (1,029M; 1057F)
Number of live performances in communities for community outreach	Live performances will take place in communities as part of GOAL's outreach strategy	Custom	Community, County and District	2011	0	15	14	6	10	3	5	29

<sup>13</sup> Bless Elementary School in Grand Bassa was unable to complete its phase 3 grant, through no fault of its own, due to the availability of resources and the time constraints of the GOAL project. Bless did follow all 5-steps of the grant process and properly closed their grant despite not being able to complete the school improvement project.

## **VIII. Development Experience Clearinghouse**

The American Institutes for Research will ensure 508 compliance and submission of this GOAL Final Report, GOAL Case Study Report, and the GOAL Endline Research Findings report to the Development Experience Clearinghouse.

## IX. Annex

### Annex A. School Classification by Intervention and Location

School EMIS	Intervention Model	School Name	District	County
0614003	Comparison	Garyea Public School	Suakoko	Bong
0616002	Comparison	Gbelekpalia Public School	Zota	Bong
0616007	Comparison	K. Daibolo Elementary & Jr. High School	Zota	Bong
0614052	Comparison	Kokormah Elementary Public School	Suakoko	Bong
0616017	Comparison	Kpoloyah Public School	Zota	Bong
0616010	Comparison	Metee Klikpo Agro Tech Community	Zota	Bong
0614049	Comparison	Pengia Public	Suakoko	Bong
0616020	Comparison	Yowee Public School	Zota	Bong
0614005	Grant	Dormeyan-Nutah Elementary Public School	Suakoko	Bong
0614051	Grant	Gwetamue Elem. & Jr. High Public School	Zota	Bong
0614018	Grant	John P. Mitchell Elem. & Jr. High	Suakoko	Bong
0614050	Grant	Yaindawoun Public School	Suakoko	Bong
0614016	Scholarship	Galai Elementary School	Suakoko	Bong
0614043	Scholarship	Gokai Community School	Suakoko	Bong
0614007	Scholarship	Kayata Public School (Kooryorquelleh Elem.)	Suakoko	Bong
0614028	Scholarship	Raymond Town Elementary School	Suakoko	Bong
0616025	Scholarship+Grant	Gbokew Kollie Elem./Jr. High Public School	Zota	Bong
0616032	Scholarship+Grant	Geita Public Elementary School	Zota	Bong
0616021	Scholarship+Grant	Kollieta Elementary Public School	Zota	Bong
0616035	Scholarship+Grant	Nuarpah/Waterside Elem	Zota	Bong
0616030	Scholarship+Grant	Warta Elem. Charity	Zota	Bong
0616022	Scholarship+Grant (Tutoring)	Gorpu Dolo Boi Elem High	Zota	Bong
0616016	Scholarship+Grant (Tutoring)	Togbah Kolliebor Elementary School	Zota	Bong
0616024	Scholarship+Grant (Tutoring)	William R. Tolbert Elementary & Jr High	Zota	Bong
0910009	Comparison	J. B Gardee (Jememiah B. Gardee Pubic School)	District #3	Grand Bassa

School EMIS	Intervention Model	School Name	District	County
0906023	Comparison	Joseph M. N. Gbadyu	District #2	Grand Bassa
0904088	Comparison	Benson River Elementary	Buchanan	Grand Bassa
0904007	Comparison	Water Tower Community School	Buchanan	Grand Bassa
0904004	Comparison	Willie C. Peters	Buchanan	Grand Bassa
0904079	Comparison	Autumn Kings Elementary Community	Buchanan	Grand Bassa
0904086	Grant	Al-Nasru English & Islamic Community School	Buchanan	Grand Bassa
0904072	Grant	Bassa Elementary Demonstration	Buchanan	Grand Bassa
0904001	Grant	William V. S. Tubman Elem. & Jr.(AM)	Buchanan	Grand Bassa
0910031	Scholarship	Barseegiah Public School	District #3	Grand Bassa
0910038	Scholarship	Boe glay Town Public School	District #3	Grand Bassa
0910003	Scholarship	Saturday Town Public School	District #3	Grand Bassa
0904043	Scholarship+Grant	Hope KG & Elem. (Hope Kindergarten & Elem.)	Buchanan	Grand Bassa
0904083	Scholarship+Grant	Kpanay Town Public School (AM)	Buchanan	Grand Bassa
0904083	Scholarship+Grant	Kpanay Town Public School (PM)	Buchanan	Grand Bassa
0904069	Scholarship+Grant (Tutoring)	Bless Elementary (AM)	Buchanan	Grand Bassa
0904069	Scholarship+Grant (Tutoring)	Bless Elementary (PM)	Buchanan	Grand Bassa
0904031	Scholarship+Grant (Tutoring)	Lower Harlandsville Public (AM)	Buchanan	Grand Bassa
0910020	Scholarship+Grant (Tutoring)	Tubmanville Public School	District #3	Grand Bassa
2120020	Comparison	Guzeh Public School	Zorzor	Lofa
2120030	Comparison	Kilewu Public School	Zorzor	Lofa
2114007	Comparison	Salayea Elementary Public School	Salayea	Lofa
2114003	Comparison	Sucromu Elem & Jr High School	Salayea	Lofa
2114015	Comparison	Tailemai Public School	Salayea	Lofa
2120032	Comparison	Wuomai Elem & Jr High School	Zorzor	Lofa
2114006	Grant	Gleh Elem. & Jr. High Public School	Salayea	Lofa
2114009	Grant	Gbonyea Public School	Salayea	Lofa
2114002	Grant	Gorlu Elem & Jr. High School	Salayea	Lofa
2120013	Scholarship	Kpassagizia Public School	Zorzor	Lofa
2120008	Scholarship	Nekebuzu Public School	Zorzor	Lofa

School EMIS	Intervention Model	School Name	District	County
2120002	Scholarship	Ziggida Public School	Zorzor	Lofa
2120011	Scholarship+Grant	Boi Public School	Zorzor	Lofa
2120003	Scholarship+Grant	Zelemai Public School	Zorzor	Lofa
2120005	Scholarship+Grant	Zuwulo Public School	Zorzor	Lofa
2120007	Scholarship+Grant (Tutoring)	Borkeza Public School	Zorzor	Lofa
2120004	Scholarship+Grant (Tutoring)	Konia Garbo Elem. & Jr High (Garbo Elem. & Jr High)	Zorzor	Lofa
2120014	Scholarship+Grant (Tutoring)	Wakesu Public School	Zorzor	Lofa