



USAID
FROM THE AMERICAN PEOPLE

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

Annual Report

Year 2: 1 October 2014 – 30 September 2015



October 2015

A partnership with the:

American Institutes for Research and Forum for African Women Educationalists

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

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

Annual Report

Year 2: 1 October 2014 – 30 September 2015

Prepared by:

American Institutes for Research

20 October 2015

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

Table of Contents

| | |
|--|----|
| Acronyms | ii |
| I. Executive Summary | 3 |
| II. Description of Activities during the Year (October 2014 – September 2015) | 5 |
| A. Scholarship Program and Associated Activities to Improve Girls’ Access | 6 |
| B. Outreach Awareness and Community Mobilization | 15 |
| C. Parent Teacher Association (PTA) Capacity Building School Improvement Grants | 17 |
| D. Support to the Ministry of Education (MOE) on Topics Related to Girls’ Education | 23 |
| E. Capacity Building Support to FAWE | 26 |
| Project Monitoring and Evaluation (M&E), Research and Other Evaluation Activities | 27 |
| Project Administration and Management | 34 |
| III. Challenges and Lessons Learned | 38 |
| Challenges | 38 |
| Lessons Learned | 39 |
| IV. Status of Overall Project Progress and Performance on Key Indicators | 41 |
| V. Year 2 Activities Completed and Not Completed | 43 |
| VI. Plans for the Next Quarter (October – December 2015) | 46 |
| VII. Results towards Activity Objectives - Year Two Report | 47 |
| Performance Data Reporting Table | 47 |
| Annex A: AIR Assets | 57 |
| Annex B: Furniture Assets | 65 |
| Annex C: Disposition of FAWE Assets | 69 |
| Annex D: School Progress Card | 72 |

Acronyms

| | |
|----------|--|
| AIR | American Institutes for Research |
| ASRH | Adolescent Sexual and Reproductive Health |
| AYP | Advancing Youth Project |
| CEC | Community Education Counselor |
| CEO | County Education Officer |
| DEO | District Education Officer |
| DQA | Data Quality Assessment |
| EAC | Qatar Education a Child Foundation |
| ESDC | Education Sector Development Committee |
| EVD | Ebola Virus Disease |
| FAWE | Forum for African Women Educationalists |
| GAP | Girls Assistance Package |
| GBV | Gender-based Violence |
| GED | Girls' Education Division |
| GOAL | Girls' Opportunities to Access Learning |
| GRP | Gender Responsive Pedagogy |
| HIV/AIDS | Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome |
| L-MEP | Liberia Monitoring and Evaluation Program |
| LTTP | Liberia Teacher Training Program |
| M&E | Monitoring and Evaluation |
| MOE | Ministry of Education |
| NGO | Non-governmental organization |
| PMP | Performance Monitoring Plan |
| PTA | Parent Teacher Association |
| SEA | Sexual Exploitation and Abuse |
| SGBV | School Gender Based Violence |
| SIP | School Improvement Plan |
| STI | Sexually Transmitted Infection |
| UNICEF | United Nations Children's Program |
| USAID | United States Agency for International Development |
| USD | United States Dollar |
| WASH | Water, Sanitation, and Hygiene |

I. Executive Summary

The Girls' Opportunities to Access Learning (GOAL) Plus project is a 2.3 year¹ United States Agency for International Development (USAID)-supported activity implemented by a partnership comprised of the American Institutes for Research (AIR) and the Forum for African Women Educationalists (FAWE) Liberia. The GOAL Plus project builds on the success of the previous Millennium Challenge Corporation (MCC)-USAID/GOAL project to improve primary school girls' enrollment, attendance, retention, and completion in 60 schools in Bong, Lofa, and Grand Bassa counties. To this end, GOAL Plus is offering: (1) a scholarship program and associated activities to improve girls' access; (2) Parent Teacher Association (PTA) capacity building and community grants to improve the learning environments of schools; (3) an outreach awareness campaign to create support among parents and communities for girls' education and appropriate age enrollment²; (4) support to the Ministry of Education (MOE) on topics related to girls' education; and (5) capacity building support to FAWE to strengthen their finance, administration, logistics, and monitoring and evaluation (M&E) activities. Research and evaluation activities are being carried out to provide evidence concerning the performance of key interventions and issues than impact girls' success in education to inform the policy dialogue and programming related to girls' education.

The second year of the GOAL Plus project has been challenging yet productive. **In the first quarter of year two (October to December 2014)**, the majority of GOAL Plus activities focused on addressing issues and impact of the Ebola Virus Disease (EVD) on the education system and in the country of Liberia as a whole. Schools did not open in September 2014 for the 2014/2015 academic year and were closed indefinitely.

Project staff participated in MOE technical working groups to develop and implement the MOE's Emergency Response Plan, including GOAL Plus' role within the plan. GOAL Plus staff participated in the Ministry of Education Joint Education Assessment, which was led by IBIS and funded by UNICEF, to assess the impact of the EVD on schools and communities in Liberia. Data collection tools were developed and teams were sent throughout the country to collect information. GOAL Plus coordinated the activities in Bong County, held focus group discussions and key informant interviews, and submitted the responses to IBIS.

The American Institutes for Research (AIR) donated its own funds to pay for WASH materials including hand-washing buckets, soap, and chlorine. GOAL Plus staff distributed these items to its 60 communities through town hall meetings led by the town chief. Two sets of materials were given to each community, one to the town chief and the other to the mentor of the GOAL Plus girls' club in the school. The mentor was asked to take these materials to the school when it opened. At the town hall meetings, GOAL Plus staff talked to community members about Ebola, its impact in Liberia and shared preventive measures.

During this quarter, GOAL Plus staff worked largely from their homes using additional cell phone time and portable internet modems to do so. The Chief of Party had been evacuated a couple months earlier and managed the project remotely, with continued effectiveness in

¹ GOAL Plus received a no-cost extension of four months.

² To address the high proportion of overage students in the primary school grades.

directing and reporting the project activities and in coordinating multiple agencies and experts to assist the MOE in its Emergency Plan.

Washington, D.C. In December, the AIR Security Officer traveled to Liberia to assess the safety and security situation and deemed it possible for activities to resume as normal but with continued caution.

The second quarter of year two (January to March 2015) was a more optimistic period. GOAL Plus started off by preparing for schools to re-open and later resumed full operations in the three counties. While schools were closed, the GOAL Plus team completed procurement and packing of the scholarship packages and teachers' kits for distribution to all 60 GOAL Plus schools.

Project staff began to return to the field, first to assess the effectiveness and efficiency of the work at the field offices and of FAWE field staff, later to undertake the distribution of the scholarship materials and the Girls Assistance Package. Staff also returned to the communities to provide guidance and support for their completion of the grant-supported school improvement activities and to hold experience sharing and grant closeout meetings. The expatriate COP returned to Liberia to hand over his role to a new COP.

GOAL Plus focused on the planning, procurements and preparations for the scholarship packages and the implementation of the communication campaign for appropriate age enrollment, in order to be ready for the re-opening of schools; GOAL Plus implemented the Year 2 communication campaign, titled "Keep Winning," in Bong, Lofa, and Grand Bassa, to motivate parents to enroll their six-year-old children in grade 1. This builds on the theme of last year's communication campaign titled "B. A. Winner," which focused on getting children into pre-school at the age of three. Though with a slow start, schools officially opened in February 2015.

Also this quarter, GOAL Plus distributed scholarship packages to 6,073 girls in Grades 1-6 at 60 schools in Bong, Lofa, and Grand Bassa counties with 613 teacher support kits delivered to their teachers.

Girls' Clubs were re-established in all three counties; girls were elected leaders and contracts were signed with 68 Girls' Club Mentors (more than one per school in the larger schools). The re-establishment of the GOAL Plus tutoring program began with selecting tutors to work with girls with low academic performance.

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

In the third quarter of the project's second year (April – June), GOAL Plus completed the PTA grants from the first project year. The first round of project-sponsored school improvement grants had been suspended during the height of the Ebola crisis and re-commenced with GOAL Plus visits to the schools and PTA communities. With the start of the new school year after the crisis, some of the PTAs were restructured and new leadership took over. GOAL Plus held refresher training for the PTAs and guided them as they implemented their school improvement projects.

The AIR research team traveled to Liberia this quarter and data collection took place in all three counties to examine 1) patterns of re-enrollment post Ebola, 2) community resilience, and 3) school-community assets and gaps after the Ebola crisis. Additionally, the research also looked at the indirect effects of Ebola Virus Disease (EVD) on students, their education and the EVD impact on girls specifically with regard to their education.

Also this quarter, GOAL Plus started the Community Education Counselor (CEC) by hiring a consultant who first conducted research in the field to gather information on school and community opinions on and the incidence of gender-based violence. A training manual was developed and a training of trainers workshop was held with participants from the school and communities as well as from the Ministry of Education.

During the fourth quarter of the second year of the GOAL Plus implementation (July to September), GOAL Plus received a four-month, no-cost extension until February 2016 allowing field activities to continue for the first months of the 2015/2016 school year.

GOAL Plus developed the criteria for the second round of PTA school improvement grants this quarter, solicited and received proposals from all 59 schools. The selection panel reviewed the proposals and awarded 21 PTAs grants in the amount of \$500 each for their school improvement projects.

Implementation of the PTA grants was underway and supported by the GOAL Plus Community Mobilization team. Preparations were also carried out for the next distribution of scholarship materials to girls, teachers and schools. Items were procured and stored in the Monrovia warehouse where packages were put together for distribution to the counties.

Also this quarter, GOAL Plus teams traveled to the communities to promote the Back-to-School campaign and to encourage appropriate-age enrollment of both boys and girls – age 6 / 7 in grade one.

Lastly, AIR GOAL Plus worked closely with its in-country partner, FAWE, which ended its sub-award this quarter.

II. Description of Activities during the Year (October 2014 – September 2015)

Introduction

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

The second year of GOAL Plus was designed to further solidify these components for continued improvements in girls' opportunities to access learning.

The Ebola Virus Disease (EVD) outbreak required a complete response from the Government of Liberia (GOL), including indefinite closure of the schools and forced leave for non-essential government staff. A skeletal staff at the MOE continued to plan and organize with support from donor and implementing partners. Project staff focused on continued preparations for schools' re-opening, such as procurement and readying of the scholarship packages and the back-to-school/appropriate age enrollment campaign messages and materials, as well as participating in

MOE technical working groups to develop and implement the MOE’s Emergency Response Plan and the GOAL Plus role within the plan.

As conditions improved in the country, GOAL Plus staff visited project-supported schools to assess conditions in each location and to re-engage with communities, school leaders, and PTAs. The results were promising and the project planned for re-engagement to prepare for school reopening in early 2015. After a return assessment visit by AIR’s security and safety advisor, it was agreed with USAID that GOAL Plus could resume full operations in early 2015.

In the second year of the project, GOAL Plus received a four-month, no-cost extension until February 2016 to allow sufficient time for the completion of all project activities; school data collection, analysis and reporting; presentations to the Ministry of Education, USAID/Liberia and other project stakeholders; the closure of the field office; and the final financial and programmatic reporting. The Annual Implementation Plan for Year Two was updated to reflect these changes.

A. Scholarship Program and Associated Activities to Improve Girls’ Access

Scholarship Packages

The first activity in January 2015 was the procurement and preparation of the scholarship packages and teachers’ kits and school supplies to be distributed to all 60 schools. In preparation, an assessment visit was made in February, after the height of the EVD crisis, to determine enrollment figures and examine the condition of the warehouses after they were left unattended during the school closure. As a result, some follow-up construction and maintenance were required on the warehouses.

Based on the data collected, the scholarship items were purchased, delivered, packaged per school, and stored in a warehouse in Monrovia until it was time for distribution when they were shipped to the county warehouses. All girl students were measured and uniforms were especially tailored for GOAL Plus, assuring that the girls received the appropriate uniforms for their particular schools. From March to April 2015, these in-kind scholarship packages, which included a uniform, a book bag, school supplies, and basic hygiene items were distributed to 6508 girls enrolled in grades 1 to 6, and to 134 appropriate age boys in grade 1.

Table 1: Summary of scholarship packages and teaching/learning materials distributed in March 2015

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

GOAL Plus also provided the Girls Assistance Package (or GAP), after confirmation of enrollment numbers, reimbursing school-related fees amounting to a total of US\$35,748.51. While payments vary from school to school, on the average GOAL Plus paid US\$6.00 on behalf

of each child to cover mandatory fees for PTA, school maintenance, physical education T-shirts, sports activities, student handbooks, report cards, and grade sheets. The GAP payment took place two to three weeks after the in-kind distribution so that enrollment rosters could be verified and fee amounts confirmed. Principals were advised of the distribution of school fees and uniforms and agreed not to turn any girl students away in the absence of these before the GOAL Plus distribution.

GOAL Plus works closely with the school administrations and PTAs to use their bank accounts for transfer of the fees payments but not all schools/PTAs have been successful in opening their accounts on account of bank fee requirements.



Two primary school girls sign for their Girls` Assistance Package (GAP)

The original plan was to have one scholarship distribution each academic semester, which usually amounts to twice a year. However, on account of the EVD, schools did not reopen in September 2014 and only re-opened in February/March 2015. The first MOE plan was to end the academic year in November 2015 which would have allowed for two GOAL Plus distributions, but the MOE decided to curtail the year after one semester and ended it in July 2015. Therefore, with only one semester in this truncated academic year, GOAL Plus distributed one semester of scholarship packages and GAP payment rather than its usual two.

Last year, Mrs. Sulenteh, the wife of the Liberian Ambassador to the United States, served as a role model for girls and their parents by telling her own life story growing up in Liberia, in a set of videos shown in Grand Bassa County. This reporting year, Mrs. Sulenteh wrote a letter encouraging girls to attend and stay in school. In March 2015, the letters were distributed during the scholarship distribution; in August 2015, a second letter from Mrs. Sulenteh was given out to all girls through their school principals.

Along with the scholarship packages, GOAL Plus provided a basic teacher's kit to all teachers in the primary school grades at the beginning of each semester. The teacher's kit included a lantern and batteries for teachers to work on lesson plans and correct homework at night, lesson planning books, chalk, blackboard paint, copybooks, pens, and pencils. All teachers

received a book bag with basic supplies. Pre-primary teachers, who are predominately woman as opposed to the rest of the school teachers who are mostly men, also received teachers' kits during the distribution to support females in the teaching field. This year, **590** teachers received the scholarship packages/teaching and learning materials at the 60 GOAL Plus supported schools. (See Table 1 on page 6.)



USAID Education Team Leader delivers GAP to a primary school girl

USAID/Liberia Education Team Leader and Education Specialist, Patrick White and Miriam White, respectively, as well as the GOAL Plus Home Office Project Manager, Matthew Murray and COP, Leesa Kaplan, all traveled to Bong to participate in the distribution at David Fejue Public School (incidentally, constructed by the US Government in 1964), handing out scholarship items to the girls and interacting with the students, teachers, principals, parents and county education officers. Ms. White also traveled with the GOAL Plus distribution teams to other schools in both Bong and Lofa. The USAID/Liberia Deputy Team Leader, Simone Brown, also visited two GOAL Plus schools in Lofa County, Bokeza Public Schools and Zuwulo Public School, during the distribution period.

By the end of this reporting period, preparations for the 2015-2016 academic year were nearly complete and the teams were preparing for travel early in October. The scholarship materials, teachers' kits and school supplies were purchased, packaged and stored in a secure location for the new school year. Enrollment data were collected during a September field visit. In addition to the regular in-kind items, GOAL Plus procured and prepared to distribute to all 60 schools equipment and materials to clean the learning environment - wheel barrow, rake, dust bin, gloves, and soap – all donated by AIR. Staff developed training messages and handouts on school cleanliness and hygiene to be delivered with the items.

Through its relationship with the USAID-funded Liberia Teacher Training Project (LTTP), GOAL Plus received a consignment of 10,146 assorted Early Grade Readers, teachers’ manuals, and student activity books for reading and math and also prepared to distribute these to all 60 schools.

GOAL Plus had one extra tin trunk of books, a mini library, from the International Book Bank after delivering 60 to its project schools last year. This year GOAL Plus donated that trunk which has been labeled “Think Trunk” or book box to Youth Exploring Solutions (YES), a not-for-profit local non-governmental organization which holds a Saturday program offering reading enrichment in three schools in Liberia. GOAL Plus also conducted a one-day training for 15 of the project volunteers, including project staff, principals, teachers, and students, on the usage and maintenance of the resource library. Topics included approaches for borrowing and returning books, the structure of a library and the maintenance, storage and safety of books. Collaboration with the YES project began in early 2014, prior to the outbreak of EVD in Liberia.

Activities to Improve Access and Girls’ Academic Performance

GOAL Plus carried out a number of activities to improve education access and the academic performance of girls with the goal of keeping girls in school by providing training, organizing clubs, offering mentoring and tutoring and other activities.

Best Performing Girls

During the 2015 academic semester, GOAL Plus supported girls in various ways, with tutoring, girls’ clubs, GAP payments and scholarship materials. These project components contributed to high marks for some girls. Girls attending GOAL Plus supported schools who obtained a semester average of 85% and above are given special recognition each school semester. They receive certificates and a small educational gift such as books during a public gathering with their families and the community to show appreciation for their performance. Over time this exercise has proven worthy, as it has served as a motivating force, inspiring positive competition among students. Other parents and their children take on the positive challenge and are encouraged to achieve academically. Two hundred and forty-four (244) girls were identified in the 2015 academic year and will be awarded in the coming year.

Table 2: Number of best performed girls in USG supported schools receiving award in academic year 2015.

| County | Best Performed Students (girls only) |
|---------------|---|
| Grand Bassa | 112 |
| Bong | 40 |
| Lofa | 92 |
| Total | 244 |

Girls’ Clubs

Shortly after the re-opening of schools in February and March 2015, the GOAL Plus Girls’ Clubs were re-established in all 60 schools in the three counties, with more girls interested than ever before. For membership, priority is given to girls, age 10 and above, as the older girls are especially likely to drop out of school. Membership is also extended to girls not in school, from the school community and surrounding communities as well. Membership also includes some girls who had dropped out of school previously and then later returned, to encourage girls who have dropped out to also return to school.

The total number of Girls Club membership attending regular meetings is 1,745, as detailed in the chart below. Some Girls Club activities include live drama and cultural performances during market days, home visits to girls in and out of schools, awareness talks on the importance of girls’ education and meetings to discuss exploitation and harassment.

Table 3: Girls regularly attending GOAL Plus supported Girls Club meetings

| Location | Total Number of Girls |
|--------------------|-----------------------|
| Lofa | 561 |
| Bong | 612 |
| Grand Bassa | 572 |
| Grand Total | 1,745 |

An annual Girls Club assembly was held each county for a total of 402 participants 67 Girls’ Club mentors and 335 girls. During the assembly, guest speakers related their own stories about how they managed to persevere and succeed and how other girls could follow their example. These presentations served to motivate the girls to make good decisions for their life.

The Girls’ Club Assemblies were conducted indoors and out. The indoor activities included Spelling Bees; contests in Math, Social Studies, General Science, and Language Arts; and competitions in singing. The outdoor activities included games such as jumping rope, bag races, eggs race, and kick ball. Every club was given the opportunity to present on the successes and challenges they encountered in running their clubs.

During the Girls’ Club Assembly, the winner was recognized and given a winning prize that included kick ball and a ludo board each. The winners for the four code subject contest were Zaggida Public School in Zorzor District, Lofa County; William R. Tolbert Public School in Bong County, Zota District; and Tubmanville Public School in Grand Bassa County, District #3. The rest of the girls’ clubs were encouraged to perform well the next time they participate in the assembly.

Mentoring

GOAL Plus conducted the refresher training for 67 Girls Club Mentors in all 60 project schools. The training was aimed at enhancing and building the capacity of the female teachers and community members serving as Girls Club Mentors. Participants were introduced to topics included in the Girls Club Activity Books related to health, physical and psychological growth, and the overall development of the female child. Additional training content consisted of details

on the purpose of forming a girls club, how to run a club in a school, the appropriate ages for club members, and various activities to carry out during club time, addressing the plight of girls. The manual is written at an appropriate level so that females with primary level education can become club mentors with basic training. The manuals include illustrations to enhance understanding of each activity.

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

Table 4: Girls Club mentors trained this quarter

| Location | Total Number of Mentors (all female) |
|--------------------|--------------------------------------|
| Lofa | 20 |
| Bong | 24 |
| Grand Bassa | 23 |
| Grand Total | 67 |

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

Tutoring

After the first grading period in 2015, GOAL Plus re-started its tutoring project for girls facing difficulties in earning high marks. The after-school program engages school teachers who provide extra help focused on the four core subjects, math, English, science and social studies.

This year, a number of the tutors from last year continued to participate and additional tutors were recruited from program schools in collaboration with principals, teachers, and parents. All 64 tutors for year two were trained to provide support to the girls after classroom hours.

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

Table 5: GOAL Plus tutors trained

| Location | Female | Male | Total |
|--------------------|----------|-----------|-----------|
| Lofa | 3 | 19 | 22 |
| Bong | 0 | 24 | 24 |
| Grand Bassa | 2 | 16 | 18 |
| Grand Total | 5 | 59 | 64 |

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

As shown below, 1,273 girls attended the tutorial classes this year.

Table 6: Girls participating in tutorial classes

| Location | Total Female |
|--------------------|--------------|
| Lofa | 418 |
| Bong | 477 |
| Grand Bassa | 378 |
| Grand Total | 1273 |

Gender Responsive Pedagogy

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

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

Table 7: Gender responsive pedagogy training participants

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

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

Comments from participating teachers:

- From now on, I will always make girls participate in all activities in class.
- This GRP will really be useful in my school.
- I never knew the difference between gender and sex until I sat in the GRP workshop.
- When I go back to my school, I will change my teaching approach towards students by giving time for feedbacks and time off to attend to both girls and boys.
- I will always be mindful of the language I use in class: not to use bad language on students to discourage them.
- I will work with other teachers in my school to make sure that girls do not drop out.

Comments from a District Education Officer following the training :

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

- In making the school's rules and regulations, I will involve both girls and boys to participate.
- I will try in my own weak way as Principal of my school to provide a safe and healthy environment for all students, especially girls.
- The GRP Training, when practiced, will make me a professional teacher
- We know the importance of female teachers. From this workshop, we will encourage females to join the teaching field.



Primary school girls that received GOAL Plus GAP

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

Gender Based Violence (GBV) and the Community Education Counselor

GOAL Plus project includes a component that provides Community Education Counselors at the local level to support girls and their families in addressing gender based violence. The overall objective of this initiative is aimed at minimizing violence against girls in school and the school community, increasing girls' attendance at school. Working with the Ministry of Education, it is anticipated that this initiative will be adapted to form part of the MOE national policy.

The formal justice system of Liberia remains out of reach of many victims and their parents. It is slow, inefficient and widely viewed as expensive or corrupt, as there is no legal aid or victim support funding unless an international NGO or the UN that provides an advocate paralegal to shepherd a case through a long process, community watch teams or monitor from NGO have provided some such support for victims of SGBV who would otherwise depends on the intervention of chiefs or elders, in contravention/violation of the Liberia law.

In GOAL intervention communities, there have been some rumors of GBV cases that but were left unattended. To verify some of these stories, provide support to the victims or survivors and hopefully minimize the problem, GOAL Plus hired a GBV Consultant to research the problem and develop training materials that would help in the preparation of community volunteers who could possibly assist in dealing with the issues as they arise after receiving the training. The consultant was asked to:

- Conduct a desk review of materials on SGBV in schools and communities
- Write a summary findings on desk review
- Conduct a research in selected communities in Lofa, Bong and Grand Bassa counties and submit report on findings
- Develop training content
- Develop counselors’ Training of Trainers Manual and conduct training
- Develop Training Manual for CECs and serve as a guide to facilitators during CEC training

The consultant conducted a survey on GBV in six project schools and communities, to analyze the data, and use it in the development and implementation of a Training of Trainers’ workshop whose participants in turn, trained the selected 65 Community Education Counselors in all three counties (23 from Bong, 22 from Grand Bassa, and 20 from Lofa Counties). Training topics included: Definition of key gender terms, GBV evidence in the communities, CEC response to incidences of violence and abuse to children in schools and communities, causes and consequences of GBV, addressing perpetrators, GBV as a violation of human right, prevention strategies, confidentiality and respect, and the role of community stakeholders.

Table 8: Number of Community Education Counselors’ trained by county

| County | Number Trained |
|---------------|-----------------------|
| Bong | 23 |
| Grand Bassa | 22 |
| Lofa | 20 |
| Total | 65 |

Participants were unmistakably motivated and asked questions to clarify doubts on how to follow cases that occur in their homes, schools and communities, especially since they have never known the steps to take in such cases in the past. They promised to become more involved and requested that they be identified through a badge or certificate that could be shared with the proper authorities for readdress if there were GBV cases in their communities.

In coordination with the GOAL Plus team, the consultant developed a Community Education Counselors' (CEC) Handbook on Gender Based Violence Prevention and Response which can be used as a guide for the CECs in the field.

Armed with knowledge on how to recognize symptoms of a victim and to try and help him or her, the CECs returned to their respective communities to help address GBV-related barriers that have prevented girls' enrollment, retention and completion of primary education in local schools.

When they returned to their communities, GOAL Plus followed up by putting together a CEC startup kit to be distributed to each counselor. The kit contains: the counselor training handbooks, training certificates, flashlights, batteries, notebooks, pen and pencils, megaphones, box files, phones, plaster folders, and backpacks.

To continue to impact CEC program, linkages must be built with other community structures through community awareness programs and program synergies with appropriate line ministries at the local level in counties. People need to be educated on the negative effects of GBV and on the prevention and response measures through town hall meetings and the media/ radio talk show which has a widespread coverage.

B. Outreach Awareness and Community Mobilization

To support and increase enrollment, attendance, retention and promotion rates of girls in primary schools, the team conducted a number of activities.

Back to School Campaign

In August 2013, the MOE, with support from MCC GOAL, conducted an enrollment campaign that asked parents to enroll their child in school at the right age – and at the right time. GOAL Plus continued that effort with its Back-to-School Campaign on the theme “*Keep Winning at age 6 for grade 1,*” again encouraging parents to have their children start school at the right age. In order to increase awareness at the national level, GOAL Plus distributed assorted materials with this campaign message in the three counties and in Monrovia. The materials included postcards, stickers, calendars, t-shirts, posters and billboards in the counties with photos of prominent local Liberian women. Two more billboards were maintained in Monrovia to promote the appropriate age enrollment campaign. The campaign also included messages in English and the local languages broadcast on national and local radio stations in the three counties and Monrovia.

Just after the major campaign efforts, GOAL Plus made a visit to the Liberia Broadcasting System (LBS) to show its appreciation to the management for its support in the “Starting School at the Right Age” campaign. Afterwards, on March 3 – 4, 2015, the LBS prime time national radio and television news aired a 60-second spot featuring the USAID-funded GOAL Plus project and promoted its objectives to increase girls' access, retention and completion rates in 60 primary schools in Bassa, Bong and Lofa counties. The LBS Deputy Director General, Patrick Hanoi, thanked the GOAL Plus team for working to promote education for girls in Liberia, something he referred to as the bedrock for development.

Radio Talk Shows

In order to increase coverage of the campaign, GOAL Plus organized and conducted one radio talk show on April 3 on the Eternal Love Broadcasting Corporation ELBC, the national radio station of the Liberia Broadcasting System. The Director for Girls Education at the Ministry of

Education was co-host along with GOAL Plus Gender & Education Specialist for an hour-long coverage. This medium was used to convey the campaign's message to a wide audience. The presenters discussed the many advantages of enrolling girls in school and having them stay in school – advantages not only to the girls themselves but to the entire family and community. ELBC is the nation's largest media company with the widest national coverage and a listening audience in rural areas.

Town Hall Meetings

Another approach to stress the importance of girls' education has been through town hall meetings. GOAL Plus took the lead in holding town hall meetings in the school communities at various times throughout the year. Parents, students, other family and community members, school and other local government administrators attended the meetings. GOAL Plus prepared talking points to lead community discussions on enrollment and attendance in school. The team provided answers to the many objections stated by parents for not registering their children in school or not sending them to school at the right age. For instance, some parents said that schools are too far away; others say the high costs of PTA and other fees prevent them from registering their children. Some said that their children are too small and/or too young to enroll in school even though in some cases some children are more than 10 years of age and have never sat in classrooms. After stating all these objections by parents, the team began the discussion on the importance of girls' education by asking parents who they think will take care of them when they are old. The parents answered their children. The team then began to explain to parents the benefits of educating girls and boys as well.

Parents became aware that once children start school at the right age, their learning will pay off. Students will finish school and will be able to help their parents and communities. Parents also got to know that once girls start school at the right age, they are less likely to get pregnant while they are still in primary school. As it is, a girl at age 11 or 12 in grade six is less likely to get pregnant than a 15-year-old girl in grade three.

To conclude, the mobilization team provided specific and targeted enrollment and retention awareness campaign messages to parents that might help to motivate them in registering their children in school and sending them to school at the right age. Many parents at the end of the town hall meetings made commitments to register their children in school and continue to support them.

Additional Campaign Messages for the New School Year

Just as schools were opening again in September 2015, GOAL Plus returned to the field to promote the enrollment of girls. Town hall meetings were held to encourage parents to enroll their children, especially girls. Town criers were contracted to spread messages on school enrollment and attendance at market places, rock crushing sites and mines, targeting parents whose children are not registered and/or not usually attending school. GOAL Plus also aired live messages on girls' enrollment, attendance and the benefits of girls education on five different community radio stations: Radio Gbehzon and Radio Wee in Grand Bassa, Radio Life in Lofa, and on Radio Gbartata and Radio Zota in Bong. Key discussion points included addressing parents concern of cost, distance and the right age to begin school. During the talk show, GOAL Plus staff stressed the need for parents who have not registered their children in school to begin registering their children especially at the right age. Parents were advised not to wait until it is too late.

C. Parent Teacher Association (PTA) Capacity Building School Improvement Grants

PTA Grants

A substantial component of the GOAL Plus project is to build the capacity of the PTAs to improve the learning environment.

2014 PTA School Improvement Grants - During the first year of the project, thirty-one (31) PTAs across six districts in three counties of Bong, Lofa and Grand Bassa that did not previously receive support from the GOAL project received first-time school improvement grants in the amount of \$1000 under GOAL Plus. The PTAs received training in the development of a School Improvement Plan (SIP), grant proposal writing, financial management and project implementation.

With the onset of the EVD crisis and the continued closure of schools, the implementation of these grants was delayed. The PTAs had received the funds but with the closing of school and the delay in reopening them, implementation of the grant projects was postponed. Some PTAs had not even withdrawn the funds from their bank accounts; the principals of the schools that did withdraw the funds, kept them secure until able to use them. Though schools had not officially opened, some PTAs were able to initiate their projects, taking great care as they worked in the vacant schools. When the schools re-opened in February and March 2015, all 31 PTAs were implementing their projects using the funds and the training that they had already received.

As soon as schools were back in session in February 2015, the GOAL Plus team returned to the field to carry out experience sharing meetings for the 59 PTAs and to support the 31 of these schools as they resumed the implementation of their grants.

Experience Sharing Meetings were held with representatives from all schools; however, separate sessions were held with participants who received a 2014 grant and those who did not receive a 2014 grant but had received a grant in previous years. An important outcome of these meetings was the fact that even without GOAL Plus funding, the PTAs without the 2014 grants still developed their School Improvement Plans and carried out successful projects. Some sought funds elsewhere; others found support within the community itself. This is evidence that the training GOAL Plus conducted on School Improvement Plans, PTA Leadership and Management resulted in schools working independently.

In the months that followed, the 31 PTAs completed their grant-funded projects and the close-out for 2014 school improvement grants was concluded in June 2015, when all 31 schools submitted their financial and narrative reports.

2015 PTA Grants – In May 2015, GOAL Plus announced to all 59 PTAs the beginning of the application process for the 2015 school improvement grant proposals. All PTAs were provided technical assistance on the application requirements and procedures. This year, on account of the limited number of months to implement the grants, GOAL Plus added new criteria for selection. Only PTAs which were able to complete its previous grants in three months or less were eligible for grants in the second round.

Fifty-nine proposals were received for the Year Two School Improvement Grants. Each proposal package included the application, past grant financial reports, records from each school and the School Improvement Plan. The proposal review was held on June 5, 2015. Three representatives from the Ministry of Education Girls` Education Division and the PTA Department and three

GOAL Plus staff members participated in the competitive review and selection process. The committee met for one day to review all proposals and select the successful applications.

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

After this rigorous competitive process, school improvement grants were awarded to 21 schools in Bong, Lofa and Grand Bassa counties. (See list of schools in Table 10.) Before schools were awarded the school improvement grants, each school signed an agreement letter which detailed the commitment between GOAL Plus and the PTA in support of the school improvement project. It indicated the specific GOAL Plus contribution in cash value for the school improvement project as well as the cash or in-kind contribution from the PTA and community. The school improvement grant will be disbursed in two installments to the schools. The first installment has been made to all 21 schools and the second installment will be made after a mid-term review to verify that the first installment was used for the intended purpose, and all financial reports of the first installment are liquidated by the schools. Schools in Grand Bassa and Bong school improvement grants were deposited in PTA accounts and schools in Lofa school improvement grants were made through bank transfer.

The implementation of the 2015 PTA grants for school improvement was on hold for a few weeks in May and June 2015 as GOAL Plus awaited the approval for the no-cost extension. Without the additional months, it would not have been possible for the PTAs to implement the second round of grants.

With the approval of the extension, GOAL Plus moved forward with the first phase of school improvement grants, signing agreements with the 21 PTAs. Seventy-five percent (75%) of the grant funds, amounting to US\$375 per school, was deposited in the PTA bank accounts. Over the counter checks were provided to schools which still had difficulties opening bank accounts.

PTA Strengthening

Restructuring PTA Leadership

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

To motivate PTA leaders and members to continue their efforts, GOAL Plus included this topic in the Town Hall meetings to provide coaching sessions to communities on leadership knowledge and skills.

PTA Leadership Refresher Training

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

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

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

Table 9: Participants attending PTA Leadership Refresher Training

| County | Number of Schools | Number of Males | Number of Females | Total Participants |
|--------------|-------------------|-----------------|-------------------|--------------------|
| Lofa | 18 | 65 | 25 | 90 |
| Bong | 24 | 84 | 36 | 120 |
| Grand Bassa | 17 | 67 | 18 | 85 |
| Total | 59 | 216 | 79 | 295 |

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

The MOE PTA Operational Manual and the GOAL Plus How-To Manual were used as facilitation guides on the following key topics.

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

Participants discussed organizing successful PTA meetings which can lead to successful school improvement planning, implementation and resource mobilization. They came up with key motivating factors necessary to influence parents to attend PTA meetings - flexibility in meeting

time and date, easily accessible venue, effective and efficient use of time, and participatory meetings which are not dominated by one or two individuals.

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

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

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

PTA Assessment Analysis

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

Lofa County

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

Bong County

PTAs in Bong County are making progress on having a clear mission or vision for their schools, practicing participatory decision making, and promoting transparency and accountability.. There

are still gaps in the rotation of leadership and leadership responsibilities, PTA roles and responsibilities, school improvement planning, effective recruitment and motivation of volunteers and their sustainability, and raising funds.

Grand Bassa

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

PTA Grants Financial Management Refresher Training

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

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

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

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

Table 10: 2015 School Improvement Grants - Financial Management Refresher Training

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

School Progress Cards – Measuring what schools value

GOAL Plus facilitated a process called “Measuring what Schools Value” using the School Progress Card as a tool for measurement. The purpose of the School Progress Card is for the school community to assess themselves and to know exactly where they stand in term of school management and improvement. It is a motivation tool for school improvement and gives a clearer picture to school community members on what is working and what is not. All GOAL Plus 59 school communities participated in the School Progress Card evaluation exercises which occurred in a community-wide meeting. Participants came from the school community and included principals, teachers, parents, students, and other community members. The School Progress Card activity was conducted in each individual school community and school community participants themselves evaluated their own school.

The School Progress Card itself is comprised of nine categories: Sanitation and Safe Drinking Water; School-Community Relations; Support for Teaching; Supportive Learning Environment; Security, Safety, and Psycho-Social Wellbeing; Recreational Activities; Healthy School Environment; School Record Keeping; and Opportunity to Learn that contribute to school improvement. Under each category, there are several indicators and each indicator received a specific score from a range of score options as agreed upon through consensus by participants at the meeting. After scoring all the indicators under each category, the sum total of the actual

score of all categories was recorded as the total actual progress card score for a school community. The total actual progress card score for each school community was further associated with a particular color code. There are five color codes: red, yellow, green, purple and blue. Each color code has a specific definition and a range of score options. According to the definition of the color code, the red level is a danger zone and mark ranges from 0-50. At the red level, a school fails to maintain and promote academic excellence and a healthy learning environment. The yellow level mark ranges from 51-99. At this level, the school is slowly moving from the danger zone and has just started understanding the concept of what it takes to create the basics for learning opportunities. A school is qualified to be at the green level if it is marked in the range from 100-139. At this level, the school PTA, parents and students understand what it takes to create the basics for opportunities to learn, but have not yet taken adequate action to bring about change. The purple level mark ranges from 140-179. At this level, schools are practicing basic hygiene, the school is receiving support from the PTA and school management is coordinated in a good manner. There is also high enrollment, attendance and completion rates of girls and boys. At the blue level, the school is promoting academic excellence and promoting healthy learning environment and is a model school. The blue level mark ranges from 180-201.

School Progress Card findings

Findings from the school progress card evaluation show that none of the GOAL Plus 59 school communities in Bong, Lofa and Grand Bassa counties fall into the red or yellow categories. In Bong County, 15 schools fall in the Green Category and 9 schools fall in Purple Category. In Grand Bassa 9 schools fall in Green Category and 8 schools fall in Purple Category. In Lofa, 8 schools fall in Green Category and 10 schools fall in Purple category.

D. Support to the Ministry of Education (MOE) on Topics Related to Girls' Education

In year two of the project, GOAL Plus continued providing support to the MOE through a number of activities.

Joint Assessment in Bong

GOAL Plus staff participated in the Ministry of Education Joint Education Assessment, led by IBIS and funded by UNICEF, to assess the impact of the EVD on schools and communities in Liberia. The assessment was intended to determine the impact of Ebola on Education in Liberia for the reopening of schools at the national, county and district levels and the upcoming Education sector review.

Data collection tools were developed and teams were sent throughout the country to collect information. The GOAL Plus M&E team coordinated all efforts in Bong County, served as lead data collectors there. The assessment was carried out in 37 schools (public and private) in November 2014 in Bong using the following tools: Key Informant Interview for School Administrators, Focus Group Discussion for Learners, and Focus Group Discussion for Parents. Responses were submitted to IBIS for analysis. At the national level, the assessment covered nine counties that represented different levels of Ebola prevalence, with total of 351 schools participating across the country.

Education Cluster Ebola Response and leading the WASH distribution in Grand Bassa

As part of the Education Cluster's activities to respond to EVD, GOAL Plus provided input on the MOE's Emergency Response Plan and volunteered to coordinate the distribution of WASH

materials and training to all schools in Grand Bassa, amounting to more than 300 primary and secondary schools. UNICEF led the efforts in the entire country. In Grand Bassa, GOAL Plus took the lead to see that the WASH materials were delivered to all schools there and trained the School Safety Committee members at five our program schools and ten other schools in Grand Bassa. The WASH materials included hand-washing barrels, buckets, brooms, soap, chlorine, and other like items to be used in cleaning and preventing the spread of the EVD.

GOAL Plus continued to participate in weekly Education Cluster meetings, which later became bi-weekly, as the Ebola crisis subsided. In September 2015, the Cluster official disbanded and all education in emergency issues will now be part of the Education Sector Development Committee (ESDC).



GOAL Plus staff delivers hand washing buckets and hand washing soap during Ebola response

Education Sector Development Committee (ESDC)

GOAL Plus participated in the monthly ESDC meetings examining topics of interest to the sector in Liberia. This year, the most prominent and pressing topic was addressing the prevention of the spread of Ebola and its affects and impact on schools and communities.

Joint Education Sector Review

Beginning in April, the Chief of Party and the Gender and Education Specialist began their weekly participation in the Primary and Secondary Education Technical Working Group for the Joint Education Sector Review which culminated in August 2015 in the Education Roundtable, “Getting to Best,” chaired by H. E. Madam Ellen Johnson Sirleaf.

Education NGO Forum

GOAL Plus participated in Education NGO Forum meetings throughout the year, meeting to discuss common issues among all organizations and the MOE to better understand the field issues and to find common solutions where possible.

As part of the Education NGO Forum objectives, GOAL Plus staff simplified the Teachers’ Code of Conduct into a reader-friendly version and distributed both the abbreviated version and the policy document to all GOAL Plus schools. The same was done for the Girls Education Policy also distributed to all GOAL Plus schools. During the scholarship distribution activities,

GOAL Plus also spoke to students, teachers, school administrators and parents creating an awareness of these two policy documents, their content and implementation.

Validation of the PTA Policy

The Ministry of Education (MOE) planned four workshops – three regional workshops and one final session - to have local participation in the validation and roll out of the PTA Policy. GOAL Plus participated the PTA Policy validation workshop in Tubmanburg, Bomi County, organized by the renamed Ministry of Education PTA Division, now the Division of Parents, Community Engagement and National Dropout Prevention (PCENDP). Its revised aim and objective is to promote community ownership of school improvement. During this regional validation, participants from the Ministry of Education at the county level - DEOs, CEOs, PTA County Focus Persons – joined three Education NGO partners (GOAL Plus, Save the Children and UNICEF).

The intent of the validation activity was to decentralize the PTA operations and to have input into the document from the people at the rural, community level. They are the ones who will ultimately implement and benefit from policy. Having their input incorporated into the PTA policy enhances community-level ownership of it. The meeting facilitators presented the objectives and overview of the workshop and participants reviewed the policy. Participants were divided into four working groups for the day, with each group assigned chapters in the policy to carefully review, analyze, delete and/or provide recommendations that could make the policy viable in the Liberian context. The most prominent among the recommendations was that the PTA should work along with the school administration to ensure that the Teachers' Code of Conduct is implemented to the letter at both the school and community levels.

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

Support on Other Policy Documents

In addition to the above, GOAL Plus stored the National Girls Education Policy for the MOE until it was ready to distribute to all MOE schools. Additionally, GOAL Plus provided its expertise through input on the draft Educators Management Policy which was developed in collaboration with education stakeholders and the MOE with LTTP taking the lead.

Back-to-School Campaign

As mentioned above, GOAL Plus carried out a communication campaign in Bong, Lofa, and Grand Bassa titled 'Keep Winning' to remind parents to enroll their children in school when they reach the appropriate age, continuing the theme of last year's communication campaign titled "B. A. Winner," which focused on getting children into pre-school at the age of three. The campaign launched prior to the re-opening of schools and included t-shirts, banners, stickers, radio spots billboards, fliers, posters and town hall meetings. Non-political role models were identified from the three counties of Bong, Lofa, and Grand Bassa to aid with the promotion.

Community Education Counselors

As mentioned previously, GOAL Plus designed, developed, trained and began to implement the

MOE program to provide Community Education Counselors to schools and to initiate services to girls and communities on addressing gender based violence and providing support to its victims.

Support to M&E

This year, GOAL Plus began to plan a training for both central and county-level MOE staff on M&E and using data for decision making. Additionally, AIR is in discussion with the Ministry of Education regarding providing support on the MOE development and implementation of a Monitoring and Evaluation System for the MOE Operational Plan. This activity is separate from the GOAL Plus project yet contributes to this objective.

On-going Update and Partner Meetings

GOAL Plus staff frequently met with representatives from the central and county MOE staff on an ongoing basis as we work in collaboration on all project activities. GOAL Plus participated in the MOE retreat to discuss challenges and successes with school reopening. Towards the end of the project year, a meeting was held with MOE Assistant Minister Felicia Doe-Sumah to provide an update on project accomplishments, share plans and solicit input on future project activities, with special consideration for sustainability once GOAL Plus comes to a close. Also attending were USAID/Liberia AOR, Miriam White; MOE Girls' Education Director, Lorpu Mannah; Director for Secondary Education, Ruben Duo; and Regional Supervisor, Nageh Wesseh.

E. Capacity Building Support to FAWE

Ongoing Mentoring and Coaching

AIR continued its collaborative and productive working relationship with its GOAL Plus partner, FAWE. FAWE addressed and built relevant capacities for project implementation, including responsive financial budgeting and reporting, and the planning and implementation of field activities. Planning between AIR and FAWE for GOAL Plus field activities changed slightly this year as a result of new project leadership. AIR and FAWE leadership coordinate overall plans and AIR programming staff meets more regularly with FAWE programming staff to plan, coordinate and implement activities and to improve the flow of communication among field staff, program staff, and the FAWE office. AIR and FAWE financial teams continued to meet to facilitate budgeting, expenditures and reporting. Representatives of FAWE staff will also join the AIR GOAL Plus weekly meetings.

Before the scholarship distribution in March 2015, the GOAL Plus Scholarship Manager led a one-day workshop to prepare the FAWE staff for the field activities. Workshop topics included: strict adherence to the national EBOLA preventive protocols; school-level strategies for distribution; strategies to identify age appropriate boys (such as use of school registration record book); appropriate completion of signature sheets; data consistency; mobilization and promotion to encourage all targeted students to come to school and benefit from this round of distribution; and the use of term Girls Assistance Package (GAP) and its meaning. In addition, the workshop facilitators shared ideas for a strategy aimed at improving the flow of communication among the field staff, the GOAL Plus FAWE coordinator, and the GOAL Plus program staff.

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

Training was carried out to improve the institutional capacity of FAWE staff in logistics. Three specific topics were identified: procurement, transportation and warehouse management. Nine FAWE staff members (6 male and 3 female) participated in the training. As part of this activity, the consultant team also reviewed FAWE's logistics manuals, identify gaps and make recommendations for improvement.

At the end of the project year, the team began planning for additional training for FAWE in proposal writing and monitoring and evaluation.

Extension and Closeout

With the USAID-approval of the no-cost extension, AIR granted FAWE a one-month extension of the sub-award, until September 30, 2015. In the last months of this reporting period, AIR worked closely with FAWE on the disposition of project assets, closeout of the field offices, transitioning of project activities to AIR GOAL Plus, scale down of staffing, and financial and program reporting.



Arm chairs projects from GOAL Plus School Improvement grants support

Project Monitoring and Evaluation (M&E), Research and Other Evaluation Activities

Monitoring and evaluation activities were carried out to provide evidence concerning the performance of key interventions and issues that impact girls' success in education in order to measure project performance and results, inform the policy dialogue, and contribute to programming related to girls' education.

Monitoring and Evaluation

In Year Two, GOAL Plus continued to use its rigorous M&E system to track girls' enrollment, attendance, completion, and retention at an individual level for use in decision-making at the program and school levels. GOAL Plus collected enrollment data for girls and boys in pre-primary and junior high grades associated with GOAL Plus-supported schools. The objective was to use the data to analyze GOAL Plus' school programming and to better

understand transition patterns. GOAL Plus also collected additional cohort data on boys in the GOAL Plus supported schools to explore any effects and unintended consequences of the GOAL and GOAL Plus interventions on boys and across the schools holistically.

Preparation and Facilitation of the Data Quality Assessment (DQA) Process

In consistent with USAID regulations regarding the collection, management and reporting of data, the USAID/Liberia Monitoring and Evaluation Program (L-MEP) conducted a Data Quality Assessment for GOAL Plus over a period of four days early this reporting year. This exercise was intended to ensure quality control throughout the project; the exercise focused on the verification of GOAL Plus documentations, consistency of information, data collection procedures, and filing system measures and locations in the central office in Monrovia. The exercise was also extended to the field at four Schools in Grand Bassa County.

A report was submitted by LMEP on its findings and GOAL Plus was given the opportunity to respond. LMEP recommendations were followed and GOAL Plus made the appropriate adjustments to documentation and record keeping. Additional recommendations will be included in the subsequent update to the Performance Monitoring Plan.

M&E Training

GOAL Plus staff attended LMEP M&E Training on Understanding and Using the Performance Indicator Database System (PIDS) and Web Mapping System (WMS), on Success Stories and on Managing for Results. LMEP staff also made a separate presentation to the incoming COP who as a result requested maps that plotted GOAL Plus and nearby schools as well as the overlapping Ebola-hit areas, useful in the research design for the investigation carried out later in the year.

In addition to receiving training, GOAL Plus began to develop its own training which will be conducted for FAWE and MOE partners. Additionally, throughout the year, the GOAL Plus M&E Officer presented staff, partners and donors with project statistics to give an understanding of project progress towards reaching its targets, enabling better planning and implementation of project activities.

Data Collection and Spot Checks

The collection of student enrollment data from GOAL Plus project schools is usually carried out a couple months into the beginning of each academic semester year. The names of the girls at the 60 schools benefiting from GOAL Plus 60 interventions are recorded in hard copy for subsequent entry into GOAL Plus designated spreadsheets upon the team's return from the field. The enrollment data was collected from schools once in the 2015 (truncated) academic year in June 2015.

Entering Data in the GOAL Plus Master Tracking Database

The team entered the names of the scholarship beneficiaries who received their scholarship packages in March – April 2015. The entering of scholarship beneficiaries' names was done systematically into the project database (Master Tracking Database) by a short-term Data Entry Clerk. After the process of entering the names, a verification process was carried out to ensure that the data in the Master Tracking Database were clean, correct, and reliable.

Spot Check to GOAL Plus Supported Schools

The GOAL Plus M&E team conducted the one round of spot checks in June 2015 and collected the final enrollment data from program schools. The spot check was conducted to collect reliable data on students' and teachers' attendance, 2015 final enrollment, number of student enrolled at an appropriate age (6 or 7 years) in grade one and number of last academic (2013/2014) grade 6 girls who passed their grade and transitioned to grade 7 of this academic (2015).

It was found that the percentage of girls attending school on the day of visit was 78.9%, [attendance/enrollment (6555)] and the percentage for boys was 74.9%, [attendance/enrollment (6248)], enrolled in school for 2015 academic in all GOAL Plus schools across the three counties. The average teacher's attendance for the previous month (May 2015) constitutes 75.9% of the total number of teachers (426 male and 45 female) teaching grades 1 to 6. The total of 204 girls transitioned to grade 7 which constitutes to 46.0 percent of the 443 girls that passed grade 6 last academic year (2013/2014).

Table 11: 2015 (Truncated) Academic Year Enrollment Statistics

| County | Enrollment Grade 1-6 | | |
|--------------|----------------------|-------------|--------------|
| | Girl | Boys | Total |
| Grand Bassa | 2498 | 2219 | 4717 |
| Lofa | 2243 | 2314 | 4557 |
| Bong | 1814 | 1715 | 3529 |
| Total | 6555 | 6248 | 12803 |

Table 12: June 2015 Spot Check Statistics by County – Grades 1-6 Girls and Boys Enrollment, Attendance and Percent attendance,

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

PMP Revision

GOAL Plus worked on the revision of the PMP, to be submitted after the approval of the edited AIP. The process took into consideration the comments made by L-MEP and was also done in line with USAID PMP and indicator-setting requirements. After the revision process, the PMP will now have a brief background section, a graphic results framework, a summary data table which will include all targets for each indicator and their actuals, three intermediate results and one sub intermediate result and the indicator reference sheets. The number of indicators has been reduced from 21 to 20, because of one indicator “Percentage of girls and boys who pass their grade” that is listed twice.

Completion and Promotion Data Collection Analysis – Academic Year 2015

GOAL Plus entered and compiled the completion and promotion data collected for girls in all the program schools in the three counties. A total of **5622** girls' completed their grade and **3200** of those completed passed their grade. The information was collected from 60 schools (24 in Bong, 18 in Grand Bassa and 18 in Lofa) from the three counties after the final exams. The tables below show summaries of the 2015 (truncated) academic year completion and promotion data. The total number of promotion and completion are as follow: Completed Grade: 86% girls and 81% boys; and Passed Grade: 57% girls, 66% boys.

Table 13: 2015 (truncated) Academic Year Completion and Promotion Data

| County | Enrollment 2015 | | # Complete | | # Passed | | % Complete | | % Passed | |
|--------------|-----------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|
| | Girls 1-6 | Boys 1-6 | Girls 1-6 | Boys 1-6 | Girls 1-6 | Boys 1-6 | Girls 1-6 | Boys 1-6 | Girls 1-6 | Boys 1-6 |
| Bong | 1814 | 1715 | 1416 | 1284 | 727 | 838 | 78% | 75% | 51% | 65% |
| Lofa | 2243 | 2314 | 2057 | 1922 | 863 | 986 | 92% | 83% | 42% | 51% |
| Grand Bassa | 2498 | 2219 | 2149 | 1841 | 1610 | 1492 | 86% | 83% | 75% | 81% |
| Total | 6555 | 6248 | 5622 | 5047 | 3200 | 3316 | 86% | 81% | 57% | 66% |

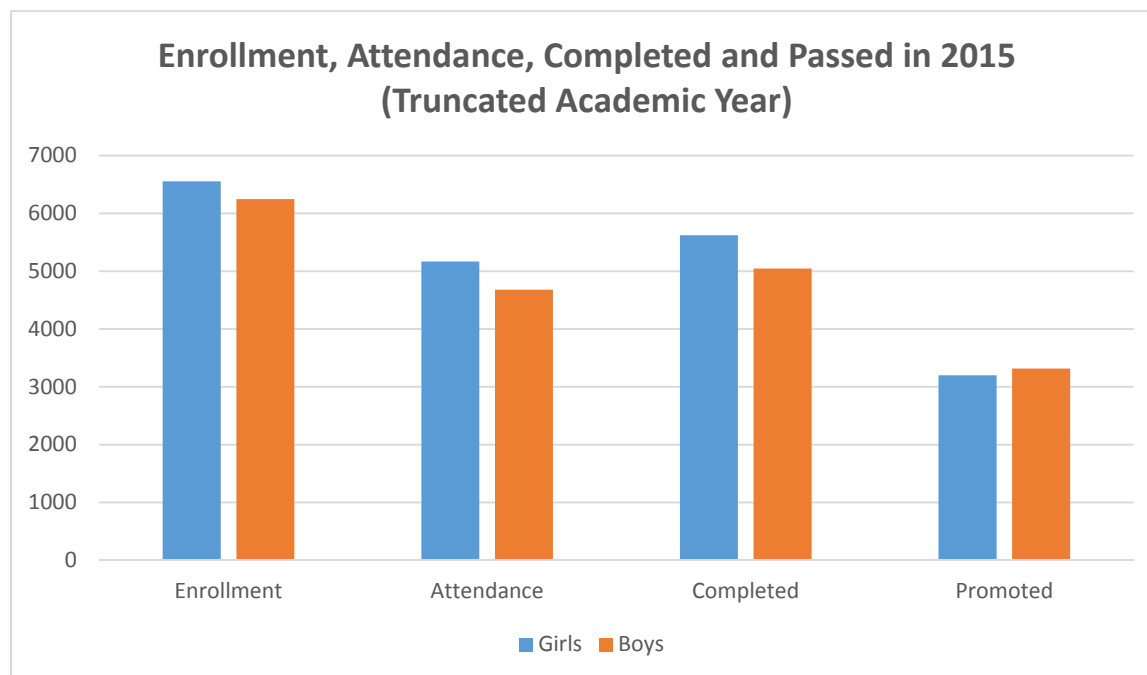
General Observations during Collection of Completion and Promotion Data for 2015 Truncated Academic Year

During the data collection process in June, it was observed, that the MOE pronouncement that the academic year was to be cut short and to end in June (and then in July) caused many parents and students to see the rest of the school year a useless effort and students stayed home from class. As a result, we suspect that our Completion and Promotion rate to be low. The MOE proclaimed that promotions after an academic year of only five or six months were to be a decentralized decision, made at the school level, without exams. Schools that promoted students did so using a collective negotiation process through a series of meetings and consultations among principals, teachers, and parents. Some schools thought students with an average grade of 80% and above should pass; others thought the average should be 85%. The following three GOAL Plus schools opted not to promote students at all:

- Gbokew Kollie in Bong County did not promote students since all of them left school after they heard the MOE pronouncement.
- Yowee in Bong County did not promote any students because no one met the eligibility criteria agreed upon by the parents, teachers and principal.
- Barseegiah in Grand Bassa County did not promote students also because students did not meet the criteria.

Table 14: Summary of Enrollment, Attendance, Completed and Passed Grade for Girls and Boys in 2015 Academic Truncated Year

| Type of Data | Girls | Boys |
|--------------|-------|------|
| Enrollment | 6555 | 6248 |
| Attendance | 5169 | 4681 |
| Completed | 5622 | 5047 |
| Promoted | 3200 | 3316 |



Teacher Data

In addition to data collected on students, GOAL Plus collected data on the teacher roster (deployment) and teacher attendance during the spot check.

Table 15: June 2015 1-6 grade number of teacher deployed, teacher’s attendance and percent attendance, spot check results by county

| County | Number of teachers | | | Total school days in month of May 2015 | | | Total days attended by teachers in month of May 2015 | | | Average teacher’s attendance rate for the month of May 2015 | | |
|--------------|--------------------|-----------|------------|--|------------|-------------|--|------------|-------------|---|-------------|-------------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Grand Bassa | 132 | 29 | 161 | 2534 | 565 | 3099 | 1939 | 435 | 2374 | 76.5 | 77.0 | 76.6 |
| Lofa | 140 | 9 | 149 | 2754 | 177 | 2931 | 2102 | 126 | 2228 | 76.3 | 71.2 | 76.0 |
| Bong | 154 | 7 | 161 | 2865 | 122 | 2987 | 2151 | 81 | 2232 | 75.1 | 66.4 | 74.7 |
| Total | 426 | 45 | 471 | 8153 | 864 | 9017 | 6192 | 642 | 6834 | 76.0 | 74.3 | 75.8 |

Note: calculation of average teacher’s attendance rate for the month of May 2015 is total days attended by male or female teacher divided by total school days in month of May 2015 multiplied by one hundred

Students Transitioning from 6th to 7th Grade

During the spot check activities, GOAL Plus tracked 2013/2014 grade 6 girls who were in GOAL Plus supported schools that passed their grade and transitioned to grade 7 of this academic (2015) current schools. There are a number of challenges associated with girls continuing their education after primary education. Some of the major factors hindering girls are:

- Pregnancy

- Students who are mothers of small children with no daycare options
- Lack of support and motivation by parents to go elsewhere when home community does not have a secondary school
- Lack of financial support to pay school fees and provide necessary school materials

The total number of girls that transitioned to grade 7 from 2013/2014 academic year is 204.

Table 16: Girls transitioned to grade 7 in 2015

| County | 2013/2014 grade 6 girl that got promotion to grade 7 | Grade 6 girls that got promotion from last year (2013/2014) and re-enrolled in grade 7 of this year (2015) | % Transition to grade 7 |
|--------------|--|--|-------------------------|
| Grand Bassa | 184 | 94 | 51.1 |
| Lofa | 170 | 68 | 40.0 |
| Bong | 89 | 38 | 42.7 |
| Total | 443 | 200 | 45.1 |

Research and Evaluation

Research Design

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

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

However, the extended school closure for the 2014-15 academic year due to the Ebola outbreak rendered topics one and three unproductive. Topic one was recast to address patterns of re-enrollment after the extended school closure and factors that facilitate or hinder girl students’ re-engagement in their education. Topic three was recast to identify school-community assets and gaps after the Ebola crisis as they relate to enrollment, attendance, retention and completion rates.

Topic two, PTA effectiveness, was recast in terms of resiliency, allowing for an examination of the factors that are associated with communities that quickly recovered and restored education as a centerpiece of their community. This inquiry will then benefit from the assessment of the ‘positive deviants’ – the communities and parents who have the same problems as most but still mobilize for school support and succeed in supporting girls enrollment and success – to provide guidance for assisting an mobilizing other communities for their post-Ebola recovery.

Thus, the new research questions are:

1. **Patterns of re-enrollment**– What facilitates or hinders girl students’ re-engagement in their education in GOAL Plus schools?

2. **Community resiliency** – What factors are associated with communities that received GOAL Plus supports quickly recover and restore education as a centerpiece of their community?
3. **School-community assets and gaps after Ebola crisis** – How do they relate to enrollment, attendance, retention and completion rates in GOAL Plus schools.

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

A random sample of two schools per county was selected from a subset of GOAL Plus schools in the three implementation counties (Grand Bassa, Bong and Lofa), using geographic criteria and data on the “EVD hit zone” ratings (none, low, medium and high).

Seven instruments were designed for use in the qualitative research:

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

Data Collection Training

The research began with a comprehensive two-day training (April 15 – 16) facilitated by AIR researchers Hannah Reeves and Mariela Goett, for the GOAL Plus data collectors, including two staff and local researchers hired for this activity. The training reviewed the objectives of the research study, and explored the techniques and approaches to be used during the research. The training also covered important issues such as procedures in taking good notes, using digital voice recorders, and planning the logistics of field work. It also served as an orientation for the local researchers. The AIR Home Office researchers also served as mentors and built the capacity of GOAL Plus staff (including FAWE) to undertake research activities and data for improved decision-making.

From April 19 to May 9, the research team traveled to the six schools (Saturday Town, Joseph M. N Gbadyu, Gwatemue, Gbelekpalai, Nekebozu and Sucromu Public Schools) to collect data.

Methodology

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

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

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

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

Daily Debriefs Summarizing and Analyzing Findings

At the end of each day, the research team met to debrief the day's activities and prepare for the following day. Topics discussed included: 1) What went well and why, 2) What didn't work so well and why, 3) What information needs further probing and exploring –and how best to do that? With whom and with which tools, 4) What can we do things differently the next day, and 5) What is needed to adapt the research tools to better capture important issues.

Qualitative Transcriptions

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

Project Administration and Management

In March, GOAL Plus submitted to USAID/Liberia an updated Annual Implementation Plan (AIP), taking into consideration the local needs and program changes as an outcome of the Ebola response. Also included were an edited program budget and a request for a cost extension until December 2015. USAID/Liberia denied this request, rejecting the additional activities added to the program. Therefore, GOAL Plus re-submitted an edited AIP and budget requesting a no-cost extension until February 2016, which USAID/Liberia granted the end of July 2015. With the additional time, AIR granted FAWE an additional month to complete its field activities and the sub award was extended to September 30, 2015.

Subsequent to the second AIP submission, the Liberian Ministry of Education (MOE) changed the academic calendar, which was to run from February to November 2015. The new calendar was truncated and ended on July 31st. With that, GOAL Plus had to change its activities and schedule and re-submitted another AIP to USAID/Liberia in September. As of this writing, approval is pending.

Reporting

Each project quarter, GOAL Plus submitted a Quarterly Report to USAID/Liberia by the 20th of the month following the end of the quarter, as per the agreement. The revised GOAL Plus October to December 2014 Quarterly Report was submitted to USAID on February 26, 2015 with the responses to questions and suggestions from USAID incorporated, including recommendations from the recent Data Quality Assessment.

Meetings and Trainings

At the Comparative and International Education Society (CIES) conference held in Washington, D.C. the week of March 9, 2015, Dr. Williams presented on the “USAID/Liberia GOAL Plus Response to the Ebola Crisis.

GOAL Plus attended the USAID Communication training and then presented the USAID branding and marking regulations and writing success stories to all GOAL Plus staff, for a refresher.

GOAL Plus participated in the USAID/Liberia review of the education sector in the country, assisting visitors from USAID/Washington as the Mission considers its new project design. Participation included meetings in the Monrovia office as well as a visits to a GOAL Plus school in Grand Bassa, Al Nasru Primary, to discuss education challenges with students, teachers, school administrators, and parents.

The Chief of Party, M&E Specialist and the Community Mobilization Specialist attended the USAID Education Implementing Partners’ Meeting. The Chief of Party also attended the USAID-funded workshop carried out by the Civil Society and Media Leadership Program on “Ebola’s Impact on Communities: Learning from Their Experiences to Plan for the Future.”

Throughout the year, GOAL Plus held Partner Meetings to review successes and challenges, work on team building and to plan for the new school year and the remaining project months, with an eye on sustainability. GOAL Plus staff, FAWE and MOE partners attended.

Staffing and Travel

AIR’s International Security Advisor, Bob Craft, traveled to Liberia twice during this reporting year, once in December 2014 to conduct a corporate security/safety review during the Ebola crisis and again in May 2015 to reassess the Ebola measures in place with a view to normalizing the procedures, including reducing the corporate emergency cost that AIR had in place. He visited the U.S. Embassy Regional Security Officer along with other security supporting agencies. By the end of last visit, Mr. Craft determined that operations should return to normal; however, he cautioned about avoiding complacency and recommended that staff continue washing hands, using antibacterial gel and practicing safe interpersonal relations.

Howard Williams departed Liberia in the second quarter and Leesa Kaplan replaced him as the Chief of Party of GOAL Plus. Dr. Williams became part of the AIR Home Office team supporting the transition to the new COP from Washington, D.C. until August 2015, when he ended his tenure with AIR for a new opportunity.



GOAL Plus COP delivers GAP to a primary school girl

The COP attended a meeting of AIR Chiefs of Party (COPs) in Washington, DC the week of March 30th. The purpose of this meeting was for the various AIR COPs to share and learn from one another and to meet in person with AIR staff from finance, contracts, and human resources. All costs were borne by AIR, not GOAL Plus. Other trips this year include a visit to Liberia by Matthew Murray, the AIR GOAL Plus Project Manager, in March 2015. The purpose of his visit was to assist with the incoming COP's ongoing orientation to the project, revise work plans for the anticipated modified Annual Implementation Plan, and plan for field work for the GOAL Plus research activities. Mr. Murray also traveled to Bong during the scholarship distribution and also attended the L-MEP "9th COP/M&E Specialists Forum," along with the GOAL Plus COP and M&E Officer.

Ms. Kpannah Cooper, GOAL Plus Administrative Assistant, resigned from her position for family reasons and left in April 2015. She was replaced by Ms. Naomi Wiah, who began her new role in July 2015, quickly learned the project needs and has become an integral, contributing member of the GOAL Plus team. Godfrey Kruza, the project Field Logistics Officer, performed both his own role and that of the Administrative Assistant during the two-month interim. He was awarded a special recognition for his exceptional service during this time period.

A new FAWE M&E Officer, Maxell Yennego, started with the project in May 2015, replacing the previous individual who was unable to complete his duties. The AIR GOAL Plus M&E Officer provided an orientation and regular tutoring and coaching on database management, field monitoring, data analysis, reporting and the use of the data to measure project progress.

At various times during the year, GOAL Plus also hired short-term Data Entry Clerks to provide assistance sorting and inputting information.

Hannah Reeves and Mariela Goett traveled from the AIR Home Office in Washington, D.C. to Liberia to begin the data collection for the project research component and train local researchers. GOAL Plus hired two local Qualitative Researcher, Yah V. Parwon and Agnes B. Sarpee, worked together with GOAL Plus staff to collect data in the three counties.

GOAL Plus hired a consultant in June 2015 to work on the Community Education Counselor (CEC) component of the project. Mr. Salia Kpaka conducted research, prepared the training content and approach and implemented the Training of Trainers for the CEC workshops as well as worked closely with the newly-trained facilitators as they provided trained the CECs from all three counties.

Another consultant was hired, Michael W, to conduct training for FAWE staff in logistics, procurement, transportation and warehousing strategies to improve the overall project management skills of the local NGO.

Lastly, to continue the support to schools in the three counties after the FAWE sub award ended, GOAL Plus advertised for, interviewed and hired four field consultants, one in Grand Bassa, one in Lofa and two in Bong. The additional person in Bong is needed to attend to the larger number of schools in that county.

III. Challenges and Lessons Learned

Challenges

- Obviously the most significant challenge this year has been the impact of the EVD and school closure on schools and communities. Some challenges to project implementation and the achievement of targets this quarter are still related to the effects of the Ebola Virus Disease and its impact on the MOE, schools and communities. The late start in the school year caused a rescheduling of activities, delaying the tutoring and mentoring programs. It is suspected that EVD has affected enrollment and attendance.
- An ongoing challenge that has hindered students' academic attendance and achievement is linked to teachers' absenteeism. Not only is this a result of the disruption and dislocation resulting from the Ebola crisis, absenteeism is also a consequence of teachers having to travel far and spend a considerable amount of time to be paid.
- Re-mobilizing communities around schools and education will need a different approach than the mere announcing of schools re-opening. The concept of a Community Education Counselor, trained and supported by the project, is intended to address this need.
- Some fear of further spreading the disease remains and some communities are hesitant to re-open their schools; parents are hesitant to send their children.
- The data collection team encountered numerous challenges during the spot check activities in the field. The student and teacher absences from class on certain days left uncertainties as to true attendance. Students' departure at recess created a situation in which data collectors could not complete a head count during some site visits, despite the early morning arrival of the data collectors.
- There were unanticipated changes in this year's school calendar – the original new end date (schools finally re-opened in February/March 2015 after the EVD crisis) was in November; then it was changed (unofficially) to June 30 and finally to July 31. GOAL Plus staff has learned through field visits that student and teacher morale and thus student enrollment, retention and completion has declined, negatively affecting school and project performance. In rural communities where GOAL Plus works, the reaction of parents to the school closing in July, without grade completion, was to have their children remain home to help with household chores. Public perception of the MOE and a disbelief in its decisions due to frequent conflicting information provided to parents and students has resulted in parents' refraining from participating in educational matters on behalf of their children.
- Given that the months of June – August are usually a time for school vacation, parents are used to having their children work on the farms now. With the MOE decision that there will be no grade promotion, parents prefer to have their children work in the fields now and wait until September to send them back to school. The June 2015 GOAL Plus data collection and school visits show a reduction in school attendance.
- The lack of timely and accurate communication from the MOE created mistrust in the minds of many parents and school authorities who requested information from GOAL Plus staff. There is still little clarity on what will be done with the fees many parents have

paid for the second semester, now cut from the school calendar, and if the fees will be transferred to the new school year, starting in September 2015.

- Poor roads and lack of network coverage are additional obstructions to collecting data from the field.

Lessons Learned

- GOAL Plus over the past year worked closely with the MOE in the implementation of the Ebola Emergency Response Plan, the Joint Education Sector Review and related activities. This close working relationship allowed the project to leverage its technical staff into directly supporting the MOE during this crisis period, meeting immediate needs, supporting the re-opening of schools, and resuming GOAL Plus' support for the girl students.
- Our continued visits to schools and communities (tutors, mentors, PTA training; data collection and other monitoring visits) has stressed the importance of girl's education.
- Continuous communication and timely information sharing between the GOAL Plus Monrovia and field offices is critical for successful program implementation.
- When community stakeholders are engaged in every aspect of the project, they can work more independently to achieve project goals.
- The PTAs trained in School Improvement Plans with experience in implementing Grants, will use that training to develop their own SIPs and seek their own funding, even without the direct support of the project.
- Formal recognition of girls who are performing well in their studies is not only an incentive for those girls and their parents but for other girls and their families to encourage attendance and learning.
- Experience Sharing Meetings were held with representatives from all schools; however, separate sessions were held with participants who received a 2014 grant and those who did not receive a 2014 grant but had received a grant in previous years. An important outcome of these meetings was the fact that even without GOAL Plus funding, the PTAs without the 2014 grants still developed their School Improvement Plans and carried out successful projects. Some sought funds elsewhere; others found support within the community itself. This is evidence that the training GOAL Plus conducted on School Improvement Plans, PTA Leadership and Management resulted in schools working independently.
- Classes are disrupted when teachers go to collect salary in the provincial capitals.
- Data on students' enrollment and attendance collected from the field should be verified at the field level before they are reported.
- GOAL Plus also learned that in order for an activity to be implemented on time, information about such activity should be disseminated at least one month prior to its planned implementation date.

- The team also learned after any national crisis, students are slow to come back to continuous learning.
- Overaged students (girls & boys) per grade are more likely to drop out of school than appropriate aged per grade
- Girls often become pregnant when schools are closed (vacation time) and less so when schools are in session.
- Field staff should be trained in data collection and monthly reporting
- Mentors should continuous coaching and visiting girls, even when schools are closed during vacation.
- School principals should plan for back-up or replacement teachers when one is traveling to collect a salary in order to avoid teacher absences and canceled classes.
- There is a need for refresher training on school record keeping for all 60 schools, since they have started seeing the importance of record keeping system in their schools.
- Field staff visit each school at least once a week on a regular monitoring tour.

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

GOAL Plus activities in the field were suspended for when schools were closed during the Ebola outbreak. When schools re-opened in February and March 2015, GOAL Plus was able to return to the three counties and working towards achieving its key targets. Only months later, the announcement by the MOE on the closure of schools in July also affected project achievement. In past project years, data were collected twice in an academic year (first and second semesters), but data were collected only once in this 2015 academic year, which ended early after a single semester.

Key Indicators and Year 2 progress are as follows:

- **Number of learners enrolled in primary schools and /or equivalent non-school based setting with USG support (Indicator 3.2.1-14):** An increase in enrollment by 10 percent³ over baseline (6,097) which was **6,707** in year two. The actual result for this period (first semester), is now the final enrollment for year two at **6,555**, because there will be no new intake of enrollees. This is equivalent to **+7.5%** over baseline instead of **+10%** causing this indicator target to be underachieved in year two.
- **Percentage of girls and boys who complete their grade (Indicator 0.2):** An increase in the number of primary school girls completing their grade by 7 percent⁴ over the number of girls completing their grade in July 2013 (77%). This indicator's actual result for this 2015 academic (truncated) year is **86% (+9%)** for girls and **81% (+3%)** for boys, this indicator was **overachieved for girls**, since the target for year 2 (truncated year) is **82%**, but **underachieved for boys**, since the target is **85%**.
- **Percentage of girls and boys who complete their grade (Indicator 0.3):** This indicator is a context indicator, therefore no target was set for either year one or two. The actual result for this 2015 academic (truncated) year was **57%** of girls passing their grade and **66%** of boys also passed their grade.
- **FAWE's organizational capacity in targeted areas developed (Indicator 0.6):** Improved technical and managerial capacity of FAWE in logistics, finance and contracts management, and M&E. This indicator is a context indicator, therefore no target was set for either year one or two. The actual result for this 2015 academic (truncated) year is three training sessions. FAWE has received one external training in logistics management (procurement, transport and warehousing) from a hired consultant and two internal trainings from AIR-GOAL Plus technical staff
- **Number of textbooks and other teaching and learning materials (TLM) provides with USG assistance (Indicator 3.2.1-33):** This is an F indicator with year two (the 2015 truncated year) value of **454**. This indicator was overachieved, because in year two, GOAL Plus provided **590** teaching and learning materials to the 60 supported schools in the three counties.

³ Reduce to +10% after revision of PMP

⁴ Reduce to +7% after revision of PMP due to the Ebola virus disease crisis and other unforeseen circumstances

- **Percentage of enrolled girl students in targeted grades attending school (Indicator 1.4):** An increase in the rate of primary school girls' attendance by 2% over baseline (**66.5%**). The target was **68.5%** in year two. The actual result for this period **79%**, which is equivalent to +13% over baseline instead of +2%.
- **Number of girls enrolled at an appropriate age in grade 1 (Indicator 1.5):** An increase in the number of girls enrolled at an appropriate age in the lowest primary class (grade 1) in GOAL Plus schools from September 2013 (13) to September 2014. The target was **200** in year two. The actual result for this year is **96**, because there will be no new intake of appropriate age enrollees. This is less 104 over year 2 target causing this indicator to be underachieved.

Additional Indicators and Year 2 progress:

- **Number of in-kind scholarship awards distributed in USG supported schools (Indicator 1.1):** Number of in-kind scholarship awards distributed in USG supported schools. Scholarship package distribution is usually done twice per academic year (first and second semesters), but for this (truncated) 2015 academic year it was done once. The target for year two was 7,172. The actual result was 6642.
- **Number of teachers who receive gender responsive pedagogy training (Indicator 1.3):** Number of teachers who receive gender responsive pedagogy training. The target for year two is 180, and the actual result is 184.
- **Number of girls attending tutorial classes (Indicator 1.1.1):** Number of girls attending tutoring classes. The target for year two is 600, and the actual result is 1273.
- **Number of girls participating in Girls' Club activities (Indicator 1.1.2):** Number of girls participating in Girls' Club activities. The target for year two is 1500, and the actual result is 1745.
- **Number of participants at town hall meetings on girls' education (Indicator 3.1):** Number of participants at town hall meetings on girls' education. The target for year two is 1500, and the actual result is 1667.

V. Year 2 Activities Completed and Not Completed

| Indicator | Fiscal Year 2015 | | | | Notes |
|---|------------------|----|----|----|--|
| | Q1 | Q2 | Q3 | Q4 | |
| Overall Objective: Improved Education Opportunities for Girls in Selected Communities of Lofa, Bong, and Grand Bassa Counties | | | | | |
| Intermediate Result 1: Increased Access to School for Girls in Selected Communities of Bong, Lofa and Grand Bassa | | | | | |
| <i>Activity 1: Expand the most promising model (scholarships and community mobilization) to all 60 GOAL schools</i> | | | | | |
| Sub-Intermediate Result 1.1: Improved Academic Performance for Girls in Targeted Grades in Targeted Schools | | | | | |
| 1.1.1 Procure teaching/learning supplies for grades 1 - 6 teachers | | | | | Completed for semester one 2015. MOE terminated second semester 2015 so procurement will be done next quarter for September 2015 distribution in 2015-2016 school year. |
| 1.1.2 Distribute teaching/learning supplies to grades 1 - 6 teachers | | | | | Completed for Year 1; Year 2 first semester done in March 2015 and finalized in the first week of April. MOE terminated second semester for 2015 so next distribution will be for semester one of 2015-2016 school year. |
| 1.1.3 Provide Gender Responsive Pedagogy training to 20 new schools | | | | | Completed in June for 20 schools remaining. |
| 1.1.4 Mentor & monitor teachers for Gender Responsive Pedagogy in 60 schools | | | | | ongoing |
| 1.1.5 Coordinate with LTTP | | | | | Planning done in this reporting year, continued out next quarter in distribution |
| 1.1.6 Payment of Girls Assistance Package (grades 1-6 in 60 schools) | | | | | 1st semester 2015 paid in June 2015. Next GAP payment scheduled for November 2015. |
| 1.1.7 Procure scholarship packages for grades 1 - 6 girls in 60 schools | | | | | completed |
| 1.1.8 Distribute scholarship packages | | | | | Completed for first semester of Year 2, first week of April. MOE terminated second semester of 2015. Next distribution will be done in October 2015. |
| 1.1.18 Provide after school tutorials to scholarship recipients with low academic performance in core subjects | | | | | Ongoing during school year |
| Intermediate Result 2: Improved Learning Environment for Girls in Selected Communities of Bong, Lofa, and Grand Bassa Counties | | | | | |

| Indicator | Fiscal Year 2015 | | | | Notes |
|--|------------------|----|----|----|---|
| | Q1 | Q2 | Q3 | Q4 | |
| 2.2 Strategize appropriate interventions and technical assistance to address PTA capacity development needs | | | | | Re-engagement and assessment in January 2015 |
| 2.3 Conduct PTA experience sharing meetings | | | | | Held in April 2015 and planned for next quarter |
| 2.4 Provide technical support to PTAs according to the pre-assessment w/ technical support for SIPs and announce solicitation for annual grants to 59 PTAs | | | | | 2014 Grant completion for 2014 in May, refresher training conducted in June 2015. |
| 2.11 Support schools and communities in regular monitoring of enrollments & attendance and for mobilizing responses (e.g., via town hall meetings) | | | | | Town hall meetings held in April and May, continued support provided. |
| Intermediate Result 3: Increased Awareness of the Importance of Educating Girls in Selected Counties, Districts, and Communities | | | | | |
| Activity 2: Provide support to the Ministry of Education in the dissemination and use of the National Policy on Girls' Education | | | | | |
| Activity 3: Conduct research on issues related to girls' completion of primary education and extend M&E activities | | | | | |
| 3.7 Track girls' enrollments, attendance, repetition, and completion in grades 1-6 in program schools; and boys' enrollments, attendance, and completion rates at the same schools | | | | | Enrollment, attendance and retention spot check completed in June 2015. |
| 3.8 Track girls' enrollments and completion at the pre-primary and junior high grades associated with schools | | | | | Data collected in June 2015. |
| 3.14 Facilitate live radio discussions on the importance of girls' education | | | | | Completed during back-to-school campaign twice in 2015 and also for talk shows. |
| Activity 4: Build the technical and managerial capacity of our partner, FAWE, in logistics, financial management, and monitoring and evaluation | | | | | |
| 4.1 Conduct collaborative assessment of FAWE's institutional capacity for procurement, inventory, logistics, financial management, and M&E using adapted OCA Tool | | | | | Activities ongoing to train and support FAWE's institutional capacity |
| Monitoring & Evaluation (M&E) | | | | | |
| 5.1 Collect student enrollment data from schools | | | | | 1 st Semester of Year 2 (2015) and 1 st semester of 2015/2016 pending |
| 5.2 Collect student and teacher attendance data | | | | | 1 st Semester of Year 2 (2015) and 1 st semester of 2015/2016 pending |
| 5.3 Data entry and analysis for reporting enrolment and attendance data | | | | | Completed in May and June 2015 for data collected this quarter and last. |
| 5.4 Qualitative Research data collection | | | | | Completed in April and May |
| 5.5 Compilation of data from scholarship packages/teaching and learning materials distribution | | | | | Completed in May and June |
| 5.6 Project M&E data hard copy filing into cabinet and shelf | | | | | Ongoing |
| 5.7 Upgrading Master Tracking database to accommodate incoming scholarship | | | | | Completed in June 2015. Pending for new |

GOAL Plus – Annual Report (September 2013-September 2014)

| Indicator | Fiscal Year 2015 | | | | Notes |
|--|------------------|----|----|----|---|
| | Q1 | Q2 | Q3 | Q4 | |
| packages/Teaching and Learning Materials distribution | | | | | school year. |
| 5.8 Monitor project activities such as tutorial classes, number of girls from 6 th grade in USG supported schools who transitioned to 7 th grade and girls club activities | | | | | Completed for 2015. Pending for new school year |
| 5.9 Usage of PIDS/GIS/WMS (Web Mapping System) training by L-MEP | | | | | Completed and ongoing |
| 5.10 Data entry into USAID L-MEP PIDS | | | | | Completed quarterly |
| 5.11 Monitor Field Activities | | | | | Ongoing |

VI. Plans for the Next Quarter (October – December 2015)

AIR submitted an updated Annual Implementation Plan (AIP) to USAID in September based on the changes in the academic calendar which took place after the Year Two AIP was approved with a no-cost extension until February 2016.

Therefore, instead of closing out in the month of October 2015, as originally planned, GOAL Plus will continue its implementation as follows:

- Distribute scholarship materials to all 60 GOAL Plus schools in the first semester of the 2015/2016 academic year, as well as LTTP books, CEC materials, Best Performing Girls Certificates, and teacher and school materials
- Provide second part of PTA Grants and finalize the grant process
- Conduct training of FAWE field staffs on data collecting and reporting
- Collect 2015/2016 enrollment data
- File project M&E data hard copy data
- Conduct spot check to collect attendance rate for students and teacher, and monitor other project activities
- Train local partners (FAWE and MOE) in M&E and using data for decision making
- Enter data into USAID L-MEP PIDS (Quarter 8)

VII. Results towards activity objectives - Year Two Report

Performance Data Reporting Table

*Indicates *F Framework Indicator*

| Indicator | Indicator Type | Unit of Measure | Disaggregation | Baseline Year | Baseline Value | 2014 Target | 2014 Actual) | 2015 Target | 2015 Actual | 2015/2016 Target | 2015/2016 Actual | End of Project Target | End of Project Actual |
|--|----------------|-----------------|---|---------------|------------------------|-------------------------------|---------------------------------------|--------------------------------|--------------------------------|--------------------------------|------------------|--------------------------------|-----------------------|
| Overall Objective: Improved Education Opportunities for Girls in Selected Communities of Lofa, Bong, and Grand Bassa Counties | | | | | | | | | | | | | |
| *Number of learners enrolled in primary schools and /or equivalent non-school based setting with USG support | *F Indicator | Number | Continuing vs New, Grade, Age, School, County, and District | 2013 | 6,097 (f) 6,216 (m) | +5% 6,402 (f) 6,527 (m) | 6,401 (f) 6,165(m) | +10% 6,707 (f) 6,838 (m) | 6555(f) 6248(m) | +10% 6,707 (f) 6,838 (m) | TBD | +10% 6,707 (f) 6,838 (m) | |
| Percentage of girls and boys who complete their grade | Custom | Percentage | Grade, Age, School, County, and District | 2013 | 77% (f) 78% (m) | (+5%) 82% (f) 83%(m) | (+10%) 87% (f) (+6%) 84% (m) | (+7%) 84% (f) 85%(m) | +9% 86%(f) +3% 81%(m) | N/A | N/A | N/A | |
| Percentage of girls and boys who pass their grade | Context | Percentage | Grade, Age, School, County, and District | 2013 | 83.4% (f) 84.3% (m) | - | 82% (f) 87% (m) | - | 57%(f) 66%(m) | N/A | N/A | N/A | |
| Number of girls from 6 th grade in USG supported schools who transitioned to 7 th grade | Context | Number | Grade, Age, School, County, and District | 2013 | 0 | N/A | 4 | N/A | 200 | N/A | TBD | N/A | |
| Average teacher attendance rate | Context | Percentage | School, County, District, Gender | 2013 | 68% | N/A | 80% | N/A | 75.8% | N/A | TBD | N/A | |
| FAWE's organizational capacity in targeted areas | Custom | Number | Central | 2013 | 0 | N/A | 2 | N/A | 3 | N/A | TBD | TBN | N/A |

GOAL Plus – Annual Report (October 2014-September 2015)

| Indicator | Indicator Type | Unit of Measure | Disaggregation | Baseline Year | Baseline Value | 2014 Target | 2014 Actual) | 2015 Target | 2015 Actual | 2015/2016 Target | 2015/2016 Actual | End of Project Target | End of Project Actual |
|---|----------------|-----------------|---|---------------|----------------|--------------|---------------|--------------|--|------------------|------------------|-----------------------|-----------------------|
| strengthened | | | | | | | | | | | | | |
| IR 1: Increased Access to School for Girls in Targeted Communities of Bong, Lofa, and Grand Bassa Counties | | | | | | | | | | | | | |
| Number of in-kind scholarship awards distributed in USG supported schools | Custom | Number | Grade, Age, School, County, and District | 2013 | 6,097 | 6,237 | 6,073 | 7,172 | 6,642 ⁵ | 7,172 | TBD | 13,409 | |
| *Number of textbooks and other teaching and learning materials (TLM) provides with USG assistance | *F Indicator | Number | Grade, Sex, School, County, and District | 2013 | 0 | 454 | 625 | 454 | 590 ⁶ | 600 | TBD | 908 | |
| Number of teachers who receive gender responsive pedagogy training | Custom | Number | Grade, Gender, School, County, and District | 2013 | 0 | 180 | 0 | 180 | 10(f) 174(m) 184(t) ⁷ | 0 | 0 | 180 | |
| Percentage of enrolled girl students in targeted grades attending school | Custom | Percentage | Grade, Age, School, County, and District | 2013 | 66% | (+1%) 67% | (+14%) 80% | (+2%) 68% | (+13%) 79% | +2% (68%) | TBD | +2% | |
| Number of girls enrolled at an appropriate age in grade 1 | Custom | Number | Grade, Age, School, County, and District | 2013 | 13 | 75 | 79 | 200 | 96 ⁸ | 110 | TBD | 275 | |
| IR 1.1: Improved Academic Performance for Girls in Targeted Grades in Targeted Schools | | | | | | | | | | | | | |

⁵ Final statistics for scholarship packages distribution in 2015 truncated academic year were 6642 beneficiaries (girls grade 1-6=6434, appropriate age Girls=74, Boys=134)

⁶ Final statistics for teaching and learning materials distribution for teachers in 2015 truncated year

⁷ Total number of male and female teachers that attended the Gender Responsive Pedagogy training

⁸ Final appropriate age girls' enrollees in grade 1 as for 2015 truncated academic year

GOAL Plus – Annual Report (October 2014-September 2015)

| Indicator | Indicator Type | Unit of Measure | Disaggregation | Baseline Year | Baseline Value | 2014 Target | 2014 Actual) | 2015 Target | 2015 Actual | 2015/2016 Target | 2015/2016 Actual | End of Project Target | End of Project Actual |
|---|----------------|-----------------|--|---------------|----------------|-------------|-----------------|-------------|------------------|------------------|------------------|-----------------------|-----------------------|
| Number of girls attending tutoring classes | Custom | Number | Grade, Age, School, County, and District | 2013 | 1,120 | 600 | 862 | 600 | 1,273 | 1000 | TBD | 1,200 | |
| Number of girls participating in Girls' Club activities | Custom | Number | Grade, Age, School, County, and District | 2013 | 985 | 1,000 | 1,367 | 1,500 | 1,745 | 1800 | TBD | 1,500 | |
| IR 2: Improved Learning Environment for Girls in Selected Communities of Bong, Lofa, and Grand Bassa Counties | | | | | | | | | | | | | |
| *Number of PTAs or similar school governance structures supported | *F Indicator | Number | School, Community, County, and District | 2013 | 30 | 60 | 59 | 59 | 59 | 59 | TBD | 59 | |
| Number of PTAs that prepare school improvement plans (to be confirmed in final PMP as some PTA's support two schools) | Custom | Number | School, Community, County, and District | 2013 | 29 | 56 | 49 ⁹ | 56 | 59 | 0 | TBD | 59 | |
| Number of grant-supported PTA school improvement projects completed | Custom | Number | School, Community, County, and District | 2013 | 0 | 30 | 0 ⁷ | 0 | 31 ¹⁰ | 25 | TBD | 55 | |
| Number of schools that present school progress card results to their communities | Custom | Number | School, County, and District | 2013 | 40 | 60 | 58 | 59 | 59 | 0 | 0 | 59 | |

¹⁰ This represent the total number of schools that have completed the 5 grant cycles for 2015 truncated academic year

GOAL Plus – Annual Report (October 2014-September 2015)

| Indicator | Indicator Type | Unit of Measure | Disaggregation | Baseline Year | Baseline Value | 2014 Target | 2014 Actual) | 2015 Target | 2015 Actual | 2015/2016 Target | 2015/2016 Actual | End of Project Target | End of Project Actual |
|--|----------------|-----------------|--|---------------|----------------|-------------|-----------------------------|-------------|--|------------------|------------------|-----------------------|-----------------------|
| IR 3: Increased Awareness of the Importance of Educating Girls in Selected Counties, Districts, and Communities | | | | | | | | | | | | | |
| Number of participants at town hall meetings on girls' education | Custom | Number | Community, Gender, County and District | | 0 | 1,500 | 1121(f) 1259(m) 2,380 | 1,500 | 801(f) 868(m) 1667 ¹¹ | 0 | TBD | 3,000 | |
| Number of trainings for MOE on using data for decision making | Custom | Number | National, County and District | | 0 | 1 | 0 | 1 | 0 | 2 | TBD | 4 | |
| Number of individual trained on National Policy on Girls' Education and role as Community Educational Counselor (CEC) | Custom | Number | School, County and District | - | 0 | 60 | 0 | 60 | 65 | 0 | TBD | 65 | |

¹¹ This is the total participants that attended town hall/community engagement for re-opening of schools to promote girls' education up to date in year 2 (2015 truncated academic year)

IX. Annexes

Annex A: AIR Assets

| Asset ID | Equipment | Description | Asset Category | Acquisition Date | Model # | Serial # | Source of Equipment | Purchase Price | Location | Condition | Notes |
|-----------|-----------|-------------|----------------|------------------|---------|---------------------|---------------------|----------------|----------|-----------|------------------------|
| GOAL-C001 | PC | DELL LAPTOP | COMPUTER | 1/20/2011 | PP41L | 40NC1K1/8746322401 | CHINA | 900 USD | MONROVIA | STOLEN | Gabriel Davis - Stolen |
| GOAL-C002 | PC | DELL LAPTOP | COMPUTER | 1/21/2011 | PP41L | JSR52K1/43097503537 | CHINA | 900 USD | MONROVIA | DAMAGED | DAMAGED |
| GOAL-C004 | PC | DELL LAPTOP | COMPUTER | 1/21/2011 | PP42L | FQYL0K1/34281943057 | CHINA | 900 USD | MONROVIA | DAMAGED | DAMAGED |
| GOAL-C005 | PC | DELL LAPTOP | COMPUTER | 1/21/2011 | PP41L | 9KBF1K1/20819542177 | CHINA | 900 USD | MONROVIA | GOOD | Drivers |
| GOAL-C006 | PC | DELL LAPTOP | COMPUTER | 1/21/2011 | PP41L | H8HJ2K1/37518472369 | CHINA | 900 USD | MONROVIA | GOOD | Godfrey Kruza |
| GOAL-C007 | PC | DELL LAPTOP | COMPUTER | 1/21/2011 | PP42L | JKZL0K1/42627954961 | CHINA | 900 USD | MONROVIA | GOOD | Foday Varnie |
| GOAL-C008 | PC | DELL LAPTOP | COMPUTER | 1/21/2011 | PP42L | 53GLOK1/11093164561 | CHINA | 900 USD | MONROVIA | DAMAGED | DAMAGED |
| GOAL-C009 | PC | DELL LAPTOP | COMPUTER | 1/21/2011 | PP41L | H8BF2K1/37508208049 | CHINA | 900 USD | MONROVIA | GOOD | Missing |
| GOAL-C011 | PC | DELL LAPTOP | COMPUTER | 1/21/2011 | PP41L | FKN46L1/33899888773 | CHINA | 900 USD | MONROVIA | DAMAGED | DAMAGED |
| GOAL-C051 | PC | DELL LAPTOP | COMPUTER | 1/21/2011 | P10F | 16544446597 | CHINA | 900 USD | MONROVIA | FAULTY | Lorpu Mannah/GED/MOE |

GOAL Plus – Annual Report (October 2014-September 2015)

| | | | | | | | | | | | |
|-----------|-----|----------------------|----------|------------|---------------|------------|-------|------------|----------|--------|----------------------|
| GOAL-C077 | PC | HP LAPTOP | COMPUTER | 9/4/2012 | 8460p | CNU23306L6 | CHINA | 1388.08USD | MONROVIA | GOOD | Solomon Tido |
| GOAL-C078 | PC | HP LAPTOP | COMPUTER | 9/4/2012 | 8460p | CNU23306FB | CHINA | 1388.08USD | MONROVIA | GOOD | Francis Kempeh |
| GOAL-C083 | PC | HP LAPTOP | COMPUTER | 10/11/2012 | 8470p | CNU238BRB | CHINA | 771.63 | MONROVIA | GOOD | Myrline Keculah |
| GOAL-C085 | PC | HP LAPTOP | COMPUTER | 10/11/2012 | 8470p | CNU238BR09 | CHINA | 771.63 | MONROVIA | STOLEN | Lorpu Mannah/GED/MOE |
| AIR32501 | PC | HP LAPTOP | COMPUTER | 11/11/2013 | 8470p | CNU344C7YX | CHINA | 795.00 | MONROVIA | GOOD | In Stock |
| AIR32504 | PC | HP LAPTOP | COMPUTER | 11/11/2013 | 8470p | CNU344C7G5 | CHINA | 795.00 | MONROVIA | GOOD | Mercy Teah |
| AIR32505 | PC | HP LAPTOP | COMPUTER | 11/11/2013 | 8470p | CNU344C832 | CHINA | 795.00 | MONROVIA | GOOD | Nana Wilson |
| AIR32506 | PC | HP LAPTOP | COMPUTER | 11/11/2013 | 8470p | CNU344C7FB | CHINA | 795.00 | MONROVIA | GOOD | Gabriel Davis |
| AIR32507 | PC | HP LAPTOP | COMPUTER | 11/11/2013 | 8470p | CNU344C7Z5 | CHINA | 795.00 | MONROVIA | GOOD | Arthus Togba Nah |
| GOAL-C017 | PRI | HP LASER JET (P2055) | PRINTER | 1/21/2011 | CE459A | CNCKB4253C | CHINA | 715 USD | MONROVIA | GOOD | ALL DEPARTMENT USE |
| GOAL-C018 | PRI | HP PRINTER(1006) | PRINTER | 2/1/2011 | SNPRH-0806(B) | CN012B611W | CHINA | 210 USD | MONROVIA | GOOD | In Stock |
| GOAL-C019 | PRI | HP PRINTER(F2423) | PRINTER | 1/21/2011 | CB411A | VNF3T59029 | CHINA | 210 USD | MONROVIA | GOOD | ADMIN/FIN |
| GOAL- | PRI | HP LASER JET | PRINTER | 1/16/ | CE459A | CNC1BO1635 | CHIN | 575 | MONR | FAUL | Lorpu |

GOAL Plus – Annual Report (October 2014-September 2015)

| | | | | | | | | | | | |
|-----------|-----|-----------------|------------|-----------|----------------|--------------------|-------|------------|----------|---------|--------------------|
| C086 | | (P2055) | | 2013 | | | A | USD | OVIA | TY | Mannah/GED/MOE |
| 8 | COP | CANON COPIER | PHOTO COPY | 1/21/2011 | F190600 | (21)EQU17645 | CHINA | 1600 USD | MONROVIA | GOOD | ALL DEPARTMENT USE |
| GOAL-C021 | CAM | FUJIFILM | CAMERA | N/A | FINEPIX J40 | 0UC91496 | CHINA | 104.89 USD | MONROVIA | DAMAGED | DAMAGED |
| GOAL-C022 | PRO | EPSON | PROJECTOR | N/A | H309A | M4KF040443L | CHINA | 399.99 USD | MONROVIA | GOOD | In Stock |
| GOAL-C023 | INT | NETWORK SERVICE | V-SAT | 7/2/2011 | BVC-3WATTS | PRODELIN 1.2 METER | | 3,600 USD | MONROVIA | GOOD | In Use |
| GOAL-C024 | INT | NETWORK SERVICE | BOOK WORD | N/A | WD20000H2NC-00 | WU2CN1170020 | CHINA | 209 USD | MONROVIA | GOOD | In Use |
| GOAL-C025 | INT | NETWORK SERVICE | USB MODEM | N/A | E153 | 682 | CHINA | 40 USD | MONROVIA | GOOD | In Use |
| GOAL-C026 | INT | NETWORK SERVICE | USB MODEM | N/A | E153 | 682 | CHINA | 40 USD | MONROVIA | GOOD | In Use |
| GOAL-C027 | INT | NETWORK SERVICE | USB MODEM | N/A | E153 | 682 | CHINA | 40 USD | MONROVIA | GOOD | In Use |
| GOAL-C028 | INT | NETWORK SERVICE | USB MODEM | N/A | E153 | 682 | CHINA | 40 USD | MONROVIA | GOOD | In Use |
| GOAL-C089 | INT | NETWORK SERVICE | USB MODEM | N/A | E1588 | 864389025651078 | CHINA | 40 USD | MONROVIA | GOOD | In Use |
| GOAL-C090 | INT | NETWORK SERVICE | USB MODEM | N/A | E1588 | 864389025651052 | CHINA | 40 USD | MONROVIA | GOOD | In Use |
| GOAL-C091 | INT | NETWORK SERVICE | USB MODEM | N/A | E1588 | 864389025651045 | CHINA | 40 USD | MONROVIA | GOOD | In Use |
| GOAL-C092 | INT | NETWORK SERVICE | USB MODEM | N/A | E1588 | 864389025651086 | CHINA | 40 USD | MONROVIA | GOOD | In Use |

GOAL Plus – Annual Report (October 2014-September 2015)

| | | | | | | | | | | | |
|-----------|-----|-----------------|------------|-----------|-------------|--------------------|----------|---------|----------|---------|--------------|
| GOAL-C093 | INT | NETWORK SERVICE | USB MODEM | N/A | E1588 | 864389025651060 | CHINA | 40 USD | MONROVIA | GOOD | In Use |
| GOAL-C029 | INT | NETWORK SERVICE | SERVER | N/A | TL-WR1043ND | TP-Link | MALAYSIA | 110 USD | MONROVIA | GOOD | In Use |
| GOAL-C087 | INT | NETWORK SERVICE | D-Link | 7/16/2014 | DWR-712 | Q14U2E2000300 | CHINA | 129 USD | MONROVIA | DAMAGED | In Stock |
| GOAL-C030 | INT | NETWORK SERVICE | SERVER | 1/21/2011 | I-Direct | 48294 | N/A | 125 USD | MONROVIA | GOOD | In Use |
| GOAL-C031 | INT | NETWORK SERVICE | UPS | 2/22/2011 | 500 WATT | 5S005173608 | N/A | 625 USD | MONROVIA | GOOD | DAMAGED |
| GOAL-C032 | COM | NOKIA 1616 | CELL PHONE | 1/7/2011 | 16 16-2 | 354871/04/971538/2 | INDIA | 40 USD | MONROVIA | DAMAGED | DAMAGED |
| GOAL-C033 | COM | NOKIA 1616 | CELL PHONE | 1/7/2001 | 16 16-2 | 357378/04/349500/0 | INDIA | 40 USD | MONROVIA | DAMAGED | DAMAGED |
| GOAL-C034 | COM | NOKIA 1616 | CELL PHONE | 1/7/2011 | 1662-2 | 352013/04/713104/7 | INDIA | 40 USD | MONROVIA | DAMAGED | DAMAGED |
| GOAL-C035 | COM | NOKIA 1616 | CELL PHONE | 1/7/2011 | 16 16-2 | 357378/04/349603/2 | INDIA | 40 USD | MONROVIA | MISSING | Kormassa |
| GOAL-C036 | COM | NOKIA 1616 | CELL PHONE | 1/7/2011 | 16 16-2 | 354871/04/971088/8 | INDIA | 40 USD | MONROVIA | DAMAGED | Stock |
| GOAL-C037 | COM | NOKIA 1616 | CELL PHONE | 1/7/2011 | 16 16-2 | 354871/04/971739/6 | INDIA | 40 USD | MONROVIA | DAMAGED | DEMAGED |
| GOAL-C038 | COM | NOKIA 1616 | CELL PHONE | 1/7/2011 | 16 16-2 | 354871/04/971249/6 | INDIA | 40 USD | MONROVIA | LOST | Foday Varnie |
| GOAL-C039 | COM | NOKIA 1616 | CELL PHONE | 1/8/2011 | 16 16-2 | 357903/04/045782/6 | INDIA | 40 USD | MONROVIA | DAMAGED | DAMAGED |
| GOAL-C040 | COM | NOKIA 1616 | CELL PHONE | 1/9/2011 | 1616-2 | 352709/04/056901/4 | INDIA | 50 USD | MONROVIA | DAMAGED | DAMAGED |
| GOAL- | COM | NOKIA 1616 | CELL | 1/9/2 | 16 16-2 | 356998/04/6 | INDIA | 40 | MONROVIA | DAM | DAMAGED |

GOAL Plus – Annual Report (October 2014-September 2015)

| | | | | | | | | | | | |
|-----------|-------|---------------------|------------|------------|-------------|-----------------|--------|-------------|----------|---------|------------------|
| C041 | | | PHONE | 011 | | 44503/2 | | USD | OVIA | AGED | |
| GOAL-C042 | COM | FIXED WIRELESS | CELL PHONE | 23/09/2011 | ETS3023 | R89KAB105901645 | CHINA | 60 USD | MONROVIA | GOOD | In Stock |
| GOAL-C043 | COM | FIXED WIRELESS | CELL PHONE | 23/09/2011 | ETS3023 | R89KAB105900679 | CHINA | 60 USD | MONROVIA | GOOD | Security |
| GOAL-C044 | CAM | VIVITAR | CAMERA | N/A | 7022 | N/A | INDIA | | MONROVIA | STOLEN | Stolen |
| GOAL-C045 | CAM | VIVITAR | CAMERA | N/A | 7022 | DB1000036822 | | | MONROVIA | DAMAGED | Demaged - USA |
| GOAL-C046 | SCAN | HP LASER JET (5590) | SCANNER | 2/12/2011 | FCLSD-0406 | CN9CEVH05P | CANADA | 450 USD | MONROVIA | GOOD | ADMIN/FIN OFFICE |
| GOAL-C047 | BOARD | WHITE BOARD | BOARD | 1/22/2011 | N/A | N/A | | 40 USD | MONROVIA | GOOD | In Stock |
| GOAL-C048 | BOARD | WHITE BOARD | BOARD | 1/22/2011 | N/A | N/A | | 40 USD | MONROVIA | GOOD | In Stock |
| GOAL-C049 | BOARD | WHITE BOARD | BOARD | 1/22/2011 | N/A | N/A | | 40 USD | MONROVIA | GOOD | In Stock |
| GOAL-C050 | STAND | WHITE BOARD STAND | STAND | 1/22/2011 | N/A | N/A | | 110 USD | MONROVIA | GOOD | In Stock |
| GOAL-C052 | SCAN | HP LASERJET 7500 | SCANNER | 1/22/2012 | SG 1B941009 | L2725-64001 | USA | 1318.34 USD | MONROVIA | GOOD | In Stock |
| GOAL-C053 | CAM | PANASONIC DMC-FP3 | CAMERA | 12/27/2011 | WMOJB001164 | 8887549362972 | JAPAN | 295 USD | MONROVIA | GOOD | In Stock |
| GOAL-C094 | CAM | PANASONIC DMC-FP4 | CAMERA | 12/28/2011 | WMOJB001165 | 8887549362973 | JAPAN | 296 USD | MONROVIA | GOOD | In Stock |
| GOAL-C054 | INT | NETWORK SERVICE | MODEM | 7/9/2012 | 8.69604E+14 | KMA4C11C2002453 | CHINA | 40 USD | MONROVIA | GOOD | MOE |
| GOAL- | INT | NETWORK | USB | 9/27/ | PS-QA-009 | N/A | CHIN | 40 | MONR | GOO | In Stock |

GOAL Plus – Annual Report (October 2014-September 2015)

| | | | | | | | | | | | |
|-----------|-----|-----------------|----------------|-----------|-----------|------------------------|-------|--------|----------|---------|--------------------|
| C055 | | SERVICE | MODEM | 2012 | | | A | USD | OVIA | D | |
| GOAL-C056 | INT | NETWORK SERVICE | USB MODEM | 9/27/2012 | PS-QA-009 | N/A | CHINA | 40 USD | MONROVIA | GOOD | In Stock |
| GOAL-C057 | INT | NETWORK SERVICE | USB MODEM | 9/27/2012 | PS-QA-009 | N/A | CHINA | 40 USD | MONROVIA | GOOD | In Stock |
| GOAL-C058 | INT | NETWORK SERVICE | USB MODEM | 9/27/2012 | PS-QA-009 | N/A | CHINA | 40 USD | MONROVIA | GOOD | In Stock |
| GOAL-C059 | INT | NETWORK SERVICE | USB MODEM | 9/27/2012 | PS-QA-009 | N/A | CHINA | 40 USD | MONROVIA | GOOD | In Stock |
| GOAL-C060 | COM | RECORDER | VOICE RECORDER | | GDVR-901 | N/A | CHINA | | MONROVIA | GOOD | In Stock |
| GOAL-C061 | COM | RECORDER | VOICE RECORDER | | GDVR-901 | N/A | CHINA | | MONROVIA | GOOD | In Stock |
| GOAL-C063 | COM | NOKIA 1616 | CELL PHONE | 1/7/2011 | 16 16-2 | 357378/04/3 50078/3 | INDIA | 40 USD | MONROVIA | GOOD | In Stock |
| GOAL-C064 | COM | NOKIA 1616 | CELL PHONE | 1/7/2011 | 16 16-2 | 358622/04/0 56756/1 | INDIA | 40 USD | MONROVIA | GOOD | In Stock |
| GOAL-C065 | COM | NOKIA 1616 | CELL PHONE | 1/7/2011 | 16 16-2 | Lost | INDIA | 40 USD | MONROVIA | LOST | Eric Lewis |
| GOAL-C066 | COM | NOKIA 1616 | CELL PHONE | 1/7/2011 | 16 16-2 | 356998/04/6 36484/5 | INDIA | 40 USD | MONROVIA | DAMAGED | DAMAGED |
| GOAL-C067 | COM | NOKIA 1616 | CELL PHONE | 1/7/2011 | 16 16-2 | Lost | INDIA | 40 USD | MONROVIA | LOST | Nana Wilson |
| GOAL-C068 | COM | NOKIA 1616 | CELL PHONE | 1/7/2011 | 16 16-2 | DAMAGED | INDIA | 40 USD | MONROVIA | DAMAGED | Gabriel Davis |
| GOAL-C069 | COM | NOKIA 110 | CELL PHONE | 9/24/2012 | 110 | 353258/05/5 15256/2 | CHINA | 55 USD | MONROVIA | GOOD | In Stock |
| GOAL-C070 | COM | NOKIA 110 | CELL PHONE | 9/24/2012 | 110 | 353258/05/5 13666/4 | CHINA | 55 USD | MONROVIA | DAMAGED | Demaged - Returned |

GOAL Plus – Annual Report (October 2014-September 2015)

| | | | | | | | | | | | |
|-----------|-----|---------------------------|----------------|-----------|----------------|--------------------|---------|---------|----------|---------|--------------------|
| GOAL-C071 | COM | NOKIA 110 | CELL PHONE | 9/24/2012 | 110 | 353258/05/515210/9 | CHINA | 55 USD | MONROVIA | DAMAGED | Demaged - Returned |
| GOAL-C072 | COM | NOKIA 110 | CELL PHONE | 9/24/2012 | 110 | 353258/05/514506/1 | CHINA | 55 USD | MONROVIA | DAMAGED | Demaged - Returned |
| GOAL-C073 | COM | NOKIA 110 | CELL PHONE | 9/24/2012 | 110 | 353258/05/515014/5 | CHINA | 55 USD | MONROVIA | GOOD | DC Office |
| GOAL-C074 | COM | NOKIA 110 | CELL PHONE | 9/24/2012 | 110 | 353258/05/519024/0 | CHINA | 55 USD | MONROVIA | GOOD | Howard |
| GOAL-C075 | COM | NOKIA 110 | CELL PHONE | 9/24/2012 | 110 | 353258/05/519080/2 | CHINA | 55 USD | MONROVIA | DAMAGED | Demaged - Returned |
| GOAL-C076 | COM | NOKIA 110 | CELL PHONE | 9/24/2012 | 110 | 353258/05/518832/7 | CHINA | 55 USD | MONROVIA | GOOD | In Stock |
| GOAL-C095 | COM | NOKIA 130 | CELL PHONE | 3/3/2015 | RM-1035 | 367152/627560/1 | VIETNAM | 40 USD | MONROVIA | GOOD | Leesa Kaplan |
| GOAL-C096 | COM | RADIO - Philip | RADIO | 3/9/2015 | AZ329/98 | UB1A1408017746 | CHINA | 90 USD | MONROVIA | GOOD | In Stock |
| GOAL-C079 | INT | PORTABLE DEVICE-SEAGATE | STORAGE BACKUP | N/A | 9SD2A6-500 | 2GHXS7S4 | CHINA | N/A | MONROVIA | GOOD | In Stock |
| GOAL-C080 | INT | PORTABLE DEVICE-SEAGATE | STORAGE BACKUP | N/A | 9ZFAD1-500 | NA0CW8DS | CHINA | N/A | MONROVIA | GOOD | In Stock |
| GOAL-C062 | INT | NETWORK SERVICE | UPS 750 Watts | 9/13/2012 | | | | 350 USD | MONROVIA | DAMAGED | DAMAGED |
| GOAL-C097 | INT | NETWORK SERVICE | UPS 1050 Watts | 5/7/2015 | SSD-UPS-1050VA | 140511-1363 | CHINA | 225 USD | MONROVIA | GOOD | In Stock |
| GOAL-C081 | COM | BELKIN IPHONE USB CHARGER | CHARGER | 8/29/2012 | PL-A03 TU | 120501746 | CHINA | 22.55 | MONROVIA | GOOD | Use in NG-1395 |
| GOAL-C082 | COM | BELKIN IPHONE USB CHARGER | CHARGER | 8/29/2012 | PL-A03 TU | 120500961 | CHINA | 22.55 | MONROVIA | GOOD | In Stock |
| GOAL- | | SHREDDER | SHREDDER | N/A | PS-4400 | N/A | | | | | Missing |

| C088 | | | | | | | | | | | |
|------------|-----------|---------------------|----------------|------------------|---------------|-------------------|---------------------|----------------|----------|-----------|-------|
| | | | | | | | | | | | |
| Asset ID | Equipment | Description | Asset Category | Acquisition Date | Model # | Serial # | Source of Equipment | Purchase Price | Location | Condition | Notes |
| GOAL-VE001 | CAR | TOYOTA LAND CRUISER | AUTOMOBILE | 1/25/2011 | HZJ76L-RKMNSV | JTGEB73J1B9004847 | JAPAN | 42,625 USD | MONROVIA | GOOD | |
| GOAL-VE002 | CAR | TOYOTA HILUX | AUTOMOBILE | 1/25/2011 | KUN25L-PRMDHV | MR0FR22G600573587 | JAPAN | 23,372 USD | MONROVIA | GOOD | |
| GOAL-VE012 | CAR | TOYOTA HILUX | AUTOMOBILE | | KUN25L-PRMDHV | MR0FR22G900698292 | THAILAND | 28,860 USD | MONROVIA | GOOD | |
| | | | | | | | | | | | |

Annex B: Furniture Assets

| Asset ID | Asset Category | Description: Make/Model/Model No. | Serial # | Acquisition Date | Source of Equipment/ Vendor | Purchase Price | Location of item / Issued to | Condition | Notes |
|----------|----------------|-----------------------------------|----------|------------------|-----------------------------|----------------|------------------------------|-----------|----------------|
| F001 | Table | Office desk | N/A | 22/01/11 | N/A | 115 USD | Fin/Admin Office | In Use | Finance office |
| F002 | Table | Office desk | N/A | 22/01/11 | N/A | 115 USD | Fin/Admin Office | In Use | Foday |
| F003 | Table | Office desk | N/A | 22/01/11 | N/A | 115 USD | Fin/Admin Office | In Use | Solomon |
| F004 | Table | Office desk | N/A | 22/01/11 | N/A | 115 USD | Program Office | In Use | Mercy |
| F005 | Table | Office desk | N/A | 22/01/11 | N/A | 115 USD | Program Office | In Use | Francis |
| F006 | Table | Office desk | N/A | 22/01/11 | N/A | 115 USD | Program Office | In Use | Myrline |
| F007 | Table | Office desk | N/A | 22/01/11 | N/A | 115 USD | COP | In Use | Howard |
| F008 | Table | Office desk | N/A | 22/01/11 | N/A | 115 USD | Conference Room | In Use | Nana |
| F009 | Table | Office desk | N/A | 22/01/11 | N/A | 115 USD | Conference Room | In Use | Gabriel |
| F010 | Table | Office desk | N/A | 22/01/11 | N/A | 115 USD | Conference Room | In Use | Arthur |
| F011 | Table | Office desk | N/A | 22/01/11 | N/A | 119 USD | Conference Room | In Use | Photo Copier |
| F017 | Table | Conference Table | N/A | 22/01/11 | N/A | 375 USD | Conference Room | In Use | office |
| F066 | Chair | Executive Chair | N/A | 22/01/11 | N/A | 75 USD | COP | In Use | Howard |
| F018 | Chair | Executive Chair | N/A | 22/01/11 | N/A | 75 USD | Fin/Admin Office | Damaged | Damaged |
| F019 | Chair | Executive Chair | N/A | 22/01/11 | N/A | 75 USD | Fin/Admin Office | Damaged | Damaged |
| F020 | Chair | Executive Chair | N/A | 22/01/11 | N/A | 75 USD | Fin/Admin | Damaged | Damaged |

| | | | | | | | | | |
|------|-------|-----------------|-----|----------|-----|--------|------------------|---------|----------------|
| | | | | | | | Office | | |
| F021 | Chair | Executive Chair | N/A | 22/01/11 | N/A | 75 USD | Program Office | In Use | Mercy |
| F022 | Chair | Executive Chair | N/A | 22/01/11 | N/A | 75 USD | Program Office | In Use | Francis |
| F023 | Chair | Executive Chair | N/A | 22/01/11 | N/A | 75 USD | Program Office | In Use | Myrline |
| F024 | Chair | Executive Chair | N/A | 22/01/11 | N/A | 75 USD | COP | Damaged | Damaged |
| F025 | Chair | Executive Chair | N/A | 22/01/11 | N/A | 75 USD | Conference Room | In Use | Nana |
| F026 | Chair | Executive Chair | N/A | 22/01/11 | N/A | 75 USD | Conference Room | In Use | Gabriel |
| F027 | Chair | Executive Chair | N/A | 22/01/11 | N/A | 75 USD | Conference Room | In Use | Arthur |
| F029 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | Fin/Admin Office | In Use | Finance office |
| F030 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | Program Office | In Use | Godfrey |
| F031 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | Program Office | In Use | Myrline |
| F032 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | Fin/Admin Office | In Use | Solomon |
| F033 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | COP's office | In Use | Howard |
| F034 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | Fin/Admin Office | In Use | Foday |
| F035 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | Conference Room | In Use | |
| F036 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | Conference Room | In Use | |
| F037 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | Conference Room | In Use | |
| F038 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | Conference Room | In Use | |
| F039 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | Conference Room | In Use | |

| | | | | | | | | | |
|------|---------|-----------------------|-----|----------|-----|---------|------------------|---------|--|
| F040 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | Conference Room | Damaged | |
| F041 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | COP | In Use | |
| F042 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | Kitchen | Damaged | |
| F043 | Chair | Office Chair | N/A | 22/01/11 | N/A | 30 USD | Kitchen | Damaged | |
| F066 | Chair | Office Chair | N/A | 23/02/15 | N/A | 35 USD | Conference Room | In Use | |
| F067 | Chair | Office Chair | N/A | 23/02/15 | N/A | 35 USD | Conference Room | In Use | |
| F068 | Chair | Office Chair | N/A | 23/02/15 | N/A | 35 USD | Conference Room | In Use | |
| F069 | Chair | Office Chair | N/A | 23/02/15 | N/A | 35 USD | Conference Room | In Use | |
| F070 | Chair | Office Chair | N/A | 23/02/15 | N/A | 35 USD | Conference Room | In Use | |
| F071 | Chair | Office Chair | N/A | 23/02/15 | N/A | 35 USD | Program Office | In Use | |
| F072 | Chair | Office Chair | N/A | 23/02/15 | N/A | 35 USD | Fin/Admin Office | In Use | |
| F073 | Chair | Secretary Chair | N/A | 23/02/15 | N/A | 75 USD | Fin/Admin Office | In Use | |
| F074 | Chair | Secretary Chair | N/A | 23/02/15 | N/A | 75 USD | Conference Room | Damaged | |
| F047 | Cabinet | Drawer Filing Cabinet | N/A | 22/01/11 | N/A | 145 USD | Fin/Admin Office | In Use | |
| F048 | Cabinet | Drawer Filing Cabinet | N/A | 22/01/11 | N/A | 145 USD | Fin/Admin Office | In Use | |
| F049 | Cabinet | Drawer Filing Cabinet | N/A | 22/01/11 | N/A | 145 USD | Program Office | In Use | |
| F050 | Cabinet | Book Shelf SET | N/A | 22/01/11 | N/A | 165 USD | COP | In Use | |
| F051 | Cabinet | Drawer Filing Cabinet | N/A | 22/01/11 | N/A | 145 USD | Program Office | In Use | |
| F052 | Cabinet | Filing Cabinet | N/A | 22/01/11 | N/A | 145 | COP | In Use | |

| | | | | | | USD | | | |
|------|-------|----------------------|-----|-----------|-----|----------|------------------|---------|--|
| F053 | Shelf | Filing Shelf | N/A | 22/01/11 | N/A | \$192.52 | Fin/Admin Office | In Use | |
| F054 | Shelf | Filing Shelf | N/A | 22/01/11 | N/A | \$325.00 | Program Office | In Use | |
| F055 | Chair | White Plastic Chairs | N/A | 1/10/2012 | N/A | 10 USD | Conference Room | In Use | |
| F056 | Chair | White Plastic Chairs | N/A | 1/10/2012 | N/A | 10 USD | Conference Room | In Use | |
| F057 | Chair | White Plastic Chairs | N/A | 1/10/2012 | N/A | 10 USD | Conference Room | In Use | |
| F058 | Chair | White Plastic Chairs | N/A | 1/10/2012 | N/A | 10 USD | Conference Room | In Use | |
| F059 | Chair | White Plastic Chairs | N/A | 1/10/2012 | N/A | 10 USD | Conference Room | In Use | |
| F060 | Chair | White Plastic Chairs | N/A | 1/10/2012 | N/A | 10 USD | Conference Room | In Use | |
| F061 | Chair | White Plastic Chairs | N/A | 1/10/2012 | N/A | 10 USD | Conference Room | In Use | |
| F062 | Chair | White Plastic Chairs | N/A | 1/10/2012 | N/A | 10 USD | Conference Room | In Use | |
| F063 | Chair | White Plastic Chairs | N/A | 1/10/2012 | N/A | 10 USD | Conference Room | In Use | |
| F064 | Chair | White Plastic Chairs | N/A | 1/10/2012 | N/A | 10 USD | Conference Room | In Use | |
| F065 | Chair | White Plastic Chairs | N/A | 1/10/2012 | N/A | 10 USD | Conference Room | Damaged | |

Annex C: Disposition of FAWE Assets



AMERICAN INSTITUTES FOR RESEARCH®

Project : GOAL Plus

Liberia

Inventory Disposition

August 2015

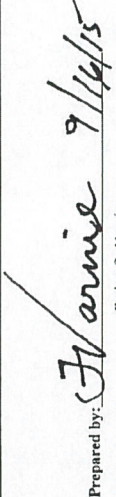
The Forum of African Women Educationalists

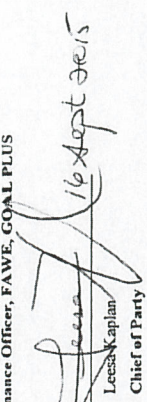
| Asset ID | Equipment | Description | Acquisition Date | Model # | Serial # | Source of Equipment | Purchase Price | Location | Condition | Notes | Estimated current fair market value | Disposition Plan/Recipients |
|---------------|-----------|---------------------------|------------------|-------------|-------------------------|---------------------|----------------|-------------|-----------|---------------------|-------------------------------------|-----------------------------|
| GOAL-C010 | PC | DELL LAPTOP | 21/01/2011 | PP42L | S3GL0K1/11093164561 | CHINA | 900 USD | MONROVIA | GOOD | FAWE/Jeremiah | 585.00 | To be retained by FAWE |
| GOAL-C013 | PC | DELL LAPTOP | 5/5/2011 | | CNAK138P-70166-9AT-0357 | CHINA | 800 USD | GRAND BASSA | STOLEN | FAWE/Gregory | 0.00 | To be retained by FAWE |
| GOAL-C014 | PC | DELL LAPTOP | 5/5/2011 | | CNAK138P-70166-9BM-08RZ | CHINA | 800 USD | MONROVIA | FAULTY | FAWE | 0.00 | To be retained by FAWE |
| GOAL-C015 | PC | DELL LAPTOP | 5/5/2011 | | CNAK138P-70166-9B2-0051 | CHINA | 800 USD | LOFA | GOOD | FAWE/Rianda | 520.00 | To be retained by FAWE |
| GOAL-C016 | PC | DELL LAPTOP | 8/7/2011 | PP42L | J9HS6P1/41932928485 | CHINA | 795 USD | MONROVIA | GOOD | FAWE/Waynawhere | 516.75 | To be retained by FAWE |
| GOAL-C003 | PC | DELL LAPTOP | 1/21/2011 | PP41L | 5JN49L1/12071599237 | CHINA | 900 USD | MONROVIA | GOOD | FAWE/Gregory | 585.00 | To be retained by FAWE |
| GOAL-C012 | PC | DELL LAPTOP | 1/21/2011 | PP41L | 7T5B1K1/16999508769 | CHINA | 900 USD | MONROVIA | GOOD | FAWE/Bee | 585.00 | To be retained by FAWE |
| AIR32502 | PC | HP LAPTOP | 11/11/2013 | 8470p | CNU344C7YT | CHINA | 795.00 | MONROVIA | GOOD | FAWE/Marson | 516.75 | To be retained by FAWE |
| AIR32503 | PC | HP LAPTOP | 11/11/2013 | 8470p | CNU344C7FF | CHINA | 795.00 | MONROVIA | GOOD | FAWE/Marinda | 516.75 | To be retained by FAWE |
| GOAL-C046 | SCAN | HP LASER JET (5590) | 4/8/2011 | FCLSD-04066 | CN02UVH08B | CANADA | 525 USD | MONROVIA | GOOD | FAWE/Marinda | 341.25 | To be retained by FAWE |
| FL-GOAL-EQ-01 | PRI | HP DESKJET PRINTER, 1050 | | | CN 35A 3DHH8 | CHINA | 90 USD | MONROVIA | GOOD | FAWE/Bong | 58.50 | To be retained by FAWE |
| FL-GOAL-EQ-02 | PRI | HP DESKJET PRINTER, 1050 | | | CN 35A 3DHGW | CHINA | 90 USD | MONROVIA | GOOD | FAWE/Lofa | 58.50 | To be retained by FAWE |
| FL-GOAL-EQ-03 | PRI | HP DESKJET PRINTER, 1050 | | | CN 35A3DHHZ | CHINA | 90 USD | MONROVIA | GOOD | FAWE/Bassa | 58.50 | To be retained by FAWE |
| FL-GOAL-EQ-04 | PRI | HP DESKJET PRINTER, 1050 | | | CN36339IT3 | CHINA | 90USD | MONROVIA | GOOD | FAWE/Finance Office | 58.50 | To be retained by FAWE |
| FL-GOAL-EQ-05 | PRI | LAZERJET P1102W | | | VNF6118610 | CHINA | 275 USD | MONROVIA | GOOD | FAWE/Finance Office | 136.50 | To be retained by FAWE |
| FL-GOAL-EQ-06 | PRI | LAZERJET P1102W | | | | CHINA | 275 USD | MONROVIA | GOOD | FAWE/Marinda | 178.75 | To be retained by FAWE |
| FL-GOAL-EQ-07 | CAM | DIGITAL STILL CAMERA 3.6M | 4/23/2014 | DSC-W710 | DSC-W710-4196188 | CHINA | 175 USD | BONG | GOOD | FAWE Bong | 113.75 | To be retained by FAWE |
| FL-GOAL-EQ-08 | CAM | DIGITAL STILL CAMERA 3.6M | 4/23/2014 | DSC-W710 | DSC-W710-4196187 | CHINA | 175 USD | BONG | GOOD | FAWE Bong | 113.75 | To be retained by FAWE |
| FL-GOAL-EQ-09 | CAM | DIGITAL STILL CAMERA 3.6M | 4/23/2014 | DSC-W710 | DSC-W710-5575277 | CHINA | 175 USD | BONG | GOOD | FAWE/Jeremiah | 113.75 | To be retained by FAWE |
| FL-GOAL-EQ-10 | CAM | DIGITAL STILL CAMERA 3.6M | 4/23/2014 | DSC-W710 | DSC-W710-6222474 | CHINA | 175 USD | LOFA | GOOD | FAWE/Jeremiah | 113.75 | To be retained by FAWE |
| FL-GOAL-EQ-11 | CAM | DIGITAL STILL CAMERA 3.6M | 4/23/2014 | DSC-W710 | DSC-W710-6191174 | CHINA | 175 USD | LOFA | GOOD | FAWE / Pelema | 113.75 | To be retained by FAWE |
| FL-GOAL-EQ-12 | CAM | DIGITAL STILL CAMERA 3.6M | 4/23/2014 | DSC-W710 | DSC-W710-6191174 | CHINA | 175 USD | BASSA | GOOD | FAWE/Gregory | 113.75 | To be retained by FAWE |
| FL-GOAL-EQ-13 | CAM | DIGITAL STILL CAMERA 3.6M | 4/23/2014 | DSC-W710 | DSC-W710-6222474 | CHINA | 175 USD | BASSA | GOOD | FAWE/Waynawhere | 113.75 | To be retained by FAWE |
| FL-GOAL-EQ-14 | CAM | CANON VEDEO CAMERA | | | | CHINA | 750 USD | MONROVIA | GOOD | FAWE/Marinda | 487.50 | To be retained by FAWE |
| FL-GOAL-EQ-15 | COM | NOKIA 110 | | 110 | 92210002 | CHINA | 50 USD | BONG | GOOD | FAWE/Bong | 32.50 | To be retained by FAWE |
| FL-GOAL-EQ-16 | COM | NOKIA 110 | | 110 | 921974/1 | CHINA | 50 USD | BONG | GOOD | FAWE/Bong | 32.50 | To be retained by FAWE |
| FL-GOAL-EQ-17 | COM | NOKIA 110 | | 110 | 922038/4 | CHINA | 50 USD | BONG | GOOD | FAWE/Bong | 32.50 | To be retained by FAWE |
| FL-GOAL-EQ-18 | COM | NOKIA 110 | | 110 | 920326/5 | CHINA | 50 USD | BONG | GOOD | FAWE/Bong | 32.50 | To be retained by FAWE |
| FL-GOAL-EQ-19 | COM | NOKIA 110 | | 110 | 921548/3 | CHINA | 50 USD | LOFA | GOOD | FAWE/Lofa | 32.50 | To be retained by FAWE |
| FL-GOAL-EQ-20 | COM | NOKIA 110 | | 110 | 920964/3 | CHINA | 50 USD | LOFA | GOOD | FAWE/Lofa | 32.50 | To be retained by FAWE |
| FL-GOAL-EQ-21 | COM | NOKIA 110 | | 110 | 920636/7 | CHINA | 50 USD | BASSA | GOOD | FAWE/Bassa | 32.50 | To be retained by FAWE |
| FL-GOAL-EQ-29 | GEN | TIGER GENERATOR 2.5 KVA | | 2.5KVA | | CHINA | 250 USD | BONG | GOOD | FAWE/Bong | 162.50 | To be retained by FAWE |
| FL-GOAL-EQ-30 | GEN | TIGER GENERATOR 2.5 KVA | | 2.5KVA | | CHINA | 250 USD | BONG | GOOD | FAWE/Bong | 162.50 | To be retained by FAWE |
| FL-GOAL-EQ-31 | GEN | TIGER GENERATOR 2.5 KVA | | 2.5KVA | | CHINA | 250 USD | LOFA | GOOD | FAWE/Lofa | 162.50 | To be retained by FAWE |
| FL-GOAL-EQ-32 | REG | VOTAGE REGULATOR | | 1000W | | CHINA | 250 USD | BASSA | GOOD | FAWE/Bassa | 162.50 | To be retained by FAWE |
| FL-GOAL-EQ-33 | REG | VOTAGE REGULATOR | | 1000W | | CHINA | 40 USD | BONG | GOOD | FAWE/Bong | 26.00 | To be retained by FAWE |
| FL-GOAL-EQ-34 | REG | VOTAGE REGULATOR | | 1000W | | CHINA | 40 USD | BASSA | GOOD | FAWE/Bassa | 26.00 | To be retained by FAWE |
| GOAL-C050 | USB | NETWORK SERVICE | N/A | MF100 | 6934933003088 | CHINA | 40 USD | LOFA | GOOD | FAWE/Lofa | 26.00 | To be retained by FAWE |
| GOAL-VE003 | BIKE | HONDA XR125 | 25/01/2011 | XRI125 | LTMJD19A0A5105356 | CHINA | 3,165 USD | LOFA | Damaged | Jeremiah Kity | 26.00 | To be retained by FAWE |

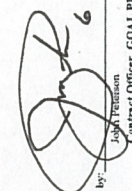
| | | | | | | | | | | | | |
|------------|------|---------------|------------|---------|--------------------|----------|-----------|-------------|---------|--------------------|------------------|-----------------------------------|
| GOAL-VE004 | BIKE | HONDA XR125 | 25/01/2011 | XR125 | LTMJD19A0A5104069 | CHINA | 3,165 USD | BONG | Damaged | Marsin Blaslin | 0.00 | To be retained by FAWE |
| GOAL-VE005 | BIKE | HONDA XR125 | 25/01/2011 | XR125 | LTMJD19A0A5104122 | CHINA | 3,165 USD | GRAND BASSA | Poor | Waynawhere | 1084.62 | To be retained by FAWE |
| GOAL-VE006 | BIKE | SAFETY HELMET | 11/7/2011 | N/A | N/A | CHINA | 65 USD | GRAND BASSA | Lost | Gregory Pah | 0.00 | To be retained by FAWE |
| GOAL-VE007 | BIKE | SAFETY HELMET | 11/7/2011 | N/A | N/A | CHINA | 65 USD | LOFA | Damaged | Jeremiah Kity | 0.00 | To be retained by FAWE |
| GOAL-VE008 | BIKE | SAFETY HELMET | 11/7/2011 | N/A | N/A | CHINA | 65 USD | BONG | GOOD | Marsin Blaslin | 42.25 | DEO-MOE Bong Office |
| GOAL-VE009 | LOCK | SAFETY LOCK | 20/05/2011 | TBD | TBD | THAILAND | 33.3 USD | LOFA | Damaged | Jeremiah Kity | 0.00 | To be retained by FAWE |
| GOAL-VE010 | LOCK | SAFETY LOCK | 20/05/2011 | TBD | TBD | THAILAND | 33.3 USD | BONG | Damaged | Marsin Blaslin | 0.00 | To be retained by FAWE |
| GOAL-VE011 | LOCK | SAFETY LOCK | 20/05/2011 | TBD | TBD | THAILAND | 33.3 USD | GRAND BASSA | Damaged | Gregory Pah | 0.00 | To be retained by FAWE |
| GOAL-C084 | PC | HP LAPTOP | 10/11/2012 | 8470p | CNU238BR7P | CHINA | 771.63 | MONROVIA | GOOD | FAWE/Ramona Buysah | 501.56 | To be retained by FAWE |
| GOAL-VE013 | BIKE | HONDAXL125LK | 11/26/2013 | XL125LK | LTMJD2197C5203707 | CHINA | 2410.83 | BONG | GOOD | FAWE/Bong | 1525.00 | Min. of Education Bong Office-DEO |
| GOAL-VE014 | BIKE | HONDAXL125LK | 11/26/2013 | XL125LK | LTMJD2193C5203946 | CHINA | 2410.83 | LOFA | GOOD | FAWE/Lofo | 1525.00 | Min. of Education Lofo Office-DEO |
| GOAL-VE015 | BIKE | HONDAXL125LK | 11/26/2013 | XL125LK | LTMJD2192C5203985 | CHINA | 2410.83 | Lofo | GOOD | FAWE/Lofo | 1525.00 | To be retained by FAWE |
| GOAL-VE016 | BIKE | HONDAXL125LK | 11/26/2013 | XL125LK | LTMJD2198C5203568 | CHINA | 2410.83 | BASSA | GOOD | FAWE/Bassa | 1525.00 | Min. of Education Bassa-DEO |
| GOAL-VE017 | BIKE | HONDAXL125LK | 11/26/2013 | XL125LK | LTMJD2192C5203890 | CHINA | 2410.83 | BONG | GOOD | FAWE/Bong | 1525.00 | To be retained by FAWE |
| GOAL-VE018 | BIKE | HONDAXL125LK | 11/26/2013 | XL125LK | LTMJD2196C5203598 | CHINA | 2410.83 | BONG | GOOD | FAWE/Bong | 1525.00 | To be retained by FAWE |
| GOAL-VE019 | BIKE | SAFETY HELMET | 11/26/2013 | FF368 | 051359/P-22.089374 | CHINA | 80 | BONG | GOOD | FAWE | 52.00 | To be retained by FAWE |
| GOAL-VE020 | BIKE | SAFETY HELMET | 11/26/2013 | FF368 | 051359/P-22.090484 | CHINA | 80 | LOFA | GOOD | FAWE | 52.00 | Min. of Education Lofo Office |
| GOAL-VE021 | BIKE | SAFETY HELMET | 11/26/2013 | FF368 | 051359/P-22.091846 | CHINA | 80 | LOFA | GOOD | FAWE | 52.00 | To be retained by FAWE |
| GOAL-VE022 | BIKE | SAFETY HELMET | 11/26/2013 | FF368 | 051359/P-22.091632 | CHINA | 80 | BONG | GOOD | FAWE | 52.00 | To be retained by FAWE |
| GOAL-VE023 | BIKE | SAFETY HELMET | 11/26/2013 | FF368 | 051359/P-22.091640 | CHINA | 80 | BASSA | GOOD | FAWE | 52.00 | Min. of Edu. Bassa |
| GOAL-VE024 | BIKE | SAFETY HELMET | 11/26/2013 | FF368 | 051359/P-22.089391 | CHINA | 80 | BASSA | GOOD | FAWE | 52.00 | To be retained by FAWE |
| | | TOTAL | | | | | | | | | 17,908.93 | |

| Asset ID | Asset Category | Description: Make/Model/Model No. | Acquisition Date | Source of Equipment/ Vendor | Purchase Price | Location | Condition | Notes | Estimated fair market value | Disposition Plan/Final Recipients |
|---------------|----------------|-----------------------------------|------------------|-----------------------------|----------------|----------------|-----------|---------------|-----------------------------|-----------------------------------|
| F013 | Table | OFFICE DESK | 21/09/11 | N/A | 175 USD | Project Coordi | Good | FAWE | 113.75 | To be retained by FAWE |
| F014 | Table | OFFICE DESK | 21/09/11 | N/A | 125 USD | Bassa | Good | FAWE/Gregory | 81.25 | DEO-MOE Bassa Office |
| F015 | Table | OFFICE DESK | 21/09/11 | N/A | 125 USD | Bong | Good | FAWE/Marsin | 81.25 | DEO-MOE Bong Office |
| F016 | Table | OFFICE DESK | 21/09/11 | N/A | 125 USD | Lofa | Good | FAWE/Jeremiah | 81.25 | DEO-MOE Lofa Office |
| F028 | Chair | EXECUTIVE CHAIR | 21/09/11 | N/A | 60 USD | Project Coordi | Good | FAWE/Marinda | 39.00 | To be retained by FAWE |
| F044 | Chair | EXECUTIVE CHAIR | 21/09/11 | N/A | 35 USD | Bassa | Good | FAWE/Gregory | 22.75 | DEO-MOE Bassa Office |
| F045 | Chair | EXECUTIVE CHAIR | 21/09/11 | N/A | 35 USD | Bong | Good | FAWE/Marsin | 22.75 | DEO-MOE Bong Office |
| F046 | Chair | EXECUTIVE CHAIR | 21/09/11 | N/A | 35 USD | Lofa | Good | FAWE/Jeremiah | 22.75 | DEO-MOE Lofa Office |
| FL-GOAL-FF-16 | Chair | EXECUTIVE CHAIR | Jan. 2015 | N/A | 110USD | Monrovia | Good | FAWE/Mr. Bee | 71.50 | To be retained by FAWE |
| FL-GOAL-FF-17 | Chair | EXECUTIVE CHAIR | Jan. 2015 | N/A | 150USD | Monrovia | Good | FAWE/Marinda | 97.50 | To be retained by FAWE |
| FL-GOAL-FF-01 | Chair | OFFICE CHAIR | Jan. 2015 | N/A | 35USD | Bong | Good | FAWE/Bong | 22.75 | DEO-MOE Bong Office |
| FL-GOAL-FF-02 | Chair | OFFICE CHAIR | Jan. 2015 | N/A | 35USD | Bassa | Good | FAWE/Bassa | 22.75 | DEO-MOE Bassa Office |
| FL-GOAL-FF-03 | Chair | OFFICE CHAIR | Jan. 2015 | N/A | 35USD | Lofa | Good | FAWE/Lofa | 22.75 | DEO-MOE Lofa Office |
| FL-GOAL-FF-04 | Chair | OFFICE CHAIR | Jan. 2015 | N/A | 35USD | Bong | Good | FAWE/Bong | 22.75 | DEO-MOE Bong Office |
| FL-GOAL-FF-05 | Chair | OFFICE CHAIR | Jan. 2015 | N/A | 35USD | Monrovia | Good | FAWE/Monrovia | 22.75 | To be retained by FAWE |
| FL-GOAL-FF-07 | Desk | OFFICE DESK (TABLES) | Jan. 2015 | N/A | 100USD | Bong | Good | FAWE/Bong | 65.00 | DEO-MOE Bong Office |
| FL-GOAL-FF-08 | Desk | OFFICE DESK (TABLES) | Jan. 2015 | N/A | 100USD | Bong | Good | FAWE/Bong | 65.00 | DEO-MOE Bong Office |
| FL-GOAL-FF-09 | Desk | OFFICE DESK (TABLES) | Jan. 2015 | N/A | 100USD | Lofa | Good | FAWE/Lofa | 65.00 | DEO-MOE Lofa Office |
| FL-GOAL-FF-10 | Desk | OFFICE DESK (TABLES) | Jan. 2015 | N/A | 100USD | Bassa | Good | FAWE/Bassa | 65.00 | DEO-MOE Bassa Office |
| FL-GOAL-FF-11 | Desk | OFFICE DESK (TABLES) | Jan. 2015 | N/A | 100USD | Monrovia | Good | FAWE/Monrovia | 65.00 | To be retained by FAWE |
| FL-GOAL-FF-12 | Fan | 20" STAND FANS | Jan. 2015 | N/A | 100USD | Bong | Good | FAWE/Bong | 65.00 | To be retained by FAWE |
| FL-GOAL-FF-13 | Fan | 20" STAND FANS | Jan. 2015 | N/A | 100USD | Lofa | Good | FAWE/Lofa | 65.00 | To be retained by FAWE |
| FL-GOAL-FF-14 | Fan | 20" STAND FANS | Jan. 2015 | N/A | 100USD | Bassa | Good | FAWE/Bassa | 65.00 | To be retained by FAWE |
| | | TOTAL | | | | | | | 1,267.50 | |

Prepared by:  9/16/15
Wilson Bee
Finance Officer, FAWE, GOAL PLUS

Prepared by:  9/16/15
Foday O. Vamie
Finance & Administration Manager, GOAL PLUS

Reviewed by:  16 Sept 2015
Leesa Kaplan
Chief of Party

Approved by:  6 Oct. 2015
Matthew Klary
Researcher & Program Manager, GOAL PLUS
American Institutes for Research

Approved by:  6 October 2015
John Tatum
Contract Officer, GOAL PLUS
American Institutes for Research

Annex D: School Progress Card

School Progress Card Measuring What We Value in Our Schools

| CATEGORY A: SANITATION AND SAFE DRINKING WATER | | | | | |
|--|------------------------------------|---|--|---|--------------------|
| # | Categories | Indicators | | Score/Option Yes very true=3 Half true=2 Small true=1 Not at all true=0 | Next Steps/Remarks |
| 1) | Sanitation and Safe Drinking Water | • There are separate toilets for girls and boys on the school campus | | Possible score = 24 Actual score = | |
| | | • The toilets are in use | | | |
| | | • The toilets are clean | | | |
| | | • The toilets have inside locks | | | |
| | | • The toilets have separate doors | | | |
| | | • There is a hand washing station with soap and water available for use | | | |
| | | • Students and teachers wash their hands after using toilets or latrines | | | |
| | | • There is safe drinking water and drinking cups that are well taken care of and stored for serving water | | | |

| CATEGORY B: SCHOOL COMMUNITY RELATIONS | | | | | |
|---|--------------------------------|---|--|---|--|
| 2) | School and Community Relations | <ul style="list-style-type: none"> Information from the school to parents is communicated regularly and on time | | Possible score = 36 Actual score = | |
| | | <ul style="list-style-type: none"> Information from the school reaches all the parents | | | |
| | | <ul style="list-style-type: none"> The principal is accessible to parents | | | |
| | | <ul style="list-style-type: none"> Parents visit school regularly to monitor learning conditions and/or the academic progress of their children | | | |
| | | <ul style="list-style-type: none"> Most of the parents participate in PTA meetings regularly | | | |
| | | <ul style="list-style-type: none"> Men and women equally participate in PTA meetings and other activities | | | |
| | | <ul style="list-style-type: none"> School and community (leaders, PTA, women’s groups, youth groups, and other stakeholders) work with the school to mobilize resources to respond to school needs | | | |
| | | <ul style="list-style-type: none"> The school leadership involves parents and the PTA in school decisions | | | |
| | | <ul style="list-style-type: none"> Parents actively monitor children’s completion of their homework assignments | | | |
| | | <ul style="list-style-type: none"> Family members help the children practice their reading at home | | | |
| | | <ul style="list-style-type: none"> Parents have high hope for their children as students | | | |
| | | <ul style="list-style-type: none"> PTA and school leadership give recognition to teachers and the principal for good performance | | | |

| CATEGORY C: SUPPORT FOR TEACHING | | | | | | |
|---|---------------------------------|---|--|---------------------|--|----------------|
| 3) | Support for Teaching | <ul style="list-style-type: none"> Students come to class on time | | Possible score = 27 | | |
| | | <ul style="list-style-type: none"> Teachers come to school on time | | | | |
| | | <ul style="list-style-type: none"> Students are well-behaved in class, showing respect for each other and the teacher | | | | Actual Score = |
| | | <ul style="list-style-type: none"> There are an adequate number of good chalkboards | | | | |
| | | <ul style="list-style-type: none"> Classrooms have adequate chalk | | | | |
| | | <ul style="list-style-type: none"> School management monitors what goes on in the classroom and takes actions | | | | |
| | | <ul style="list-style-type: none"> There is a strong common sense of purpose and direction among staff | | | | |
| | | <ul style="list-style-type: none"> Teachers participate in staff development opportunities | | | | |
| | | <ul style="list-style-type: none"> Achievement of teachers are recognized and rewarded | | | | |
| CATEGORY D: SUPPORTIVE LEARNING ENVIRONMENT | | | | | | |
| 4) | Supportive Learning Environment | <ul style="list-style-type: none"> There are enough seats and space for the boys and girls to sit comfortably in class | | Possible score = 36 | | |
| | | <ul style="list-style-type: none"> There is adequate lighting and breeze in the classroom | | | | Actual Score = |
| | | <ul style="list-style-type: none"> School walls are talking – posters, student work, art projects, health and hygiene posters are on the classroom walls | | | | |
| | | <ul style="list-style-type: none"> Both boys and girls in classes are using textbooks equally for academic work | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | | <ul style="list-style-type: none"> Teachers are using the MOE curriculum to plan and teach | | | |
| | | <ul style="list-style-type: none"> Teachers give assignments to students regularly | | | |
| | | <ul style="list-style-type: none"> Students regularly receive feedback on the assignments that they complete | | | |
| | | <ul style="list-style-type: none"> Teachers help each individual student remain in school and pass her or his lessons. | | | |
| | | <ul style="list-style-type: none"> Students feel like the teachers care about them | | | |
| | | <ul style="list-style-type: none"> Students like going to school (friendly, atmosphere, learning is interesting and fun) | | | |
| | | <ul style="list-style-type: none"> All the students - boys and girls, old and young, clever and not - are treated equally in class | | | |
| | | <ul style="list-style-type: none"> Students receive praise from their teacher | | | |
| CATEGORY E: SECURITY, SAFETY, AND PSYCHO-SOCIAL WELLBEING | | | | | |
| 5) | Security, Safety, and Psycho-social Wellbeing of Students and Teachers | <ul style="list-style-type: none"> Teachers advise students | | Possible score =18 Actual Score = | |
| | | <ul style="list-style-type: none"> Our school is free of all forms of violence, sexual exploitation and abuse | | | |
| | | <ul style="list-style-type: none"> Our school is free from drugs and alcohol | | | |
| | | <ul style="list-style-type: none"> Teachers and students respect each other. Students and staff feel relaxed with one another in and out of school. | | | |
| | | <ul style="list-style-type: none"> There is a sense of community in the school | | | |
| | | <ul style="list-style-type: none"> Staff respect one another's work | | | |

| CATEGORY F: RECREATIONAL ACTIVITIES | | | | | |
|--|-----------------------------------|--|--|---|--|
| 6) | Recreational Activities | <ul style="list-style-type: none"> The school has an area set aside for recreation | | Possible score = 12 Actual Score = | |
| | | <ul style="list-style-type: none"> Students engage in recreational activities | | | |
| | | <ul style="list-style-type: none"> Sporting materials are accessible to boys and girls | | | |
| | | <ul style="list-style-type: none"> There are equal recreational opportunities for boys and girls | | | |
| CATEGORY G: HEALTHY SCHOOL ENVIROMENT | | | | | |
| 7) | Healthy School Environment | <ul style="list-style-type: none"> There is a functional school water and sanitation committee | | Possible score =15 Actual Score = | |
| | | <ul style="list-style-type: none"> School classrooms are kept clean, and free from dirt and animals' toilets | | | |
| | | <ul style="list-style-type: none"> Bushes and grass are cut low | | | |
| | | No dangerous insects, snakes, sharp object like nails, pins, glass bottles, and harmful waste products are found on the school grounds | | | |
| | | <ul style="list-style-type: none"> The school burns its waste in garbage pits | | | |
| CATEGORY H: SCHOOL RECORDS AND RECORDKEEPING | | | | | |
| 8 | School Records and Record keeping | <ul style="list-style-type: none"> Parents or guardians receive student grade sheets every period | | Possible score =12 Actual score = | |
| | | <ul style="list-style-type: none"> Parents receive report cards at the end of every academic year | | | |
| | | <ul style="list-style-type: none"> Master grade sheets are available for parents' review | | | |
| | | <ul style="list-style-type: none"> Attendance records of teachers and students are available (separated | | | |

| | | | | | |
|---|----------------------|---|--|---------------------------------------|--|
| | | column for females and males) | | | |
| CATEGORY I: OPPORTUNITY TO LEARN | | | | | |
| 9) | Opportunity to Learn | <ul style="list-style-type: none"> • Student attendance is high | | Possible Score = 21 Actual Score = | |
| | | <ul style="list-style-type: none"> • Teachers are regular in school (all teachers come to school every day from Monday to Friday). | | | |
| | | <ul style="list-style-type: none"> • DEOs and/or other MOE representatives visit the school regularly and provide support | | | |
| | | <ul style="list-style-type: none"> • School opens on time and closes on time everyday | | | |
| | | <ul style="list-style-type: none"> • More than 80% of girls are promoted to the next grade level | | | |
| | | <ul style="list-style-type: none"> • More than 80% of boys are promoted to the next grade level | | | |
| | | <ul style="list-style-type: none"> • All children from ages 6 to 11 are in primary school | | | |
| | | • | | | |
| | | • | | | |
| Remarks | | | | | |
| General Remarks | | | | | |

| |
|----------------------------------|
| |
| Total Possible Score: 201 |
| Total Actual Score: |
| Grade (Color Level) |

Grading System

The grading of the schools will be done in collaboration with the PTA representatives and the district school representatives. Achievements will be detailed in terms of colors as follows:

Red Level

The red level is a dangerous zone which means failure. Any school that scores a mark in the range of 0 to 50 points will be classified as being in the Red level. Schools at the red mark level show that the school has not yet grasped the concept of what it takes to provide the basic opportunity to learn where good teaching and learning practices take place for children. Those activities that create the basis opportunity to learn are not yet fully implemented in a coordinated manner. At this level, the school needs more support from the PTA, school authorities, education officers and the community in order to move to the next level. Schools at this level need more monitoring visits.

Yellow Level

This level is when the school is slowly moving away from the danger zone, which is the red level. A school that scores a mark from 51-99 points is at this level. Schools at this level have just started understanding the concept of what it takes to create the basis opportunity to learn. The PTA, school authorities, students, education officers and parents though not yet very active, are beginning to work in a coordinated manner.

Green Level

A school is qualified to be at the green level if the score range from 100-139 points. The school at this level is moving to a comfortable level but has not yet reached the level of creating the basis opportunity to learn. At this level, the school PTA, parents, students and education officers understand the concept of what it takes to provide the basis opportunity to learn, but taking actions to implement the concept is still a problem. There is partial implementation of the concept. Nonetheless at this level, the school is half way in the implementation process of what it takes to create the basis opportunity to learn.

Purple Level

A school at the purple level means that the school is doing a commendable job as far as promoting the basis opportunity to learn and promoting a healthy learning environment. The score ranges from 140-179 points. At this level, the PTA/school management committee, parents, school administrators are all actively performing their responsibilities. The school is practicing good school-based health and sanitation activities. The PTA is strongly supporting the school and having regular meetings. Student and teacher attendance is high and the school is practicing good record keeping. The teachers, learners and the community have a good

understanding of safe and hygienic learning environments, and the students have high learning prospects. All activities are coordinated in a good manner.

Blue Level

A school that reaches the blue level is qualified to be a model school. Its score ranges from 180-201. There is innovativeness and best practices in the implementation of the activities that other schools can adapt. The importance of education and healthy hygiene practices is well understood, and the teachers and learners together with community members are undertaking many school improvement activities/projects using their local resources.

U.S. Agency for International Development

1300 Pennsylvania Avenue, NW

Washington, DC 20523

Tel: (202) 712-0000

Fax: (202) 216-3524

www.usaid.gov