

Research Report

BARRIERS TO GIRLS' ATTENDANCE, RETENTION AND COMPLETION FROM SECONDARY SCHOOLS

-PARTNERS-

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ACRONYMS

CEO	County Education Officer
CSO	Civil Society Organization
DEO	District Education Officer
EOL Project	Education Out Loud Project
ERA	Education Reform Act
GARC	Girls' Attendance, Retention and Completion
GoL	Government of Liberia
HOPE	Helping Our People Excel
LISGIS	Liberia Institute of Statistics and Geo-Information Services
MIA	Ministry of Internal Affairs
MoE	Ministry of Education
MoGCSP	Ministry of Gender Children Social Protection
MOU	Memorandum of Understanding
NPGE	National Policy on Girls Education
RA	Research Assistants
SRSGBV	School Related Sexual Gender-Based Violence

EXECUTIVE SUMMARY / ABSTRACT

This Social Research and Baseline Study focuses primarily on barriers that impede girls' attendance, retention, and completion in senior high school (GARC), in the 15 counties (Montserrado, Margibi, Bomi, Gbarnga, Grand Gedeh, Grand Cape Mount, Nimba, and Grand Bassa, Gbarpolu, Lofa, Rivercess, Maryland). The findings are based on a desk review, qualitative and quantitative methods conducted by JAC Consultancy, JAC Group of Companies for Educate HER and partners, funded by the EOL project.

The original GARC research was conducted in 2018 by Helping Our People Excel (HOPE) in four counties (Grand Bassa, Maryland, River Gee, and Grand Kru) on the Barriers to Girl's Attendance, Retention and Completion (GARC) from Public Secondary Schools. The research provided key insights and highlighted the challenges to promoting GARC. Data gathered from the research was used for two sets of interventions:

1. Engage policymakers to advocate for an increment in the national budget for education
2. Engage policymakers for the effective implementation of existing Laws and Policies (see research material) through proper monitoring and coordination.

Building on the findings of the original research; JAC Consultancy was contracted to provide policy and context analysis by expanding the research to all 15 counties and both public and private secondary education. The overall goal of the Baseline Study is to get an analysis of girls' education in Liberia, as it relates to the implementation of national policies, coordination between government, education developmental partners and CSOs, initiatives and best practices, and gaps and challenges.

The team implemented a research design that combined a desk review consulting secondary data sources, and multi-method research techniques. The quantitative approach analyzes frequencies, trends, and patterns from in-person surveys conducted with key informants (KI) and participants; users and beneficiaries of education services. Whereas, the qualitative method was used to develop insights, and establish descriptive findings from the focus group discussions participants. These two components complement each other to portray a chronological picture.

The findings highlighted three key challenges. There is a need to:

1. Improve the availability of and access to disaggregated data on GARC, to influence decisionmakers and duty-bearers, and inform policy making and implementation, including school policies and gender-specific programming.
2. Enhance strategic partnerships among Government of Liberia (GOL) line ministries, and civil society organizations (CSO) for increased awareness, coordination and monitoring, capacity building, and commitment on policies supporting girls' education and
3. Increase financial investment into implementing the NPGE.

The findings acquired from this study will be used:

1. for education sector engagement for effective coordination and monitoring
2. to promote citizens' participation for national advocacy and,

3. to strengthen the capacity of the Educate HER partners and coalition members for implementing evidence-based interventions and complimenting national educational priorities and initiatives.

1 SITUATION ANALYSIS

Education is one of the most fundamental human rights,¹ yet Liberia ranks first among post-war countries with the number of out-of-school children at 21.36%.² The education system in Liberia was devastated by intermittent civil wars between 1989 and 2003, and again experienced major setbacks due to the 2014-15. The Ebola crisis, and the recent Covid-19 pandemic, has taken its toll on the already fragile education system and revealed the extent of extreme inequality in access to education. These successive crises have created significant demographic and development challenges to girls' education rights and gender equality goals³. There are substantial educational disparities due to gender, rural-urban locality, and income inequality in Liberia, with poor rural girls and women being at the greatest disadvantage. Among Liberians 15 years and older, the literacy rate is 62.7% for males and 34.1% for females.⁴ 30% of women have no education at all, compared to 13% of men.⁵ While there is near gender parity in national enrolment in primary and secondary school, the gap between male and female completion rates is greater for each rung of the educational ladder. 36% of males compared to 32% of females complete primary school; 28% males compared to 23% females complete lower secondary,⁶ and 17% of males compared to 9% of females complete upper secondary.⁷ If we compare urban to rural, the gaps are even wider. In upper secondary, the completion rate for urban males is 23% compared to 13% for urban females, and 6%:2% for their rural counterparts.⁸

The main barriers to girls' attendance, retention and completion (GARC) in secondary schools are related to the practical gender needs of girls, gender norms that give preference to boys' education (particularly in impoverished and rural households) and require girls to take on domestic labor, as well as as discriminatory practices.

Many girls miss a significant amount to school days when they are menstruating due to limited access to sanitary products, medication, and nurses at schools.

Girls are at higher risk dropping out due to cultural norms and harmful traditional practices such as FGM and early and forced marriage. There is ostensibly a ban on girls' participation in the Sande bush⁹ which is one reason why girls' drop out during the academic school year, but this is often flouted, especially in rural areas. Lack of sexual and reproductive health services and rights also mean high teenage pregnancy rates, particularly in rural areas.

¹ Universal Human rights, <https://www.un.org/en/universal-declaration-human-rights/>

² World Bank, Collection of Development Indicators, 2017

³ Cited from the National Girls Education Strategy

⁴ UNESCO. 2017. Liberia Country Profile. <http://uis.unesco.org/en/country/lr>

⁵ Liberia Demographic Health Survey (2019-20), LISGIS

⁶ UNESCO. 2013. World Inequality Database on Education. <https://bit.ly/3qJ3Qhw>

⁷ UNESCO. 2013. World Inequality Database on Education. <https://bit.ly/3eHXyfo>

⁸ UNESCO. 2013. World Inequality Database on Education <https://bit.ly/2OQxcgF>

⁹ Liberia has two indigenous "secret societies" – the Sande for the females and the Poro for the males. As part of the initiation or rite of passage into manhood and womanhood, adolescent girls and boys (but sometimes younger) go into a traditional school in the forest where they learn traditional gender roles and norms, to prepare them for marriage and adult life. In the Sande society, part of this initiation involves the non-medical removal/injury to part(s) of the genitalia (female genital mutilation or cutting).

Liberia's teenage pregnancy rate is one of the highest in the world, with 33.5% of young women ages 15–19 bearing children.¹⁰ Discrimination of pregnant students is ubiquitous in Liberia, as most school policies will not allow pregnant teens to complete the school year.

While the legal age for marriage is 18, customary law allows early marriage, and 36% married before the age of 18. While often viewed as a form of protection or security for girls as they reach puberty, early marriage is effectively the end of girls' education prospects and heightens their vulnerability.

The National Policy on Girls' Education (NPGE) was developed in 2006 (revised 2013) to address the barriers to GARC. The NPGE recognizes the gender disparities in the education sector and the need for the sector to prioritize gender mainstreaming and take affirmative action for girls' education. The effective and efficient administration of the NPGE will significantly reduce barriers to girls' education in Liberia. However, fourteen years after its adoption by the Ministry of Education, it is yet to be effectively implemented.

There are several factors for the lack of implementation of the NPGE.

- Low budgetary allocation and
- The use of the existing allocation is chief among them.

Liberia is heavily dependent on external funding to provide basic services including education. To date, the Government of Liberia is yet to appropriate 20% of the national fiscal budget to education as required by the Incheon Declaration (2015) and the Dakar Framework (2014) to which Liberia is a signatory.

Moreover, out of total FY2019/20 MoE budgetary allocation, wages account for 79%.¹¹ When combined, salaries and goods and services consume a staggering 94% of the Ministry's budget. The situation leaves little or no provision for curriculum development, monitoring and evaluation, development and improvement of education infrastructure, or teachers training. On the list of funding priorities, mainstreaming gender issues, including SRHR, in teacher training and curricula and eliminating gender-based violence and discrimination in schools are low on the list.

Stemming from the lack of funding and political will, there exists limited institutional capacity and mechanisms for the implementation of laws and policies; a lack of technical capacity to mainstream gender and to implement the more technical aspects of the policy; lack of trained educators on gender sensitive education planning and programming; and a lack of coordination among multi-stakeholders, including across Ministries of Gender, Health, Education and Justice, as well as actors within the education sector. Another problem with the implementation of the NPGE is the dual legal system which often contradicts international laws and treaties signed and ratified by the Government (for example, on child and early marriage).

Relevant national education sector policy processes and frameworks

The Government of Liberia has demonstrated some level of political commitment to ensure access, equality and equity in the educational sector. Key among these efforts is the passage of the Education

¹⁰ Government of Liberia. 2018. *Liberia Family Planning Costed Implementation Plan (2018-2022)*. Monrovia: Ministry of Health and Social Welfare.

¹¹ Request for additional budgetary allotment, <https://frontpageafricaonline.com/news/liberia-ministry-of-education-wants-additional>

Reform Act (ERA, 2011), the Education Sector Plan (2010-2020), Children’s Law (2011), the National Gender Policy (2009, 2018), National Sexual & Reproductive Health Policy (2010), the National Policy on Girls’ Education (2006, 2009, 2013), and the most recent being the proposed Liberia National Girls’ Education Strategy 2021- 2026’ which is currently going through the validation process.

In line with Sustainable Development Goal (SDG) 4 to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, two key objectives of the ERA (section 1.5) are to:

1. Promote equal access to education opportunities for all Liberians, without discrimination of any kind and
2. Promote gender equity and equality through the educational system and opportunities for education.

PURPOSE OF THE STUDY

The primary purpose of this baseline study was to provide a situation analysis of girls’ education in Liberia; as it relates to the implementation of national policies and effective coordination and monitoring between government and CSOs. In addition, the study aimed to propose recommendations for the education stakeholders on GARC in secondary schools. Finally, the study will help strengthen the capacity of Educate HER partners and coalition members in effectively using evidence-based research for future advocacy and social change.

Study results may shed light for evidence-based advocacy; producing suggestions that can be used to influence humanitarian actors’ policies and practices, inform ongoing learnings by local actors, and demand local government to change their approach to girls’ education.

LIMITATIONS OF THE STUDY

Information collected through the listed above techniques might be missing details, components or underreporting the specific issues, also it is important to acknowledge that the completeness of data may vary county by county. Consequently, the conclusions and recommendations should also be considered with caution and a number of limitations in this study should be addressed in future research.

While the research study was rigorous and well-planned, we would like to acknowledge some limitations to the study outside of our control, due to the short turnaround time to complete the research, time allotted to train research assistants (RA) unaccustomed with electronic data collect on electronic data collection was limited. Moreover, the data collection implementation period of fifteen (15) days limited the number of communities to one (1) urban and two (2) rural communities. However, we feel confident that this was a representative sample to speak to the barrier on GARC in secondary school among the populations studied.

Secondly, enrollment, attendance, retention and completion data were not available at schools participating in the data collection. Therefore, access to data may not be fully accurate if generalized, and due to time and scope limitations, JAC Consultancy could not delve deeper into this concern.

Lastly, due to the bureaucracy of government institutions, we have had several setbacks during the study; LISGIS could not sign the MOU with Educate Her and partners for the validation of the research methodology and process of engagement that lasted 7 weeks. Also, the study involved sampling for conducting surveys with staff from the Ministry of Education (CEOs and DEOs), some of whom refused to voluntarily participate in the interview because permission was not granted from MOE- Head Office in Monrovia, despite a written communication notifying the MOE of the intent and timing of the research.

2 METHODOLOGY

The methods adopted for this baseline study were a desk review and quantitative and qualitative research. The Baseline Study is to be understood in the context of an overall sequential mixed-methods research design. The primary data was gathered through means of field surveys with key informants' interviews and participant, and focus group discussions were held. The secondary data was gathered through a desk review of laws, policies, news media and reports.

DESK REVIEW

The purpose of the desk review was to conduct an analysis, using a gender lens, of existing national laws and policies, regional policy instruments, as well as reports and programs developed by international and national partners. It also aimed at studying Liberia-specific data on education trends and examined national and regional best practices and learnings on GARC in promoting girls' higher education. This process will inform the findings of the primary data collection under this study.

The desk review studied the following:

- Disaggregated data on Girls Attendance, Retention and Completion over the past 3 years,
- Male-female literacy gaps, status of enrollment, attendance and retention of girls by urban and rural population, and
- Social and economic factors that impact girls' access to education.

A combination of academic and international literature, as well as government policies, reports and research were reviewed. Data sources included:

- National laws, policies and research that support gender equity in education
 - National Policy on Girls Education
 - National Gender Policy
 - Liberia National Girls' Education Strategy 2021- 2026.
 - Children's Law
 - National Sexual & Reproductive Health Policy
 - Child Protection Policy
 - Education Reform Act
 - 2010- Liberia Education Sector Plan
 - Education Sector Analysis 2016
- Ministry of Education's website
- Cross-referencing the lead partners to the MOE:

- World Bank
- Global Partnership for Education
- UNESCO
- UNFPA Liberia and
- USAID
- Best practices on girls' high school education from other developing countries, from the West Africa region
- Global and regional policy frameworks
 - The Dakar Framework for Action
 - Incheon Declaration and
 - Framework for Action for the implementation of SDG 4

See appendix for full listing of resource materials.

Findings from Desk Review

Analysis of GARC

A view of the literacy rates in Liberia¹² over the last 13 years could imply that laws and policies by the Government of Liberia have had some positive impact on girls' access to schools. There was a 7 percent increase in female literacy between 2007 and 2017. Although female literacy rates have continued to progress, whether these laws and policies led to improved learning outcomes could not be ascertained fully due to lack of data.

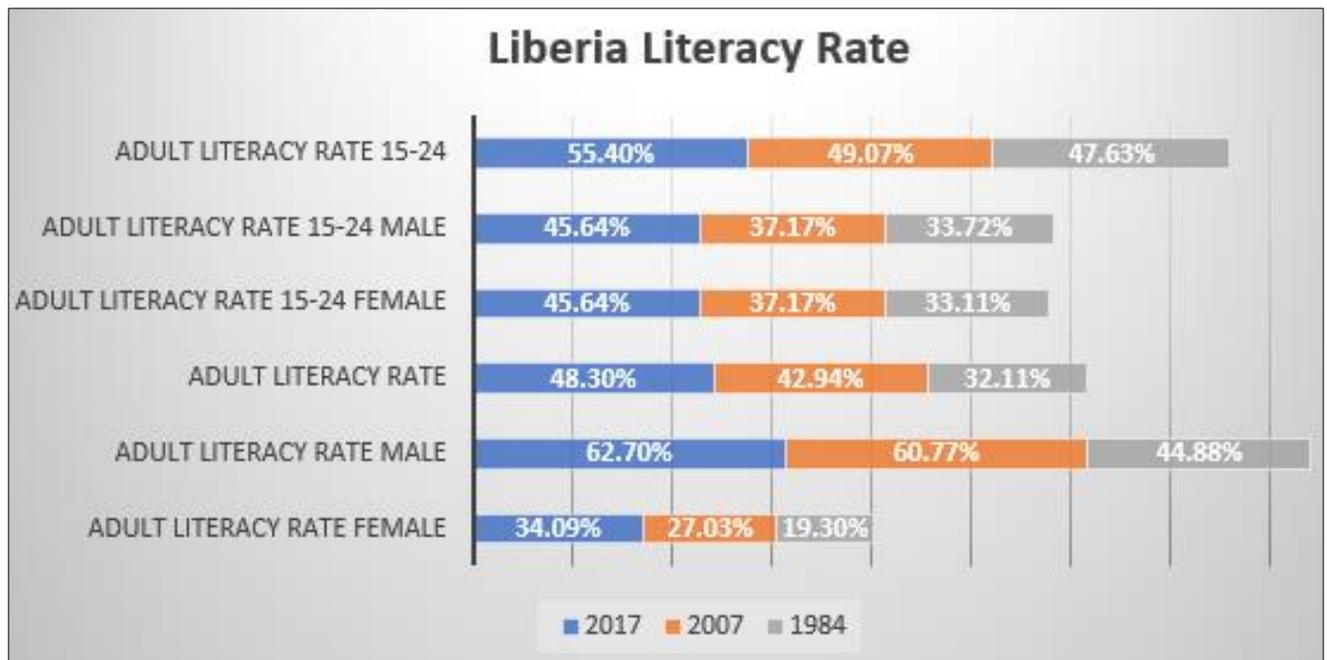


Figure 1 depicts the literacy rate in Liberia from 1984 to 2017

¹² Liberia Literacy rate, <https://countryeconomy.com/demography/literacy-rate/liberia#:~:text=Liberia%20it%20has%2C%20according%20to,has%20increased%20in%20recent%20years>

However, educational programs, services and initiatives have shown to successfully increase enrollment of girls (and boys) in schools in neighboring countries¹³ when implemented with intensive community awareness campaigns.

The implementation of access to education is more effective in urban areas than rural areas; signifying a need to focus more intentionally on enhancing girls' access to education in rural areas.

However, the desk review showed increasing poor results in terms of school attendance and retention of girls in schools¹⁴. In reviewing several researches, poverty has emerged as one of the primary reasons impeding girls' enrollment and retention, including sociocultural factors. Liberia being a very poor, non-self-sustaining country due to the lingering influences of war, and a constant entry of corrupt government officials on the political scene. The data on the causes of school nonparticipation are "notoriously soft and unreliable" (Rugh, 2000) and have been mostly perceptual and anecdotal. As a result, it is known that girls are at a disadvantage but the pathways through which this disadvantage affects actual daily school attendance is less understood in order to inform policy and programming.

"To end poverty, boost shared prosperity, and achieve the Sustainable Development Goals, we must use development financing and technical expertise to effect radical change. We must work together to ensure that all children have access to quality education and learning opportunities throughout their lives, regardless of where they are born, their gender, or their family's income."
Jim Yong Kim, President of the World Bank Group

¹³ Strategies to promote girls education in Ghana

<https://www.associatesforchange.org/download3/Education%20Research/SNV%20Girls%20Education/PDF%20Documents/Short%20Version%20of%20SNV%20Girls%20Education%20Strategy%20Report%20April%202009.pdf>

¹⁴ Cited: Girls attendance

https://www.who.int/immunization/programmes_systems/policies_strategies/Liberia_country_report.pdf

Analysis of regional best practices

COUNTRY	BEST PRACTICES	Comments	Outcomes
Ghana ¹⁵	<ul style="list-style-type: none"> ▪ Making schools more child-friendly ▪ Capacity-building of women at grassroots level ▪ School Health Education ▪ Improved leadership and capacity in advocacy for girls' education ▪ Girls Ambassador Program ▪ Supporting education staff through data collection and supervision of projects ▪ Bursary and material incentives to Girls Scholarships ▪ Provision of school infrastructure - libraries, classrooms and toilets ▪ Provision of teaching and learning materials ▪ Micro Credit Schemes for parents ▪ Community Mobilization using Participatory Learning Approach (PLA) ▪ Training teachers to become Mentors and Role Models 	The strategies were found to be effective in helping attract girls to school but more work is needed to measure their success by using more specific evaluative indicators.	<p>The policies and programs implemented by the government, the GEU and other donors have all had positive impact on girls' education, and have led to significant increases in female enrolment particularly at the primary level.</p> <p>Analysis of MOE data over the last ten years suggests that there is an increase in female enrolment, retention & completion at every level; at the primary level, enrolment increased from 83% in (2003/04) to 93% in (2007/8). The JSS female enrolment rates also increased from 65% to 75.3% over the same period. Evidence reveals that the gender gap at the primary and JSS level has improved with the gender parity index increasing from 0.93 in 2005/06 to 0.96 in 2007/08. At the JSS level, the gender parity index declined slightly from 0.93 (2005/06) to 0.92 (2007/2008) respectively.</p>

¹⁵ Strategies to promote girls education in Ghana

<https://www.associatesforchange.org/download3/Education%20Research/SNV%20Girls%20Education/PDF%20Documents/Short%20Version%20of%20SNV%20Girls%20Education%20Strategy%20Report%20April%202009.pdf>

COUNTRY	BEST PRACTICES	Comments	Outcomes
Liberia ¹⁶	<ul style="list-style-type: none"> ▪ a scholarship program; ▪ Parent Teacher Association (PTA) capacity building and community grants to improve the learning environments of schools; ▪ an outreach awareness campaign to create support among parents and communities for girls' education and appropriate age enrollment; ▪ whole-school health interventions; ▪ support to the Ministry of Education on topics related to girls' education; and ▪ Capacity building support to our local partner to strengthen their finance, administration, logistics, and monitoring and evaluation activities. 	Girls' education is also about ensuring that girls feel safe and learn while in school, complete all levels of education with the skills and competencies to secure jobs, make decisions about their own lives, and contribute to their communities and the world.	By the end of the project, 7,752 girls were enrolled at schools benefitting from GOAL Plus interventions, up from 6,097 girls enrolled in 2014. Girls' attendance in GOAL Plus-supported schools rose from 66% in 2014 to 72% in 2015. Three hundred fifty six girls went on from GOAL Plus schools to enroll in 7th grade. Over the life of the project, GOAL Plus distributed 20,427 scholarship packages, 1,815 textbooks, and 27,777 reading books.
Nigeria ¹⁷	<ul style="list-style-type: none"> ▪ blended vocational skills acquisition in after-school clubs ▪ Provided teacher training in girls' senior secondary schools in two educationally disadvantaged states (Kano and Jigawa) in Nigeria. 1. Scholarships ▪ Integration of formal curricula and religious programs 	However, only a third of the girls who graduated from PSIPSE secondary schools in 2017 and 2018 with five credits and who had also completed the vocational skills program actually transitioned to tertiary education. None of these girls used their vocational skills to start their own businesses.	Between 2013 and 2017, PSIPSE indeed improved learning outcomes with an 80 percent increase in students graduating with senior secondary certificates in all five subjects Additionally, 50 percent of all girls in senior secondary school class 3 completed vocational skills programs in after-school clubs.

¹⁶ Girls Opportunities to access Learning <https://www.air.org/project/girls-opportunities-access-learning-goal-and-goal-plus-liberia>

¹⁷ Reflections on innovation in girls' education in Nigeria <https://www.brookings.edu/blog/education-plus-development/2020/06/26/reflections-on-innovation-in-girls-education-in-nigeria/>

<p>Sierra Leone¹⁸</p>	<ul style="list-style-type: none"> ▪ On March 30, 2020, Sierra Leone President Julius Maada Bio announced the end of the 10-year ban on pregnant girl’s attendance. To ensure that girls have the same educational opportunities as boys. ▪ Build on other policies to facilitate access to education, including the Free Quality School Education Program announced by President Bio in August 2018. ▪ Improved School Performance through Performance-based Financing 	<p>Providing adolescent girls in Sierra Leone with opportunities to remain in school is not only the right thing to do, it is also one of the smartest economic investments the country can make.</p>	<p>By contrast, keeping girls in school would lead to major reductions in the prevalence of both child marriage and early childbearing.</p>
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¹⁸ <https://www.brookings.edu/blog/future-development/2020/09/15/the-power-of-investing-in-girls-in-sierra-leone/>

QUANTITATIVE DATA

The **in-person surveys** were held with 2935 individuals to establish frequencies, trends and patterns. This data was collected through a series of questionnaires administered to a sample size of different stakeholders constituting of key informants (KIIs) and participants.

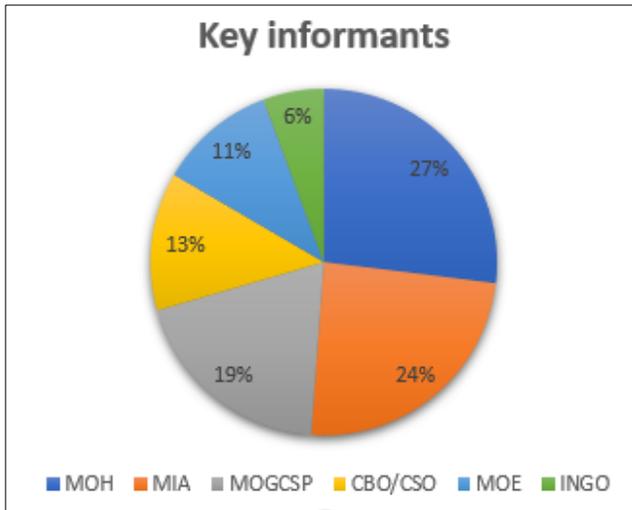


Figure 2 depicts the percentages of respondents in the KIIs

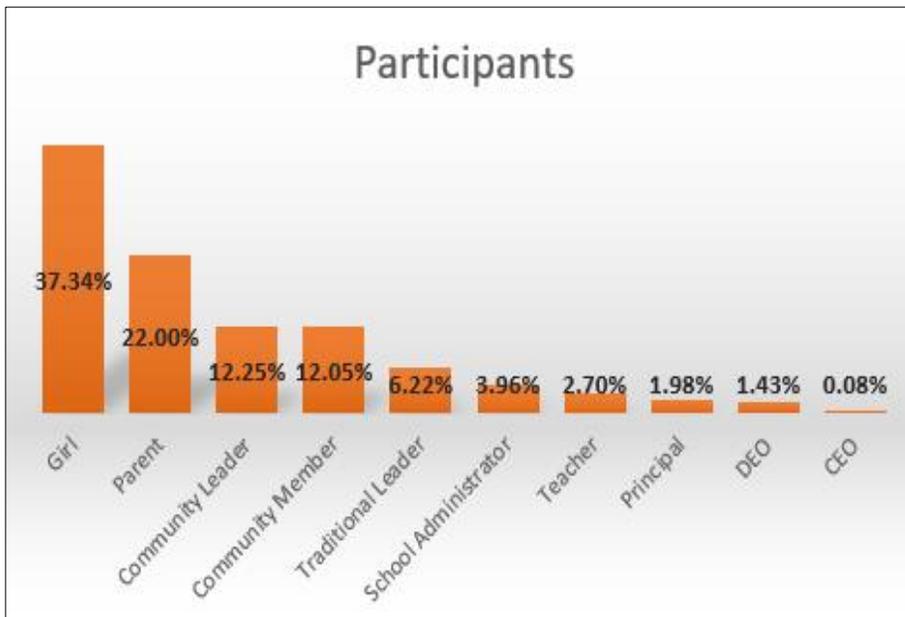


Figure 3 depicts the number of participants in the in-person survey

QUALITATIVE DATA

Focus group discussions were held with 19 participants' including representation from the KIIs groups and participants to gather in-depth insights to understand the concepts of the survey responses, findings and recommendations.

The Focus Group Discussion in terms of research strategy, aimed at complementing the survey and gain in-depth understanding of the issues. This method aimed to obtain data from a purposely selected group (see KII and Participants) rather than from a statistically representative sample.

Category	No. of Parts.	Sex
NGO	6	4 Female 2 Male
GOL employee	3	1 Female 2 Male
Community + Traditional Leaders	4	1 Female 2 Male
Students	9	9 Female 0 Male
Parent	4	2 Female 2 Male
School Administrators	3	0 Female 3 Male
Teacher	3	1 Female 2 Male

All interviewees gave their explicit consent to being interviewed and photographed. They were informed of the context of the study and the use that would be made of their data. The interview data were anonymized; ensuring neither the respondents themselves nor others referred to in the interview (such as Government Agencies, Donors etc.) cannot be identified except in cases where they wanted to be quoted.

The interview data from the quantitative and qualitative research are treated as one single data body that is analyzed transversally along a set of common dimensions. Further extensive use was made of graphs for data presentation of the questionnaires used during the in-person interviews.

3 RESEARCH FINDINGS

Analyzing FGD data and in-person interviews from key informants and participants led to the “reality” of factors driving dropout rates in Liberia. Identifying and understanding factors to GARC in secondary education is important to informing the advocacy and program design needed. In this study, the factors emerging on GARC do tell a complex story; factors driving dropout rates were found to be of relatively equal statistical importance, and programs that focus on mitigating one factor, without addressing the others, will not yield desirable enrolment, retention and completion rates.

The factors were found to be: ***Financial Barriers, School Distance (in rural communities), SRSGBV and Unsafe Learning Environments, Stereotypes and Cultural Barriers, Stakeholder Partnership, Early/ Unintended Pregnancies, access to disaggregated data, and Awareness on existing policies and Capacity Building.***

The Findings that follow delves into each of these Factors, and magnitude.

1. STAKEHOLDER PARTNERSHIP

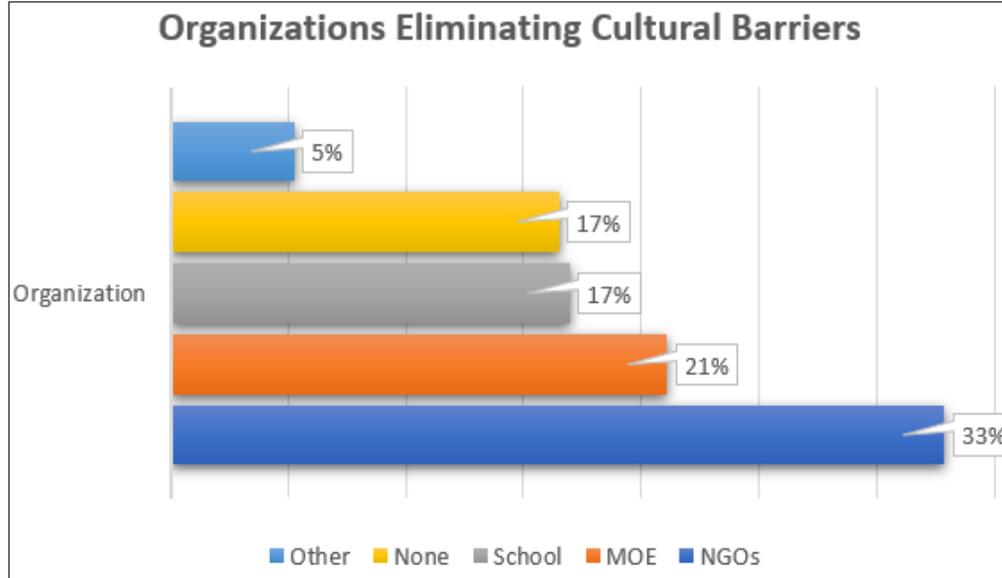


Figure 5 depicts the number of organizations eliminating cultural barriers through education

Qualitative analysis of primary data (in-person interview and FGD) leads to conclude that NGOs and CSOs working in the various communities to eliminate cultural barriers on education and provide training on existing policies regarding girls' education have a better reach. As per the research data, of the key informant's 57 percent responded they are aware of the ERA-2011 and 39 percent of the NGPE-2005. Of those key informants' 61 percent have attended a workshop/training which was either provided by NGOs (33%) and slightly behind MOE (21%).

FGD participants reported a poor coordination amongst Educators, international agencies and government officials on the level where projects are planned and implemented. State legislative, programming and implementing domains are operating on different levels and sometimes duplicating efforts, as NGOs and non-formal associations are distinguished by better response to the needs, while they are missing effective leverages for systemic change.

Strong coordination between Civil Society Organizations and Government would help government increase their reach, making positive impacts more effectively. Civil Society organizations and Governments need to coordinate in various areas; joint policy development, implementation and funding agreements.

FGD participants also reported despite the Freedom of Information Act¹⁹ which Liberia has adopted, there is still tendency for GOL staff to sideline or institute unnecessary bureaucracy for CSOs who propagate views different from those in power. More generally, FGD participants informed that policy-making processes simply are not transparent and/or open for CSO participation or they are only

¹⁹ Freedom of Information Act <https://www.rti-rating.org/wp-content/uploads/Liberia.pdf>

open or responsive to the needs of certain elites or groups. I.e. the **Ministry of Education, Education Sector Development Committee (ESDC)** is a mechanism put in place for monthly meetings, where all education development partners are to hold dialogue and share information, but it is not effective.

There is a need to establish cross-sector cooperation and link efforts with regards to GARC to generate proper statistics, collection of relevant data, assess and map services available, and utilize resources in an efficient way.

Key Informant FGD participant quoted to say: “The limitation of ESDC as a coordination and partnership mechanisms is underrepresentation of stakeholders and authorities dealing with Girls Education”.

2. EARLY/ UNINTENDED PREGNANCY

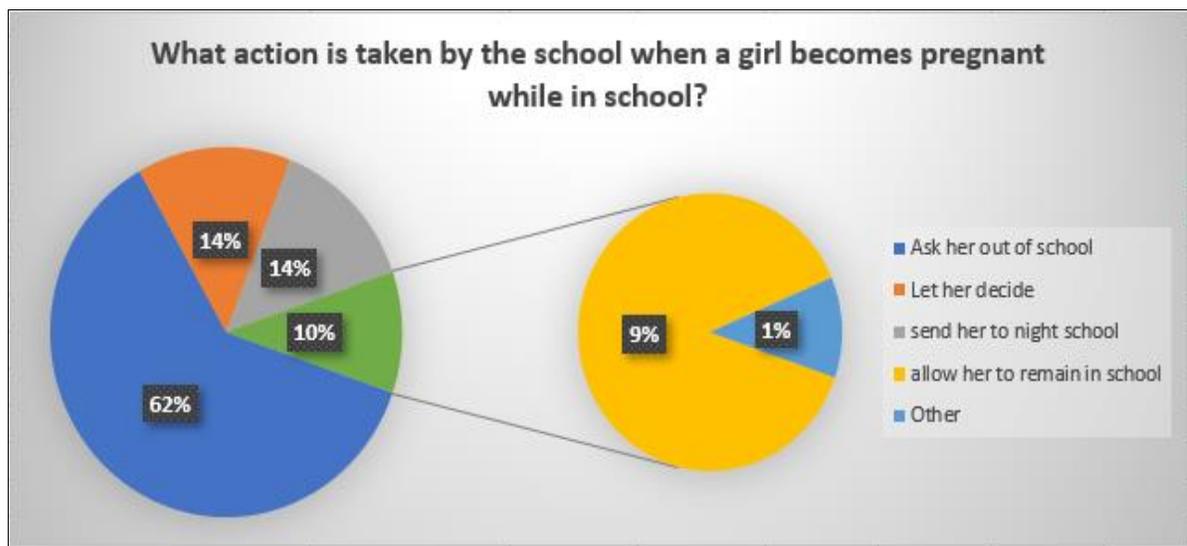


Figure 6 depicts the action taken by the school when a student becomes pregnant while in school.

Globally early/unintended pregnancies have been a major interference to the educational achievement of female learners with Liberia as no exception. Desk review highlighted teenage childbearing rates as highest in the lowest three wealth quintiles (40per cent-42per cent), especially in rural areas (up to 55per cent), and among girls with no education (47per cent)²⁰. The research study also revealed that 62 percent of the participants responded that girls are asked out of school when pregnant. Also, some of FGD participants reported some School Administrators, and Education Stakeholders being unaware that discrimination against girls due to pregnancy is a violation of their right to education.²¹

As in most countries, Early/ unintended pregnancy spells the end of most girls’ education and severely limit their life-long prospects. Liberia’s teenage pregnancy rate of 38 per cent²² (within and

²⁰ [LDHS 2019-20](#)

²¹ Education Reform Act 2011

http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/liberia_education_reform_act_2011.pdf

²² UNFPA LIBERIA, [SEXUAL & REPRODUCTIVE HEALTH](#) WEBPAGE

outside marriage) – 151 in 1,000 – one of the highest in the world²³. While the **National Policy on Girls Education (NPGE)**²⁴ mandates the Ministry of Education to provide programs to support pregnant students to access education, it does not explicitly protect the right of pregnant girls to continue attending regular school, and in practice they are usually directed to alternative education options²⁵, where, with little practical support, they remain a high risk of becoming a dropout statistic despite the Children’s Law, Article 3, Section 14: “The Ministry of Education shall provide and encourage the enrolment of children into school and re-enrolment into school or alternative forms of education for those children who may have dropped out of school”.

3. SRSGBV AND UNSAFE LEARNING ENVIRONMENT FOR GIRLS

This section captures safety within the school. While the majority of Liberians, both men and women, strongly disagree with sexual violence²⁶, violence against women and girls is pervasive, with the perpetrators often people in positions of authority and protective roles, such as Teachers and Family members. For girls, this abuse has severe negative social impacts, including high rates of school drop-out, early pregnancy and single motherhood, which in turn fuels inter-generational poverty and lack of education.

FGD results demonstrates the need for safer learning environment for girls. Participants reported “concern for safety” as one of the primary reasons parents take their daughters out of school, reporting that perpetrators of most sexual harassment are teachers.

Also, taking a closer look at the data reveals the 52 percent of the respondents selected “yes” to harassment being carried out in schools, with teacher scoring highly in all of the research categories as perpetrators.

In 2005 the MOE issued a National Policy on Girls Education (NPGE), addressing sexual abuse and harassment²⁷ and committed to the achievement of the Sustainable Development Goals and targets which aim to ensure that all children and adolescents are able to fulfil their right to an inclusive, quality education in a safe learning

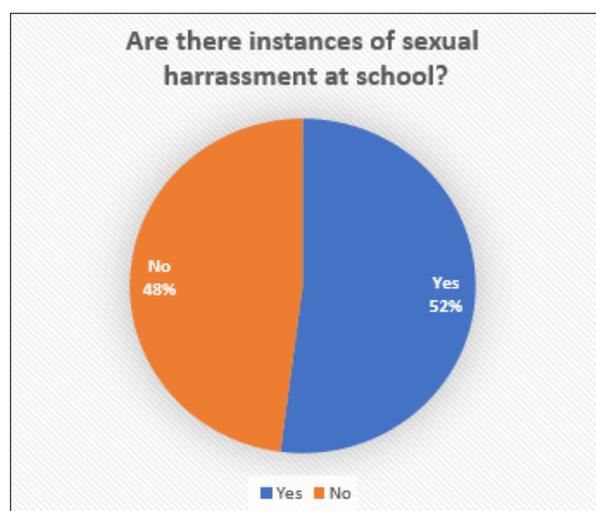


Figure 7 depicts the percentage of sexual harassment in schools

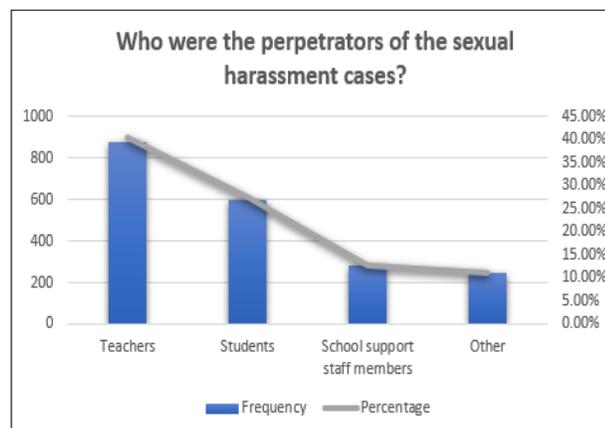


Figure 8 depicts the difference in number of perpetrators of sexual harassment in schools

²³ UNFPA, [State of the World’s Population 2020](#)

²⁴ National Policy on Girls Education

²⁵ *ibid*

²⁶ Government of Liberia, [Final Report, 2019, Beijing+25 National Review Report 25th Anniversary of the Fourth Conference on Women and Adoption of the Beijing Declaration and Platform for Action \(2019\)](#),

²⁷ Addressing sexual Abuse and Harassment, (NPGE Chapter 3.4)

environment, yet an average of 30 percent of respondent answered “no” to the question, “Were there any actions taken?”

4. GENDER STEREOTYPES AND CULTURAL BARRIERS

Despite progress, and Liberia being the first African country to elect a female President, Liberian women and girls remain marginalized in all sectors and at all levels and cultural barriers remain prevalent especially in rural Liberia, negatively impacting girls’ education. This includes social norms that stereotype and marginalise women leading to the normalization of harmful practices such as early marriage, traditional practices, son preference, as well as unequal division of domestic labour.

Incheon Framework, Target 4.5: “By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations²⁸”.

(NPG, Chapter 3.2) Reducing harmful cultural practices, early marriage, and teenage pregnancy and (IBID Chapter 5.3) also specifies that the Ministries of Education, Internal Affairs, and Gender Children and Social Protection should ensure that once a girl is of school age (3-18 years), she should be exempted from all cultural and religious restrictions that prevent her from attending school.

Child Marriage: Early Marriage rated highest amongst Cultural Barriers causing girls to drop out of school. While the legal age for marriage is 18, for example, customary law, whereby girls younger than that can be married, is still being practiced, with 36 per cent of girls in Liberia married before the age of 18²⁹. While often viewed as a form of protection to girls as they reach puberty, early marriage is effectively the end of girls’ education prospects and heightens their vulnerability.

Farming Activities/ Unequal division of domestic labor: farming activities also rated high, slightly behind early marriage as cultural barrier preventing GARC. Cultural norms favor the precedence of education for boys rather than girls when tough financial choices have to be made. Sons are favored over girls as the ones who will carry the father’s name, while girls, conversely, are expected to marry and take on the husband’s name, diminishing their social value to the family. Additionally, the burden of unpaid domestic work involving household chores and care of younger siblings when the mothers are farming, disproportionately falls to women and girls³⁰. Which also negatively affects the time they have available to attend school or for study and homework³¹.

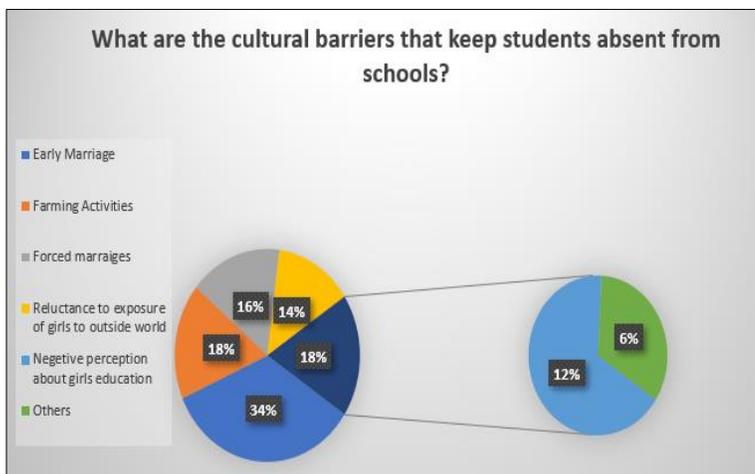


Figure 9 depicts the cultural barriers that keep students absent from school.

²⁸ Incheon Declaration and SDG4 – Education 2030 Framework for Action

²⁹ UNFPA, *State of the World’s Population 2020*

³⁰ Children’s Law, Article 3, Section 14

³¹ *ibid*

National Policy on Girls Education, chapter 2.3.3 cites, eliminating the gap between the girl child and the boy child in completing primary, secondary and tertiary school by ensuring that girls are provided scholarships and other supports.

“The Ministry of Education shall progressively make higher education accessible to all on the basis of capacity and ability” Children’s Law.

Incheon Declaration “Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”³²

Traditional Practices: also, among the major factors presented during participant’s survey was traditional practices. The practice of FGM, associated with traditional ‘Sande’ or bush schools, is estimated to have affected between 26 per cent³³ to 49.8per cent³⁴ of girls aged 15-19. Research data registered harmful tradition practices as one of the factors (others) for girls’ drop out.

Children’s Law states: *“The Ministry of Education shall progressively work with local government authorities to encourage regular attendance at schools and the reduction of dropout rates”³⁵ and with the Ganta Declaration³⁶ (2019), which initiated a promising one-year suspension of Sande society and bush school activities.³⁷ It was hoped that this would have paved the way for the elimination of all harmful practices against women and girls in Liberia.*

5. ACCESS TO DISAGGREGATED DATA ON GARC

Access to recent, comparable and high-quality disaggregated data on girls’ education remains a significant challenge. Across the key informants survey with School Administrators and 93 percent of the respondents did not have available data on the past 3 years, and 42 percent of the Education Stakeholder data on GARC from past 3 years. Liberia’s most recent national educational data is more than five years old. Available data are collected in a piecemeal fashion by NGOs or researchers based on their targeted beneficiaries or specific interventions and not as part of a nationally-driven process. Subsequently, the MOE did not respond to a communication requesting participation and the provision of available data.

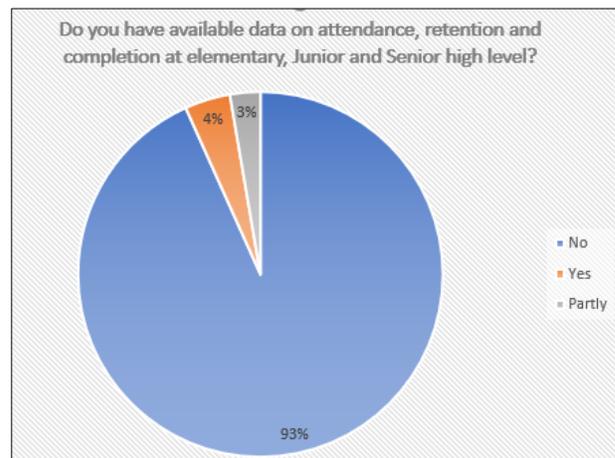


Figure 10 depicts the availability of data on school attendance.

³² Incheon Declaration and SDG4 – Education 2030 Framework for Action

³³ *Ibid*

³⁴ *LDHS* (2013)

³⁵ Children’s Law, Article 3, Section 14

³⁶ Ganta Declaration: *Spotlight Initiative* (2019)

³⁷ In which young women and girls are initiated into adulthood through a series of activities including Female Genital Mutilation/Cutting (FGM/C), practised in 11 of Liberia’s 15 counties.

Improving the availability and quality of disaggregated data to be used for inform decision-making processes for the successful implementation and monitoring GARC could help inform school policies development and gender-specific programming.

NPGE, Chapter 2.4.4: *“documents the establishment of school-based gender monitoring groups in all counties to monitor intimidation, sexual harassment, and school recruitment and retention of girls.”*

6. AWARENESS AND CAPACITY BUILDING ON POLICIES SUPPORTING GIRLS’ EDUCATION

Female illiteracy rates remain high, especially in rural areas, with 65 per cent of young women aged 15-24 illiterate, compared to 35 per cent of young men.³⁸ From the key informant’s survey, findings indicate that 55 percent have not attended a workshop on the ERA and 68 percent on the NGEP.

Desk review, NPGE, chapter 2.4.5³⁹ as top priority: *“conducting an awareness campaign for teachers and community leaders on the girls’ education policy”.*

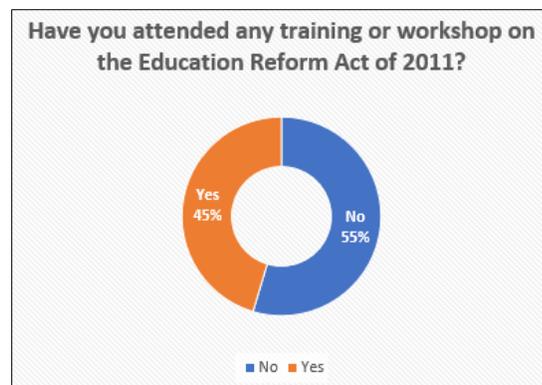


Figure 11 depicts the percentage of awareness on The Education Reform Act of 2011

With the Ministry of Education (MOE) as primary body in charge of implementing (see chapter1). However, out of MOE total FY2019/20⁴⁰ budgetary allocation, compensation of employees account for 79%. When combined, salaries and goods and services consume a staggering 94% of the Ministry’s budget. The situation leaves little or no provision for curriculum development, monitoring and evaluation, development and improvement of education infrastructure, or teachers training. Thereby, leaving commitment to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination in schools a challenge.



Figure 12 depicts the percentage of awareness on The National Girls Education Policy

Additionally, because most current girls’ dropout are 1st generation literates with no academic reinforcement from home the point “lack of parental guidance” raised during the FGD points to an inherent lack and failure to provide the necessary support to parents through Community

³⁸ MoE, [Inclusive Education Policy](#) (2018) f

³⁹ National Policy on girls Education

⁴⁰ Request for additional budgetary allotment, <https://frontpageafricaonline.com/news/liberia-ministry-of-education-wants-additional-us7-8m-budgetary-allotment/>

mobilization for PTA capacity building or women engagement as members and leaders in PTAs in order to influence household and community behavior and drive gender equity.

7. ACCESS TO EDUCATIONAL FACILITIES (SCHOOL DISTANCES IN RURAL AREAS)

Another important finding is “School Distance” which is rated high by rural population, while rated low for urban population. Chapter 2.3.2 of the National Policy on Girls Education cites, “Achieving equitable geographic distribution of educational opportunities for girls”. This also correlates very closely with the qualitative data from the FGD where the distance that a girl needs to travel to a school poses a significant concern for the rural populations. This variable also captures **safety concerns** about getting to school as well as **over-age enrolment** because girls have to be old enough to travel said distances. School distance was grouped with safety because the qualitative data from FGD clearly pointed to traveling to and from school as a major safety concern for parents; the farther the school, the higher the

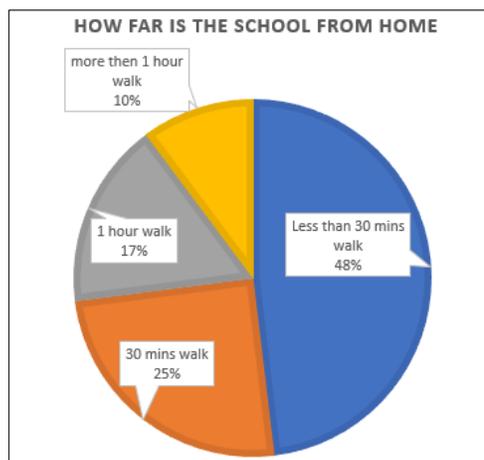


Figure 13 depicts the medium of access to educational facilities.

chances that a girl would be exposed to different threats or risks. Over-age enrolment was grouped with school distance and safety because most parents would not allow girls to travel long distances at an early age, therefore, by Grade 9, the final year of basic education, nearly 37per cent of students are between the ages of 19 and 21, as opposed to the target age of 14, and by Grade 11 nearly 50per cent of students are either 20 or 21 years of age. This is particularly an issue for girls, as the later girls start, the less likely they are to complete a full cycle due to pressure of marriage and other social norms which push them out of school when they reach puberty, making late enrollment and overage enrollment a significant barrier to achieving their education rights⁴¹.

Whereas, Article 6 of the 1986 Liberian Constitution obligates government to “provide equal access to educational opportunities and facilities for all citizens to the extent of available resource”, it however limits the GOL based on available resources. Notwithstanding, the Children’s Law, Article 3, section 14: “The Ministry of Education shall progressively work with local government authorities through the Ministry of Internal Affairs and other ministries to devise and implement programs and measures to provide early childhood education, including pre-schools”⁴² obligates the provision of mechanisms for early childhood education.

⁴¹ MoE, [LCEERP](#) (2020)

⁴² Children’s Law, Article 3, Section 14

8. FINANCIAL BARRIERS: LOW INCOME, LACK OF INCOME, INCREASE SCHOOLING COST

“The Ministry of Education shall progressively develop various forms of secondary education and progressively make it free and accessible to all children in Liberia”, Children’s Law⁴³.

Economic reasons are cited by a number of studies as one of the major reasons for girls dropping out of school⁴⁴. Under the question “Name two reasons why girls don’t enroll in Secondary Education”, Financial Barriers scored highest. To get a clearer understanding of the kinds of financial barriers households face a follow up question was asked.

FGD participants also informed that the cost of school tuition and indirect costs of school, such as uniforms, notebooks, pens, and transportation makes it unaffordable.

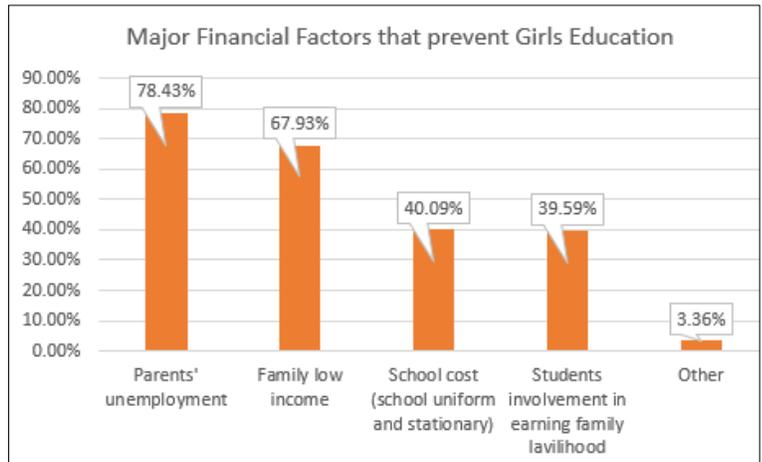


Figure 14 depicts the financial barriers that prevent girls' education

Poverty is widespread and pervasive, with 54 per cent of the population living below the poverty line⁴⁵, and 39.4per cent living in extreme poverty (less than US\$1.90 per day)⁴⁶. Poverty rates are especially acute in rural areas (71.6per cent⁴⁷), where 51 per cent of the population lives⁴⁸. Poverty also has strongly gendered impacts which contribute to keeping girls out of school. Single parenthood rates are high, with 31per cent of households headed by women, who tend to be poorer than households headed by males⁴⁹. These factors lead to high rates of child labor to support the family income. Poverty also push girls into risky coping strategies such as transactional sex, child marriage, and hence early child-bearing, all of which put an end to their prospects of schooling and the benefits education brings.

Nevertheless, the Ministry of Education holds central responsibility to provide scholarships and grants to enable girls to attend school (NPGE, Chapter 4.3) and NPGE, Chapter 3.3 stipulates that the girl child should receive a 50% reduction in education fees at the secondary level. Providing free textbooks and learning materials (Chapter 4.6). The implementation for said policy could not be ascertain due to the lack of access to data.

One of the FGD participant (student) quoted to say: *“another financial burden that causes girls to drop out after 9th grade is that tuition costs increase with the upper grades, and so does the costs of other materials such as uniforms, books and graduation fees”.*

Another FGD participant (Teacher) quoted to say: *“The availability of a cash scholarship in its current form addresses some of the direct costs of education (such as tuition, uniforms etc.) but it does not address the financial impact caused by indirect school costs. Any program looking to increase*

⁴³ A Children’s Law, Article 3, Section 14

⁴⁴ e.g. Street Child 2016, Sisters of Success 2016, cited in ESA (2016)

⁴⁵ World Bank, Liberia webpage, <http://www.WorldBank.org/Liberia>

⁴⁶ World Bank, *Country Policy and Institutional Assessment* (2018)

⁴⁷ *LHIS* 2016,

⁴⁸ World Food Program, Liberia <https://www.wfp.org/countries/liberia>

⁴⁹ *LDHS* (2013), NGEF

enrollment should account for the direct costs of education as well as the indirect financial cost incurred by families”.

6. CONCLUSION

An increase in girls’ participation – with more girls attending higher education up to where they take key exams has led to women’s greater labor force participation, which is an important route to empowerment. Qualitative and quantitative studies also show that education has impacts on self-confidence, aspirations, communication skills and decision-making power. Unfortunately, Baseline study documents eight main factors impeding GARC in secondary education, and rating very closely to each other in the degree to which they are perceived as critical factors.

This research provides valuable evidence to contextualize the barriers and challenges affecting the enrollment, attendance, retention, and completion of girls in secondary school, while acknowledging The Government of Liberia’s efforts through the Ministry of Education (MoE) to demonstrate some level of political commitment to ensure access, equality and equity in the educational sector. Key among the efforts is the passage of the Education Reform Act of 2011, the National Policy on Girls’ Education- 2009, Children’s Law- 2012 and the most recent being the Liberia National Girls Education Strategy 2021-2026.

However, despite the above documentation and commitments, much more remains to be done; inadequate budgetary appropriation to the educational sector, lack in integration and linkage between laws and implementation (limited programs or mechanisms on the implementation of objectives stated in said laws and policies), mainstreaming gender challenges into the national development agenda, lack of trained educators on gender sensitive education planning and programming, lack of enforcement of the existing laws/policies by the GOL through the MoE and other line ministries to address factors contributing to GARC thereby not yielding substantial or needed outcomes as it would be desired within the sector and the GOL thereby not making its commitments a reality.

“Universal access to Education is an aspiration”, although the programming, resources allocated and educators do not abide by said universal rules in some cases. Additionally, inconsistencies between the legislative, executive and NGO domains within the national policies and coordination related to GARC, poor links and integration of GARC and Education policies on national levels restrain effectiveness of girls’ education related efforts. Complicating factors such as Financial Barriers, School Distance in rural communities, SRSGBV and Unsafe Learning Environments, Stereotypes and Cultural Barriers, Strategic Partnerships between GOL and CSOs, social seclusion and stigma of pregnant girls, access to disaggregated data, and lack of awareness on existing policies and capacity building also leads to counterproductive results.

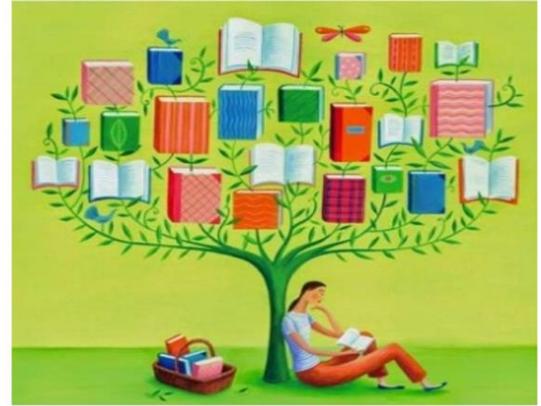
RECOMMENDATIONS

- Improve integration and linkage between existing laws/policies and implementation of the objectives by creating awareness on the existing Laws and Policies at the community level with parents, teachers and school administrators to enhance equity in the sector by supporting GARC, and at policy level with education stakeholders to enhance **full implementation and accountability**, thereby helping narrow the gender gaps.
- Establish national guidelines on **distance from schools** before planning and building education infrastructures to address attendance and safety in rural areas and over-age enrolment.
- Conduct basic training on data collection and record keeping system for school administrators to ensure high quality, accessible, trusted, timely, open and reliable **disaggregated data** on GARC to generate valuable information for informed school policies and gender-specific programming.
- Strengthen national campaigns to combat stigma and discrimination against **early and unintended pregnancies**, create clear laws/ policies providing support or interventions for pregnant girls and young mothers and clearly define the policy on access to education and non-discrimination when it comes to girls that are pregnant
- Enhance **Strategic Partnership** among GOL line ministries, CSOs and other stakeholders to; develop/improve cross-sector policies and plans, advocate the need for consistent and complementary actions, stimulate cross-sector dialogue, share best practices and experience, combat stereotypes and cultural practices that serves as challenges associated with GARC and effectively implement laws and policies protecting girls from early marriages and other cultural practices violating their right to education
- Provide **safe and positive learning environment** for girls, create and support structures at the community and school level for, of, and by girls for peer support. This will help to eliminate or minimize School Related Gender Based violence (SRGBV), and peer pressure, and support sex education for girls
- *Fully enforce Chapter nine (9) of the education reform act of 2011 on education financing. Assess the costs of ensuring national access to education and mobilize resources from state and donor funds to implementation, **increase national budgetary allocation** for the education sector to institute programs to improve GARC in secondary schools and complementary services providing girls with direct support in addressing school-related difficulties.*
- **Community Mobilization** through PTA Capacity Building, work to build the capacity of PTAs to support girls' education by offering training in order to influence household and community behavior and drive gender equity by improving the school environment.
- Implement Chapter 4.5 of the National Policy on Girls Education: Recruiting, training, and employing female teachers and administrators. **Positive Role models** very few school principals, teachers or administrators are women, especially in the public sector, creating a lack of female authority figures and role models in schools for girls to aspire to emulate. Only 9 per cent of school principals are female, mirroring patterns of low female involvement in the teaching profession.

List of Resource Materials

Resource Materials

- ▶ Education Reform Act of 2011
- ▶ National Policy on Girls' Education
- ▶ National Gender Policy
- ▶ Children's Act
- ▶ Child Protection Policy
- ▶ Legislative Engagement Presentation
- ▶ 2010- Liberia Education Sector Plan
- ▶ Dakar Framework
- ▶ Incheon Declaration
- ▶ National Gender Policy
- ▶ Teenage Pregnancy in School
- ▶ National Girls' Education Strategy 2021-2026
- ▶ Education for All
- ▶ Millennium Development Goals
- ▶ Poverty Reduction Strategy



CONCEPT NOTE

(i) Get an analysis of Girls Education in Liberia, as it relates to the implementation of national policies, coordination between Government and CSOs, initiatives and best practices, gaps and challenges.

(ii) Implementing entities

EDUCATE HER: Promoting Gender Equity and Equality in Education

Implementing Organization(s): Helping Our People Excel (HOPE), Inc. (Lead) CareFound-Liberia, Inc. and Paramount Young Women Initiative

(iii) Background

Statistics are an important tool in the development-policymaking processes of countries and organizations. They are needed for assessing the current development situation, setting objectives and targets for the future and measuring progress and development. However, a substantial gap still exist between the demand for information and the ability to routinely provide it in Liberia.

In 2018, Helping Our People Excel (HOPE) conducted a field research in 4 counties and a national desk review on the Barriers to Girl's Attendance, Retention and Completion (GARC) from Public Secondary Schools. The research provided key insights on GARC and highlighted the challenges to promoting GARC. The data collected from the assessment was used to engage policy makers in ensuring an increase in the Education National Budget by (20%).

As such, to build on the GARC research and provide policy and context analysis, this Baseline study/ Social Research will collaborate with the **Liberia Institute for Statistics and Geo-information Services (LISGIS)** to receive accreditation for the GARC research. The data collection will be carried out by a team of 20 research assistants. The field research will provide an analysis of girls Education throughout Liberia; covering all 15 counties in Liberia. The field research will last approximately 8 weeks.

Also to build the technical capacity of the M&E and Program staff in implementing performance measurement, learning, and adapting, as well as reporting performance and strengthening the capacity of the partner organizations in effectively using evidence and research for future advocacy and social change. The project builds upon lessons learned from the previous research carried out by HOPE in 4 counties. The project will be executed by JAC Consultancy, in collaboration with the **Liberia Institute for Statistics and Geo-information Services (LISGIS)** for validation.

(iv) Relationship to the SDG4 Goals, two key objectives of the Education Reform Act (section 1.5)

Promote equal access to education opportunities for all Liberians, without discrimination of any kind and, Promote gender equity and equality through the educational system and opportunities for education.

Using a holistic approach, this project contributes to the achievement of SDG 4 by ensuring implementations of national policy frameworks that are supportive of the rights of all children by increasing access to quality education and promoting gender equity and equality in Liberia's education system.

(v) Objective: Under the auspices of this project, **EDUCATE HER: Promoting Gender Equity and Equality in Education**, Helping Our People Excel, Inc. in partnership with Carefound-Liberia and Paramount Young Women Initiative will build a coalition (EDUCATE HER) that will advocate for the effective implementation of the Girls Education Policy in all 15 Counties by 2023. Our expected advocacy results:

Increased Budget Allocation: engage policymakers to influence decision on the national budget and its impact on girl's education.

Effective Implementation of the Girls Education Policy: work to strengthen sector engagement and increased monitoring and coordination amongst education stakeholders regarding the Girls Education Policy.

(vi) Expected accomplishments

EA1. Provide policy and context analysis that will support the development of an evidence-based advocacy project.

EA2. Provide a Resource tool, validated by LIGIS, for national and local actors that are promoting Girls Education in Liberia.

EA3. Provide adequate fodder for the proposed online database, www.educateherlib.org, a Data Site that will provide “real-time” information on girls’ education in Liberia.

(vii) Indicators of achievement

IA1. A national-level field research in all 15 counties as it relates to Girls Education by February 2021

IA2. A desk review of national and local policies and programs as it relates to Girls Education by February 2021

IA3. A published validated report on Girls Education in Liberia by March 2021

(viii) Main activities

1. Design Research Tools and Get Validation
2. Work with the EDUCATE HER team to recruit Research Assistants
3. Conduct workshops for Research Assistants to improve the technical capabilities of the collection of data and strengthen the institutions in the collection, compilation and dissemination of statistics and the use and maintenance of technology;
4. Work with the Management Information System (MIS) Consultant, M&E team to develop a comprehensive data management system
5. Work with LISGIS to promote exchange of expertise between organizations to encourage the implementation of common methodologies and facilitate exchanges of information on statistical standards for validation
6. Conduct a Desk Review of national laws, policies and programs on Girls Education
7. Work with Field Monitors to supervise Research Assistants in data Collection and create opportunities for staff to learn best practices and to share experience
8. Produce preliminary Report
9. Convening a working group meeting with EDUCATE HER partners and LIGIS for the review of the preliminary report



Targeted population per County

Methodology	Target
App Survey	Ministry of Education Staff (MOE)
	County and District Education Office Staff
	Administrators of Senior High Schools
	Ministry of Gender and Children and Social Protection Staff (MOGSP)
	Community Leadership & Members
	Parents (Secondary School drop-outs)
	Girls - Secondary School drop-outs - Girls in Attendance
	Ministry of Health - School Health Division - Girls Education Division
	Ministry of Internal Affairs (County Administrators)
	CBOs & CSOs
	INGOs
Traditional Leaders	

Methodology	Target
FGD	Parents
	School Administrators
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