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Education Quality and Access in Liberia (EQUAL) Final Performance Evaluation: Final Report

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EDUCATION QUALITY AND ACCESS IN LIBERIA: FINAL PERFORMANCE EVALUATION REPORT

JULY 2017

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

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ACRONYMS

CDCS	Country Development Cooperation Strategy
CEO	County Education Officer
COP	Chief of Party
DCOP	Deputy Chief of Party
DEO	District Education Officer
DIP	Detailed Implementation Plan
DO	Development Objective
EDC	Education Development Center
EQUAL	Education Quality and Access in Liberia
EU	European Union
FGD	Focus Group Discussion
GOL	Government of Liberia
KAP	Knowledge, Attitudes and Practices
KII	Key Informant Interview
MIA	Ministry of Internal Affairs
MOE	Ministry of Education
NGO	Non-Governmental Organization
PTA	Parent-Teacher Association
SOW	Statement of Work
SRGBV	School Related Gender Based Violence
TCoC	Teacher's Code of Conduct
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

EVALUATION PURPOSE AND EVALUATION QUESTIONS

The purpose of this final performance evaluation is to provide an independent, in-depth examination of the overall progress of the Education Quality and Access in Liberia (EQUAL) activity. The evaluation documents lessons learned in order to inform the design of future education programs that focus on USAID's Education Development Objective 4: Better Educated Liberians. The evaluation report identifies achievements, performance issues, and constraints related to activity implementation and effectiveness. The key audiences of the evaluation are USAID, the Ministry of Education (MOE) at the national and county level in Grand Bassa, and Concern Worldwide.

The ten evaluation questions are divided into three groups – Outcomes, Effectiveness, and Sustainability:

Outcomes

1. To what extent did EQUAL meet its overall objectives and results?
2. Which strategies were most successful in meeting the two objectives of EQUAL?
3. How did these results contribute to CDCS DO 4?

Effectiveness

4. What were the major factors influencing the achievement or non-achievement of the objectives?
5. Is the project reaching its target population, and were the activities delivered timely according to the main target group(s)?
6. What value do beneficiaries, stakeholders and communities attach to the outcomes achieved?
7. To what extent are the findings from Concern's Knowledge, Attitudes, and Practice (KAP) Assessment used to improve project implementation and adaptation?

Sustainability

8. To what extent did the program succeed in increasing stakeholder's commitment at the micro, meso, and macro (school, county, and national) levels?
9. To what extent are the benefits of the project likely to continue after donor funding cease?
10. What were the major factors which influenced the achievement or non-achievement of sustainability of the project?

ACTIVITY BACKGROUND

The Liberian education sector is underperforming as a result of capacity and resource gaps including lack of qualified teachers and principals, unsafe learning environments, and significant resource constraints of the MOE at the national, county, and district levels. To address these challenges, USAID/Liberia and Concern Worldwide entered into a cooperative agreement to create an education activity called Education Quality and Access in Liberia (EQUAL). EQUAL is a \$5.7 million activity implemented by

Concern Worldwide. The purpose of EQUAL is to improve school management and safety across 100¹ schools in the five districts of Grand Bassa aiming to effect systemic and strategic change to increase sustainability and impact at county and national levels. The period of performance of EQUAL is from August 29, 2013 – October 30, 2017.

The original scope of the EQUAL activity included three outcomes:

- Outcome 1: Improved learning outcomes in early grade reading and numeracy with an emphasis on mother tongue.
- Outcome 2: Increased commitment to ensure equitable access by stakeholders at school, district, county and national level.
- Outcome 3: A safe and child friendly school environment in all target schools.

Outcome 1 was the major focus of EQUAL. However, the MOE showed reluctance towards the mother tongue literacy component and eventually refused to approve it. Discussions between Concern Worldwide and the MOE on this issue, along with the Ebola epidemic, severely curtailed implementation. The program underwent a major revision based on the amendment of the cooperative agreement on May 24, 2016. The main activity, Outcome 1, was removed, and the activities and indicators of Outcomes 2 and 3 were revised to be achievable within the remaining time of the program. Due to the amendment, this evaluation only covers the period of implementation from May 2016 through June 2017.²

It is important to note that the Knowledge, Attitudes and Practices (KAP) baseline study covering several important gender equity indicators for Outcome 3 was not conducted until October 2016. The removal of the early grade reading and numeracy components took away the major “quality of education” activities that informed the Results Framework. In other words, EQUAL had a major reset in May 2016.

The remaining key components of EQUAL, as reflected in Outcomes 2 and 3, focused on increasing access to school and creating safer, more child-friendly schools. According to its 2016 Activity Monitoring, Evaluation, and Learning Plan, EQUAL was designed to achieve the following key results:

Outcome 2

- Increase in student’s attendance from 57% to 69%
- Increase in teacher’s attendance from 53% to 70%
- 100 Parent Teachers Associations (PTAs) structured
- 6,800 learners enrolled

Outcome 3

- 10% decrease in gender-based violence
- 105 principals and officials trained on Liberia Teacher’s Code of Conduct (TCoC)

¹ The number of schools was reduced to 99 when one school was transferred to Bridge International Academies as part of the Partnership Program for Liberia.

² This defined scope of the evaluation was approved by USAID/Liberia on June 7, 2017 via e-mail communication.

EVALUATION DESIGN, METHODS AND LIMITATIONS

EVALUATION DESIGN

The evaluation utilized a mixed-method design including a desk review, focus group discussions (FGDs), and key informant interviews (KIIs) to ensure that the information generated was useful to USAID and the MOE. This method was selected to address the evaluation questions by eliciting rich information from multiple sources, creating an opportunity to triangulate trends and themes.

Primary data collection took place in Monrovia and Grand Bassa County in May and June 2017. The evaluation team identified a purposive sample of 20 schools with varying student populations across the five districts in Grand Bassa County. Thirteen schools were selected as alternate schools to be included in the sample if any of the primary sample schools were found to be inaccessible or closed. The number of schools selected for the sample per district was determined based on the total percentage of EQUAL schools located in each of five districts.

The size of enrollment at each school was used as an additional selection criteria to ensure that there was a representation of smaller and larger schools in the school sample. EQUAL's district school maps were used to plan the site visits taking into account the distances from Buchanan to each school and accessibility given the road conditions.

KIIs were conducted with four representatives from the national MOE and the six district officers in Grand Bassa. In addition, five stakeholders including Non-Governmental Organizations (NGOs), European Union (EU), and United Nations Children's Fund (UNICEF) and ten Concern Worldwide staff were interviewed. Field work consisted of KIIs or FGDs in the twenty schools including 20 principals, 36 teachers, 40 change makers, 80 PTA members, and 202 students, usually in small sex-disaggregated groups.

Finally, a facility survey was conducted in each of the 20 schools to measure the level of safety at each EQUAL school visited.

LIMITATIONS

Limitations included the following:

- The remote nature of some of the schools and poor road and bridge conditions during the rainy season excluded some schools from the sample due to lack of accessibility.
- The evaluation was impacted by inadequate communication between the District Education Officers (DEO) and the schools. Some of the schools included in the sample were not contacted by the DEO prior to the data collection visit. The purpose of the contact was to help ensure that each school would be open and members of the PTA and change makers would be present. Because of insufficient communication, a few schools were either closed or the PTA members and change makers were not available. This resulted in the need for a return visit to a few schools and the use of one alternative school for a FGD with change makers. In the end, however, the original 20 schools were visited and the lack of prior contact did not effect the quality of the findings.

DATA ANALYSIS

Quantitative data was extracted from the KIIs, FGDs, transcripts, and school facilities surveys and

inputted into Excel, where it was cleaned and analyzed for standard quantitative measurements, such as frequencies, mean, median, mode, and standard deviation. The quantitative data was then imported into Dedoose for mixed method data analysis.

Dedoose is a web-based software that was used for analysis of qualitative and quantitative data gathered. All KII and FGD data, along with the school facilities surveys and Excel spreadsheets, were uploaded into Dedoose, totaling 169 sources. Excerpts by code were extracted from Dedoose and used as supporting evidence to shape the findings and conclusions in this report. Dedoose was later used to create data visualizations, which have been included in this evaluation report.

KEY FINDINGS AND CONCLUSIONS

A major objective of EQUAL was to improve school management leading to increased enrollment and student attendance. Relevant findings and conclusions include the following:

1. **EQUAL has been successful in creating functional PTAs in a relatively short period of time:** Not only were the PTAs formed, they engaged with the school and communities giving special attention to student enrollment and attendance.
2. **EQUAL trained principals on school management.** One of the significant improvements was in school record keeping.
3. **Student enrollment increased.** The most recent figure from Q2 FY2017 from the 99 schools shows a total enrollment of 6,875, exceeding the target of 6,800. The average enrollment for the previous school year was 6,606.
4. **Student attendance increased, although it did not meet targets.** Attendance increased from 57% to 62%, (Female 59%; Male 66%) but did not reach the target of 68%.
5. **There was a modest increase in teacher attendance.** Attendance increased from the baseline of 53% to 58% (Female 41%; Male 74%), but this fell short of the target of 70%.
6. **EQUAL has created an innovative new role called change makers.** The four change makers in each school worked successfully in the schools and communities to promote gender equity and address School Related Gender Based Violence (SRGBV).
7. **There was a slight decrease in the percentage of children who reported being beaten or flogged from the baseline to the final KAP survey (24.0% to 22.2%).** In addition, there was a significant reduction in the percentage of children who saw others being beaten, down from 27.0% to 16.5%. However, the FGDs with students show that this is still a significant problem with 22 of 33 focus groups sharing that beatings and floggings are still prevalent in their school.
8. **EQUAL worked well within the County, but had little engagement with the national MOE after the contract amendment in May 2016.** As a result, Concern Worldwide has not laid the foundation for national replication.
9. **EQUAL had only begun to develop a closeout and transition plan at the time of the evaluation.** The late development of these plans may hinder the sustainability of EQUAL activities.

KEY RECOMMENDATIONS

1. **EQUAL should immediately engage with the MOE at the national level.** The aim of the meetings would be to share information and lessons learned about EQUAL and to seek possibilities for the replication of good practices to other counties.
2. **EQUAL should continue to develop a closeout and transition plan that would lay the groundwork for sustainability.** Activities should include supervisory training for DEOs and the County Education Officer (CEO) to carry out oversight, monitoring and evaluation of schools. Where possible, tools related to record keeping, training manuals, facilitator notes and other related materials should be turned over to district officials.
3. **EQUAL should initiate a process that would formalize the role of change makers.** The role of change makers was critical in achieving EQUAL's aims regarding gender equity and should be expanded to other schools and counties. Potentially the MOE could seek collaboration with the Ministry of Gender, Children and Social Protection in defining a role for change makers.
4. **EQUAL should create a policy brief on best practices and lessons learned from implementation.** The brief could be shared with the Education NGO Forum, MOE, incoming administration, and other relevant stakeholders in order to seek understanding of EQUAL's accomplishments and to encourage others to replicate effective practices.

EVALUATION PURPOSE & EVALUATION QUESTIONS

Evaluation Purpose

The purpose of this final performance evaluation is to provide an independent, in-depth examination of the overall progress of the Education Quality and Access in Liberia (EQUAL) activity. The evaluation documents lessons learned in order to inform the design of future education programs that focus on USAID's Education Development Objective 4: Better Educated Liberians. The evaluation report identifies achievements, performance issues, and constraints related to activity implementation and effectiveness. The key audiences of the evaluation are USAID, the Ministry of Education (MOE) at the national and county level in Grand Bassa, and Concern Worldwide.

The objectives of the EQUAL final evaluation are:

1. To make a comprehensive assessment of the activity's status and accomplishments in terms of attaining its objectives and results indicated in the Performance Monitoring Plan.
2. To draw conclusions about the activity mainly focusing on its relevance, effectiveness, efficiency, impact and sustainability.
3. To identify key lessons learned and make practical recommendations that can guide USAID to decide on the future course of action on this as well as similar activities.

Evaluation Questions

The performance evaluation focused on the following specific questions in the design of instruments, analysis tools, and in the overall findings, conclusions, and recommendations of the report:

Outcomes

1. To what extent did EQUAL meet its overall objectives and results?
2. Which strategies were most successful in meeting the two objectives of EQUAL?
3. How did these results contribute to the Country Development Cooperative Strategy – Development Objective (CDCS DO 4)?

Effectiveness

4. What were the major factors influencing the achievement or non-achievement of the objectives?
5. Is the project reaching its target population, and were the activities delivered timely according to the main target group(s)?
6. What value do beneficiaries, stakeholders and communities attach to the outcomes achieved?
7. To what extent are the findings from Concern's Knowledge, Attitudes, and Practices (KAP) Assessment used to improve project implementation and adaptation?

Sustainability

8. To what extent did the program succeed in increasing stakeholder's commitment at the micro, meso, and macro (school, county, and national) levels?
9. To what extent are the benefits of the project likely to continue after donor funding cease?
10. What were the major factors which influenced the achievement or non-achievement of sustainability of the project?

ACTIVITY BACKGROUND

Liberia is still recovering from almost two decades of conflict ending in 2003. The war was marked by destruction of life and property, massive population displacement, and a collapse of basic social services. An estimated 250,000 persons were killed and over half a million people were displaced during the conflict. As a result, the Liberian education sector is underperforming. Pupils lag behind their regional and international peers as evidenced by the results from the West African Examinations Council exams and from a literacy assessment conducted in 2014, which found that Liberian Grade 3 students' oral reading fluency in English was below 20 correct words per minute. This is significantly lower than the MOE benchmark of 45 correct words.³ Poor performance can be contributed to low capacity of principals and teachers (only 62% are qualified), unfriendly and unsafe learning environments, and a lack of resources within the MOE at district, county, and national levels. This has hindered the implementation and enforcement of national policies related to equitable access to quality primary education. Problems at the school level, as reported by Concern Worldwide, included low teacher attendance (53%), low student attendance (57%), poor record keeping by principals, and non-functioning PTAs. Furthermore, schools were considered unsafe, especially for girls, because of gender inequality and School Related Gender Based Violence (SRGBV).

USAID and the Government of Liberia identified the following three immediate causes contributing to poor learning outcomes⁴:

- Poor learning outcomes in early grade literacy and numeracy;
- Unfriendly and unsafe learning environment;
- Limited capacity of teachers, District Education Officers (DEOs) and County Education Officers (CEOs) to implement policies on quality education.

To address these challenges, USAID/Liberia and Concern Worldwide entered into a cooperative agreement to create EQUAL. EQUAL is a \$5.7 million activity that aims to improve learning outcomes, school management and safety across 100 schools in the five districts of Grand Bassa County, while aiming to affect systemic and strategic change to increase sustainability and impact at the county and national levels. EQUAL's period of implementation is from August 29, 2013 – October 30, 2017.

The EQUAL activity initially had three Outcomes, the first of which focused on early grade reading with an emphasis on mother tongue instruction. However, the MOE showed reluctance towards the mother tongue literacy component and eventually refused to approve it. At the same time, the upcoming revised USAID Global Education Strategy focused solely on mother-tongue instruction as the most efficient and effective means to teach children. As a result of the MOE's position, USAID requested Concern Worldwide in January 2016 to submit a revised project description for EQUAL with the elimination of all activities under Outcome 1. This modification eliminated the early grade reading component in mother tongue and English as well as the numeracy component. The modified activity, which was approved by USAID on May 24, 2016, focused on the remaining two components, Outcomes 2 and 3:

- Outcome 2: Increased commitment to ensure equitable access by stakeholders at school, district, county and national level.
- Outcome 3: A safe and child friendly school environment in all target schools.

³ Research Triangle Institutes 2008 Early Grade Reading Assessment (RTI/EGRA).

⁴ USAID Cooperative Agreement with Concern Worldwide, August 29, 2013.

These two outcomes form the basis of the revised activity for the remaining seventeen months of implementation through October 2017. Additional delays in EQUAL can also be attributed to the Ebola epidemic, which resulted in school closures for several months from mid-2014 to early 2015.

Strategic Goal: Extremely poor and marginalized children in Grand Bassa County realize their right to quality primary education.

Purpose: Girls and boys in 100 primary schools in Grand Bassa County access safe, quality education.

- Outcome 2: Increased commitment to ensuring equitable access by stakeholders at school, district, county and national level.
 - Capacity development of PTAs
 - Capacity development of school principals and MOE staff
 - Advocacy
- Outcome 3: A safe and child friendly school environment in all target schools
 - Implementation of the adapted “We are One” approach – Engaging men and women in gender equality
 - Training sessions on the Teacher’s Code of Conduct
 - Trainings for teachers on psychosocial support

EQUAL is designed to address the following IR, sub-IRs and key indicators from the USAID/Liberia 2011 – 2017 Country Development Cooperation Strategy (CDCS):

- IR 4.1 Liberian Children and Youth have improved Opportunities to Learn
 - SubIR 4.1.1 Increased equitable access to education
 - SubIR 4.1.3 Improved governance of the education system

According to the 2016 EQUAL Activity Monitoring, Evaluation, and Learning Plan, the activity was designed to achieve the following key indicators:

Outcome 2

- Increase in student’s attendance from 57% to 69%
- Increase in teacher’s attendance from 53% to 70%
- 100 Parent Teachers Associations (PTAs) structured
- 6,800 learners enrolled

Outcome 3

- 10% decrease in gender-based violence
- 105 principals and officials trained on Liberia Teacher’s Code of Conduct (TCoC)

EVALUATION METHODS AND LIMITATIONS

METHODOLOGY

A mixed-method evaluation design was utilized, including a desk review, focus group discussions (FGDs), and key informant interviews (KIIs) to ensure that the information generated by the evaluation was useful to USAID and the MOE. These methods addressed the evaluation questions by eliciting information from multiple sources, creating an opportunity to triangulate trends and themes.

Before fieldwork began, a series of planning meetings in Monrovia, Liberia were held in May 2017 to finalize the evaluation design, draft data collection instruments, develop the workplan, and clarify team member roles and responsibilities. The EQUAL Chief of Party (COP) and Deputy Chief of Party (DCOP) also participated in the planning meetings to discuss the performance evaluation’s goals, evaluation design, activity documents, and communication plan to be used. EQUAL provided a list of schools that were currently inaccessible due to road conditions or bridges that were not able to be safely crossed by vehicles. The list of inaccessible schools was also verified with local community members to confirm that the schools were currently unreachable.

Planning and inbrief meetings were held with USAID/Liberia to confirm the evaluation’s goals and objectives, and the type of information and insights that would be most useful to USAID decision-making. An inbrief meeting was then held with the implementer, Concern Worldwide, together with national ministry officials to discuss the evaluation plan and the potential use of the evaluation by the MOE. Based on EQUAL’s aforementioned implementation challenges and amendment, USAID approved for the evaluation to cover the implementation period from May 2016 to June 2017.

A thorough desk review of relevant documentation, including a broad range of background documents provided by USAID/Liberia and Concern Worldwide, was conducted. See Annex VI for a list of the documents. Following the desk review, primary data collection in Monrovia and Grand Bassa County took place in May and June 2017. A purposive sample of 20 schools and one pilot school with varying student populations across the five participating districts in Grand Bassa County was drawn. Thirteen schools were selected as alternate schools to be included in the sample in case any primary sample schools were found to be inaccessible or closed, or that FGDs could not be conducted because PTA members or change makers were not present. The number of schools selected for the sample per district was determined based on the total percentage of EQUAL schools located in each of five districts. District 2 is divided into two areas, 2A and 2B, and the number of schools selected for the sample in District 2 was based on the percentage of EQUAL schools located in each of the two areas.

Table 1: Schools Sampled by District (n=22)

Grand Bassa District Number	Total Schools Visited
1	4 (1 school change maker FGD only)
2A	3
2B	2
3	7
4	3
5	3 (Includes pilot school)
TOTAL	22

Although 22 schools were visited, there were only 20 schools in the official sample. One additional school was used to pilot the instruments and one alternative school was used only for a FGD with change makers that couldn't be held in an official school.

The data collection instruments were piloted at Four Houses School, and EQUAL school in Buchanan. This school was not included in the primary sample or alternate list of schools as it was used only as a pilot school. Following piloting of the instruments, it was determined that no modification of the instruments was necessary. The data from this school has not been included in the analysis.

The size of enrollment at each school was used as an additional selection criteria to ensure that there was a representation of smaller and large schools in the school sample. EQUAL's district school maps were used to plan the site visits taking into account the distances from Buchanan to each school and accessibility given the road conditions.

School visits and KIIs with the CEO and DEOs were conducted in teams of two comprised of one international team member and one Liberian team member. KIIs with national MOE officials and non-governmental organization NGO stakeholders were conducted by a single team member or teams of two.

EQUAL staff was not informed as to which schools would be visited. However, DEOs were informed of the schools selected in their district only two to four days prior to the school visit in order to minimize the possibility of schools modifying their behavior for the evaluation. The role of DEOs was to notify each principal prior to the visit to ensure that the school would be open and that PTA members and change makers would be mobilized for the FGDs. DEOs in four of the five districts accompanied the evaluation team to a school in their district following a KII conducted with the DEO.

Table 2: Schools Sampled by Date (n=22)

Date	District	Number of Schools
5/31/17	5	1 (pilot school)
6/1/17	1	3
6/2/17	4	2
6/5/17	3	3
6/6/17	3	4
6/7/17	2	3
6/8/17	2	2
6/9/17	5	1
6/14/17	4	1
6/14/17	5	1
6/15/17	1	1

The primary data collection methods in Liberia included:

Interviews. KIIs were conducted with representatives from the MOE including the Assistant Minister for the Bureau of Basic and Secondary Education, the Deputy Minister for Planning and Research, and the Assistant Minister for Fiscal Affairs and Human Resources at the national level, and the five DEOs and the CEO in Grand Bassa County. The Deputy Minister for Instruction participated in the inbrief, but she declined to be interviewed for the evaluation. The evaluation team also interviewed EQUAL staff included the Chief of Party, Deputy Chief of Party, six Cluster Coordinators, the Gender Equity and

Advocacy Officer, and an Education Manager. KIs were also conducted with the school principals, teachers, and NGO stakeholders including representatives from Street Child, UNICEF, Oxfam, IBIS, the European Union, and the Education Development Center (EDC).

KIs with national Ministry officials and NGO stakeholders sought to understand their impressions of the EQUAL intervention and perceptions of its sustainability. KIs with local Ministry officials, principals, and teachers focused on the activities EQUAL implemented in the schools and local communities related to Outcome 2 and 3, as well as their thoughts on sustainability.

Table 3: Key Informant Interviews by Category

Key Informant Category	Number of Persons Interviewed	Male	Females
Ministry Officials	9	7	2
Principals	20	19	1
Teachers	36	19	7
Implementers	10	8	2
NGO Stakeholders	5	1	4

Focus Group Discussions. FGDs targeted PTA members, change makers, students, and the EQUAL M&E Team (which included the EQUAL Program Quality Coordinator). Additionally, 202 students were randomly selected for participation in student focus groups. Thirty-three groups were composed of students aged 11 to 18 years. Twenty three of the 33 focus groups were single gender to help mitigate the effect of gender on responses. Seventeen mixed-gender change maker FGDs were facilitated, totaling 40 community-elected change makers. Eighteen mixed-gender PTA FGDs were facilitated with 80 executive leadership or general members participating. One all-male FGD was conducted with Concern Worldwide’s M&E team and Program Quality Coordinator.

Table 4: Focus Group Discussions by Category

Focus Groups	Number of FGDs	Total Number of Participants	Males	Females
PTA	18	80	50	30
Change Makers	17	40	24	16
Students	33	202	118	84
Implementers	1	4	4	0

School Facilities Survey. Facility surveys were conducted at all 20 schools to assess safety factors at each of the EQUAL schools visited. The school facilities survey documented lack of/presence of hygiene facilities (single gender or gender neutral), access to clean water, child-friendly classrooms, supervision of students, and class size and seating.

LIMITATIONS AND BIAS

Limitation/Bias	Mitigation Strategy
<p>School Inaccessibility The remote nature of some of the schools and road and bridge conditions during rainy season excluded some schools from the sample due to lack of accessibility.</p>	<p>Schools were selected for the sample based on their ability to be accessed by vehicle.</p>
<p>School Closures or Lack of Participants for FGDs Some of the schools included in the sample had not been contacted by the DEO prior to the data collection visit and, as a result, a few schools were either closed or the PTA members and change makers were not available for participation in FGDs.</p>	<p>All original 20⁵ schools were visited and meetings were conducted with the principals, teachers, and students. However, in two schools PTA members were not available, and in four schools the change makers were not present. Subsequently, one change maker FGD was added at a school from the alternate school list.</p>

DATA ANALYSIS

Quantitative Data Analysis

Quantitative data was extracted from the KII and FGDs transcripts and school facilities survey and inputted into Excel where it was cleaned and analyzed for standard quantitative measurements, such as frequencies, mean, median, mode, and standard deviation. The quantitative data was then imported into Dedoose for mixed method data analysis with the qualitative data collected.

Mixed Method Data Analysis

Dedoose is a web-based software designed for analysis of qualitative and quantitative data. All KII and FGD transcripts, along with school facilities surveys and Excel spreadsheets, were uploaded into Dedoose totaling 169 sources. A codebook of 161 codes was developed to code the KII and FGD transcripts. The quantitative data uploaded to Dedoose in Excel format served as descriptors, which described the source of data at a particular level of analysis. The quantitative data in the form of descriptors allowed for a deep analysis of the qualitative data gathered, as it was directly linked to the FGD and KII transcripts. Excerpts by code were extracted from Dedoose and used as supporting evidence to shape the findings and conclusions in the evaluation report. Dedoose was later used to create data visualizations, which have been included in this report.

⁵ In addition to the official 20 schools, there was one pilot school and one alternative school that was used only for a FGD with change makers.

FINDINGS AND CONCLUSIONS

The ten evaluation questions were divided into three groups – Outcomes, Effectiveness and Sustainability.

Outcomes

QUESTION 1: TO WHAT EXTENT DID EQUAL MEET ITS OVERALL OBJECTIVES AND RESULTS?

Increased equitable access to education - Outcome 2

EQUAL sought to increase equitable access to education through several activities including enrollment campaigns, ongoing communication with parents about the importance of sending children to school, and making schools a safer place. Two important related management activities included the development of functioning PTAs and the training of principals, especially on record keeping. In addition, EQUAL sought to increase access to education by increasing teacher attendance.

Student enrollment has increased. The most recent figure from Q2 FY2017 from the 99 schools shows a total enrollment of 6,875 students, exceeding the target of 6,800. The total enrollment for the previous school year was 6,606 students. EQUAL initiated back-to-school campaigns in 98 schools and had school staff, PTA members, and change makers visit the communities to encourage families to enroll their children in school.

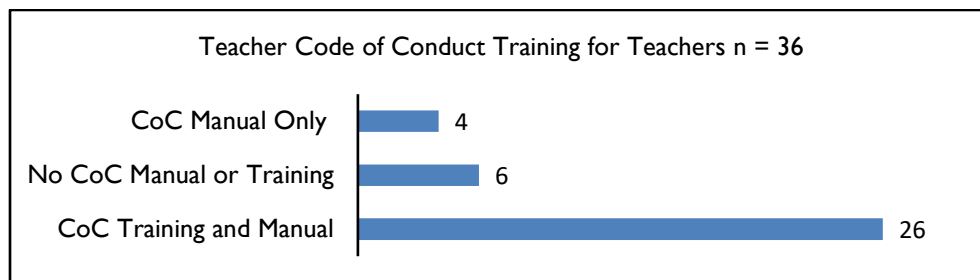
Student attendance has increased, although it has not met targets. EQUAL reports state that student attendance has increased from 57% to 62% (Female 59%, Male 66%); however, this falls short of the target of 69%. Qualitative data collected supports EQUAL's assertion that student enrollment and attendance have increased. Principals, PTA members and change makers suggest their "door to door, village to village awareness" activities have reinforced the importance of attending school regularly. While fluctuations in attendance remain, especially because of the rainy season, farming activities, and the presence of traditional schools, all community members agreed that children were coming to school more regularly. Anecdotal evidence of coordination with village elders and traditional leaders emerged that there are efforts to ensure that the traditional school activities are to be held outside of the approved school calendar. In addition, although all students in FGDs reported feeling safe at schools, student beatings/floggings are still prevalent, which may have a negative impact on attendance. However, the students were able to identify a teacher, principal, change maker, or community member to engage in the event of an uncomfortable or traumatic incident.

There has been a modest increase in teacher attendance. EQUAL aimed to increase teacher attendance from 53% to 70%. The EQUAL data indicates a current rate of 58% (Female 41%, Male 74%), an improvement, but below the target figure. Evidence to support the claim that teacher attendance is on the rise due to EQUAL activities included regular oversight at each school including the training of principals, teachers, PTA, and change makers on the TCoC, and training on psycho-social support to principals and teachers. Eighty-eight percent of teachers reported at least bi-monthly visits by EQUAL staff wherein both student and teacher attendance are regularly monitored. When teachers were asked about reasons for being absent, most responses included the need to travel to get their salary, illness, or family problems. Unpaid volunteer teachers were absent more than paid teachers. It appears that clear expectations for teacher attendance of EQUAL staff, principals and PTA members has been successful.

The PTA widely supported teacher attendance in at least 13 of the 20 schools by raising money from the community to pay volunteer teachers. PTAs have also supported principals in their efforts to foster regular attendance by encouraging teachers and conducting personal visits when teachers are absent for several days. One PTA even constructed local accommodations for teachers and their families.

Improved School Safety - Outcome 3

Not all teachers and principals have been trained on the Liberia Teacher’s Code of Conduct. One of the main objectives of Outcome 3 was to train all teachers and school administrators on the Liberia TCoC. Budget limitations precluded the ability of Concern Worldwide to train all teachers directly. The principals and teachers trained were expected to convey the key information to other teachers, but this did not happen systematically. The Detailed Implementation Plan (DIP) stated the goal of having the training for all school personnel completed by the end of Q3 - June 2017. Out of 20 principals interviewed, only seven principals stated that all the teachers at their school have been trained on the TCoC. Of the 36 teachers interviewed, 26 teachers had attended training on the TCoC, four had been given the TCoC manual but did not receive training, and six did not receive the TCoC manual or training. Nineteen out of 20 principals interviewed have been trained on the Liberia TCoC.



In the FGDs with students, it was reported that there is still widespread violence at schools involving teachers, students, and administrators.

Teacher/Principal on Student Violence

According to Section 3.1.2 of the Liberian Teacher’s Code of Conduct:

All teachers and school administrators are to ensure that physically humiliating action (corporal punishment), mental or psychological measures are not administered to “discipline” a student. This includes, beating or using vulgar/offensive language intended to inflict physical pain or mental agony that violates the rights of the child.

While all principals and teachers asserted that there was no physical punishment occurring in the schools, students in 22 of 33 focus groups said that they or other students are being beaten by teachers and principals. Students cited being beaten on the hands, arms, head, and buttocks by school staff. Female students stated feeling especially humiliated when being beaten by male school staff on the buttocks.

The evaluation team witnessed two separate incidences of teacher/principal on student violence at two separate schools. These incidences were formally documented by the evaluation team, and Concern Worldwide was informed so that the incidences could be addressed through the appropriate channels.

Student on Student Violence

Students in 10 of 33 focus groups reported that there is a significant amount of fighting among students in their school, and fighting is single gender and between students of opposite genders. Change makers acknowledge that student on student violence is still an issue, and during student cycles they “talk about how children should not fight one another. Bigger students should not beat on little students.” Teachers and principals acknowledge that violence among students is an issue in their schools, and they are working to decrease the level of violence with the help of the change makers.

“The teachers have moved much forward to treating the boys and girls equally. The change makers continue to work with the school and the community on this topic. Project visitors help to reinforce equality during their regular visits.” – Male Teacher, District 1

Beneficiaries display an understanding and importance of gender equity within school communities.

Gender equality is taught in the school communities using the “We Are One” approach introduced by EQUAL. The “We Are One” approach is implemented at the school level in the form of age-specific student cycles led by change makers with training provided for all beneficiaries. The mixed-gender student cycles are comprised of students ages 6-12, 13–17, and 18 and over. In the discussions, the students identify issues in their school

community in relation to gender equality and, subsequently, develop action plans specific for their school. While the verbiage “We Are One” was only used in conversations with implementers, the concept of everyone being equal, regardless of gender, was understood and articulated by all beneficiaries.

When asked what their school does to promote gender equality, teachers and principals most often responded that the change makers and EQUAL representatives take the lead role and devote much of their time to promoting gender equality.

Teachers shared that they “treat boys and girls the same,” involve both boys and girls in games outdoors, and call on boys and girls equally in the classroom.

Principals shared that they make sure boys and girls have equal access to school materials. Students in 22 of 33 FGDs indicated that boys and girls are treated equally at the school by teachers and school administrators, with the remaining 11 focus groups sharing that boys and girls are treated differently when it comes to discipline. Eleven of 15 schools with hygiene facilities had gender-specific hygiene facilities to promote safety in their school communities.

“We are talking to parents and students so that we may reduce gender-based violence in our community.” – Female Change Maker, District 2

Gender based violence is reported to be decreasing in the local communities.

EQUAL had no formal way of measuring this despite having activities contributing to its reduction. One of the main responsibilities of the change makers was to create change in the schools and school communities, particularly in the areas of gender equality and gender-based violence. While the student

cycles described in the previous finding are being held at the school to discuss gender equality and school-related gender based violence, in some communities, cycles are being held with adults to address gender equality and gender based violence that is taking place in the home. Change makers state that they are having conversations with husbands and wives, and they are encouraging the couples to do away with domestic violence in their relationships. Change makers state that the conversations are taking place in homes, at the market, and on the street, and that both males and females are receptive to listening to the change makers on guidance for eliminating gender-based violence.

Change in SRGBV is difficult to measure due to lack of reporting and lack of referral pathway utilization. The indicator used by EQUAL to measure school-related gender-based violence is flogging and beating. While students overwhelmingly reported that flogging and beating is occurring on a regular basis, there was not a single instance of a teacher or principal stating in a KII that it was occurring in response to the question, “Have there been any cases of gender-based violence this school year at the school?” Based on interviews with teachers and principals, flogging and beating is not being reported to the local ministry officials because it is not taking place. Accurately measuring school-related gender based violence in the form of flogging and beating or more serious incidents, such as rape and sex for grades, is incredibly difficult due the lack of acknowledgement that it is occurring and subsequent lack of utilization of the referral pathway to address the occurrences. The final KAP survey conducted by Concern Worldwide indicated that 341 out of 699, or 49% of students surveyed, were either personally flogged or beaten, witnessed another student being flogged or beaten, or heard about another student being flogged or beaten in the previous two weeks. Although there was some improvement in the number of children reporting being flogged or seeing others being flogged, the sum of all the indicators showed that more students were directly or indirectly experiencing violence – 49%, up from 33% in the baseline survey. It is possible that because of EQUAL activities to raise awareness and reduce violence, more children were comfortable in reporting beatings/floggings.

Referral pathways and their implementation and interpretation differ from school to school. Included in the data collection tool for teachers, principals, local ministry officials, and PTA members are questions asking for a description of the referral pathways for breaches of the TCoC and incidents involving SRGBV.

Descriptions given by interviewees of the referral pathways varied greatly from school to school and even among roles held in the same school. In some cases, it was shared that the referral pathway for breaches of the TCoC involved the principal, the PTA, and the DEO, while in other cases, the PTA was not involved. Others shared that the village chief is involved in breaches of the Teacher’s Code of Conduct and in cases of SRGBV. Due to the fact that none of the schools visited had used the referral pathway for either the TCoC or incidents of SRGBV, there is no documentation of the specific process used. In regard to incidences of SRGBV, there is a Ministry formal referral pathway established to address SRGBV that is printed on a large poster. However, the evaluation team did not see this hanging in any of the schools visited.

Conclusions:

1. EQUAL has been successful in developing functional PTAs and in training principals, especially in record keeping, and has been successful in reaching out to the communities to foster enrollment and student attendance. Together, these initiatives have resulted in increased enrollment and improved student and teacher attendance, meeting the target for enrollment, but falling short of the targets for student and teacher attendance.
2. All but one principal and a substantial number of the teachers have been trained on the TCoC. Based on the ongoing incidences of beatings of students, it is not clear what impact the training has had.
3. Although teachers and principals report that beatings do not occur, 22 of the 33 FGDs with students report that beatings are ongoing, raising questions about the effectiveness of EQUAL interventions in this area.
4. SRGBV is not formally measured, and there is a lack of adequate referral systems for beatings and SRGBV.

QUESTION 2. WHICH STRATEGIES WERE MOST SUCCESSFUL IN MEETING THE TWO OBJECTIVES OF EQUAL?

Increased equitable access to education - Outcome 2

PTAs were developed, and they promoted enrollment and student attendance. Through EQUAL's training and ongoing support, the PTAs became functioning bodies that are playing an important management role in all schools including support for enrollment and attendance. All but one PTA have held both general meetings and leadership meetings since January 2017. Eighty-three percent of the PTAs created a School Improvement Plan, and 78% had records of their meetings. The top priority of the PTAs has been to encourage parents to enroll their children in schools and to ensure their regular attendance. These efforts contributed to EQUAL meeting its target enrollment figure.

EQUAL developed the skills of the principals to improve completion and maintenance of school records. This evaluation found that all the principals had greatly improved their record keeping of enrollment, student attendance, and teacher attendance data. This was a marked improvement since the beginning of the school year as reported in the EQUAL QI FY2017 Quarterly Report. The improvement of record keeping enabled the principals and PTAs to track student and teacher attendance and, thus, provide a basis for follow-up work when data indicated problems.

Back-to-school campaigns and community visits were conducted at the beginning of the school year in 98 schools. These campaigns and the community visits by school staff, PTA members and change makers contributed to school enrollment. The campaigns included sports activities and competitions such as spelling bees, motivational speeches, song recitations, dramas, parades, and football and kickball games. Prizes were given out to students, as well as basic school materials such as copy books and pencils. EQUAL points to the significant increase in enrollment in FY 2017 as validation of the value of the back-to-school campaigns and community visits. These enrollment initiatives resulted in an increase in enrollment from 6,606 to 6,875 students.

Once the school year began, PTA members, change makers and school staff regularly visited the communities to talk about the importance of attending school, both through community meetings and house-to-house visits. According to EQUAL records, student attendance increased from 57% to 62%, but short of the target of 69%.

Principals reported that the following activities improved student attendance:

- Seventeen (85%) of the principals said that the most important activity was community outreach, especially by PTA members and the change makers.
- Six (30%) said that having the teachers talk directly to the students about regular attendance was important.
- Four (20%) said that the occasional presence of sports and games at the school was important.
- Four (20%) said that a feeding program was important, and they lamented the fact that the World Food Programme ceased early in 2017. Only one school had a feeding program based on its own garden.
- Two (10%) said that a roll call as a part of morning meeting or "devotion" was important.

Improved School Safety - Outcome 3

The second objective was to strengthen school safety, which refers to gender equity and the prevention of SRGBV. All activities related to the "We are One" approach of EQUAL. This approach focuses on engaging stakeholders, especially through the change makers, to develop more gender equitable

attitudes, to increase of the importance placed on non-violent communities, and to strengthen the knowledge and capacities for the prevention and response to SRGBV.

The change makers played a key role in promoting school safety, although change in violent practices has not been measurably successful. More time is likely needed to make progress on transforming deeply rooted behavior. Every school reported that the change makers were actively involved in promoting gender equity and messages to reduce SRGBV. Within the schools, they usually held weekly meetings with students, often dividing them into three age-level coeducational discussion groups. The topics included a range of gender equity issues with an emphasis on equal treatment between boys and girls. Many of the sessions focused on SRGBV including the importance of not fighting and not touching girls. Just as important as the school activities, the change makers reached out to the communities on a regular basis to hold meetings with parents on both gender equity and SRGBV. The most common term used throughout was “awareness” building on these issues.

Conclusions:

1. The back-to-school campaigns and the community visits contributed the most to an increase in enrollment, and the continuous efforts by all stakeholders with students and parents about the importance of school attendance had a positive effect on attendance.
2. The creation of the change maker role was a positive innovation, as they played an important role in working with the children and the parents on gender equity issues and the prevention of SRGBV. All teachers stated that they now treat boys and girls equally, and are clearly more sensitive to gender issues. Although attitudes about gender issues may have changed for the good, it is not clear to what extent schools are safer or girls are being more successful in schools. As stated in the previous section, beatings of students are still common.

QUESTION 3. HOW DID THE EQUAL RESULTS CONTRIBUTE TO CDCS DO 4?

The EQUAL results were developed based on the USAID/Liberia 2011 - 2017 Country Development Cooperation Strategy (CDCS). The EQUAL activity fits within the USAID/Liberia Results Framework by contributing to the achievement of two intermediate results within the DO 4 on basic education⁶ – Sub IRs 4.1.1 and 4.1.3.

- SubIR 4.1.1 Increased equitable access to education
- SubIR 4.1.3 Improved governance of the education system

EQUAL contributed directly to the CDCS DO4 - SubIR 4.1.1 Increased equitable access to education. EQUAL activities that supported enrollment and student attendance included the back-to-school campaigns and regular community visits by school staff, change makers and PTA members.

EQUAL contributed to SubIR 4.1.3 Improved governance of the education system. EQUAL provided training and ongoing support to the PTA in each school, which contributed to their development into functioning entities engaged with the schools and communities. Not only did EQUAL create the PTAs in schools formerly lacking these institutions, it provided the PTAs with sufficient training and support so that they became fully functional and contributed to the increase in student enrollment, teacher attendance, and student attendance and retention. Each school displayed evidence

⁶ See Annex II of the EQUAL Evaluation SOW, p. 42.

of a well-structured PTA with a defined governance structure and clear roles and responsibilities. Schools surveyed boasted an average of five general PTA meetings since January 2017 and at least six meetings of the executive leadership. Seventy percent of PTAs indicated that they maintained records of their meetings and that their actions as PTA members directly encouraged teacher attendance. The PTA members identified their chief responsibilities as addressing the infrastructure needs of the school, maintaining the school grounds, collecting fees for the payment of volunteer teachers, and encouraging regular school attendance.

EQUAL has not made progress on improving the gender equity index. This is an indicator representing a high-level, integrated contribution to DO4: Better Educated Liberian. It measures progress towards gender parity in education participation. The baseline index was 0.67 in 2014 showing a much greater number of boys than girls enrolled. The target is 0.71; however, the latest figure from Q1 FY 2017 report shows a slight decrease to 0.65.

Conclusions:

1. EQUAL made a significant contribution to increasing access in Grand Bassa County, especially for increasing enrollment and, to a lesser extent, increasing student attendance.
2. EQUAL helped to improve governance of the education system through the creation and support of PTAs and the training of principals, especially on record keeping, in Grand Bassa County.

Effectiveness

QUESTION 4: WHAT WERE THE MAJOR FACTORS INFLUENCING THE ACHIEVEMENT OR NON-ACHIEVEMENT OF THE OBJECTIVES?

This evaluation question addresses the extent to which the EQUAL's objectives were influenced by major factors in the local and school communities.

Traditional schools adversely affect student attendance and enrollment. Traditional schools, also known as bush schools, are an integral part of the Sande and Poro societies. In Grand Bassa County, the percentage of families that are members of the societies cannot be determined with certainty, in part, due to the secretive nature of the societies. However, the commonly held belief is that the percentage is high in some areas. Traditional schools normally convene during the dry season when students go into the bush for weeks or sometimes months at a time. This directly conflicts with the public school calendar that runs from September to July. There is a cooperative agreement between the MOE and Ministry of Internal Affairs (MIA) stating that traditional schools are not to be held when the MOE schools are in session, but is not currently being enforced; thus, students continue to attend traditional schools during the school year missing a significant number of school days.

School and uniform fees adversely affect student enrollment and attendance. The majority of schools visited require students to wear uniforms to enroll and attend. The uniforms must be correctly sized, clean, and in good condition. Uniforms may be purchased directly from the schools, purchased in finished condition in local markets, or sewn from fabric purchased from the school or in local markets. The average cost of a uniform per student is approximately \$15 USD. Families with multiple children in school are especially challenged because of the cost of outfitting each child with the appropriate uniform. Student respondents in FGDs cited lack of uniforms, dirty uniforms, or uniforms in poor condition as reasons for not enrolling in school, being absent from school, or being sent home from school by teachers or school administrators. PTA members in focus groups shared that their role

was to ensure students attend school wearing uniforms that were clean and in good condition, which conflicts with their efforts to increase student enrollment and attendance.

School attendance is adversely affected by weather, agricultural demands, and school accessibility. Rainy season has a significant effect on student school attendance, according to local ministry officials, principals, teachers, and Concern Worldwide representatives. Some schools are not easily accessible due to distance from a student’s home or topographical challenges that students must overcome to reach the school. Students who must cross bridges or forge rivers during the rainy season are often prohibited from reaching school due to the high-water levels and danger in crossing. Students living in homes where rain leaks into the home during rainy season will often stay home from school to help with upkeep or due to lack of adequate sleep.

Students whose families depend on agriculture for their well-being are often required by their parents to assist with agricultural duties or to supervise younger siblings while parents are working in the fields during the school day. This prohibits the students from attending school, especially during times of the year when agricultural demands are high. One of the principals interviewed shared that the attendance rate begins dropping off in June because of farming when parents may take their children off to a more distant farm. On market days, students whose families depend on sales at markets for their livelihood are often required by their parents to help sell at the market or to supervise younger siblings while their parents are at market. With market days in some areas taking place two or more days a week, this leads to a significant number of absences from school for students affected.

Shortened period of performance due to the activity modification and the Ebola outbreak affected achievement of the objectives. Although EQUAL was launched in October 2013, the actual period of performance was severely shortened due to factors outside Concern Worldwide’s control. The two main factors affecting the period of performance included (a) the Ebola outbreak, which led to schools being closed from mid-2014 to early 2015, and (b) the lengthy process for modifying the EQUAL contract ending in May 2016. Therefore, with the EQUAL activity essentially reset as of May 2016, the major implementation period for the activity is from May 2016 through October 2017, and the performance evaluation covers the period from May 2016 through June 2017.

Community involvement in the design and execution of the activity facilitated successful achievement of objectives. Cluster Coordinators for EQUAL shared that local communities were involved in the design of EQUAL through feedback sessions facilitated by Concern Worldwide. Once the activity began, communities were involved in choosing the change makers. EQUAL’s efforts to develop the PTAs also drew heavily on community involvement and support.

EQUAL's commitment to successful activity execution contributed to activity achievement. Through KIs and FGDs with representatives of Concern Worldwide at the local and

“Dignity and respect are fundamental aspects of the work of Concern. We ask ourselves, how do we make an impact in the communities we work in?”
– Concern Worldwide Local Employee

national level, as well as through feedback from beneficiaries, the EQUAL staff’s commitment to the activity’s success was very clear. The EQUAL staff acknowledged that the activity faced challenges that were out of their control, yet they demonstrated a determination to utilize the time remaining in the period of performance to achieve as many of the objectives as possible.

EQUAL community mobilizers/field assistants, supervised by the Cluster Coordinators, are assigned to each school and engage directly with school administrators, PTA members, change makers, and the local communities. There is a ratio of one field assistant to five

schools. The feedback from implementers and beneficiaries was that the structure employed by EQUAL worked very well. There was a constant presence of EQUAL staff in the schools and communities. Beneficiaries shared overwhelmingly that the support and dedication of the EQUAL staff will be missed after the activity ends.

Conclusions:

1. The major positive factors influencing the achievement of EQUAL include community participation in the design and execution of the activity, the successful structure that Concern Worldwide put in place, and the enthusiastic support of the staff.
2. The negative factors include the conflicting timing with traditional schools, the cost of school uniforms, weather, agricultural demands, and the inaccessibility of some schools.

QUESTION 5. IS THE PROJECT REACHING ITS TARGET POPULATION, AND WERE THE ACTIVITIES DELIVERED TIMELY ACCORDING TO THE MAIN TARGET GROUP(S)?

The main target population is the girls and boys who are to access safe schools with quality education. Secondary targets include the stakeholders implementing the program.

EQUAL reached its target population of students. Through enrollment campaigns, activities to promote student attendance, and gender equity activities lead by change makers, EQUAL slightly exceeded its target population of 6,800, reaching 6,875 students in FY 2107 Q2. The total enrollment for the prior year was 6,606 students.

EQUAL reached most of the school stakeholders. The activity reached all twenty principals interviewed through some type of training and follow-up mentoring. The training included all but one principal on the TCoC and psycho-social skills. Furthermore, EQUAL worked with all the PTA members in the twenty schools. As mentioned previously, not all teachers benefitted from training on the TCoC.

EQUAL reached all communities of the schools targeted by this evaluation. Activities included back-to-school campaigns, extensive community involvement to support enrollment and student attendance, and many activities on gender equity through the change makers.

EQUAL had mixed results reaching Ministry officials. Concern Worldwide worked closely with three of the five DEOs and the CEO. However, Concern Worldwide had little engagement with the national MOE since the modification of the contract agreement in 2016.

EQUAL did not deliver activities in a timely manner. There have been serious constraints on the timely delivery of activities out of Concern Worldwide's control. These included the Ebola outbreak, which closed schools from mid-2014 to early 2015, and the negotiation of the contract modification in 2015-2016. As described earlier, these events as well as the removal of Outcome I with its early grade reading program, resulted in a significantly reduced scope of work and a shortened effective timeline for EQUAL. However, since the modification was approved in May 2016, Concern Worldwide has rolled out activities in a timely fashion.

Conclusions:

1. The activity is reaching the target population of boys and girls in the EQUAL schools, as well as the other stakeholders including principals, teachers and community members.
2. Concern Worldwide did not deliver activities in a timely manner up to the activity modification in May 2016 for reasons outside its control, but has delivered activities in a timely fashion since then.

QUESTION 6: WHAT VALUE DO BENEFICIARIES, STAKEHOLDERS AND COMMUNITIES ATTACH TO THE OUTCOMES ACHIEVED?

This evaluation question addresses the value beneficiaries placed on the outcomes achieved through EQUAL interventions.

Direct beneficiaries place a high value on the outcomes achieved. Beneficiaries overwhelmingly shared their support and gratitude for EQUAL's activities. Ministry officials at the local level shared that EQUAL has been doing "very well" and the support they received from EQUAL has been described as "marvelous" and "high quality." Ministry officials also expressed that they have seen clear improvements, especially with stakeholders, and that "the knowledge acquired will go a long way."

Principals shared that EQUAL support has been positive and they would like to see it continue, especially in the area of training. Principals also shared that they are greatly appreciative to Concern Worldwide for all their assistance in the schools and they have "enjoyed working with the Concern staff." Of all the activities conducted by EQUAL, principals placed the highest value on the training received by teachers, principals, PTA, and change makers in the areas of school management, psycho-social support, school safety, classroom management, gender equity, and the TCoC.

PTA members highly value the training and support provided by EQUAL that enabled each school to formally structure a PTA and become functional. PTA members shared that EQUAL brought about significant change and that the school environment has become safer for the students.

Teachers were unanimous in their opinion that EQUAL provided very good support to teachers and to school communities. Teachers echoed the principals' views that the training provided by EQUAL was the most valuable aspect of the activity, especially in the area of psycho-social support. Teachers also shared that the materials provided by EQUAL such as stationary, copy books, and student enrollment and attendance books have been helpful. Finally, teachers at schools where WASH activities have been implemented (through another contract) expressed that the WASH activities together with EQUAL activities made a significant impact on the school and local communities.

Although beneficiaries expressed support for the EQUAL activities on gender equity and SRGBV, they are not satisfied with the limited reduction of violence in schools. PTA members, and change makers shared that violence is still present in the schools. Students have expressed that there is too much violence, both from teachers directed at students and among students. A Concern Worldwide staff member shared that "children are being beat and many teachers are having a hard time changing their actions as they've been doing these things for many years."

Detailed information regarding violence in schools can be found in the findings section of Question 1: To What Extent Did Equal Meet Its Overall Objectives and Results?

Conclusions:

- I. All beneficiaries expressed strong appreciation of EQUAL.

QUESTION 7. TO WHAT EXTENT ARE THE FINDINGS FROM CONCERN'S KAP ASSESSMENT USED TO IMPROVE PROJECT IMPLEMENTATION AND ADAPTATION?

The Knowledge Attitude and Practices (KAP) survey on gender equitable attitudes and school violence was conducted in September and October 2016 to provide baseline data on several indicators in the Performance Management Plan including the following:

- Number of PTA members and teachers who can state five or more breaches of the Teachers' Code of Conduct;
- Percentage of pupils (girls and boys) stating that they have been beaten/'flogged' in school in the previous two weeks;
- Percentage of stakeholders and pupils expressing gender equitable attitudes.

The KAP baseline report stated that 76% of the PTA members identified at least five breaches of the Teachers' Code of Conduct, 24% of the children spoken to have been victims of physical abuse, and 27% saw it happening to other students.

EQUAL did not make any changes to their fiscal year 2017 Implementation Plan based on results of KAP assessment. Concern Worldwide stated, "As reported in the baseline report, the [KAP] survey indicates that experiencing or witnessing physical abuse perpetrated by teachers or other school staff is normal for the interviewed students with more prevalence for boys... Therefore, it was decided to continue through 2017 with (activities that had already been planned) such as:

- Trainings on the Liberia TCoC and psycho-social support to improve the capacity of teachers and school administrators to create child friendly environments.
- Trainings and support of the change makers.

Conclusion:

- I. EQUAL did not change its implementation plan based on the KAP survey results because they had previously identified the challenges regarding gender equity and SRGBV. The results of the KAP survey confirmed their initial assumptions and findings; thus, there was no need to modify their plans for FY2017.

Sustainability

QUESTION 8. TO WHAT EXTENT DID THE PROGRAM SUCCEED IN INCREASING STAKEHOLDER'S COMMITMENT AT THE MICRO, MESO, AND MACRO (SCHOOL, COUNTY AND NATIONAL) LEVELS?

There is significant variability in the increase of stakeholder commitment at the micro (school), meso (district), and macro (national) levels.

At the school level, EQUAL was successful in increasing stakeholders' commitment. The beneficiaries, including administrators, teachers, PTA members, change makers, and students, reported a commitment to improving school management, student and teacher attendance, and school safety. Commitment was increased by EQUAL through the involvement of beneficiaries in the day-to-day operations of the school, the training and mentoring activities, and the involvement of beneficiaries in decision-making related to the school community.

At the district level, a majority of the six education officers expressed a commitment to EQUAL. The CEO and two of the five DEOs expressed a strong commitment to EQUAL; one DEO expressed indifference to the activity; one DEO, who was appointed five months ago, was not involved with the activity. The DEOs who expressed a strong commitment to the activity did so through attending or co-facilitating EQUAL trainings, maintaining close contact with EQUAL representatives, conducting school visits alongside EQUAL representatives, and providing input and feedback to EQUAL on activities taking place in their districts.

The national MOE expressed no commitment to the EQUAL program. The lack of communication with the national MOE stems from the negotiations to modify the contract wherein Concern Worldwide was instructed by USAID not to communicate with the MOE. In addition, Concern Worldwide did not take advantage of its active participation in the Education NGO Forum and the Education Sector Development Committee to share information or lessons learned with other stakeholders about EQUAL. In part, the lack of opportunity for Concern Worldwide to talk about EQUAL stemmed from the domination of these meetings over the past year on the Partnership Schools in Liberia program.

Conclusions:

1. With Concern Worldwide's strong commitment to and support of their schools and communities, there is a strong commitment to EQUAL at the school level.
2. There is good support for EQUAL by the CEO and two of the five DEOs. This support will be critical in terms of sustaining EQUAL activities.
3. Concern Worldwide has not engaged with the national MOE and, as a result, there is not a commitment to EQUAL at that level.

QUESTION 9. TO WHAT EXTENT ARE THE BENEFITS OF THE PROJECT LIKELY TO CONTINUE AFTER DONOR FUNDING CEASE?

The assessment of the stakeholders ranged from, "All activities will stay," to, "There is no hope of continuity after the departure of EQUAL." In general, however, there was a positive consensus on continuing the major activities and reaping continued benefits. Sustainability will be determined, in part, by the extent to which the beneficiaries continue to use and implement what they have learned, the

continuation of the structural elements such as PTAs and change makers, and the ongoing guidance and support of the county education officials.

The stakeholders stated that the knowledge and skills learned under EQUAL would continue. These might include, for example, improved record keeping, greater gender awareness and sensitivity, and the use of psycho-social skills. The stakeholders stated that they “will maintain the knowledge acquired from EQUAL” or that they will “continue to apply many things that have been internalized from the training.”

All stakeholders claim that the PTAs will continue after EQUAL closes. The PTAs of the twenty schools made impressive gains in establishing themselves as functioning management structures, giving special attention to encouraging student attendance and, in some cases, developing a rudimentary School Implementation Plan. PTA members universally stated that the PTAs would be sustained. Some of the reasons include the training and ongoing support that they have received, their experience as a functioning body over the past year, the fact that PTAs are an established entity within the MOE system, and that there is a MOE handbook for PTAs that provides guidance.

All stakeholders said that the change makers will continue, including the change makers themselves. They have been trained, are highly committed to their work, and are perceived to play an important role, especially regarding gender equity and SRGBV. However, there are potential areas of concern including: (a) change makers do not have an established, recognized position within the MOE, (b) there are some associated costs such as flashlights, T-shirts, and raincoats; and (c) the change makers must work in the daytime, which means they might resign if they find employment.

The CEO and DEOs are only moderately prepared to carry on the work of EQUAL. Concern Worldwide met monthly with the CEO, who is knowledgeable about and supportive of EQUAL, but has not received training under EQUAL nor conducted joint visits to schools. Information about EQUAL is mainly received through reports from DEOs.

In general, the DEOs participated in EQUAL training sessions but rarely practiced facilitation. They did not receive specialized trainings, for example, on how to conduct effective school visits. One DEO had been in his position for five months and had virtually no interaction with the activity. DEOs mentioned the difficulty of visiting schools, including bad roads during the rainy season and lack of funds to fuel their motorbikes.

Conclusions:

1. It is likely that the current beneficiaries such as teachers and principals will continue to use the knowledge and skills that they have acquired from EQUAL.
2. It is likely that the PTAs will continue to function as a result of the training they have received and their commitment to supporting the schools and communities.
3. Although the change makers are committed to continue, this may be difficult in the longer term unless their role is formalized within the MOE and/or the Ministry of Gender, Children and Social Protection.
4. The CEO and DEOs have a range of experience with and commitment to EQUAL, yet their involvement and support to the sustainability of key EQUAL activities is unlikely without MOE support.

QUESTION 10. WHAT WERE THE MAJOR FACTORS WHICH INFLUENCED THE ACHIEVEMENT OR NON-ACHIEVEMENT OF SUSTAINABILITY OF THE PROJECT?

EQUAL provided training and ongoing support. Training PTA members, change makers, principals and teachers resulted in new knowledge and skills that will positively influence the achievement of sustainability. Such training included the TCoC, school management, psycho-social skills, and gender equity.

EQUAL has only engaged minimally at the national level with other potential stakeholders and the national MOE. This may be an important factor in the non-sustainability of EQUAL's activities.

EQUAL had a shortened effective time for implementation. As a result of the Ebola outbreak and the time required for contract modification, the effective period of implementation was reduced to the final 1½ years of the activity. This will contribute to the non-achievement of sustainability of the EQUAL.

Conclusions:

1. EQUAL's training and ongoing support at the school and community level has been critical in terms of commitment and sustainability of activities at that level.
2. EQUAL's limited engagement at the national level may impede sustainability and the possible replication of activities in other counties.
3. The fact that activities were interrupted and shortened may hinder sustainability.

RECOMMENDATIONS

Outcomes

- **Provide supervisory training for DEOs and the CEO.** The regular presence of EQUAL staff at school sites was key to the success of school functionality and increased teacher and student attendance. Transition and closeout activities should include supervisory training for DEOs and the CEO to carry out oversight, monitoring and evaluation of schools under their purview. Where possible, tools related to record keeping, training manuals, facilitator notes and other related materials should be turned over to district officials.
- **Establish a community-based sustainable school feeding program.** Based on interviews with beneficiaries, one of the factors that increased student enrollment and attendance was the provision of food at the school. Many of the schools have begun to cultivate school gardens to grow and sell the crops to be used to fund the school. It is recommended that the PTA spearhead an initiative to establish new school gardens or expand existing school gardens so the crops can be used to support a school feeding program. The crops currently being sold should be used to purchase staples for the feeding program that are not being grown in the garden. This would be a longer-term recommendation to be carried out by the CEO and DEOs.
- **Continue with activities to increase enrollment and student attendance.** Of importance are the back-to-school campaigns and the ongoing visits to communities by PTA members, change makers and school personnel.
- **Provide ongoing support for gender activities and safe schools.** The change makers should continue their work in schools and communities on gender equity and SRGBV, as well as their work with children and their cycles of training. There is also a need for refresher training on the TCoC and to ensure that all teachers receive training. Future interventions should clearly define a method for measuring SRGBV and enforce adequate referral systems for school related, domestic, and gender based violence.

Effectiveness

- **The MOE should advocate to honor the cooperative agreement between the MIA and MOE to ensure that traditional schools meet during the vacations of public schools.** Following the renewed commitment, a monitoring and accountability framework with terms and conditions formally agreed upon by the MIA and the MOE should be established and executed.
- **The MOE should give additional support to the CEO and DEOs.** These district officials are key, not only to provide ongoing support to the EQUAL activities, but to ensure a quality education for all school-age children. Such support should include training on effective supervision and sufficient financial resources so that they can visit schools regularly and provide occasional trainings.

Sustainability

- **EQUAL should increase its involvement and cooperation with the MOE at the national level immediately.** The purpose of such involvement would be to ensure that the national MOE is well informed about EQUAL and to seek to replicate the best practices nationally.
- **EQUAL should collaborate immediately with the MOE, CEO, and DEOs to develop plans for activity closeout, transition, and sustainability.** This plan would operationalize recommendations identified in this report and those identified by EQUAL and the MOE.
- **EQUAL should create a policy brief on best practices and lessons learned from implementation.** The brief could be shared with the Education NGO Forum, MOE, incoming administration, donors and other relevant stakeholders. The purpose of the brief would be to share information about EQUAL and to encourage others to consider replicating effective practices.
- **EQUAL should initiate a process that would formalize the role of change makers.** The change makers have proven to be an effective, low cost model for engaging students, PTA members, teachers and communities on issues of gender equity and SRGBV. EQUAL should initiate a process seeking to roll out this model to other schools in Grand Bassa County and to other counties through the national MOE. The MOE may need to explore options of collaboration with the Ministry of Gender, Children and Social Protection to formalize a role for the change makers.
- **MOE and donors should seek to replicate successful components of EQUAL nationwide.** As the majority of the counties in Liberia face similar challenges within their schools and local communities, it is important that solutions be shared across county lines in order to improve the quality of education for all students. This process would begin by having Concern Worldwide work with other stakeholders through entities such as the Education NGO Forum and with the national MOE. Such initiatives would need to be followed-up by the MOE and the stakeholders once EQUAL closes.

ANNEXES

Annex I: Evaluation Statement of Work

This Statement of Work (SOW) describes the conditions of work and terms of reference for an external final performance evaluation of USAID’s Education Quality and Access in Liberia (EQUAL) activity. EQUAL is a five-year, \$5.1 million activity implemented by Concern Worldwide to improve school management and safety in Grand Bassa, while aiming to effect systemic and strategic change at county and national levels. The evaluation will measure results, examine the impact of support on education access, and investigate the effectiveness of specific technical assistance and capacity building approaches. The Mission will use findings from the evaluation to inform more strategic USAID investment in the sector.

I. Overview of EQUAL:

Project Title: Education Quality and Access in Liberia

Project number: AID-669-A-13-00002

Project dates: August 29, 2013 – October 30, 2017

Project funding: \$5,153,285.49

Implementing partner: Concern Worldwide US, Inc

Cognizant Officer’s Technical Representative: Miriam D. White

Active Geographic Regions: Districts 1, 2, 3, 4 & 5; Grand Bassa County

The goal of EQUAL is to improve school management and safety across 100 schools in the five districts of Grand Bassa, while aiming to effect systemic and strategic change to increase sustainability and impact at county and national level.

The project goal is supported by two outcomes. The section below on “Project Modification” explains the removal of the third, originally entitled “Outcome One”. Due to ongoing institutional practice associated with linking the outcome numbers to their content, the following outcomes have maintained their numbering:

- Outcome Two: Increased commitment to ensuring equitable access by stakeholders at school, district, county and national level.
 - Capacity development of Parents Teachers Associations (PTAs)
 - Capacity development of school principals and MoE staff
 - Advocacy
- Outcome Three: A safe and child friendly school environment in all target schools
 - Implementation of the adapted “We are One” approach – Engaging men and women in gender equality
 - Training sessions on the Liberian Teacher’s Code of Conduct
 - Trainings for teachers on psychosocial support

Hypothesis of Change

Outcome Two: Improved Management Hypothesis of Change

If schools:

- are supported by PTAs that are competent in their responsibilities
 - are managed by principals that are performing their leadership and administration duties, including ensuring teachers and pupils attendance

- are monitored and supported by the district and county education officials and included in the county and district and national MoE plans
- are supported by management structures that are responsive to evidence related to initiatives that increase literacy, equitable access and safety

Then an education system, that is supportive of learning outcomes for all children, is in place.

Outcome Three: Improved Safety Hypothesis of Change

If schools:

- have teachers, community members and PTAs that understand and ensure adherence to the Teacher's Code of Conduct and believe in gender equality
- have students, teachers, community members and PTAs aware and committed with prevention of school related gender based violence.

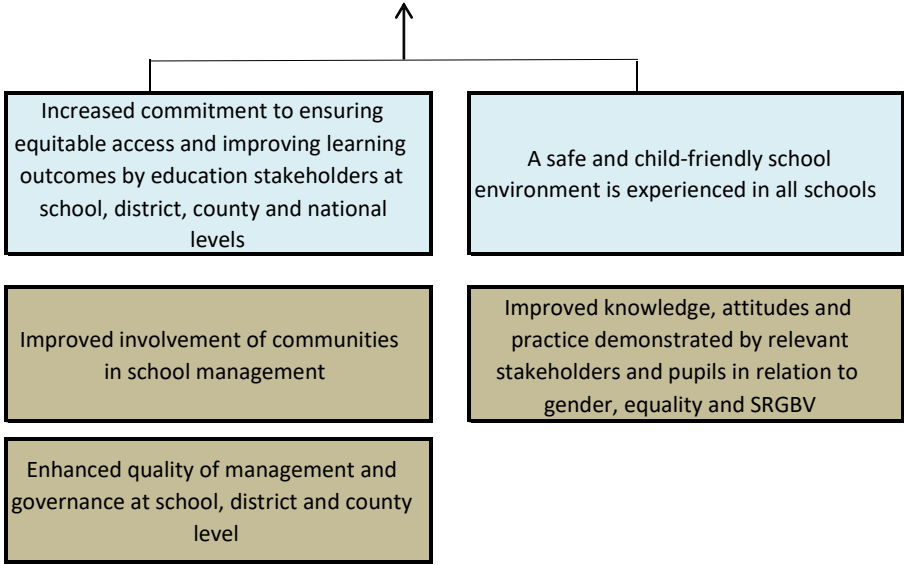
Then violence and abuse will reduce and the safety of children will increase.

The EQUAL logical framework is linked to the following plans:

1. USAID 2011-2017 Country Development Cooperation Strategy (CDCS) and Performance Management Plan (PMP)
 - USAID Education Strategy - 2011 'Opportunity Through Learning':
 - Goal Three: Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015.
The EQUAL program contributes to Goal Three of the USAID Education Strategy. Goal 3 supports learning opportunities for children and youth; strengthens crisis prevention efforts; and develops host country institutional capacity to provide education services.
 - The EQUAL results framework was designed to contribute to the original Results Framework of the 2011 CDCS Results Framework and Intermediate Results. It was not updated to match revisions to the CDCS Results Framework since then. See Annex 2.
2. Government of Liberia Policies and Strategic Plans
 - Education Reform Act of 2011
 - Education Administrative and Management Policy, November 2011
 - Mother Tongue Literacy- 'A local language will be taught in each county as determined by the individual County School Board beginning at the basic level of education' Page 49-50,
 - The Ministry of Education hereby adopts the policy of Zero Tolerance for abuse in schools – Page.76
 - Liberian National Policy on Decentralization and Local Governance, November 2011
 - Education sector plan of Liberia 2010-2020
 - Ensure that 6 year olds enter grade one and not pre-primary, enforce grade I policy pg. 71 and 79
 - Establish Mother Tongue based- Bilingual Education programs in communities where children do not understand or speak English in the home or community.pg 72-74
 - Develop and implement strategies that deal with sexual exploitation and violence in schools ensuring involvement of PTAs and communities –pg. 81
 - Develop and disseminate a Teacher's Code of Conduct
 - Government of Liberia National Policy on Girls Education June, 2013

USAID Intermediate Results Increased Equitable Access to Education for 15 Million Learners in Crisis and Conflict

EQUAL Strategic Goal: Extremely poor and marginalized children in Grand Bassa County realize their right to quality primary education
EQUAL Purpose: Girls and boys in 100 Primary Schools in Grand Bassa County Access safe and quality education



- Government of Liberia Children's Law 2011

EQUAL's Results Framework explains how the project purpose focuses on girls and boys accessing safe, quality education. Concern Worldwide worked with DEOs and CEOs to provide training and mentoring for PTAs to help them understand their role in supporting students, teachers, and identifying opportunities to ensure equitable access and increase enrollment and attendance. PTAs were trained to identify and support children who are not attending school or are at risk of dropping out of school.

Outcome Two focuses on increased commitment to ensuring equitable access by stakeholders at school, district, county and national level. The indicators measure teacher's and pupil's attendance rate and its output indicators focus on structured Parent Teacher Associations and the number of administrators and teachers successfully trained. Key activities under this Outcome include: awareness campaigns to sensitize parents; training of PTA members, teachers and administrator to effectively manage their schools; and roll out the Education Management and Information System (EMIS), and Government Support and Advocacy.

Outcome Three focuses on ensuring a safe and child friendly school environment in all target schools. The indicator measures the number of teachers trained on how to support learners' psycho-social well-being. Key activities under this Outcome include training sessions for PTAs members, teachers, and school administrators on Liberia Teacher's Code of Conduct and psychosocial support.

Concern Worldwide collaborated with the MOE and other partners/stakeholders to ensure that capacity is built under both Outcomes to achieve the project goal. By the end of the project, the project was designed to have achieved the following key results:

- Increase in student's attendance from 57% to 69%
- Increase in teacher's attendance from 53% to 70%
- 10% decrease in gender-based violence
- 105 principals and officials trained on Liberia Teacher's Code of Conduct
- 100 PTAs structured
- 6,800 learners enrolled

Project Modification:

During July and August 2015 the restructured EQUAL Program was presented to the Ministry of Education (MoE) for endorsement; however the MOE showed reluctance towards the mother tongue literacy component and eventually refused to approve it. In response to the MOE's position toward mother tongue literacy and the upcoming revised USAID Global Education Strategy which focuses solely on mother-tongue instruction as the most efficient and effective means to teach children. The program was revised in May 2016 with the elimination of all program activities under Outcome I. Therefore, the program focuses on the following main components, which are Outcomes Two and Three:

- Capacity development of Parent Teachers Associations (PTAs)
- Capacity development of school principals and MOE staff
- Advocacy
- Prevention of School Related Gender Based Violence (SRGBV)

2. Evaluation Purpose

USAID/Liberia is commissioning a final performance evaluation of EQUAL in order to document lessons learned and to inform the design of future education programs which focus on USAID's Education Strategy - Goal 3 (access). It will focus on progress made against the objectives and the overall program impact within the determined period.

The objectives of the project final evaluation are:

- a. To make a comprehensive assessment of the project's status and accomplishment in terms of attaining its objectives and results indicated in the Performance Monitoring Plan (PMP).
- b. To draw conclusions about the project mainly focusing on its relevance, effectiveness, efficiency, impact and sustainability.
- c. To identify key lessons learnt and make practical recommendations that can guide the management to decide on the future course of actions on this as well as similar projects.

3. Evaluation Questions

Outcomes

- To what extent did EQUAL meet its overall objectives and results?
- Which strategies were most successful in meeting the two objectives of EQUAL?
- How did these results contribute to CDCS DO 4?

Effectiveness

- What were the major factors influencing the achievement or non-achievement of the objectives?

- Is the project reaching its target population, and were the activities delivered timely according to the main target group(s)?
- What value do beneficiaries, stakeholders and communities attach to the outcomes achieved?
- To what extent are the findings from Concern’s KAP Assessment used to improve project implementation and adaptation?

Sustainability

- To what extent did the program succeed in increasing stakeholder’s commitment at the micro, meso, and macro levels?
- To what extent are the benefits of the project likely to continue after donor funding cease?
- What were the major factors which influenced the achievement or non-achievement of sustainability of the project?

4. Design and Methodology

The evaluation is expected to apply both quantitative and qualitative methods for data collection and analysis. The evaluation team will conduct a desk review of available literature including project documents, quarterly and annual reports. Site visits in the field will provide qualitative data for analysis through methods such as in-depth and key informant interviews, focus groups, and direct observation. Sampling should include the EQUAL schools in Grand Bassa. The evaluation team is expected to meet with central and county-level MOE staff, PTA leadership, school administrators, teachers, students, EQUAL staff, relevant donors and others in order to acquire the data needed to respond to the evaluation questions. Special attention should be paid attention to disadvantaged and vulnerable groups (women, people with disabilities, etc.).

Primary collection of quantitative data and large-scale structured surveys are beyond the scope of this evaluation. It is expected that the evaluation team will use data provided by the implementing partner in regular quarterly and annual reports, performance reporting, and special purpose publications for most of the quantitative data required. The team will draw on EMIS data from the MOE.

The evaluation team will develop a design/inception report which will include the evaluation methodology, work plan, analysis plan, and instruments for USAID’s review and approval. Concern will also be included in the review of the Inception Report.

Concern produced a number of documents which will help the evaluation team conduct the evaluation. USAID and Concern will provide the evaluation team with a package of briefing materials to review, as well as contact information for prospective interviewees. The evaluation team will be responsible for identifying and reviewing additional materials relevant to the evaluation, as well as additional contacts. Illustrative data sources include but are not limited to:

- USAID Education Strategy - 2011 ‘Opportunity Through Learning’
- Liberia Education Sector Plan’s (2010-2020)
- EQUAL Contract/Agreement and Modifications
- EQUAL School Census Baseline Report
- Annual implementation plan
- Work Plan
- Annual Reports
- PMP/Activity Monitoring, Evaluation, and Learning Plan

- Performance Indicator Database System data
- Data quality assessment reports
- EQUAL studies and capacity assessment reports Success stories
- Related national data and reports

The evaluation team should also refer to the Knowledge Management Portal to identify additional reports and studies to support the evaluation.

5. Evaluation Team Composition

The evaluation team will be composed of four individuals: team leader, 2 senior technical experts, and a logistician.

1. **Team Leader/Senior Evaluation Specialist:** S/he will be responsible for coordinating the activities of the evaluation team, and have the authority to make budgetary and programmatic decisions regarding the evaluation. S/he will serve as the main point of contact between USAID and the contractor's headquarters. The Team Leader will approve the final evaluation design, oversee the development of evaluation instruments, integrate the findings of different team members and coordinate the preparation of the final reports. The Team Leader should have at least ten years of experience in the administration of multi-faceted education projects in developing countries - preferably in West Africa. S/he should have experience in managing multi-disciplinary teams and developing and conducting qualitative evaluations, preferably of USAID projects. It is essential that the candidate has the ability to conceptualize and structure evaluation activities and produce high quality evaluation reports in English. An MA or PhD in education administration, planning, economics of education or similar field is required. Experience working in post conflict and transition settings is preferred.
2. **Education Specialist:** The composition of the two subject matter specialists will depend on the final evaluation questions, but one should be a methodologist (evaluation specialist) and the other a gender specialist. S/he will have at least 8 years of experience working with educational projects in developing countries, preferably in post-conflict environments. S/he will provide expert technical advice on evaluation of school management and safety to the evaluation team. The Education Specialist will hold an advanced degree in Educational Research and/or Statistics and have extensive experience in evaluating educational programs.
3. **Liberian Education Context Specialist(s):** The local consultant shall have experience and knowledge about the education context in Liberia, particularly on enrollment, attendance school governance and school-related gender issues. Must have strong gender and social analytical skills, specifically in designing and evaluating education programs. The incumbent must be able to conduct interviews and focus group discussion and analyze the resulting data. Ability to conduct interviews and discussions in at least one local Liberian language. Strong American English language speaking and writing skills also essential.
4. **Evaluation Specialist:** The candidate should have at least five (5) years relevant experience in qualitative and quantitative data collection methods. The consultant must have experience evaluating education programs, specifically analyzing quantitative data, and have demonstrated

logistics and planning skills. S/he will serve as the main logistical coordinator for the performance evaluation, and work with local partners to plan travel, data collection, interviews and assessment activities as required. USAID expects this to be a Liberian.

The Team Leader is required to have demonstrated expertise in evaluation methodology. Collectively the team members must have experience in conducting both quantitative and qualitative data collection and analysis. Prior to their arrival in Liberia, all team members are required to familiarize themselves with USAID's Evaluation Policy, with USAID's publication outlining a good evaluation report, and with USAID's checklist for assessing an evaluation report. Additionally, all team members should possess a strong familiarity with the political, economic, policy and educational context in Liberia.

6. Deliverables

Evaluation deliverables include:

- a. Evaluation Team Planning Meetings
- b. Inbrief with USAID/Liberia, Government of Liberia (GOL) and Implementing Partners
- c. Inception Report with work plan and data collection instruments
- d. Debrief with USAID/Liberia, GOL and Implementing Partners
- e. Draft Evaluation Report - A draft report should be submitted to Liberia Strategic Analysis (LSA) for review, and LSA must submit the draft report to USAID/Liberia within three weeks after the in-country work is conducted. The written report should clearly describe findings, conclusions, and recommendations and conform to USAID requirements outlined below. USAID will provide comments on the draft report within five working days of submission. Then, LSA will submit the draft report to Concern and the GOL for another five working days to provide comments and disclose a statement of difference, if applicable.
- f. Final Report - The Team will submit a final report that incorporates USAID's, Concern's, and GOL's comments no later than ten days after final, written comments on the team's draft report have been submitted by all parties.
- g. Learning Event – Liberia Strategic Analysis will facilitate a learning event one to two months after the report has been finalized to engage USAID/Liberia and stakeholders in the utilization of recommendations. This will be combined with an After-Action Review, prescribed as good learning practice per ADS 201, to support USAID in the incorporation of recommendations into work plans, project or activity design, and the next Country Development Coordination Strategy.

The draft evaluation report should meet the following criteria:

- i. The report should be in line with USAID Evaluation Policy (see Appendix I – Criteria to Ensure the Quality of the Evaluation Report) and USAID Secretariat Style guide.
- ii. The report should be no longer than 30 pages, excluding executive summary, table of contents, and annexes.
- iii. The report should include a 3-5 page Executive Summary highlighting findings and recommendations.
- iv. The report should represent a thoughtful and well organized effort to objectively respond to the evaluation questions.
- v. The report shall address all evaluation questions included in the SOW.
- vi. Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists and discussion guides shall be included in an Annex in the final report.

- vii. Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, etc.).
- viii. Evaluation findings should be specific, concise and supported by strong quantitative or qualitative evidence.
- ix. Recommendations should be action-oriented, practical, specific, and evidence-based.
- x. The final report should be edited and formatted.
- xi. Liberia Strategic Analysis must submit the final evaluation to the Development Experience Clearinghouse.

The report will be submitted electronically. The final report will be edited/formatted by the contractor and provided to USAID/Liberia five working days after the Mission has reviewed the content and approved the final revised version of the report. The final evaluation report must be 508 compliant and comply with the USAID Evaluation Policy: <http://www.usaid.gov/sites/default/files/documents/1868/USAIDEvaluationPolicy.pdf>

7. Timeline and Level of Effort

Work should be scheduled while school is in session, before EQUAL ends, and before the rainy season starts. The entire evaluation would be carried out over approximately 15 weeks, including preparatory time, field work, data analysis, report writing, review, and revisions. The evaluation should follow the timeline for producing deliverables outlined in the Gantt chart in Annex II.

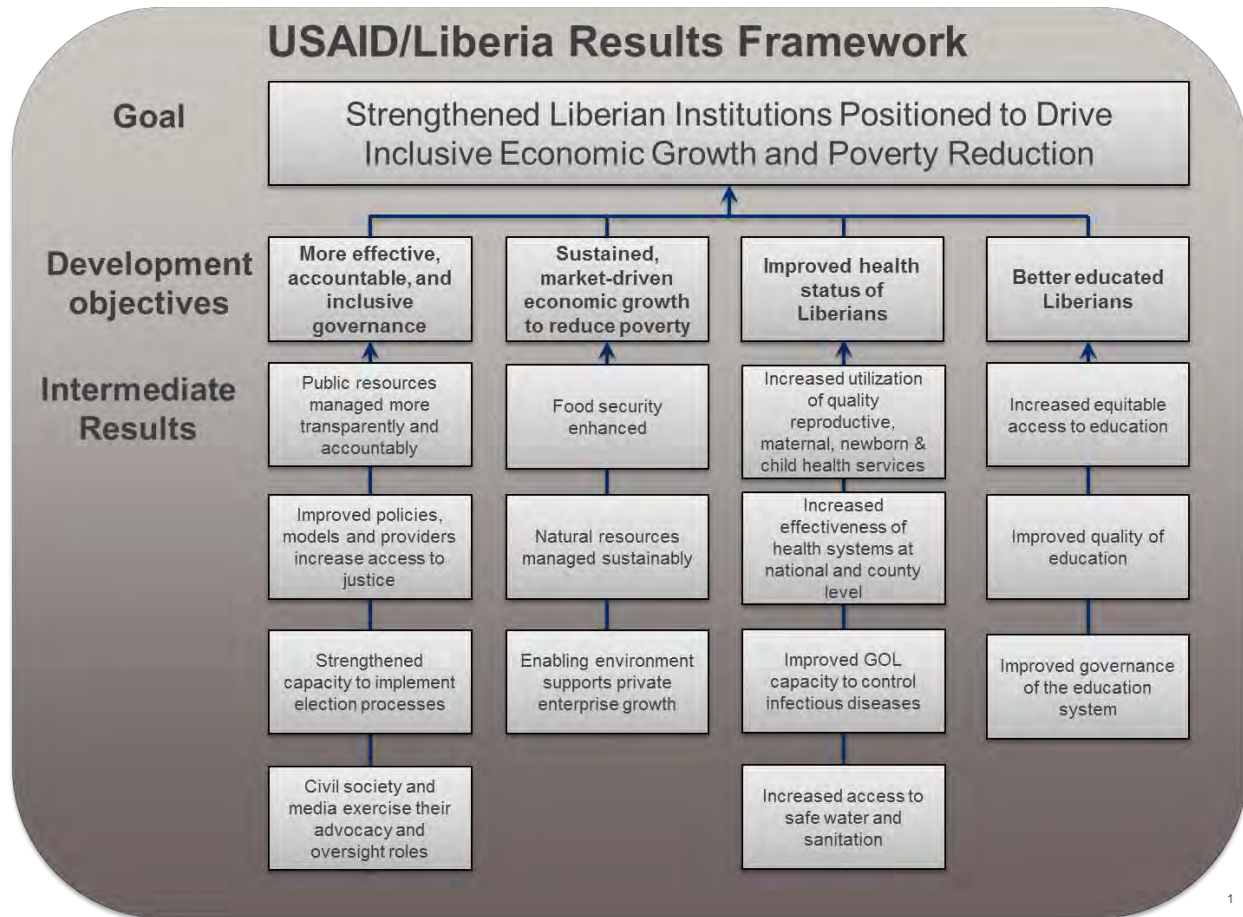
Evaluation team members are authorized and expected to work a six-day week while in Liberia. Travel over weekends may be necessary. Work should commence as soon as practicable, but no later than May 2017. For planning purposes, contractors should be aware of Liberian and US holidays during the evaluation time frame.

The evaluation should follow the illustrative schedule and level of effort given below.

Task/Deliverable	Estimated time (Days)
Review background documents & preparatory work (offshore): Draft work plan submitted to USAID/Liberia	5 int'l / 3 nat'l
Travel to Liberia-expatriate team members	2
Team Planning Meetings in Monrovia with implementing partners and USAID	2
Inbrief with USAID/Liberia and prepare for field work	4
Field work: Data collection and On-Going Data Analysis	20 (including field travel)
Analysis and report drafting	10 int'l / 7 nat'l
Presentation and debrief with GOL, USAID/Liberia and IPs by Evaluation Team	1
LSA performs quality assurance check and edits draft report	4
LSA submits draft report to USAID/Liberia and IP	1
USAID provides comments on draft report	5
Concern and MOE provide comments on draft report	5
Evaluation Team Leader revises draft report to incorporate comments and submit final report	5 TL / 1 int'l team member

LSA performs quality assurance check and submits final report	5
LSA facilitates learning event	1 TL / 2 nat'l
Total time required	70
Working days Team Leader (including international travel)	50
Working days international team member (including international travel)	45
Working days local team members	39

SOW Annex I: USAID/Liberia CDCS Results Framework 2011-2017



Project Goal (DO4): Better educated Liberians

Purpose (IR 4.1): Liberian children and youth have improved opportunities to learn

Sub-purpose (Sub IR 4.1.1):
Increased equitable access to education

Outputs

- 4.1.1.1: Increased at-age enrollment in primary school
- 4.1.1.2: Strengthened, accessible alternative basic education programs
- 4.1.1.3: Strengthened school-community partnerships

Sub-purpose (Sub IR 4.1.2):
Improved quality of education

Outputs

- 4.1.2.1 Early grade reading program institutionalized at national level
- 4.1.2.2 Teacher professional development strengthened
- 4.1.2.3 Teacher and pupil absenteeism is reduced
- 4.1.2.4 Learning materials are available and used effectively
- 4.1.2.5 Parent/community advocacy and monitoring

Subpurpose (Sub IR 4.1.3):
Improved governance of the education system

Outputs

- 4.1.3.1 Leadership and management strengthened at all levels
- 4.1.3.2 More effective resource allocation and execution
- 4.1.3.3 Community and civil society accountability mechanisms implemented

Annex II: School Sample

SCHOOL SAMPLE

District	School Number	School Name	Number of Students per Implementer
Pilot School			
5	2	Four Houses Public School	191
Schools Selected for Sample			
1	5	Little Bassa Public School	177
1	8	Zoe Town Public School	81
1	12	Vahn Town Public School	62
2A	9	Cecilia Bryant Public School	40
2A	17	Kpahyouah Town Public School	32
2A	18	Harrisville Memorial Public School	147
2B	20	D. Roosevelt Kangar Public School	27
2B	22	Senyah Public School	176
3	13	Gleozohn Public School	47
3	15	Gorblee Public School	394
3	16	A.M. Nyambo Public School	29
3	19	Feetuah Public School	118
3	20	J.D. Cassell	20
3	22	Lower Tubmanville Public School	18
3	35	Suablee Public School	45
4	5	Geo Town Public School	171
4	10	Buugboun Public School	40
4	12	Newcess Public School	115
5	3	Paynes Berry Public School	23
5	4	Logan Town Public School	71
Alternate Schools			
1	7	Noryou Public School	98
1	11	Nyawein Public School	58
2	2	Major Fazle	35
2	3	St. John River Public School	73
2	5	BIA Public School	29
2	6	Gov't Morning Public School	143
3	12	Tubmanville Public School	156
3	14	Wroahzohn Public School	156
3	21	Tobedyukpee Public School	33
3	33	Dorzohn Public School	34
4	2	Walker Foundation School	49
4	3	Harris Memorial Public School	50
5	7	Rev. Gardiner Public School	88

Annex III: Gender and Social Analysis

GENDER ANALYSIS

Consistent with USAID’s evaluation policy and recognizing that the effects of the implementation and the success of the activity might vary across gender, the team applied a gender perspective to the entire evaluation process. Starting with the desk review, data related to gender-based variances in outcomes were examined, and documents were reviewed with a gender-sensitive lens to gain a better understanding of gender dynamics in the implementation environment. The evaluation team included both female and male researchers, and a gender balance among respondents was sought during the evaluation phase, especially among students, teachers, change makers, and PTA members. During the data collection process, the evaluation team organized gender-segregated focus groups for students whenever possible to help ensure that the both female and male students would feel free to speak up and to limit the potential for one gender to dominate the conversation at the expense of another. The ET did not perceive data collection by a member of the opposite gender an impediment to productive conversations with stakeholders and beneficiaries.

During the data analysis phase, all participant-level data (both qualitative and quantitative) collected from program beneficiaries was coded, disaggregated, and reported by gender, and performance data was analyzed with a gendered lens. Evaluators openly disclosed that both males and females could opt out of disclosing any personally identifiable information or opt out of responding to any of the posed questions.

As was seen in the findings, conclusions, and recommendations, similarities and differences along gender stratification emerged and were weaved throughout the report.

In cases where suspected breaches of the Teacher Code of Conduct (TCoC) were observed or documented by the evaluation team, the team gave written notice to Concern Worldwide so that appropriate action could be taken.

SOCIAL ANALYSIS

In addition to issues of gender, the evaluation team considered issues of social demographics in the sampling and data analysis processes, and how it affected the outcomes of the activity and/or the evaluation findings. This included data such as: age, formal education status, community status, employment status, and family makeup where appropriate. For the qualitative data, Key Informant Interview (KII) and Focus Group Discussion (FGD) instruments collected and recorded this data, which was coded into the analysis tool and disaggregated in analyzing the qualitative findings. For the quantitative data, the evaluation team worked with the data produced by Concern Worldwide and data available from the Education Management Information System (EMIS) of the MOE, to disaggregate data on each demographic point for which data was available and relevant to the analysis process. Given the sensitive nature of some the data collected, especially the occurrences of SRGBV towards youth and children, all data collection instruments have been designed in accordance with Inter-Agency Network for Education in Emergencies (INEE) evaluation standards.

Annex IV: Data Collection Instruments

Interview Type – Teacher - KII	
Interviewee:	
Gender:	District:
School Name:	Community:
Lead Interviewer:	Date:
Co-Interviewer:	

Thank you for taking the time to meet with us. Liberia Strategic Analysis-Social Impact has been engaged by USAID/Liberia to conduct an external performance evaluation of the Education Quality and Access in Liberia (EQUAL), which is being implemented by Concern Worldwide. The evaluation findings and lessons learned will be used by USAID help make future projects more effective. The Ministry of Education will use the Evaluation Report to consider issues regarding sustainability of the project.

Today I would like to ask you some questions regarding your views and experiences with the EQUAL project. Your answers will not have any impact on your involvement with the EQUAL. There are no right or wrong answers, and no personally identifiable information will be included in our report; we hope that you will feel free to share your information and opinions with our team. We can not offer any benefits from participating in this discussion and do not anticipate any risks. I would like to record the conversation so that I do not miss anything you have to say, however, if you do not wish to be recorded, please let me know and the conversation will not be recorded. If you have any questions or concerns you may contact the Concern Worldwide DCOP for the EQUAL project: Abu Sesay at +886498502 or the Social Impact IRB contact Richard Columbia at: +1 703.465.1884. Do you have any questions before I begin?

Background Questions

How many years have you been teaching?

How long have you been teaching at this school?

What is the highest level of education you have completed?

What grade(s) do you currently teach?

How many students are in your class(es)?

Are you a ___ volunteer ___ paid a supplement ___ paid as a regular teacher

Are you a certified teacher?

PTA

Are you a member of the PTA?

What activities does your PTA conduct at your school?

What activities have they done since January?

What PTA activities have been most helpful to the school?

To you personally?

Teacher Attendance

How many times have you been absent in the last 2 weeks?
(Check this against the teacher attendance registrar)

What are some reasons why you might be absent?

What has the school done this school year to encourage teacher attendance?

Has it made a difference?

Student Attendance

What steps has the school taken to increase student enrollment? What has been most helpful?

What does your school do to encourage student attendance? What has been most helpful?

What EQUAL activities focused on increasing student enrollment and student attendance?

Which of these activities have been most helpful?

Training Questions

Have you completed the Teacher Code of Conduct training?

Do you know of any cases where teachers have been charged with a breach of the Code of Conduct?

Is there a referral process and was it used?

Have you completed the Psycho-Social Support training?

Have you had a chance to apply any of the psycho-social skills that you learned?

Can you give any examples?

What are the benefits?

Are there areas where you wish you had received training or feel you need additional training?

EQUAL

How do you feel about the support you and your school have received from EQUAL?

How often are EQUAL representatives at your school?

When is the last time someone from EQUAL was at your school?

What have been the major benefits of the EQUAL activities?

What EQUAL activities have not been particularly helpful?

Do you think some of the activities that EQUAL has supported will continue after the program ends in October? Which activities? Why or why not?

SCHOOL SAFETY

What does your school do to promote gender equality?

What have been the major EQUAL activities to promote gender equity at the school?

What has been most helpful?

What have been the major EQUAL activities to increase safety at the school?

Which strategies or activities have been most helpful?

What does your school do to address gender-based violence?

Have there been any cases of gender-based violence this school year at the school?

If yes, how was the case(s) handled? Was a referral process used?

What more can be done to address gender-based violence at your school?

Final Question

Can you share with me some accomplishments you are proud of here at your school?

Interview Type – Students - FGD	
Number of Students:	
Number of Students per gender:	District:
School Name:	Community:
Lead Interviewer:	Date:

(Play a warm-up game with the students before beginning the questions)

Thank you for coming and talking to me today. Today I would like to ask you some questions regarding your views and experiences about school. We are here to study the current school conditions. There are no right or wrong answers, and no personal information will be included in our report; we hope that you will feel free to share openly and honestly with our team. Your answers will help us improve school programs in the future. We cannot offer any benefits from participating in this discussion and do not anticipate any risks.

We will talk together for one hour, and you can choose to remain quiet or leave if you no longer want to share information. The change maker will continue to be here if you have any questions after we leave. You may also contact the Concern Worldwide DCOP for the EQUAL project: Abu Sesay at +886498502 or the Social Impact IRB contact Richard Columbia at: +1 703.465.1884. Do you have any questions before I begin?

Background Questions

How old are you and what grade are you in?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What do you like about school?

What do you dislike about school?

Attendance

How many days have you been absent in the last 2 weeks?

What are some reasons why you might be absent?

What does your school do to encourage your attendance?

School Safety/Gender Equality

Are boys and girls treated the same here at school? For example, are girls and boys treated equally by the teachers, other students, others both in the classroom and on the playground?).

If not, how is it different for boys and girls?

Do you feel safe here at school?

If not, why not?

Have you witnessed violence here at school?

If yes, can you explain more?

If you have a problem, is there someone you can talk to at the school?

Final Question

Can you share with me some things you are proud of here at your school?

Interview Type – Stakeholders - KII	
Interviewee:	Organization:
Gender:	District:
Lead Interviewer:	Date:
Co-Interviewer:	

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Tell me about Grand Bassa County...how does the county compare to others in terms of student performance - attendance, outcomes, access – and support from donors and NGOs?

In Liberia what education work is your organization involved in?

What has been your involvement with EQUAL, if any?

How has EQUAL supported your own organization’s work in Grand Bassa or at the central Ministry?

How has Concern tried to share its experiences and lessons learned with the Ministry and other organizations such as yours? Have these efforts been sufficient?

Do you know enough about the EQUAL activities to comment on achievements in areas such capacity building of principals, teachers, PTAs and CEO and DEOs?

Or making schools safer

Or their impact on student enrollment and teacher attendance?

Is there anything else that you would like to tell us about the EQUAL program?

Interview Type – PTA – Focus Group	
Interviewees:	Gender and Age:
Lead Interviewer:	School Name:
Co-Interviewer:	District:
	Community:
	Total Number of Interviewees:

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How many PTA members do you have in total?

How many PTA members are active?

How many people make up the PTA leadership?

How many subcommittees do you have?
What are they?

What are the roles and responsibilities of the PTA? How have the roles and responsibilities been influenced by EQUAL?

How important has been EQUAL in supporting the PTA and its activities?
Which activities have been most important?

What training and support have you received from the EQUAL project?

Do you feel that this training has been adequate for your role as PTA members?

How many times has the general membership of the PTA met since January?

How many times has the leadership of the PTA met since January?

Do you have records of your meetings (minutes)?

If so, can you show me any records of your meetings? (Take picture)

What major activities do you undertake as a PTA?

Does your PTA have a School Improvement Plan?

If yes, when was it developed?

How was the PTA involved in the creation of the School Improvement Plan?

How does the PTA work with the school on monitoring the activities in the Plan?

How has the PTA encouraged families to send their children to school?

What has been most effective?

Which EQUAL strategies/interventions have been most effective for enrolling and retaining students, especially for enrolling children at the appropriate age (6-7 years)?

Have these worked equally well for both boy and girl children in your community?

Do you feel that EQUAL is an effective program for helping parents develop interest for their children's education? Why?

Has the PTA had any influence on improving teacher attendance? What has the PTA done to increase teacher attendance?

What has the PTA done to make the school a safer place for the pupils, especially for girls?

Have any of these actions been initiated or suggested by EQUAL?

Will the PTA and its ongoing activities continue after the project ends in October? Why or why not?

Do you have recommendations for EQUAL going forward?

Are there any additional comments that you would to share with us?

Thank you very much for taking the time to answer our questions. Do you have any questions for our team?

Interview Type – Principal - KII	
Interviewee:	
Gender:	District:
School Name:	Community:
Lead Interviewer:	Date:
Co-Interviewer:	

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Background Questions

How long have you been the principal at this school?

What is the highest level of education you have completed?

How many students total are in your school in the primary school grades?

Number of girls? Number of boys?

How many teachers are: ____ volunteer ____ paid a supplement ____ paid as a regular teacher?

How many are certified?

Teacher Attendance

Do you have a teacher attendance roll?

May I see it? (take a photo)

(Check to see - and record - how many teachers have been absent during the last week? During the last month?)

What are some reasons why your teachers are absent?

Has there been any change in the attendance rate of teachers since the beginning of the year?
If the recent attendance of teachers is better, why is this the case?

Student Attendance

What is your average primary student attendance rate?

Can I see your attendance rolls? (Take photo)

Has student attendance increased or decreased over the last year?
Why do you think there has been a change?

How do you report student attendance to the district?

What does your school do to encourage student attendance? (For example, teacher actions? Your actions? PTA actions? Other)

Which of these activities have been part of the EQUAL program?

Which activities have been most beneficial for encouraging student attendance?

How many days has your school been closed in the last 2 weeks?
For what reasons?

Training Questions

Have you completed the Teacher Code of Conduct training?
If yes, when did the training take place?
Who conducted the training?

Have all your teachers completed the Code of Conduct training?

Do you know of any teachers at your school or other schools who have been charged with a breach of the Code of Conduct?

Does your school have a referral process? Was the case handled by the referral process or pathway?
If no cases have been reported, why not?

Have you completed Psycho-Social Support training?

Have any of your teachers attended Psycho-Social Support training?
If yes, how many and when?

Do you know of any examples in your school where teachers have applied the skills that they learned in the psycho-social training?
Examples?

Are there areas where you or your staff wish to receive additional training?

Parent-Teacher Association

Are you a member of the PTA?

How many members are in your school's PTA?

What activities has your PTA conducted?

How many times have you met with the PTA since January?

Do you have a School Development Plan?

When was it developed?

May I see it? (photo cover page)

What actions have you and the PTA taken since January to implement activities in the plan and to review progress?

School Safety

What does your school do to promote gender equality?

What EQUAL activities have promoted gender equity?

What more can be done to promote gender equality at your school?

What does your school do to address gender-based violence?

What EQUAL activities have been most beneficial in promoting safety at your school, especially for girls.?

What more can be done to address gender-based violence at your school?

Have there been any gender-based violence incidents at your school this school year and, if so, how has each one been handled?

Is there a referral process at your school? Was it used?

Is there anything further that you would like to share with us in regards to gender equality and gender-based violence issues at your school?

EQUAL

How do you feel about the support you and your school have received from EQUAL?

What have been the most valuable EQUAL activities?

Why?

Have there been some inputs or activities that you think were not particularly valuable?

How often are EQUAL representatives at your school?

When is the last time someone from EQUAL was at your school?

Are there any EQUAL activities that you think will continue after the project closes in October?

Which ones? Why?

MOE

When was the last time you received a visit from the DEO or CEO?

In general, how many times a year does the CEO or DEO visit your school?

In what ways does they support you and your school?

Final Question

Can you share with me some accomplishments you are proud of here at your school?

Interview Type – National Ministry Officials - KII	
Interviewee:	Position:
Gender:	District:
Lead Interviewer:	Date:
Co-Interviewer:	

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Tell me about Grand Bassa County...how does the county compare to others in terms of student performance - attendance, outcomes, and access? and outside donor or NGO support?

What has been your involvement with EQUAL?

Were you consulted about the design of EQUAL?

Are there regular meetings that you attend where you get an update on EQUAL activities?
When was the last such meeting?

How often have you had a separate meeting with the COP or other Concern staff member since January about the project?

Have you ever discussed with the COP or others about how the lessons learned from the project might be applied in other counties or to the national Ministry?
Please explain.

Do you feel that you have a good understanding about the objectives of EQUAL, its activities, and its accomplishments or challenges?

Do you feel that your involvement has been too limited or about right?

What do you think has been the most important benefit of EQUAL?

To what extent have you valued EQUAL?

Are there areas of their work that have been disappointing?

How might Concern been more effective in terms of embedding itself in the Ministry or in shaping Ministry policies or practices?

Does the Ministry know yet if it would like to sustain certain programs or accomplishments of EQUAL?

If so, what components?

What further information would the Ministry like to know before making a decision or plan?

What support might the Ministry need to sustain these components?

Are any major EQUAL activities such as go-to-school campaigns, formation and training of PTAs, training on the Teacher Code of Conduct, SRGBV, etc. being carried out in other counties?

If so, under what sponsorship, e.g., MOE, NGOs, etc.?

Has EQUAL had any influence on these activities?

Do you think that any of the components of EQUAL should be applied in other counties?

For example.

To what extent has EQUAL contributed to building capacity at the Central Ministry level?

Concern has been a member of the education NGO Forum and the Education Sector Development Committee. Has their participation in these groups been effective for sharing objectives, accomplishments and challenges of EQUAL?

Has their participation encouraged other counties or the national Ministry to implement EQUAL activities elsewhere?

Do you feel that the Government's expectations and policy needs were met with EQUAL?

What components of the EQUAL project do you feel will have the most lasting impact?

Are there components of EQUAL that you would change to increase its effectiveness?

How would you compare the success of this project to other education projects in Grand Bassa or other counties?

Do you have recommendations for EQUAL going forward or for potential USAID funded education projects?

Are there any additional comments you would like to share with us?

Thank you very much for taking the time to answer our questions. Do you have any questions for our team?

Interview Type – Implementer (Concern) - KII	
Interviewee:	
Gender:	District:
Lead Interviewer:	Date:
Co-Interviewer:	

Thank you for taking the time to meet with us. Liberia Strategic Analysis-Social Impact has been engaged by USAID/Liberia to conduct an external performance evaluation of the Education Quality and Access in Liberia (EQUAL) which as you know is being implemented by your organization Concern Worldwide. The evaluation will be used by USAID and implementing partners to learn lessons and help make future projects more effective. Today I would like to ask you some questions regarding your views and experiences with the EQUAL project. There are no right or wrong answers, and no personally identifiable information will be included in our report; we hope that you will feel free to share your information and opinions with our team. I would like to record the conversation so that I do not miss anything you have to say, however if you do not wish to be recorded, please let me know and the conversation will not be recorded. Do you have any questions before I begin?

Tell me about Grand Bassa County? Do you know how Grand Bassa compares to other counties in terms of challenges in education such as student performance - attendance, outcomes, access?

Have there been any other primary school education projects in Grand Bassa County?

What has your role been with EQUAL?

What were the school and local community expectations and needs? Do you feel that the project has met those expectations and needs?

To what degree does the EQUAL project support the Ministry's priorities?

What has EQUAL identified as the main sustainability issues?

What has the project done to increase the odds of sustainability?

What areas might need continuing support?

What lessons did the project learn regarding sustainability based on the schools in District 2 that received support from Concern from 2009-2013?

How has the project strengthened the capacity of the CEO and DEOs to supervise and support the schools effectively?

Has Concern identified major capacity needs at the national Ministry?

Has EQUAL tried to strengthen capacity at this level?

If so, in what ways?

What has been the project strategy to ensure that other counties and the national Ministry can learn from EQUAL's experiences in Grand Bassa?

What have been your major strategies for increasing student enrollment and daily attendance?

Which of those strategies do you think were most effective? Why?

What were your major strategies for improving teacher attendance? Which strategy(s) do you think was most effective? Why?

What were your major strategies for improving safety at schools? Which strategy(s) do you think is most effective? Why?

What components of the EQUAL project do you feel will have the most lasting impact?

Are there components of the EQUAL project that you would change to increase its effectiveness?

What are the major factors that either promoted or hindered your work at the schools?

What factors have contributed to or hindered progress of EQUAL?

Are there any additional comments that you would like to share with us?

Thank you very much for taking the time to answer our questions. Do you have any questions for our team?

Interview Type – Change Makers – Focus Group	
Interviewees:	Gender and Age:
Lead Interviewer:	School Name:
Co-Interviewer:	District:
	Community:
	Total Number of Interviewees:

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When did you become a Change Maker?

Why did you want to be a Change Maker?

Besides being a Change Maker, what other role do you have in this school and community?

Have you attended any training conducted by Concern Worldwide?

If yes, how long was the training and what was it about?

What support (besides training) have you received from Concern?

Do you feel that your training and follow-up support has adequately prepared you to be a Change Maker?

If not, why not?

How many times have the Change Makers met since January to discuss ideas/issues for the community?

Did you meet more often last year? If so, why are you meeting less this year?

Do you have records of your meetings (minutes)?

If so, can you show me any of the meeting notes? (Take picture)

What types of services are you providing to this school and community?

Have you had meetings this year with the school staff, the students, the PTAs, or community members?

Can you describe those meetings and your activities?

Which of these activities have had a positive impact on the community/school?

Why?

What challenges do the Change Makers face in your school /community?

What do you do to overcome it?

Have you had to deal with any serious incidents in your school community?

If yes, can you describe?

Is there a referral pathway to handle the problem and to help minimize the reoccurrence of incidents?

To what extent have the Change Makers had an impact on the following?

- a. School enrolment:
- b. School safety for the pupils:
- c. Gender related issues:
- d. Teacher attendance:

Would you like to continue your work as a Change Maker?

Why or why not?

Do you have anything else that you would like to share with us?

Thank you very much for taking the time to answer our questions. Do you have any questions for our team?

Interview Type – CEO/DEO - KII	
Interviewee:	
Gender:	District:
Lead Interviewer:	Date:
Co-Interviewer:	

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Tell me about Grand Bassa County...how does the county compare to others in terms of student performance - attendance, outcomes, and access?

What has been your involvement with EQUAL?

What training have you received from EQUAL?

How many times have you met with the Concern in the last month?

About what?

How often do you accompany EQUAL staff to schools?

Have you visited schools with them in the last month?

What are the difficulties you face in trying to visit schools?

Has EQUAL provided assistance to you on how to conduct effective school visits?

What have they suggested?

How useful has this been?

To what degree does the EQUAL project support the Ministry's priorities?

Do you think that any of EQUAL activities will continue after the project closes in October?

Which ones?

The teachers, PTAs and some Ministry staff have strengthened their abilities as a result of EQUAL.

How long will these benefits continue after the project ends in October?

What components of the EQUAL project do you feel will have the most lasting impact?

Why?

What components of the EQUAL project would you change to increase its effectiveness?

Do you have recommendations to strengthen EQUAL?

Are there any additional comments you would like to share with us?

Thank you very much for taking the time to answer our questions. Do you have any questions for our team?

School Facilities Survey

School Facilities Survey	
School Name:	
District:	Number of Students:
Community:	
Survey Completed By:	Date:

1. Are hygiene facilities present? _____ YES _____ NO

2. Are there separate facilities for teachers and students?
_____ YES _____ NO

3. Are gender-specific hygiene facilities present?
_____ YES _____ NO

4. How many student hygiene facilities are there for each gender?
_____ Male _____ Female

*(INEE WFP standards: 1 toilet for every 25 girls, 1 toilet for every 100 boys and 1 urinal for every 40-60 boys)

5. Are sanitary supplies for girls made available? _____ YES _____ NO

6. Is there access to clean drinking water? _____ YES _____ NO

7. Are classrooms large enough to accommodate all learners?
_____ YES _____ NO

8. Are there sufficient seats for all the children in the classrooms?
_____ YES _____ NO

9. Are classrooms child-friendly? _____ YES _____ NO
(e.g., inadequate lighting, leaks in roof, wires dangling, bare walls, ...)

10. Is there a teacher present in each classroom? _____ YES _____ NO

11. Are staff monitoring student interactions outside the classroom (on school grounds)? _____ YES _____ NO

12. Describe any observed interactions that may violate the Code of Conduct:

Annex V: Persons Interviewed

Category	Total number of persons
National and County Education Officials	9
EQUAL Full Time staff	13
School Teachers	36
School Principals	20
Parents Teacher Association Members	80
Change Makers	40
Students	202
Stakeholders/Donors	5

Annex VI: Bibliography and Databases

Bibliography

Below is the list of documents read by the evaluation team to gain a deeper understanding of the project's operations to date, and guided the team to establish the evaluation design and data collection tools, and to inform the overall project assessment process, including conclusions and recommendations for future programming.

1. Agenda for Transformation
2. Code of Conduct for Liberia Teacher_2014
3. Concern Education Program Input 2009-2017
4. Education for All 2015 Review
5. Education Program Inputs 2009-2013-2016
6. ENF Meeting Minutes-January 26, 2017
7. ENF Meeting Minutes-March 2017
8. ENF Meeting Minutes-April 2017
9. EQUAL Annex 2 Success Story FY 2015
10. EQUAL Annex 3 Success Story FY 2016
11. EQUAL Annex 3 Success Story FY 2017
12. EQUAL Award Signed Modification 5
13. EQUAL Baseline KAP Survey Report
14. EQUAL Closeout Activity Plan Narrative_2017
15. EQUAL DIP 2017
16. EQUAL DQA Report May-21-2015
17. EQUAL Draft DQA Report 2016
18. EQUAL FY 2016 DIP Revised and Approved May 2016
19. EQUAL FY 2014 Annual Report
20. EQUAL FY 2015 Annual Report
21. EQUAL FY 2016 Annual Report
22. EQUAL FY 2017 Quarter One Report
23. EQUAL FY 2017 Quarter Two Report
24. EQUAL Results Based Management System-LF PMP Final
25. EQUAL Revised PMP August 2016
26. EQUAL School Census Baseline Report
27. EQUAL Update One Report-September 2013
28. G2B-ESP Full Final
29. Liberia Education Data 20114
30. Liberia EMIS report (2015-2016)
31. Liberia Children's Law 2011
32. Liberia Right to Education 2012 Fact Sheet
33. Local Education Group Minutes
34. Sexual and Gender Based Violence in Liberia
35. USAID Project Design Resource
36. 2010 Liberia Education Sector Plan

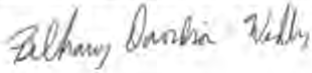
Databases

Database	Ownership
1. Education Management Information System (EMIS)	National
2. Education Quality and Access in Liberia Internal Database system	EQUAL
3. Performance Indicator Database System (PIDS)	USAID
4. Dedoose-Qualitative Analysis Software	Evaluation Team

Annex VII: Disclosure of any Conflicts of Interest

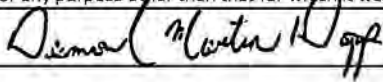
Name	Bethany Davidson-Widby
Title	Education Specialist
Organization	Social Impact
Evaluation Position?	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number (contract or other instrument)	
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>If yes answered above, I disclose the following facts:</p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation. 	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	5/16/17

Title	Liberian Education Context Specialist
Organization	Social Impact, LSA
Evaluation Position?	Team member
Evaluation Award Number (contract or other instrument)	AID-669-C-16-00002
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	none
I have real or potential conflicts of interest to disclose.	No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> <ol style="list-style-type: none"> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation. 	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	5/17/2018

name	Thomas Tilson
title	Team Leader
organization	Social Impact
evaluation Position?	<input checked="" type="checkbox"/> Team Leader <input type="checkbox"/> Team member
evaluation Award Number (contract or other instrument)	L034-000-C-17-0241
SAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	LARA, P&IE, NARC Uganda Tethys + Learning Materials, Ghana + Malawi Malawi, IBTA Teacher Professional Development, Social Impact (SEE CV FOR MORE)
Have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>yes answered above, I disclose the following facts:</p> <p>Real or potential conflicts of interest may include, but are not limited to:</p> <p>Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</p> <p>Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</p> <p>Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</p> <p>Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</p> <p>Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</p> <p>Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</p>	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

signature	Thomas D Tilson
date	May 17, 2017

U.S. Agency for International Development - Liberia
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Monrovia, Liberia