

Mid-term Evaluation of

Community Integrated Education Program
(CIEP)

implemented by

Department of Community Services,
Liberia Annual Conference,
The United Methodist Church

with support from
Mission Alliance, Norway.



Final Report

Project: Mid-term Evaluation of Community Integrated Education Program
Client: Mission Alliance, Norway
Period: December 2013-January 2014



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Foreword

The Norwegian Mission Alliance awarded Scanteam the contact to evaluate the Community Integrated Education Program (CIEP) implemented by the Department of Community Services (DCS) of the United Methodist Church of Liberia (UMC). Scanteam suggested to make the evaluation participatory, and a team composed of 12 persons were put together:

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Mulbah S. Jackollie	Independent Consultant	External Evaluator
Kirsten S. Natvig	Scanteam	Team Leader

Together, the team developed the evaluation instruments, and visited all the seven project sites, interviewing approximately 40 persons on each site.

All findings, lessons learned and recommendations are a result of common analysis and discussions within the evaluation team. The findings and recommendations have been validated by invited stakeholders from the United Methodist Church, the Ministry of Education and other relevant government offices.

In addition to the field visits, the two external evaluators, Mr. Mulbah S. Jackollie and Ms. Kirsten S. Natvig carried out an assessment of DCS as the implementing partner of the program.

We would like to thank the evaluation team for the extraordinary effort everyone put into making this evaluation a success. Without the dedicated work and analysis of the team, this evaluation would not have come up with the richness in findings, lessons learned and recommendations that it now has. Thanks also go to DCS for their perfect logistical arrangements that made this demanding task run smoothly. Finally, appreciation goes to the Norwegian Mission Alliance that took the chance and the extra costs of making this evaluation task a participatory one. We hope that they will find it worth the while!

Oslo, January 2014

Kirsten S. Natvig
Scanteam

Table of Contents

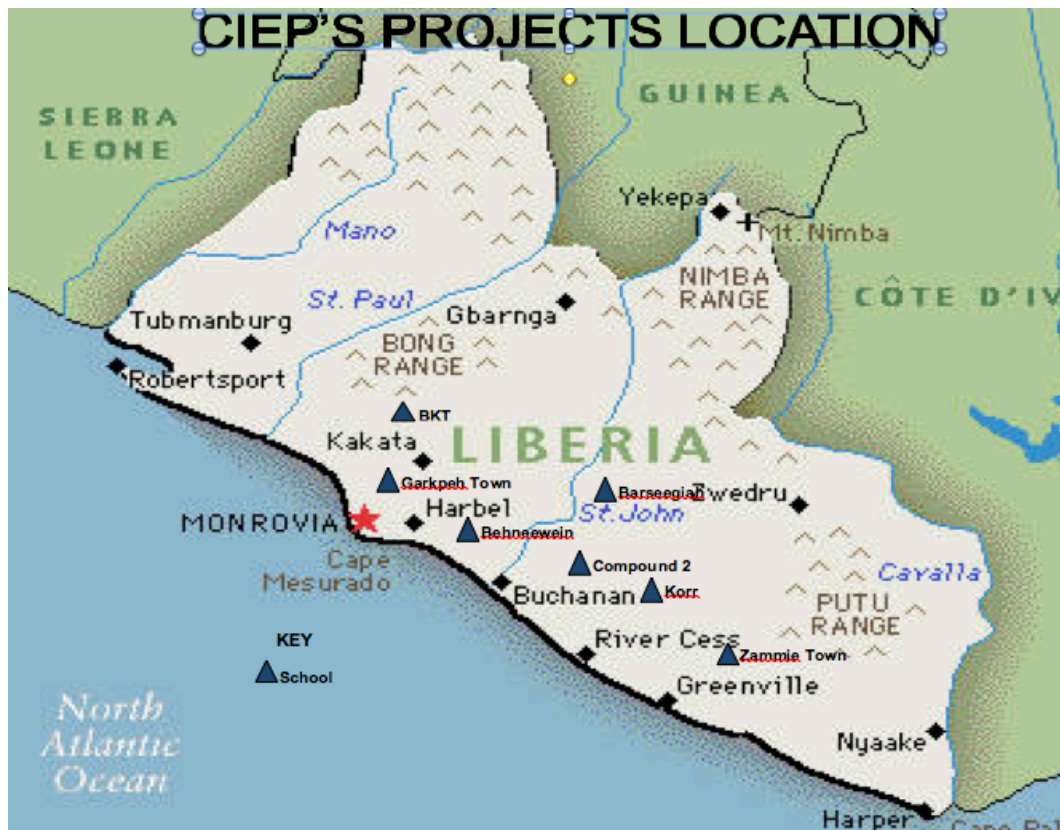
Acronyms and Abbreviations	iii
1 Executive Summary	4
1.1 Background	4
1.2 Findings	4
1.3 Recommendations:	6
2 Introduction.....	12
2.1 The purpose of the evaluation	12
2.2 Scope of the evaluation	12
2.3 Outline of the report.....	13
3 Background.....	14
3.1 The education sector in Liberia	14
3.2 The Community Integrated Education Program.....	15
4 Methodology	17
4.1 Participatory Evaluation	17
4.2 Agenda	17
4.3 Planning workshop	18
4.4 Field visits	18
4.5 Evaluation of the evaluation.....	19
5 The seven community stories	20
5.1 Zammie Town:	20
5.2 Kor	20
5.3 Barseegiah	21
5.4 Compound Two	21
5.5 Behneewien	22
5.6 Barmellen Kollie Town (BKT)	22
5.7 Garkpeh’s Town	23
6 The evaluation questions	24
6.1 The model of the program	24
6.2 The structure for program implementation	25
6.3 The overall sustainability of the program	25
6.4 Verification of construction of schools.....	26
6.4.1 Percentage of female students	26
6.4.2 Number of female teachers	27
6.4.3 Facilities for physically challenged students	27
6.5 Assessment of the functioning of the schools	27
6.6 The PTSAs	29
6.7 The School clubs.....	29
6.8 Local ownership.....	29
6.8.1 Project committees	30
6.8.2 Local contributions and the agriculture component.....	32
6.9 Financial management.....	33
6.10 Agricultural components	34
6.11 Cooperation of Ministry of Education	35
6.12 Integration of thematic areas	36
6.13 Program efficiency	37
6.14 Program Effectiveness	38
6.15 Risks	39

6.16 Capacity of DCS	41
6.17 The role of the government.....	43
Annex A: Terms of Reference	44
Annex B: Persons interviewed	51
Annex C: Documents Consulted	56
Annex D: Evaluation instruments.....	57
Annex E: Evaluation of the evaluation.....	65
Annex F: Signed MOU with Ministry of Education.....	69

Acronyms and Abbreviations

AIDS	Acquired Immunodeficiency Syndrome
ARV	Anti-retroviral treatment
BKT	Barmellen Kollie Town (project site)
CEO	County Education Officer
CIEP	Community Integrated Education Program
CODEVPRO	Community Development Program
DCS	Department of Community Services (of United Methodist Church in Liberia)
DEO	District Education Officer
GOL	Government of Liberia
GPI	Gender Parity Index
HIV	Human Immunodeficiency Virus
MOE	Ministry of Education
MOU	Memorandum of Understanding
PTA	Parents, Teachers Association
PTSA	Parents, Teachers, Students Association (has replaced PTA in the new education law)
TTI	Teacher Training Institute
UMC	United Methodist Church

Program map:



1 Executive Summary

1.1 Background

The Department of Community Services (DCS) of the United Methodist Church of Liberia (UMC) in partnership with the Mission Alliance Norway, is implementing the Community Integrated Education Program (CIEP) in seven rural towns in Liberia in three counties. Of the seven schools that are being constructed, two are elementary, one is a high school and four are combined elementary and junior high. The program consists of constructing schools, teachers' quarters and playgrounds. In addition, there is a large community-strengthening component consisting of awareness-raising within various areas, and training of local Project Committee members, members of the Parents, Teachers, Students Associations (PTSA) and leaders of students' clubs. To secure local ownership of the project, there is a built-in demand for local contribution including provision of land, local material (forest, sand, rock) and volunteer labour.

There are two important sustainability factors built into the program. A Memorandum of Understanding (MOU) has been signed between the United Methodist Church and the Ministry of Education (MOE) where the Ministry assumes full responsibility of all the schools after five years, and they will train and provide teachers with salaries to the schools, and provide books/teaching material. A cash-crop farm will be established in each community under the program (most communities have chosen rubber). The idea is that the cash-crops shall provide a maintenance fund for the schools for the future.

The mid-term evaluation was organized as a participatory evaluation with three participants from the implementing organization and one person from each of the seven project sites plus two external evaluators. DCS as implementing office was assessed by the two external evaluators, the rest was assessed by the full evaluation team. This team developed evaluation instruments together, and carried out the seven project site visits together. All information gathered was shared and validated on a daily basis within the team. At the end, the findings and recommendations were presented to invited stakeholders from the Methodist Church, the Ministry of Education and other relevant representatives from the authorities. The participatory evaluation approach opened up for new learning and information for the project committee members and the members of staff about the program as well as the projects sites. There is full agreement and consensus on all findings and recommendations by the members of the evaluation team.

1.2 Findings

The Community Integrated Education Program is a highly relevant intervention in today's rural Liberia. Provided the recommendations from this participatory evaluation are being followed up in a timely manner to secure the sustainability of the investments made, it is recommended that the program continues, and eventually expands.

DCS is a capable learning organization. They are pragmatic and dynamic, with a great capacity to adapt to changing circumstances and solve upcoming challenging as they appear. Their work is well anchored within the Methodist Church, they have solid support from the Bishop and good cooperation with the technical departments within the church. DCS is highly aware of the potential risks in the implementation of the program, and they are constantly ensuring that measures are put in place to mitigate these risks. On the other hand, they have a tendency to be donor driven in terms of budget performance, by feeling pressure to spend the provided budget by the end of the calendar year. In some places such

perceived pressure has made the program start up with constructions and agricultural investments before the communities have been ready.

The project is large both in terms of geographic extension and delivery in terms of construction and capacity-building in local communities compared to the relatively small staff. However, the evaluation team does not think the size of the program is the most important factor. DCS should make sure to equip and staff its office according to the size and technical needs of the program at all times. The most important issue as the evaluation team sees it, is for CIEP to develop an implementation model that secures the investments made for the future. There is a need to establish solid, permanent management structures in the communities to start building local ownership and develop responsibility for the agricultural farms. A phase-out strategy should be developed based on sustainability criteria rather than time.

DCS has a small efficient staff in Monrovia. The permanent presence of the project in the communities is secured through a democratically elected project committee that works on volunteer basis as the liaison structure between DCS and the community. It is a real dilemma that the members of this project committee are expected to work long hours and handle large sums of money without receiving any compensation. The project committees have been established as temporary structures that will be dissolved when DCS phases out of the communities. That the project committees are non-permanent structures is creating uncertainty and confusion within all communities as to the future management and sustainability of the project, especially the agricultural farm.

The local contributions in the program have been overwhelming and impressive. The communities have contributed large plots of land, volunteer labour, sand, rock and forest were production of wood is facilitated by DCS. Unfortunately, the full scope of local contributions has not been documented. All the local committees have done a tremendous job encouraging and mobilizing their communities. In several places communities have shown great capacities to advocate with local leaders and companies to help them with local contributions in terms of money, engines and materials. However, as time goes by, it seems that the demand for the local contribution is beyond the capacity of the communities. Interest dwindles as fatigue enters. Thus, the program's large demand for local contributions creates a feeling of failure within the communities, instead of the feeling of pride and ownership that would have been the initial idea of the model.

The degree of local ownership varies from community to community, but the general picture is that there is a need for strong, community-based management structures to be put in place to secure the ownership of the communities.

All the seven projects have chosen agriculture to be their means for generating funds to help sustain the schools. Community members expressed strong interest in their agriculture projects. However, none of the communities have established a management structure for their farms, and there is a general lack of funds and knowhow on how to maintain them.

The large local contribution makes the program very cost-efficient. Land, forest, sand, rock and unskilled labour are provided for free by the local communities. The model is based on the use of local project committees that are volunteer community citizens. The number of staff on DCS payroll is thus limited, and the overall operations are very cost-efficient.

As for effectiveness, the construction work is going on well. Some communities need longer time than others, but this should not be considered a problem. Many of the goals in CIEP's results' framework depend on the Ministry of Education and not on UMC/DCS. The program has a strong gender component built into it, that does not seem to have been given enough attention in the implementation. Both DCS and the Ministry of Education should work hard to

put female students' gender challenges on the agenda, both in the schools, in the school clubs and in the PTSAs. The investments made for the schools might be at risk if the MOU does not adhere to its maintenance commitment. Also, the investment made for the agricultural farms are at a risk due to lack of local management structures, technical knowhow and funds for maintenance of the farms.

The CIEP schools are aligned with the new national school standards, and the design includes ramps for physically challenge students. The new teachers' quarters that are being put up by the program represent a novelty in Liberia that is highly needed to attract qualified teachers to teach in rural areas.

The quality of the teaching in the seven project sites is low due to lack of qualified teachers, teaching materials and proper supervision. The newly adopted decentralization of the administration in Liberia does not yet work. The absenteeism of both teachers and students is high. A high number of the students cannot read or write. The overall enrolment dropped by 16 percent for girls and 14 percent for boys from last year to the present academic year.

The Parents, Teachers, Students Associations (PTSAs) that are established in the seven communities are functional. There is clear evidence that they have received training and have gained skills that they employ in their internal organizations. School Clubs are in existence, but many of them do not function properly.

The financial management in project implementation is well grounded on established policies and procedures that promote accountability and transparency. The project leaders have been effectively empowered and equipped to deal with project related financial issues. There have been issues of lack of accountability towards communities and local authorities that fuelled misconception and apprehension from community members leading to issues of conflict, disengagement and abandonment of project activities.

Bureaucratic red tape due to changes in administration delayed signing of the MOU between the Church and the MOE for more than two years. District Education Officers and County Education Officers have been engaged in the program to a very limited extent. Generally the communities feel abandoned by the MOE and none of the seven communities believed that MOE will honour her commitment in the MOU. Similarly, local authorities have not paid much attention to or engaged themselves in the project.

There are seven thematic issues that ought to be integrated into the program; Gender, Education, Civil Society Strengthening, Environment, People with Disabilities, Conflict sensitivity, and HIV and AIDS. However, there is little evidence of integration of these issues in the program at community level, with the exception of education, and to a certain extent hiv and aids at the school club level.

1.3 Recommendations:

Model:

- 1) Provided that the below recommendation are followed up in a timely manner, it is recommended that CIEP continues and eventually expands.
- 2) It is recommended that phase out from communities is not dependent on a fixed time, like a five-year period, but rather on a gradual phase-out based on the level of sustainable structures being put in place. Criteria for sustainability should be developed in a participatory way. In order for communities to become independent from DCS, a self-monitoring system to measure the sustainability criteria could be put in place for the communities to monitor their own progress.

- 3) Given the legacy of the UMC as a historic benefactor to the Liberian society, DCS must take extra care in designing their interventions in a way that will generate real community ownership.
- 4) DCS should make a conscious effort to understand the different local context in each community.
- 5) When DCS starts their phase-out process in each community, it is recommended that they no longer make any physical investments, but rather work to strengthen the local communities' ability to solve their own challenges and source their own resources.
- 6) To underline its partnership model, DCS could consider changing the boards put up in their project sites to mentioning the names of the communities before themselves, omitting using the logo of the Church.
- 7) For the future, DCS should endeavour to undertake a mid-term review during the first two years, in order to have sufficient time to implement the recommendations.

Structure:

- 7) DCS must act quickly to make sure sustainable and permanent structures are put in place where farming activities have already started.
- 8) In the areas where farming has not yet started, DCS should put in place permanent, capable, and democratic management structures before any planting of cash crops takes place.
- 9) If DCS expands CIEP to new communities, the project committee should be organized as a subcommittee under the permanent structure of the PTSA.
- 10) The composition of the project committee should include at least one person from the local leadership and at least one woman, and local authorities could be invited to an advisory board to the local project.
- 11) DCS should look into the dilemma of its structure at the community level being purely voluntary without compensation. Hiring temporary community development workers in each project site that could handle funds and dialogue with entrepreneurs during the construction phase could be one alternative.

Sustainability:

- 12) DCS must keep engaged with authorities of the Ministry of Education at the highest technical level regarding the fulfilment of their commitments which are clearly articulated in the MOU between the UMC and the MOE.
- 13) DCS should support establishment of the school farms both materially and with technical skills to get the farms properly started, once solid management structures are in place.
- 14) Since sustainability is tied to community ownership, DCS should strengthen the PTSAs to become the overall responsible body for the project, with subcommittees responsible for agriculture, construction, maintenance etc.

Constructions:

- 15) There is a need for guard rails on the slopes.

Functioning of schools:

- 16) CIEP should engage parents through the PTSA to discourage actions leading to rising teenage pregnancies and other forms of violence against female students. School administrations should be engaged in creating awareness of and access to birth control for sexually active students.
- 17) DCS through the PTSA should provide awareness that will enable parents to develop strategies to support their children while in school.

PTSAs:

- 18) DCS should conduct additional training for members of the PTSAs to build their capacities to make them even more functional.

School Clubs:

- 19) DCS should provide additional training for both teachers and students to establish a culture of student democracy.
- 20) DCS should identify teachers who could be trained and become focal points for sustenance, supervision and follow-up of extracurricular activities in the communities.
- 21) DCS should design strategies that will allow the extracurricular activities to be a process rather than an event. They should provide additional training and supply start-up materials for the students to use. DCS should follow up the functioning of the school clubs in close cooperation with the teachers.

Ownership:

- 22) In communities with a composite population, DCS will need to work with the community over a longer period of time on areas such as confidence building and conflict resolution before starting the construction work.
- 23) DCS needs to make sure that the local management structure of the Project Committee/PTSA are fully accountable at all times to their communities, local leadership and local authorities. Their accountability towards DCS should come second.
- 24) In the process of future management of the project, it will be important to redesign a leadership strategy that will promote sustainable leadership structures with transparent processes.
- 25) DCS needs to consider the lowering of the requirement in terms of competence to allow for more participation in leadership especially for females.
- 26) CIEP should engage the communities to dispel notions that the project committees members and school administrations are paid for their services to the project.
- 27) The project committees could to a larger extent use local radio stations to disseminate information in order to keep the communities informed about important developments within the project.
- 28) The DCS should sit down with each community and negotiate what can be a realistic level of local contribution in terms of both local resources and local materials that will secure local ownership without exhausting the community and creating conflict and frustration.
- 29) DCS could consider to build the school structures in phases to spread out the burden of local contribution over a longer time, in order to avoid local fatigue.

30) Communities should document all their local contributions and donations to the project.

Financial management:

31) DCS should make sure in their training to allow for strategies of reducing risk of the person keeping the cashbox. This could be done either by dividing cash into several portions to be kept by several persons or allow cash to travel from one person to another in a sequence that it is unknown to outsiders.

32) In the events where project committees are caught in mismanagement or conflict of interest issues, DCS will disengage from communities with the view that they will resolve the problem by themselves before reengagement with DCS.

Agriculture:

33) DCS must make sure that adequate technical expertise and inputs are available to manage the farms. The evaluation teams sees three different options: 1) DCS hires a company (Firestone) as a holding partner; 2) DCS employs an agronomist; 3) DCS creates links between communities and the existing government agriculture extension services.

34) DCS must make sure that there are existing strategies for the maintenance of the schools between planting of farms and harvesting for resources.

Cooperation of Ministry of Education:

35) DCS/UMC should engage with the Ministry of Education to find ways of delivering salaries to teachers so that the teachers no longer have to be absent from the classroom in the name of going for their salaries.

36) UMC should lobby the Government to assign enough sufficiently trained teachers and have their name put on government payroll before taking on their assignments.

37) DCS should advocate with the Ministry of education to engage the traditional leaders to have separate calendars for the bush school and formal school so that the systems can coexist without interrupting one another. As the bush schools are deep-rooted cultural institutions that will not go away, Liberia should consider going back to the previous school calendar that enabled both the formal school and bush school to operate in parallel without interrupting one-another.

Thematic areas:

38) DCS should make a strategy on how to integrate necessary cross cutting issues in the program.

39) When DCS organise training on thematic issues, they should use available expertise in the field and look into the possibility of linking communities with other relevant institutions/agencies already involved with such issues in that geographical area.

40) In terms of HIV/AIDS, DCS should establish strategic alliances with national and international bodies to push for decentralization/outreach of HIV testing, counselling and ARV-treatment.

41) DCS should partner with national and international institutions on the environment for training and community related environmental intervention.

42) DCS should strengthen her relationship with other UMC relevant departments such as Department of General Education and Ministries, Human Rights Monitor, and the Youth

Department, to also deal with thematic issues.

Efficiency:

43) Community training should be organised as a process and not isolated events. Solid multiplication systems should be put in place. Training should preferably be provided to permanent structures that have built-in systems of passing on knowledge from one generation of duty-bearers to the next.

Risks:

44) DCS and the local project Leadership should carry out sensitization workshop for community members and local authorities to develop local ownership of the project.

45) DCS should continue to conduct education workshop to inform community members about strategies of the projects and the role of the community members in the implementation of the projects. DCS should meet with stakeholders to determine the terms of local project Committee and encourage communities to conduct elections to fill in the gap of project officers who have lost interest in the work of the project.

46) Realizing that land is a major source of conflict, DCS should ensure that land that is donated by communities are surveyed, deeded and probated to avoid future conflict.

47) DCS should continue to do all in its power to maintain zero tolerance on corruption at the program and project level. For future interventions, DCS should think carefully through the program model regarding using volunteer local committee members to handle large sums of money.

48) DCS should work with the Ministries of Education and Gender for them to encourage girls to stay in school. There is a need to educate students in family planning, and urging the use of condoms. There is a need to educate parents not to send their daughters into prostitution to afford the school uniforms.

49) The project committees must find smart ways to engage local leaders to support the development projects in the community.

Implementation:

50) DCS should consider strengthening its staff with a construction engineer to relieve the other staff from having to monitor all the physical construction work.

51) DCS should consider to temporarily hire an agronomist to help the communities run and manage their agricultural farms.

52) DCS should consider how they can share roles and responsibilities in order to carry out field work in the most efficient way to reduce the burden on each staff member and at the same time increase delivery of capacity building, follow up and monitoring.

53) DCS should endeavour to improve its understanding of the different local contexts and dynamics of local ownership issues.

54) It is recommended that the DCS staff receive training within both conflict sensitivity/Do No Harm, Peacebuilding, as well as Monitoring and Evaluation.

55) DCS should engage the UMC to provide social/medical insurance to the staff. There could also be developed a policy for compensation for long working hours.

56) The new financial manual should be implemented from 2014 where the programme

managers/assisting directors are signatories to expenses on their own programmes. Likewise, programme managers should receive monthly financial reports from the finance manager and be part and parcel of all budget revisions taking place. DCS should make a habit of informing the Norwegian Mission Alliance monthly on budget deviations. There is a need to include procedures for internal procurement in the financial manual. The log-book in the vehicles should include a column for filling of fuel so that the administration at all times can monitor the average mileage per gallon of fuel.

57) It is important that the investments in the program follow the natural pace of the local communities and not the perceived pressure from Norway to spend funds before the end of the calendar year. Mission Alliance should engage Digni and Norad to extend the programme in communities that need more time before the project intervention becomes sustainable.

58) DCS should avoid revising their results' framework with a high frequency. DCS should avoid using indicators that measure an increase, unless there is a baseline available.

Government involvement:

59) The project committees should engage the local authorities to the maximum extent by informing and reporting on progress and all events.

60) Local leaders and local authorities should be invited to be part of an advisory board to the project committee meetings.

2 Introduction

The Department of Community Services of the United Methodist Church, Liberia Area, signed an Agreement with Mission Alliance of Norway to comprehensively intervene in the education sector of Liberia with focus on three counties (Margibi, Grand Bassa, Rivercess) for the first five years. In 2009 and 2010, several needs assessment visits were carried out including a pilot survey in 2010 which produced the below findings:

1. There were absence of basic school structures and facilities in many communities across Liberia for pupils to learn;
2. School governance and supervision from the Parents, Guardians and other stake holders over community and public schools was non-available and if available seriously inactive due to capacities challenges;
3. Students in public schools or pupils in general did not have comprehensive learning environments inclusive of play therapy, extra-curricular learning, and opportunities for wholesome development;
4. Many existing schools lack qualified teachers and low gender parity for women teachers where they exists;
5. Text books and other basic teaching and learning materials are luxuries for many schools especially in rural Liberia; and
6. Basic incentives like housing for teachers are unavailable in almost all of the school environments around Liberia. Teacher Housing was observed to be one great challenge for placing qualified teachers at rural schools.

Accordingly, the results from these findings led to the signing of a full agreement 2011-2015 for the implementation of a comprehensive education project to tackle all the lapses in targeted areas to ensure that quality and sustainable opportunities exist for learning especially in rural communities in the three counties. The project concept is grounded on community based approach for local ownership in alignment with the Partnership in Development concept that supports DCS previous intervention in community development initiatives around Liberia through the CODEVPRO project supported by the Norwegian United Methodist Church.

2.1 The purpose of the evaluation

According to the Terms of reference, the main purpose of the evaluation is to get solid foundation of how the program is on track to achieve the program plans as we are at a mid-point in the program period and an assessment of potential necessary adjustments/revisions to achieve the long-term goal of improving the school situation in the program implementation areas. An additional aim of the evaluation is to use it as a learning opportunity for DCS and communities involved, in order to enhance their understanding and participation in the project.

2.2 Scope of the evaluation

According to the terms of reference, the evaluation will consider all the areas of project interventions in the seven communities in the three regions where DCS is currently engaged with CIEP activities, as it evaluates the model of community integrated education approach and the structures for program implementation. The most important underlying question is the sustainability of the program.

2.3 Outline of the report

Chapter 3 explains the context where the Community Integrated Education Program is implemented. Thereafter, in chapter 4 the methodology is explained. Then, in chapter 5 follow the seven community stories, before Chapter 6 takes the reader through all findings, lessons learned and recommendations for each one of the evaluation questions.

3 Background

3.1 The education sector in Liberia

In 2009, Liberia's illiteracy rate stood at 44.1 percent. Many Liberian children had little or no access to quality education. The education situation of the country experiences steady progress but still requires major improvements. The situation remains dire for many rural communities and beckon for sustained and effective remedy. The causes of low access to school vary, ranging from lack of resource materials like books, library, and laboratory facilities to economic reasons related to poverty. Additionally many communities are without educational structures or facilities, or they have sub-standard facilities coupled with use of existing community infrastructures such as "palava huts" and churches. Culturally, traditions compel children to attend bush schools which sometimes compete with formal education. Other reasons are trauma from the war; lack of motivation from parents and peers; teenage pregnancy and early school dropouts where many male students from poor households drop out to pursue income-generating opportunities such as mining instead of attending school.

Corruption, including bribery, "ghost teachers" (teachers who appear on the payroll but who actually work elsewhere), and compromised standards, hereunder offering grades to girls for sexual favours, affect quality and performance.

The level of access for disabled student remains wanting. Moreover, structures that support the effective functioning of the educational system (county council on education, local educations councils, or Parent Teacher Students Association (PTSA) to name a few) are either non-existent or function poorly. Many facilities lack the necessary structures like walls and furniture as well as play grounds, libraries, laboratories, health facilities and counseling services.

Teacher compensation is a challenge. About 40 percent of the teachers in Liberia's schools are paid by the government. A large percentage still remains as volunteers and/or substitutes whose compensation remains a subject of contention. Some private institutions based in big urban cities fare well in compensation for teachers, but the vast majority across the country still struggle to provide fair salaries and incentives/benefits for teachers.

Training of teachers is another challenge. More than half a million students in primary school nationwide have no access to trained teachers. At the pre-primary level only one third of the teachers are trained across the country, and in primary level, only 40 percent are trained. For secondary school, just above half of the teachers are trained. Due to budget constraints in the Ministry of Education, there is no recruitment of trained teachers from the rural teacher training institutes (TTIs). Meanwhile, funds are used to pay "ghost teachers" and untrained teachers.

The entire school system across Liberia lacks effective supervision. Principals are often poorly informed of what goes on in the classroom. They have little knowledge of teachers' content, presentations, lesson planning and methodology. This allows for poor performance by teachers in the classrooms.

Recently, the Parliament passed a decentralization law that includes education. In theory, the education sector in Liberia has a lot to gain from decentralization. However, in reality decentralization is impeded by inadequate support (logistical and moral) for District and County Education Officers who are at the frontlines.

At the school level there are four main categories of schools: Public, Community, Private

and Mission. Public Schools are institutions started, operated and fully financed by government. Community schools are institutions started and run by a community for a brief period after which the Government takes over. In most instances, community schools are started through community members' initiatives to attend to pressing educational concerns a particular community is confronted with. While they are community schools, ownership and operations are taken care of by the community. This is carried out by different means including fees payment by parents and other donations in cash and kind from community members, and some receive subsidies from the Government.

The Ministry of Education recognizes schools on the basis of the Education Law of Liberia, which has certain criteria a school must meet before being approved. Some of those include adequate structures built with concrete to house schools; affordable living quarters for teachers especially in the rural areas; recreation facilities for students; strong presence of supervision from PTSA and/or School Board; qualified and well trained teachers; and strong incentives to attract students through extra curricula activities.

Mission schools are institutions started and run by individuals and /or church related groups with no declared religious affiliation or intention to perpetuate a particular religious belief or way of life. They do not receive subsidies from government.

3.2 The Community Integrated Education Program

The three counties of focus for this program in the first five years of intervention are Rivercess, Grand Bassa and Margibi. The indicators for education for these areas are low for school going age children and young people, number of trained teachers and facilities and structures. It should be mentioned that these counties are not the worst in the overall educational situation in the country but are also selected based on accessibility.

The program is directed at the general population in areas where there are no schools or access to schools is difficult. Communities have been selected based on expressed needs and inhabitants' preparedness to participate in the program. Also, the MOE priorities for building of schools in regions has been given consideration. Communities have been acquainted with the process and pre-requisites to apply for project's implementation from the Community Integrated Education program.

Program Objectives as stated in the revised project description as of December 2013:

Long term goal:

Expand access and improve the quality of learning for basic primary school going age children in three regions in Liberia 2011-2015

Sub-goals/Outcomes:

1. Children in rural communities in the intervention areas are able to read and write well at middle and completion points of basic primary education
2. Improved performance of pupils in the intervention areas in public exams at the basic primary education level with an overall average of 50% at the current rate
3. Children are providing effective leadership in their school and community environment and exhibits high performance in sports, competitive academics, drama, and music
4. Girls are empowered and can equally participate in issues affecting their well being
5. Community members and pupils can make informed decisions on health issues (eg. HIV/AIDS) and have access to health checks periodically
6. Adult members of targeted communities are playing greater roles in the overall management of schools
7. School facilities and operations are not solely dependent on GOL funding for survival

8. Disabled pupils have equal chance to meaningfully pursue self advancement and contribute to community development

The program has the following design: Construction of schools in the communities according to the standards provided by the new education law. In addition, the program builds playgrounds, recreational facilities and teachers quarters, as poor housing facilities are among the chief concerns for teachers assigned to rural Liberia.

Apart from the construction of infrastructure, the program includes community training and capacity development. A project committee is elected by each community to take care of the daily project management. This committee is provided capacity development in fields such as mobilization skills, financial management, project development, communication, networking and other areas that ensure adequate preparation to manage the project beyond its life cycle. Separate training has been given to members of the PTSA and leaders of the various school clubs. Every year, leaders from the different project sites are brought together for sharing of experiences and basic skills enhancement.

DCS has organized two large orientation meetings/workshops in each community: one general orientation about the program, including the demand for local contribution and the process forward, and another to orient about agricultural production where the community selects the crop for the agricultural project that will enable the creation of a maintenance fund.

An MOU that has been signed between the DCS and the communities. These MOUs list the responsibilities that lie upon each community:

- a) Provision of adequate and suitable land for the construction of the school, teacher quarters, agriculture farm, playground etc.
- b) Provision of laborers for the manufacture of concrete block;
- c) Provision of warehouse for the storage and securing of construction materials;
- d) Provision of security for the adequate protection of the materials to be stored in the warehouse;
- e) Provision of unskilled laborers for the project;
- f) Assistance with the digging and back filling of the foundation;
- g) Provision of sand for the construction of the school;
- h) Provision of forest land for the production of timber to be used for the project;
- i) Provision of 65% of local materials for construction, as per each stage of the work on the project;
- k) Provision of lodging and accommodations for nonresident professional contractors;
- l) In the event that the road leading to town is inaccessible, the community will ensure that community members transport or haul the cement and other materials to the construction site;
- m) Provision of accountable leadership during the construction of the school, geared towards creating awareness of and support for the project among members of the community, fostering team work, motivation and participation of members of the community;
- n) Provision of labor for production of bricks, which will be compensated for by DCS
- o) Provision of manual labor for the cultivation of the agricultural farm.

For the sake of sustainability, an MOU has been signed between the United Methodist Church and the Ministry of Education, staking out the responsibilities of each party.

4 Methodology

4.1 Participatory Evaluation

A participatory evaluation is based on the assumption that the stakeholders' involvement will help ensure that the evaluation addresses the appropriate issues and will give them a sense of ownership over the evaluation results. Stakeholder involvement leads to greater use of evaluation results by program decision-makers and implementers. The participatory approach constitutes a learning experience for the program stakeholders who are involved. It can reinforce their skills in program evaluation and increase their understanding of their own program strategy, its strengths and weaknesses. The interactive evaluation process itself contributes to improved communication between program actors who are working at different levels of program implementation.

In the participatory approach, the role of the stakeholders is:

- to share their experiences working with the program
- to participate in collecting additional information about program implementation
- to work in the evaluation team to analyze both the data collected and the experiences described
- and to formulate findings, lessons learned and recommendations about the program strategy

In this approach, it is assumed that the quality of the evaluation will be better if the results reflect both the subjective perspective of program implementers and the more objective perspective of an outside evaluator. The participatory evaluation methodology includes the identification of implementation problems but emphasizes the development of lessons learned based both on the problematic and successful aspects of the program implementation process. From beginning to end the orientation of the evaluation methodology exercise addresses the question *“What can we learn from what we have already accomplished in order to improve the program in the future?”*.

The lessons which stakeholders develop tend to be based not only on the evaluation findings but also on their understanding of policy priorities, program context, resource availability, etc. Participation fosters ownership. It has been found that where program stakeholders have participated in this way in developing lessons, they not only have a clearer understanding of the evaluation results and of how they should be used, but also a greater commitment to putting the recommendations into practice.

4.2 Agenda

The evaluation took place between December 7th to 18th 2013, and had the following itinerary:

- Dec 7th-8th: Planning Workshop
Dec 9th-15th: Data gathering, analysis and validation in seven projects sites
Dec 16th: Pulling project site information together. Assessment of DCS.
Dec 17th: Preparatory workshop: turning data into findings, lessons learned and recommendations
Dec 18th: Validation seminar with key people from the Church, Ministry of Education and other government stakeholders.

4.3 Planning workshop

The full evaluation team of 12 members gathered for two full days in a planning workshop run by the team leader. The planning workshop had the following content:

Teambuilding: The participants had to become a tight team in order to carry out the different tasks associated with the evaluation. An ongoing effort by all members had to be made during the entire evaluation process to encourage a spirit of openness and collaboration between the team members.

Principles of participatory evaluation: Participants were introduced to the concept of participatory evaluation and to the role of each individual on the evaluation team. The rationale for the involvement of all levels of program implementers and project participants in the evaluation process in terms of what they can both contribute and learn were discussed. The notion of evaluation as a “learning process” in which the contribution of all team members is important in generating lessons for future programs was stressed.

Evaluation questions: The evaluation team was thoroughly introduced to all the evaluations questions in order to understand the task at hand.

Evaluation methodologies: The evaluation team was introduced to evaluation methodologies with focus on simple quantitative techniques, questionnaires and tables/forms, and frequently used qualitative techniques; in-depth individual interviews, group interviews, observations and analysis of secondary data.

Division into fieldwork teams: Given the high number of evaluation questions, the evaluation team was divided into four different fieldwork teams where each team was given responsibility for a number of evaluation questions. Leaders of these fieldwork teams had been identified by DCS on beforehand.

Development of data-collection instruments: The fieldwork teams worked to identify the sources for data collection of their evaluation questions. They decided if quantitative and/or qualitative information was required, from whom or what source the information should be collected, and what data collection technique/s should be used. Then the teams developed appropriate data collection instruments using appreciative inquiry techniques, for each of the evaluation questions.

Interviewing techniques, note-taking and data analysis: Simple interview techniques were shared with the team; listening skills, attitudes, non-verbal communication etc. The team was acquainted with how the collected data should be registered and thereafter analyzed.

Testing the data collection instruments: The fieldwork teams tested both their interview skills and the data collection instruments they developed through role play. Feedback was given by the rest of the evaluation team and necessary adaptations were made.

The data gathering instruments are annexed to this report (Annex D)

4.4 Field visits

The evaluation team travelled together to each of the project sites, one per day. The evaluation team introduced itself to each community, saying it had come to listen to their stories. The community members were divided into four groups of approximately 10 people in each:

- 1) Principal, teachers, entrepreneur, constructor, CEO/DEO
- 2) Student leaders and students
- 3) Project committee members, local authorities
- 4) Head of community organizations, PTSA-members

Using the collectively made interview and observation guides, each team took down the story of the community from the perspective of the community members in the different groups.

After the interviews and observations each day, each team analyzed and structured the information. Then the entire evaluation team came together and compared and validated the findings and discussed preliminary recommendations.

The people consulted during the data-gathering are listed in Annex B

4.5 Evaluation of the evaluation

The evaluation team evaluated the evaluation process both orally and anonymously filling in premade evaluation forms.

Overall, the evaluators were very positive to the process. Everyone felt that they had gained new learning from all the project sites as well as the broader functioning of the program itself. Everyone said that the participatory model worked very efficiently to gather data that would otherwise have been difficult to get. Most participants felt confident that the recommendations would be followed up, as to a large extent they had been generated by the ones who would ultimately be responsible for the follow-up.

Everyone was happy with the exchange-component of the evaluation, as the participants got to know the insides of seven different projects' successes and challenges. They were also happy with the good atmosphere of friendship and respect that prevailed between the participants throughout the whole evaluation process.

The fact that the process took nearly two full weeks just before Christmas, made it impossible for women from the project sites to participate as members of the evaluation team.

Most participants felt that the working days were too long and that there should have been a break between the planning workshop and the field visits, and between the field visits and the analysis/validation. The team managed to get everything done as planned during the planning workshop, but the working hours were too long, hence the workshop would have been one or a half day longer. Bringing all the information together and concluding on all findings, lessons learned and recommendations took the team a whole day up to past midnight. There should have been set aside two days for this part of the evaluation.

The results from the written evaluation is in Annex E.

5 The seven community stories

5.1 Zammie Town:

Zammie Town is a fairly large town far away in the jungle. The new school is nearly finished, and it is the first time such a large school has been constructed in this area. The town dwellers are looking very much forward to the school coming into operation and hope it will lower the high prevailing drop-out rate. 16 towns around Zammie Town can send children to the new school. Initially, there was disagreement between the towns in the chiefdom as to the geographical position of the school, but gradually the argument that Zammie Town is the geographical epicentre has been understood and accepted. Some of the towns have their own primary schools, and will continue to let their children go there. People from four neighbouring towns have volunteered to gather material and prepare the ground for the school. This is the first time people from different towns have worked together, and it has been a very positive experience. Getting sand for construction turned out to be a very challenging task, as the people needed to walk many hours to get to a place where they could haul sand. Also, they have struggled hard to find funds for food for the people who have been working voluntarily, but have managed to do this. At the beginning, people turned out in high numbers to participate in gathering local material and preparing the ground. After a while, it became more and more difficult to mobilise people for volunteer work as they did not see anything happening despite all their efforts. However, as the physical structure started to rise, people again became motivated as they started to believe the school was actually going to become a reality. The people in town would like to use the school structure for adult literacy classes in the evenings. The PTSA in Zammie Town is well organized and active. They pay 6 volunteer teachers with their own resources.

Different school clubs for the students have been established and the club leaders have been trained, but more training is needed, so is material.

The project committee is planning to start the agricultural project early 2014. This process has been delayed as the community had not understood the concept behind the agricultural project, but after the new project committee leader talked with community dwellers one-by-one, they are now motivated to participate. The community has not discussed how the future management of the agricultural farm will be.

5.2 Kor

A brand new school is under construction. It is situated near the tiny jungle-village of Kor as this is the geographical epicenter of the chiefdom, although not the commercial or political center. The positioning of the school has created jealousy and conflict between the 42 towns in the chiefdom, and the clan chief is actively counterworking the project, motivating people to boycott the process. The local government is ignorant of the project, probably because it is far outside the political center of the area.

At the beginning, people in Kor participated in large numbers preparing the ground and gathering local material. However, when they were to begin to crush rocks, the community did not want to participate any more, saying it is not normal to crush rocks without compensation. A belief has spread that the project committee is being paid by DCS and people are no longer willing to work for free.

The community has decided that they would like to plant rubber in the agricultural farm. So far nothing has been done regarding the agricultural project, as people are reluctant to work

more for free.

The students are looking very much forward to the new school coming into operation, and are participating activity in preparing the construction ground. They claim their parents do not support them, however, and many need to find money themselves for uniform etc. Many parents ask their children to start earning money for the household from the age of 15. Several clubs are established, but they are not fully functional. The clubs do not receive any support from the principal or teachers.

5.3 Barseegiah

Barseegiah is a small town build on top of an old mission station. There are a total of 36 towns belonging to the chiefdom. The six existing schools in the area are sub-standard elementary schools. They have identified land for the school and the farm. This school will be the first junior high-school in the area. They had their groundbreaking ceremony in September where people from 13 neighbouring towns participated. People from four towns participated voluntarily with land clearing. The townspeople feel proud of themselves for having given away the land, as this is not an obvious act. The land lies on a slope, and they have contacted a logging firm to help them even out the ground in order for the school to be built.

It has been very difficult for the project committee to cooperate both with the government authorities and with the clan authorities, as there is a highly politicized environment in the area. The District Education Officer responsible for the area has never been in Barseegiah. Generally, it has been difficult to mobilize people to participate without pay. They are convinced that the project committee receives salaries from DCS. They perceive the call for voluntary work to be “forced labour”, and say that all other development agencies provide money or food for work. Outside of Barseegiah no-one wants to contribute, as there is no ownership.

There are female leaders in the chiefdom, but they don't feel fully accepted by the men to take part in decision-making.

In this area, children normally start school when they are close to ten years old. Students complain that their parents do not support them in attending school, but as them to earn money for the household instead. Due to this, many girls are forced into early sexual relations. Teenage pregnancies are rampant, and this is also a reason for high dropout of school. Other problems students face are long walking distances to school and regular absence of teachers.

5.4 Compound Two

There is a functional elementary school in Compound Two, and the project is building a junior and senior high school with teacher and principal quarters. The schools will cater for youth from 300-400 towns throughout the whole district. Already, some families have moved into the area in order to be closer to the high school when it opens. A large area for farmland has been cleared, and rubber was planted in October 2013.

Compound Two town has mixed population, as many tribal people have moved out searching for jobs, and others have moved in, seeking new opportunities arising from mining. There was a camp for internally displaced people during and after the war. Therefore, the population in the area is used to national and international humanitarian agencies coming in with money and food for work. No-one in Compound Two believes that a

Norwegian development agency has a school-building program without having secured funds for constructing the school. It is therefore widely believed that the project committee keeps the money to themselves, asking their fellow citizens for forced labour. Generally, the population is unemployed and very poor, and many parents do not support their children in going to formal school. They do send their children to the traditional bush school, however, and there is a conflict between the formal school system and the traditional bush school as they happen on the same time.

According to the people, there is no sense of community togetherness in Compound Two. The cooperation from the local authorities towards the project is also lacking. After an initial period when the land was cleared and 30-50 people from Compound Two participated voluntarily, the project committee has not been able to mobilize people any further. The principal of the elementary school has allowed the students to work on the construction site every Friday in order for the work to progress. The project committee is optimistic that the population will become proud of the school as it picks up, and become interested in running the farm to maintain the school.

5.5 Behneewien

The children in Behneewien used to sit in a bamboo hut to be taught. Now a brand new large modern school has opened, and rubber has been planted on a large farmland. People from nine neighbouring towns participated in clearing bush for the school and farm. The process has brought togetherness between people from the nine towns, although there is some frustration due to the lack of participation from people from other neighbouring towns who send their children to the school. When there was a problem motivating people to participate, the local sorcerer demanded that everybody participate, and so everybody did. But even so, the land was too large, and the community wrote to a mining company asking for help, and they came with a yellow vehicle and helped clear the land. Also, the demand for local sand and rock to construct the school and all the teachers quarters was too large. The community decided to purchase sand and rock for funds for royalty given to them by the iron mining company. The mining company is both a blessing and a curse, providing help, funds and employment, but at the same time polluting the local drinking water.

The local PTSA is functional, and there is good cooperation between them and the project committee. There has been low interest shown by the local authorities – they only pass by in big cars. But on occasions such as the inauguration, they show up and take the credit for all the good work done. Due to the lack of interest shown by the authorities, including the Ministry of Education, the local population say they really need the rubber farm to maintain the school and pay the teachers. The population say they need external expertise to take care of the rubber trees. There has not been created a structure to manage the farm.

Although many parents support their children to go to school, there is a very powerful cultural society that forces the children to leave the formal school to go to the traditional bush school. The students' school clubs function fairly well, but they would have functioned even better if the teachers became involved.

5.6 Barmellen Kollie Town (BKT)

Historically, there has only been traditional bush school in this area, with the exception of a small government school that lasted two-three years but broke down due to the war in 1990. The population has embraced the idea of having a big, modern school, and the people from three neighbouring towns (out of 13) have participated actively in clearing the land and hauling sand and rock. They used to come together regularly to plan and make decisions.

They are very proud and satisfied now that the school has come into operation.

At the time where rubber should be planted for the farm, it was not possible to mobilize the population, as they were all busy working with their own farms. Professional planters were therefore hired to do the job. The project committee receives funds from DCS to look after the rubber farm. The farm has created a conflict between the project committee and the population, as people feel they have not been included and informed by the project committee.

Many of the older students are not supported by their families. Some go into nearby rubber-farms to tap rubber illegally in order to buy their uniforms. There is also drop-out of school due to lack of teachers.

5.7 Garkpeh's Town

Garkpeh's Town is a small town where everybody makes their living from making charcoal. The church is being used as a temporary school building for the nearby children. The community has identified and cleared an area where the school will be, and have started to haul sand. The project committee say they have looked everywhere and asked everyone for rock, but have not yet managed to find any. Both government authorities and traditional leaders have been very supportive of the project. People from six neighbouring towns are fully involved in the volunteer work. It has been a large problem finding funds for food for people while they work, as people are very poor and don't have anything to spare. The community faces health threats. They do not have clean drinking water, and there is no access to health facilities. The forest is being depleted due to the charcoal making.

Parents are very supportive of their children getting access to a proper modern school.

6 The evaluation questions

6.1 The model of the program

The Community Integrated Education Program is a highly relevant intervention in today's rural Liberia. The United Methodist Church has embraced the Partnership in Development approach that was presented by the Norwegian Methodist Church in 2006, and has since implemented two community based programmes using this partnership model. Coming from a Church that is traditionally a paternalistic benefactor, DCS is now establishing equal partnerships with the communities with whom they work. As the UMC is a large church owning many schools, universities, clinics and hospitals around the country, people in the communities still look upon DCS as their benefactor, which might be why some are slow in generating ownership of their community development process. There is a need to strengthen local ownership by establishing permanent local structures that can carry the development process forward.

Findings:

- In its intervention in the seven communities, DCS has managed to engage teachers, parents, students and a broad base of the communities' citizens. The intervention has to a lesser extent succeeded in including MOE, local authorities and local leaders.
- Training is not a sustained process with the community as compared to the project committee. There does not seem to be any trickling down effect of information from the project committee to the wider community on the thematic and crosscutting issues that DCS has delivered.
- Training does not include strategy to support the multiplication effect or sustainability of project over the long run.

Recommendations:

- Provided that the below recommendation are followed up in a timely manner, it is recommended that CIEP continues and eventually expands.
- It is recommended that phase out from communities is not dependent on a fixed time, like a five-year period, but rather on a gradual phase-out based on the level of sustainable structures being put in place. Criteria for sustainability should be developed in a participatory way. In order for communities to become independent from DCS, a self-monitoring system to measure the sustainability criteria could be put in place for the communities to monitor their own progress.
- Given the legacy of the UMC as a historic benefactor to the Liberian society, DCS must take extra care in designing their interventions in a way that will generate real community ownership.
- DCS should make a conscious effort to understand the different local context in each community.
- When DCS starts their phase-out process in each community, it is recommended that they no longer make any physical investments, but rather work to strengthen the local communities' ability to solve their own challenges and source their own resources.
- To underline its partnership model, DCS could consider changing the boards put up

in their project sites to mentioning the names of the communities before themselves, omitting using the logo of the Church.

- For the future, DCS should endeavour to undertake a mid-term review during the first two years, in order to have sufficient time to implement the recommendations.

6.2 The structure for program implementation

DCS has a small efficient staff in Monrovia. The permanent presence of the project in the communities is secured through a democratically elected project committee that works on volunteer basis as the liaison structure between DCS and the community.

It is a real dilemma that the members of this project committee is expected to work long hours and handle large sums of money without receiving any compensation.

The project committee has been established as a new, temporary structure that will be dissolved when DCS phases out of the community. That the project committee is a non-permanent structure is creating uncertainty and confusion within all communities as to the future management and sustainability of the project, especially the agricultural farm.

Recommendations:

- DCS must act quickly to make sure sustainable and permanent structures are put in place where farming activities have already started.
- In the areas where farming has not yet started, DCS should put in place permanent, capable, and democratic management structures before any planting of cash crops takes place.
- If DCS expands CIEP to new communities, the project committee should be organized as a subcommittee under the permanent structure of the PTSA.
- The composition of the project committee should include at least one person from the local leadership and at least one woman, and local authorities could be invited to an advisory board to the local project.
- DCS should look into the dilemma of its structure at the community level being purely voluntary without compensation. Hiring temporary community development workers in each project site that could handle funds and dialogue with entrepreneurs during the construction phase could be one alternative.

6.3 The overall sustainability of the program

All the seven projects have chosen agriculture to be their means for generating funds to help sustain the schools. None of the communities have established a management structure for the farms. There is also a lack of funds and local knowhow to maintain the farms.

Regarding sustaining knowledge that has been delivered through training by DCS, some of the issues will continue to be useful for the individuals who have attended the trainings. However, there is no system in place to ensure the succession of the project committees and PTSA leaders, nor the knowledge of the members.

A built-in sustainability factor of the programme is the commitment by the Ministry of

Education to maintain the physical school structures, train, supervise and pay teachers and provide educational material, as anchored in the newly signed Memorandum of Understanding between the Ministry of Education and the United Methodist Church.

Recommendations:

- DCS must keep engaged with authorities of the Ministry of Education at the highest technical level regarding the fulfilment of their commitments which are clearly articulated in the MOU between the UMC and the MOE.
- DCS should support establishment of the school farms both materially and with technical skills to get the farms properly started, once solid management structures are in place.
- Since sustainability is tied to community ownership, DCS should strengthen the PTSA's to become the overall responsible body for the project, with subcommittees responsible for agriculture, construction, maintenance etc.

6.4 Verification of construction of schools

From a programming perspective, the CIEP school model is aligned with the new national standards and characteristics of a functioning school. The model includes classrooms and office furniture, teacher quarters, latrines, recreational facilities, libraries and hand pump wells. The design also includes ramps for physically challenge students. The challenge is having adequate trained teachers assigned to the schools and instructional materials which, according to the signed MOU rest with the government.

There are enormous challenges associated with construction and maintenance of infrastructure in rural settings. These challenges range from availability of suitable materials to poor road conditions which can increase overall cost of the construction. The quality of construction materials provided by communities were ideal for their local environments. As it relates to maintenance, the quality of construction on the three completed projects is ideal and will not meet any maintenance needs for at least five years. When time for maintenance arrives, there will be materials that will not be available in the local environment such as zinc, nails and other construction hardware. Communities will have to bring them from their urban environments, which is a normal practice for all rural settings.

Works on ongoing projects are satisfactory and meet construction standards. Two of the seven project sites have completed the foundation walls and backfilling and one is constructing block walls. Two of the sites have yet to complete the land acquisition and have not commenced construction activities.

6.4.1 Percentage of female students

The overall enrolment dropped by 16 percent for girls and 14 percent for boys from last year to the present academic year. The dropout rate was especially high among girls because of teenage pregnancy emanating from inadequate support from parents as well as some parents' desire to use their daughters for economic gains. A second reason for drop in enrolment was students' migration from schools with poor structures in search of better educational facilities coupled with fear of losing volunteer teachers in the middle of the academic year. A third reason is the ongoing recruitment of both female and male students at all ages to the traditional "bush school" that now takes place at the same time as the formal school, after the formal school calendar was changed recently. A fourth reason why students drop out is their parents' need for their children to help them farming in the planting and harvest season. Lastly, male students drop out as they are compelled by poverty in the

family to engage in income generating activities such as gold digging or motorbike-driving.

Table 1: Number of students and teachers at project schools

	Garkpeh's town		BKT		Behneewien		Compound Two	
	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>
Number of female students	92	60	90	101	121	104	101	95
Number of male students	78	64	61	88	181	141	136	188
Number of trained teachers	4		6		4		2	
Number of untrained teachers					2		4	
Number of volunteer teachers	2							
Number of female teachers	3				1		1	

	Barseegiah		Kor		Zammie Town		Total	
	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>
Number of female students	295	135	89	85	117	176	905	756
Number of male students	238	121	151	111	87	89	932	802
Number of trained teachers	5		3		7		31	
Number of untrained teachers					6		12	
Number of volunteer teachers			2				4	
Number of female teachers			1		2		8	

6.4.2 Number of female teachers

According to information gathered by the evaluation team, 17 percent of all available teachers are female. 30 percent of MOE-assigned teachers are female.

6.4.3 Facilities for physically challenged students

In all the seven schools there are or have been planned facilities for physically challenged students.

Recommendation:

- There is a need for guard rails on the slopes.

6.5 Assessment of the functioning of the schools

Of the seven schools, two are elementary, one is a high school and four are combined elementary and junior high. The schools are functioning, as there are students and teachers in the schools. The new teachers' quarters that are being put up by the program represent a novelty in Liberia that is highly needed. It is hoped that paired with an improved management of the education sector, these quarters will enhance the motivation for qualified teachers to live and teach in the seven rural areas where the schools are being constructed.

However, the quality of the teaching in the seven project sites was rather low due to lack of trained and qualified teachers, teaching materials and proper supervision by the principals. The newly enforced decentralization does not yet work. There does not seem to be adequate local budgets in place, and the district and county education officers do not seem to be doing the tasks that are expected of them. The absenteeism of both teachers and students is rather high due to a number of reasons:

- Teachers go away for longer periods to faraway places to collect their monthly

salaries.

- A number of volunteer teachers cannot afford to teach every day, as they also need to attend to income generating activities.
- A number of teachers are “floating”, i.e. paid by the government to teach at a specific school, but actually work elsewhere (in private institutions etc).
- Students are absent due to traditional bush schools after Liberia changed school calendar so that it now clashes with the calendar of the bush school.
- Students are asked to help their parents with planting and harvest
- Students seek income opportunities
- A high number of female students drop out due to teenage pregnancy, which again is due to poverty and power abuse.

However, some progress has been made on the assignment of trained teachers by the Government. The number of teachers assigned range from two to six with “C” Certificates qualifications and are on GOL payroll. Local education authorities indicated their commitment to engage the Ministry of Education regarding the assignment of additional trained teachers to the schools. Due to employment stop in the Ministry, they proposed two possible scenarios: 1) Getting “floating teachers” who are on GOL payroll but do not work elsewhere in reality, back to the classrooms, 2) Getting funding to recruit teachers trained by the rural teacher training institutes. The fact that the MOE signed the MOU with UMC increased the possibility that local education authorities acknowledge the responsibility of MOE to provide adequate trained teachers.

Other findings:

- Most of the students and communities lack health facilities, safe drinking water and latrines, and many are sick because of this.
- In several towns it seemed to be a general lack of parental support to the children who wanted to go to school.
- In some project sites, the presence of the bush schools in and around the communities scares students away from school and contributes to the low enrolment.

Lessons learned:

- A high number of students, both boys and girls, are forced into child labour in order to stay in school.
- Most of the students are not receiving quality education. A high number of the students cannot read or write.

Recommendations:

- CIEP should engage parents through the PTSA to discourage actions leading to rising teenage pregnancies and other forms of violence against female students. School administrations should be engaged in creating awareness of and access to birth control for sexually active students.
- DCS through the PTSA should provide awareness that will enable parents to develop strategies to support their children while in school.

6.6 The PTSA's

The PTSA's established in the seven communities are functional. There is clear evidence that they have received training and have gained skills that they employ in their internal organizations. Several PTSA's conduct regular meetings and some have put up sub-structures. The PTSA's have the potential to mobilize the entire Community to participate in the activities of the projects. Some PTSA's collect fees to compensate volunteer teachers.

Lessons Learned:

- PTSA's governing role is essential to the proper functioning of the school. One of their challenges is to ensure that facilities at the schools are properly used and maintained.
- PTSA's mediate between students, teachers and parents and are a source of conflict resolution. They also help to generate funds for the maintenance of the school and other school-related development.

Recommendations:

- DCS should conduct additional training for members of the PTSA's to build their capacities to make them even more functional.

6.7 The School clubs

School Clubs are in existence, but many of them do not function properly. We observed that the process of recruiting the club leaders was based on selection and academic performance rather than elections - which we think is not basic criteria for becoming a leader for a group of students. It was noticed that the clubs are functioning but not to the expectation. According to the students in most of the project sites, school administrations do not have a set time in their calendar for students engage in the clubs. For the clubs to function properly, the students need guidance from their teachers.

Recommendations:

- DCS should provide additional training for both teachers and students to establish a culture of student democracy.
- DCS should identify teachers who could be trained and become focal points for sustenance, supervision and follow-up of extracurricular activities in the communities.
- DCS should design strategies that will allow the extracurricular activities to be a process rather than an event. They should provide additional training and supply starting up materials for the students to use. DCS should follow up the functioning of the school clubs in close cooperation with the teachers.

6.8 Local ownership

Local communities across the board show great potential for ownership of the projects in spite of the unique challenge each has had with project implementation. Many communities demonstrate readiness for mutual partnership but have been weakened and disappointed over time by the enormity and demands of the local contribution as their partnership responsibilities. Limited capacity of community members to deal with challenges of the project coupled with an unclear phase-out strategy on behalf of DCS have created

frustration and doubts of their own ownership by the communities.

The degree of local ownership varies from community to community, but the general picture was that there is a need for strong, community-based management structures to be put in place to secure the sustainability of the program.

Lessons learned:

- Where in areas there has been extensive relief activities after the war, people are used to receiving food for work or cash for work and there is a general resistance to providing free labour.
- In communities where the project committee does not report financially to their community, the level of suspicion of corruption becomes high.

Recommendations:

- In communities with a composite population, DCS will need to work with the community over a longer period of time on areas such as confidence building and conflict resolution before starting the construction work.
- DCS needs to make sure that the local management structure of the Project Committee/PTSA are fully accountable at all times to their communities, local leadership and local authorities. Their accountability towards DCS should come second.

6.8.1 Project committees

The local project committees demonstrate great knowledge and skills towards project management and implementation. They have proven great capacities to mobilize their communities and encouraged community cooperation at all levels, especially at the beginning. However, local committees struggle with issues like lack of cooperation from local leaders and misconception from local people around resource management. Some places there are allegations of mismanagement or nepotism and conflict of interest. In several places there is noncompliance to regular reporting procedures towards the communities. Due to this, the role of the project committees several places have become counterproductive to the survival of the project. Also, committee members are unsure about their future role beyond the project timeline. There does not exist a set-up for transfer of knowledge or leadership development.

Findings:

- The evaluation team commends all the project committees for their courage and perseverance to mobilize people and local contributions including finding food for workers.
- All project committee members know their roles and responsibilities. They make regular progress and supervision reports to DCS (apart from Compound Two) and supervise the project site every day (everyone except BKT had come upon some problems at the project site). All committee say they communicate regularly with DCS, mostly by phone, and all say the response they receive from DCS is helpful (Kor, Barseegiah and Compound Two do have no mobile coverage, and need to walk long distances in order to make a phone call.)
- All project committee showed capacity of solving problems as they arise.
- A number of project committees members felt they were volunteer workers for DCS

and referred to DCS as their bosses, a phenomenon that hinders the sense of local ownership.

- The degree to which project committee had regular meeting varied from community to community.
- Women are in clear minority in the project committees. There is no female coordinator and several of the committees have no women on board at all.
- In the majority of the communities, the project committees operate as a separate entity with no reporting procedures to their community or local leaders.
- The creation of a non-permanent structure, the project committee, creates insecurity and confusion within the local communities as to the future management of the project.
- Everywhere DCS starts to provide funds, a suspicion arises in the community that the project committee members receive salary, thus creating resistance towards further volunteer labour.
- DCS has established certain criteria for competencies (such as literacy) to be held by project committee members. In some instances available candidates already possess important positions in the community that represent conflict of interest and create distrust and conflict.
- In some places local leaders (commissioners/chiefs) claimed that they felt jumped over and had not been in the information loop concerning the project. As such they refused to cooperate with the local project committee. In other places local leaders are engaged but often they disengage when they discover that there is nothing to gain for them.
- Project committee members have received regular training opportunities. The same thing is not the case for the community at large.
- There is no trickling down from the project committee of information on the thematic or crosscutting issues to the rest of the community

Recommendations:

- In the process of future management of the project, it will be important to redesign a leadership strategy that will promote sustainable leadership structures with transparent processes.
- DCS needs to consider the lowering of the requirement in terms of competence to allow for more participation in leadership especially for females.
- CIEP should engage the communities to dispel notions that the project committees members and school administrations are paid for their services to the project.
- The project committees could to a larger extent use local radio stations to disseminate information in order to keep the communities informed about important developments within the project.

6.8.2 Local contributions and the agriculture component

The local contributions in the CIEP have been overwhelming and impressive. The communities have contributed large plots of land, volunteer labour, wood for the buildings, sand and rock. Unfortunately, the full scope of local contributions has not been documented. All the local committees have done a tremendous job encouraging and mobilizing their communities. In several places communities have shown great capacities to advocate with local leaders and companies to help them with local contributions in terms of money, engines and materials. However, as time goes by, it seems the demand for the local contribution simply is beyond the capacity of the community. As interest dwindles and fatigue enters, the huge demand for local contributions creates a feeling of failure within the communities, instead of a feeling of pride and ownership that was the initial idea of the model.

Unfortunately, the project committees have not documented how much volunteer labour the communities have provided towards the project.

Table 2: Local Contributions

	rocks	sand	forest	labor	land
ZAM	15 truck	50 trucks	all timbers	?	25 acres
KOR	4 trucks	so much	forest provided	?	30 acres
BAR	nothing	5 pickups	forest provided	?	25 acres
CPD 2	zero	zero	forest provided	?	15 acres
BEH	10 trucks	10 trucks	forest provided	?	15 acres
BKT	12 trucks	30 trucks	Partial forest	?	15 acres
GAR	No rock	16 pickup loads	No forest	?	10 acres

Findings:

- There has been real happy engagement and participation at the beginning of the project in all the seven communities. The promise of being provided with a school has made people happy and hopeful.
- Local contributions have been impressively immense. Large groups of people have gone out of their way to make huge sacrifices over a long time to fulfil their commitment towards the project, and for this they need to be commended!
- Several communities have shown great capacities to advocate with local leaders and companies to help them with local contributions in terms of money, engines and materials.
- In all communities women and men have participated equally with the local contribution.
- With the exception of Behnewein, the participation of people diminished as time went by.
- For some places gathering of local material has turned out to be more difficult than initially thought. In Zammie Town people walked for three hours to find sand; in Garkpeh's Town there is no availability of rock.
- In Compound Two, the community expressed that they did not believe that the Norwegians who wanted to build schools did not have money for local materials. Some communities accused DCS of demanding forced labour.

- Some communities resort to “culture” as a way of compelling people to contribute to local contribution (“culture” here refers to the invoking of a supernatural embodiment, whose powers to punish noncompliance is inescapable).

Lessons learned:

- The local communities do not understand the full scope of the local contribution when they agree to the MOU. The never-ending demand for volunteer labor creates a fatigue and some places it also increases conflict and disunity within the communities. Bokah Barseegiah, project coordinator, Barseegiah, says it perfectly through a unique local parable: “ when someone is given a promise for a car when he has never even owned a bicycle on the condition that he runs from Barseegiah to Buchannan and back, he will readily accept only to realize when he starts running that the distance is too long for him”
- In all communities, apart from Behneewein, only the nearby villages have made contributions towards the construction. This is due to the long walking distance from the faraway places. Although there was general resentment about the one-sided commitment, most project committees realised that they would not have been able to provide food had people from all communities arrived.
- As the school structure itself gains prominence, the motivation for participation in local resource mobilization increases.
- In areas where there has been extensive relief activities after the war, people are used to receiving food for work or cash for work and there is a general resistance towards free labor.
- Where a community has experienced a lot of recent migration, its seems that the community spirit the project is building on is less or lower than in communities where there is permanent population.

Recommendations:

- The DCS should sit down with each community and negotiate what can be a realistic level of local contribution in terms of both local resources and local materials that will secure local ownership without exhausting the community and creating conflict and frustration.
- DCS could consider to build the school structures in phases to spread out the burden of local contribution over a longer time, in order to avoid local fatigue.
- Communities should document all their local contributions and donations to the project.

6.9 Financial management

The financial management in project implementation is well grounded on established policies and procedures that promote accountability and transparency. The project leaders too have been effectively empowered and equipped to deal with project related financial issues. They have made regular financial reports to DCS including the establishment of separate records for local resource mobilization.

Meanwhile, there have also being issues of lack of accountability towards communities and

local authorities that fuelled misconception and apprehension from community members leading to issues of conflict, disengagement and abandonment of project activities. Some committee members have had issues of conflict of interest which have made their role on the project committee counterproductive.

Findings:

- All communities have benefitted from financial training during the orientation workshop apart from Compound Two and Garkpeh's Town.
- The degree of providing financial reports to the community varies. Some committees did poorly, others did fairly well, and some did very well.
- Most committees have established separate reports for local contributions on their own initiative.
- Due to lack of local banks, all committees are obliged to keep their cash book in private homes. In most places, this did not entail any security risk.

Lesson learned:

- In communities where project committee does not report financially to their community, the level of suspicion of corruption is high.

Recommendations:

- DCS should make sure in their training to allow for strategies of reducing risk of the person keeping the cashbox. This could be done either by dividing cash into several portions to be kept by several persons or allow cash to travel from one person to another in a sequence that it is unknown to outsiders.
- In the events where project committees are caught in mismanagement or conflict of interest issues, DCS will disengage from communities with the view that they will resolve the problem by themselves before reengagement with DCS.

6.10 Agricultural components

Community members expressed strong interest in their agriculture projects as they regard this to be crucial for the self-sustainability and maintenance of the schools and their activities but also lifted management responsibility as an issue.

Findings:

- In all communities, there was awareness of the agriculture project and its purpose.
- Several of the communities showed capacity generating developing strategies on how to maintain the school while they were waiting for the cash crop to start.
- In many communities the people had started to grow intermediary crops.
- In some towns rubber was planted late in the year which increases the risk that the plants do not survive due to lack of water.
- The management structure for the farm is not in place in any community. In all communities, there was uncertainty about the responsibility of management and ownership of the farms. This has given rise to genuine fear and concern about rubber management from planting up to the point of harvest. A citizen from Zammie Town

said “it will take us six years for the rubber to grow and the school will come down and it will be the children who will do the hard work”.

- In the three communities where rubber has been planted, different sets of strategies have been used, involving local volunteer labour in one place, and hired workers two places. In one place (BKT) DCS provides the project committee with funds to compensate them for looking after the farm.

Recommendations:

- DCS must make sure that adequate technical expertise and inputs are available to manage the farms. The evaluation teams sees three different options: 1) DCS hires a company (Firestone) as a holding partner; 2) DCS employs an agronomist; 3) DCS creates links between communities and the existing government agriculture extension services.
- DCS must make sure that there are existing strategies for the maintenance of the schools between planting of farms and harvesting for resources.

6.11 Cooperation of Ministry of Education

Politically, the Government of Liberia recognizes the immense contribution by the United Methodist Church to the education sector. This was acknowledged publicly by Madam Ellen Johnson-Sirleaf, President of the Republic of Liberia on radio. At the higher technical level, bureaucratic red tape associated with changes in administration delayed signing of the MOU between the Church and the MOE for more than two years. The MOU has been signed and there is the hope that the parties to the document will fulfil their respective commitments.

At the lower technical level, local education officials recognize the need for additional trained teachers. The risk is that some of the assigned teachers are not on GOL payroll and could possibly abandon their assignment. The delivery of school grants which were instituted by the Ministry of Education to replace the collection of fees by schools has not been regularly provided. This situation has the propensity to undermine the provision of quality of education in the schools.

Education authorities in general seem to be absent. District Education Officers and County Education Officers have been engaged to a very limited extent, generally the community feel abandoned by the MOE and none of the seven communities believed that MOE will honour her commitment providing enough qualified teachers, providing operational support and maintaining the facilities. In all schools teachers are gone for longer time in order to collect their salaries.

Lesson Learned:

- Lack of continuity in leadership within the Ministry can be a potential threat to building productive partnerships.

Recommendations:

- DCS/UMC should engage with the Ministry of Education to find ways of delivering salaries to teachers so that the teachers no longer have to be absent from the classroom in the name of going for their salaries.
- UMC should lobby the Government to assign enough sufficiently trained teachers and have their name put on government payroll before taking on their assignments.
- DCS should advocate with the Ministry of education to engage the traditional leaders

to have separate calendars for the bush school and formal school so that the systems can coexist without interrupting one another. As the bush schools are deep-rooted cultural institutions that will not go away, Liberia should consider going back to the previous school calendar that enabled both the formal school and bush school to operate in parallel without interrupting one-another.

6.12 Integration of thematic areas

There are seven thematic issues that ought to be integrated into the program; Gender, Education, Civil Society Strengthening, Environment, People with Disabilities, Conflict sensitivity, and HIV and AIDS.

The overall objectives of dealing with cross cutting or thematic issues does not seem to be achieved at the community level, with the exception of education. Some thematic areas are more attended to than others. Some are to some degree integrated in the school clubs, such as hiv and aids, but there is no or low evidence of cross-cutting issues being integrated at community level.

Findings:

- **Gender** issues are partly integrated with students' activities but there is no evidence of gender-sensitivity at the community levels.
- There are few female project committee members.
- Both men and females have been participating in delivering local contributions to the project.
- **Civil Society Strengthening:** The PTSA's in all communities have been strengthened by the intervention. However, many other structures that were initially targeted by the program have yet to be properly established and strengthened.
- All communities face large **environmental** challenges. DCS has planned to bring in environmental authorities to do awareness raising, but this has not yet started.
- DCS has provided training on environmental protection for students within the seven communities but not with the community members. In some communities, students have made efforts to carry out awareness raising to their communities.
- **Conflict Sensitivity:** The students acknowledged acquiring training skills in conflict resolution through the intervention of DCS in their various schools. Most students are using their skills to make peace among their fellow students.
- Community members at large have not received any awareness raising relating to conflict sensitivity.
- DCS does not seem to have a conflict sensitive approach in the design of their program.
- **Integration of disabled** is not fully evident in communities even though DCS has provided some awareness on the issue.
- Student clubs show evidence of receiving trainings on disable issues.
- The school structures that are being built by DCS are disability friendly.

- **HIV/AIDS** remains an alarming issue in Liberia with the younger generation being more vulnerable to the disease. Even though the students have had awareness training on the disease in terms of transmission and prevention from health practitioner and other sources, there is still a need for more training on HIV/AIDS.
- There is no access to HIV-testing or -counselling near any of the project sites.
- The adult community shows no evidence of HIV/AIDS awareness.

Recommendations:

- DCS should make a strategy on how to integrate necessary cross cutting issues in the program.
- When DCS organise training on thematic issues, they should use of available expertise in the field and look into the possibility of linking communities with other relevant institutions/agencies already involved with such issues working in that particular geographical area.
- In terms of HIV/AIDS, DCS should establish strategic alliances with national and international bodies to push for decentralization/outreach of HIV testing, counselling and ARV-treatment.
- DCS should partner with national and international institutions on the environment for training and community related environmental intervention.
- DCS should strengthen her relationship with other UMC relevant departments such as Department of General Education and Ministries, Human Rights Monitor, and the Youth Department, to also deal with thematic issues

6.13 Program efficiency

The large local contribution makes the investment become very cost-efficient. Land, wood, sand, rock and unskilled labour is provided for free by the local communities.

The model is based on local project committees that are volunteer community citizens. The number of staff on DCS payroll is thus limited, and the overall operations are very cost-efficient.

A fair amount of funds have been spent in providing training on a number of important issues to the communities during two days workshops. These trainings have been organized as events, without any process or follow up. There is little evidence that this training has benefited the community. There is no multiplication-system in place.

Substantial investment has been made in providing training to the project committee members. The project committees show strong evidence of having acquired and making use of their skills. However, as the project committee is a temporary construction for the project intervention with the expectation of being dissolved when DCS phases out of the community, there is a high risk that the skills provided will no longer benefit the future sustainability of the project.

However, training being given to the permanent PTSA structures (Parent, Teachers and Students' Association) seem to be more sustainable, thus a more efficient investment.

Recommendation:

- Community training should be organised as a process and not isolated events. Solid multiplication systems should be put in place. Training should preferably be provided to permanent structures that have built-in systems of passing on knowledge from one generation of duty-bearers to the next.

6.14 Program Effectiveness

The evaluation team was provided by a newly revised results' framework upon arrival in Monrovia:

Long term goal:

Expand access and improve the quality of learning for basic primary school going age children in three regions in Liberia 2011-2015:

CIEP is providing brand new modern high quality school structures. Three of seven schools have been completed and significant progress has been made on construction of teachers quarters. Foundation works have been completed in two locations, but the huge demand for community participation to provide local materials remains a challenge to overcome. Construction supervisors informed that delays in deliverables by the communities have been hindrances to the timely completion of projects.

Two sites have yet to sort out land issues and to commence construction activities. However, there were great enthusiasms amongst community members and their local leaders to support the project.

In the signed MOU with the Ministry of Education, the Ministry takes upon themselves to supply the schools with teachers and education material that are both adequate in terms of quality and quantity. However, there are challenges such as inadequate trained teachers and risk of losing volunteer teachers who are not on GOL payroll.

The long term goal of the program is dependent upon the Ministry of Education delivering according to the signed MOU.

Sub-goals/Outcomes:

1. Children in rural communities in the intervention areas are able to read and write well at middle and completion points of basic primary education:

Many of the students asked during the valuation were not able to read and write. Again, this goal is dependent on the Ministry of Education adhering to the MOU, rather than the intervention made by DCS,

2. Improved performance of pupils in the intervention areas in public exams at the basic primary education level with an overall average of 50% at the current rate:

The school buildings are beautiful and modern, and might in itself motivate students to get enrolled and stay longer in school. However, the main factor remains the qualifications and the number of teachers available at each school, which is the responsibility of the Ministry of Education.

3. Children are providing effective leadership in their school and community environment and exhibits high performance in sports, competitive academics, drama, and music:

School clubs were organized and functioning at various levels. Training provided by CIEP has been helpful in making the clubs functional. In several project sites, students and student clubs have taken initiatives to do volunteer community work, to help volunteer teachers with their farms, to establish farms for food at school. Also, in many of all the sites,

students have taken part in the volunteer labour to prepare the sights for construction of the new schools.

The functioning of the school clubs are challenged with limited resources to make them fully effective. School administrations' support to the school clubs are at various levels ranging from mere organization to providing guidance in carrying out their activities. When trained and strengthened, the school clubs will lead to development of youth, community and national leaders with appreciable sense of community development.

4. *Girls are empowered and can equally participate in issues affecting their well being:*

In all projects sites, girls are underprivileged. In addition to all the poverty problems that also boys are subject to, girls face a number of gender-based challenges that make them subject early sexual relations, rape and teenage pregnancies. The student clubs at the schools is one way of addressing gender issues among students. In addition, gender awareness and special attention the challenges faced by female students should be addressed by both teachers and the PTSAs.

5. *Community members and pupils can make informed decisions on health issues (eg. HIV/AIDS) and have access to health checks periodically:*

Student Leaders have some knowledge on hiv and other health issues, but the overall community population does not. There is access to health facilities in only two of the seven project sites.

6. *Adult members of targeted communities are playing greater roles in the overall management of schools:*

All project sites have Parent Teachers and Students Associations (also referred to as school boards). Training provided by CIEP has enhanced the functionality of PTSAs in providing governance and support to the schools. The level of functioning of PTSAs functionality varies from school to school.

7. *School facilities and operations are not solely dependent on GOL funding for survival:*

All the projects will plant cash-crops to establish a maintenance fund for the school. The most chosen cash-crop, rubber, takes up to eight years before it yields. The management structures of these cash-crop farms are yet not established. Most communities lack both technical knowhow on how to look after their cash crop and funds for maintaining them. Thus, financial sustainability, although planned for, is still under risk.

8. *Disabled pupils have equal chance to meaningfully pursue self advancement and contribute to community development:*

Disability sensitive school structures are being built that opens up for access for physically challenges students. However, there is no access to teachers who can teach children with special needs. According to observations made by the evaluation team, people with disabilities, both children and adults, were included and respected by the communities.

6.15 Risks

DCS is very much aware of the potential risks in the implementation of the program. Hence, DCS is constantly ensuring that mechanism and measures are put in place to curtail and mitigate risks in the program at all levels.

Findings:

- **Local Ownership:** Some communities are showing good signs of ownership, while

others feel the project belongs to DCS. It seems that the demand for the local contribution is beyond the comprehension of the community when they agree to the MOU. The large demand for volunteer labour creates a fatigue and some places it also increases conflict and disunity. Initially, community members started the project with good mobilization and strong participation through voluntary work. Later, there was a behaviour change caused by poor information sharing, high expectation of compensation for work done by community members, lack of cooperation by local authorities and in Compound Two and Barmellen Kollie Town, there was practice of nepotism which created a heart-felt situation in those areas.

- **Organizational Capacity Building and Leadership:** At the department level, DCS has trained experienced and qualified staff to handle challenges and conflicts that would erupt at any project. At the level of the various local projects, Local Project Committee members are trained by DCS to manage local projects. However, the various Local Project Committees are challenged. After the training conducted by DCS for the entire community, community members' participation was encouraging. However, poor communication from the project committee and too high demand for local contribution has led to unwillingness of many community members to participating further in the project on a voluntary basis.
- **Geographical challenges:** In Kor, Barseegiah, and to a certain extent BKT and Zammie Town, the geographic location of the school has created a conflict between the towns and the villages.
- **Land:** Communities have identified and donated land for the implementation of the project. Some of the lands are deeded, others have tribal certificates and others are in the process of acquiring legitimacy. Communities embraced the projects through the donation of land, which is one of the valuable assets of the projects. The lands are deeded in the name of the Ministry of Education for educational purpose.
- **Corruption:** In one of the projects, two members of the project committee faced allegations of corrupt practices. The community solved the problem by removing the committee member and elected a new one. During the project visits, no new information on corrupt practices arose. However, several project committee members pointed out the risk of corruption given the temptation they are up against, them being very poor, unremunerated, and are handed large sums of money.
- **Religion:** Generally, there seems to be no tribal or religious conflict issues in the communities. There is religious tolerance and peaceful co-existence in the seven communities.
- **Cultural Harmful Practices:** There exists cultural violence in Compound Two and Behneewein. Parental influence/peer pressure can also contribute to children running into the traditional bush schools (Sande and Poro). The forceful recruitment of boys and girls into the Poro and Sande Societies is causing the children to drop out of school, which again is creating illiteracy.
- **Climate:** Experiencing heavy down pour of rain in the communities, bad roads condition, damage bridges, slow movement of people and transportation of materials to project sites become difficult. While rains facilitate some development like agriculture, it also hinders the smooth implementation of projects through the following: delay the deliverance of project materials, delay DCS staff visits to project sites and slow down major construction works.

- **Gender disparity:** There is higher illiteracy among girls than boys. Teenage pregnancy, early marriage, forceful recruitment into the Sande Society, parents using children as bread winners and peer pressure are the contributing factors to illiteracy rate among girls.
- **Political Risks:** In some places, local authorities have been politicizing development projects, and not provided the assistance they ought to for the benefit of the community. Some local authorities' behaviour is obstructing the projects in some communities. The participation of local authorities in projects is essential.

Recommendations:

- DCS and the local project Leadership should carry out sensitization workshop for community members and local authorities to develop local ownership of the project.
- DCS should continue to conduct education workshop to inform community members about strategies of the projects and the role of the community members in the implementation of the projects. DCS should meet with stakeholders to determine the terms of local project Committee and encourage communities to conduct elections to fill in the gap of project officers who have lost interest in the work of the project.
- Realizing that land issue is a major source of conflict, DCS should ensure that land that is donated by communities are surveyed, deeded and probated to avoid future conflict.
- DCS should continue to do all in her power to maintain zero tolerance on corruption at the program and project level. For future interventions, DCS should think carefully through their program model regarding using volunteer local committee members to handle large sums of money.
- DCS should work with the Ministries of Education and Gender for them to encourage girls to stay in school. There is a need to educate students in family planning, and urging the use of condoms. There is a need to educate parents to avoid sending their daughters into prostitution to afford school uniforms.
- The project committees must find smart ways to engage local leaders to support the development projects in the community.

6.16 Capacity of DCS

DCS is a capable learning organization. They are pragmatic and dynamic, with a great capacity to adapt to changing circumstances, such as new policies from the Ministry of Education, and solve upcoming challenging as they appear.

The project is large both in terms of geographic extension and delivery in terms of construction and capacity-building in local communities. The staff is relatively small, and can become overburdened by the size and ambition of the project.

Findings:

- DCS has a certain tendency to be donor driven in terms of budget performance, by feeling pressure to spend the provided budget by the end of the calendar year. In some places such pressure has made the program start up with constructions and agricultural investments before the communities have been ready.
- DCS visits the project sites regularly. All the project committees say DCS responds

to their communication in a timely manner and the responses are helpful and meet their expectations.

- DCS has a Training Manual. In late 2013 the Financial Manual was revised. DCS does not have any policies or strategies guiding their work other than the project documents.
- The staff has job descriptions, but they are not strictly adhered to as they carry out their responsibilities as a team.
- The staff receives no compensation for working overtime or at odd hours. There is no social benefits or social/medical insurance.
- Due to much fieldwork and long travelling and working hours, it is not always possible for DCS to follow the labour law in every detail.
- There seems to be some lack of clarity regarding the results framework for CIEP. The annual reports and annual plans use slightly different expected results and indicators every year. The numbers of indicators are high. Many indicators measure “increase”, but there does not seem to be a baseline available.

Recommendations:

- DCS should consider strengthening its staff with a permanent engineer to relieve the other staff from having to monitor all the physical construction work.
- DCS should consider to temporarily hire an agronomist to help the communities run and manage their agricultural farms.
- DCS should look into how to create strategic alliances with other development agencies and relevant authorities in the field to deliver necessary capacity building services on issues such as health, hygiene, hiv and aids and environment.
- DCS should consider how they can share roles and responsibilities in order to carry out field work in the most efficient way to reduce the burden of each staff member and at the same time increase delivery of capacity building, follow up and monitoring.
- DCS should endeavour to improve its understanding of the different local contexts and dynamics of local ownership issues.
- It is recommended that the DCS staff receive training within both conflict sensitivity/Do No Harm, Peacebuilding, as well as Monitoring and Evaluation.
- DCS should engage the UMC to provide social/medical insurance to the staff. There could also be developed a policy for compensation for long working hours.
- The new financial manual should be implemented from 2014 where the programme managers/assisting directors are signatories to expenses on their own programmes. Likewise, programme managers should receive monthly financial reports from the finance manager and be part and parcel of all budget revisions taking place. DCS should make a habit of informing the Norwegian Mission Alliance monthly on budget deviations. There is a need to include procedures for internal procurement in the financial manual. The log-book in the vehicles should include a column for filling of fuel so that the administration at all times can monitor the average mileage per gallon of fuel.

- It is important that the investments in the program follow the natural pace of the local communities and not the pressure from Norway to spend funds before the end of the calendar year. Mission Alliance should engage Digni and Norad to extend the programme in communities that need more time before the project intervention becomes sustainable.
- DCS should avoid revising their results' framework with a high frequency. DCS should avoid using indicators that measure an increase, unless there is a baseline available.

6.17 The role of the government

Except from in Garkpeh Town, local authorities have not paid much attention to or engaged themselves in the project. In some places local leaders and local authorities claim they have not been included in the process, thus not been invited to participate.

Recommendations:

- The project committees should engage the local authorities to the maximum extent by informing and reporting on progress and all events.
- Local leaders and local authorities should be invited to be part of an advisory board to the project committee meetings.

Annex A: Terms of Reference

Community Integrated Education Program (CIEP)

Implemented By
Department of Community Services
Liberia Annual Conference, The United Methodist
Church

With Support from

Mission Alliance
Norway

Last revised: 24.10.2013

Terms of Reference for Mid-term Evaluation 2013

1.0 Background

The Department of Community Services of the United Methodist Church, Liberia Area, signed an Agreement with Mission Alliance of Norway to comprehensively intervene in the education sector of Liberia with focus on three counties (Margibi, Grand Bassa, Rivercess) for the first five years. In 2009 and 2010, several needs assessment visits were carried out including a pilot survey in 2010 which produced the below findings:

1. There were absence of basic school structures and facilities in many communities across Liberia for pupils to learn;
2. School governance and supervision from the Parents, Guardians and other stake holders over community and public schools was non-available and if available seriously inactive due to capacities challenges;
3. Students in public schools or pupils in general did not have comprehensive learning environments inclusive of play therapy, extra-curricular learning, and opportunities for wholesome development;
4. Many existing schools lack qualified teachers and low gender parity for women teachers where they exists;
5. Text books and other basic teaching and learning materials are luxuries for many schools especially in rural Liberia; and
6. Basic incentives like housing for teachers are unavailable in almost all of the school environments around Liberia. Teacher Housing was observed to be one great challenge for placing qualified teachers at rural schools;

Accordingly, the results from these findings led to the signing of a full agreement 2011-2015 for the implementation of a comprehensive education project to tackle all the lapses in targeted areas to ensure that quality and sustainable opportunities exist for learning especially in rural communities in the three counties. The project concept is grounded on community based approach for local ownership in alignment with the Partnership in Development concept that supports DCS previous intervention in community development initiatives around Liberia through the CODEVPRO project supported by the Norwegian United Methodist Church.

The main objective of the project is to expand access and improve the quality of learning for basic primary school going age children in four regions in Liberia. It is important to mention that the project was revised in 2012 and extended to 2017 with an inclusion of a fourth region (Bong). This means that CIEP will extend to other regions if project continues beyond 2015.

2.0 Evaluation Purpose

The main purpose of the evaluation is to get solid foundation of how the program is on track to achieve the program plans as we are at a mid-point in the program period and an assessment of potential necessary adjustments/revisions to achieve the long-term goal of improving the school situation in the program implementation areas. An additional aim of the evaluation is to use it as a learning opportunity for DCS and communities involved, in order to enhance their understanding and participation in the project.

3.0 Scope

The evaluation will consider all the areas of project interventions in the seven communities in the three regions where DCS is currently engaged with CIEP activities, as it evaluates the model of community integrated education approach and the structures for program implementation. The most important underlying question is the sustainability of the program.

3.1 Community integrated education approach

- Verify construction in relation to plans of new and upgraded school buildings and teacher quarters, students enrolled and teachers being trained.
 - How is the percentage of female students?
 - How many female teachers are being trained?
 - Are there facilities to accommodate physically challenged students?
- Assess how the schools are functioning.
- Assess the functioning of the PTAs, the extracurricular activities and school clubs and organizations.
- The degree of local ownership of the 7 different projects
 - Project committees and their participation in the project
 - Assess especially the problems encountered concerning local contributions and the agriculture component
- Assess how the financial management is working in the different project sites
- Assess the agricultural components and difficulties in establishing these

- Assess cooperation with MOE at all levels
- How the thematic areas of gender, education, civil society strengthening, environment, conflict sensitivity and people with disabilities are integrated into the projects. Education as one of the thematic areas in the project document or concept for implementation refers to the core components that support learning-availability of school structures, teacher housing, enrollment, teachers' quality, school management etc. I think the idea here is to assess the possibilities of all these thematic areas working together to achieve the project overall goal.
- Assess the efficiency and effectiveness of the model
- Assess potential risks and unintended consequences for long-term goal achievement

3.2 Program implementation

- Evaluate the project implementation (of all parties: DCS and project committees. Who does what, communication, what can be done to make project implementation even better)
- The capacity of DSC in relation to the size of the program
- The roll of the Government in the implementation process

4.0 Recommendations and Lessons

The team should identify strengths and weaknesses in the program and come with recommendations for the further work based on the evaluation questions. The program will need clear recommendations related to:

- The local participation and sustainability of the program
- The question of local contributions
- Agricultural component
- Effectiveness of model and suggestion for improvements
- Suggested actions related to potential risks or unintended consequences
- The size of the program

5.0 Methodology

Document review

DSC and Mission Alliance will provide the team with the following documents:

- Project Document
- Annual Plans and Budgets (2011, 2012, 2013)

- Annual Reports and Financial Reports (2011, 2012)
- Applications Local Projects
- MOU Local Projects
- Financial Manual for DCS
- Evaluation of CODEVRO 2011
- Document on Partnership in Development
- MOU between Government Of Liberia and United Methodist Church

Field work

The team will visit the project office in Monrovia and visit the 7 projects running. The team may develop the field work methodology based on the evaluation questions. However, participatory methods should be used in order to enhance learning and participation. It is expected that the team interviews a broad specter of people: DCS staff, Bishop John Innis, local community committees, PTAs, MOE (national, county, and district levels), local school principals, leaders of school clubs. The evaluation report should be based on the contributions and reflections of DCS staff, target groups and partners.

The field work must be planned together with DCS and it is desired that the team informs DCS and Mission Alliance on the choice of field work methodology.

The team leader for the evaluation has proposed a participatory evaluation where the participants in the program are the ones who conduct parts of the evaluation. This will increase ownership to the program and create increased understanding and prouddness of the development process they are part of.

The participants in the evaluation team will be: (details will be included pending pre meetings with communities)

E.g.: Name, position, community

6.0 Work plan and Schedule

The evaluation will be carried out in the first part of December 2013. With the method suggested by the team leader the field work will last for 13 days. Dates are: 6th -18th of December.

Date	Specifications	Place
5 th	Arrival	Monrovia
6 th	Meet with Jackollie, office staff/visit with Central Office/Chapel Service/Bishop/MOE/ leave for Buchanan	Monrovia
7 th	All day training of team members from communities	Buchanan
8 th	Training Ends; preparation for departure	Buchanan
9 th	Departure begins-Zammie Town Rivercess County-all day; night session in Zammie	Rivercess-Zammie Town
10 th	Kor Community, Compound Four, Grand Bassa County	Compound Four, Buchanan
11 th	Barseegiah Community, Number Three C,	Compound Three,

	Grand Bassa County	Buchanan
12 th	Civil Compound Community, Compound Two, Grand Bassa County; night session in Monrovia	Compound Two, Buchanan
13 th	Behneewein Community, Compound Number One, Grand Bassa County	Compound One, Monrovia
14 th	BKT Community, Margibi County	BKT, Monrovia
15 th	Garkpeh Town Community, Margibi County	Garkpeh Town, Monrovia
16 th	Meeting with Jackollie	Monrovia
17 th	Work session	Monrovia
18 th	Validation workshop	Monrovia
19 st	Departure	

7.0 Reporting

The expected result of the evaluation is a written report in English. The final report must at a minimum include an Executive Summary of 1-2 pages, glossary, presentation of methodology, findings, and conclusions and recommendations.

Mission Alliance would like an extra chapter where the external evaluation team presents their impression of the program and their recommendations as an external team.

It is also expected that the report presents the evaluation schedule and work plan, list of consulted persons and organizations, list of consulted publications and documents. A preliminary report should be sent to DCS and Mission Alliance for review.

There will be arranged a workshop before departure where preliminary findings from field work will be presented. The workshop will be held in Monrovia, Montserrado County and participants will be DCS personnel, representatives from the communities' local committee and DEO and a local authority, maybe town chief come to the venue for the validation process of the findings. The Bishop of the UMC, Key Church Leaders, at least seven from the Central Office and 6 District Superintendents in whose areas the projects are being implemented will be in attendance. Presentation of the findings, joint discussions, and feedback to the evaluation team will be the main agenda at the workshop.

The Final Report should be ready by the 1st of February. Within this time DCS and Mission Alliance should have had minimum one week for reviews and opportunity to give comments.

8.0 Evaluation Team

The team will consist of two consultants with relevant competency based on the objectives of the evaluation. It is also a prerequisite that the external consultant has cultural competency to understand the Liberian cultural setting.

Besides this the evaluation team will be selected from the following criteria:

- Credibility – team members should be accepted and respected by central parties
- Professionalism – the team should have a combination of relevant special expertise, professional evaluation competence and knowledge of the country and culture
- Independence – consultants must not have bindings to the project or the project workers subject to evaluation

- Suitability – consultants must have capacity and will to understand and communicate their findings and conclusions with persons from other cultures
- Gender balance – the team should consist of both men and women

Recommended team			
	External Consultants	Nationality	Background/strengths
1	Team Leader: Mrs. Kirsten Sandberg Natvig	Norwegian	Development experience and background, evaluation experience, has experience from African context, understanding of important development approaches/tools central in the project
2	Mr. Mulbah S. Jackollie	Liberian	Educational background, evaluation experience, knows the Liberian context, knows the Partnership in Development idea and LAC-UMC

Annex B: Persons interviewed

ZAMMIE TOWN:

Albert Roye	Pastor
Alfred Kenneth	Project Supervisor
Arthur Burgess	Principal
Chris Zinnah	Teacher, Gbanja Public School
Edline Brown	Treasurer
Greyon Brown	Project Coordinator
Ishmael Reeves	Teacher
Jacob Slongy	Town Chief
James Jomah	Commissioner
James W. Williams	Registrar
Jerry Zangar	Elder
Joe Paul	Town Chief
Martha Galawaylay	Unification Town Chief
Moses Paul	District Education Officer
Philip Zawon	Principal, Gumu Pub. Sch.
Richard Zammie	Financial secretary
Samuel Johnson	VPI

KOR:

Aaron Dennis	Pastor
Abraham Jukai	Elder Dahn Tarr Town
Alice Levi	Town woman
Amos G. Cephus	P.T.A. Member
AmuchainTarr	School Club - Press Club
Anthony Saywon	Community Member
Badio W. Smith	School Club - Volley Ball
Ben Toe	Project Committee Advisor
Bill Becsen	CIEP Supervisor
Counference Gboyah	Elder –Dehdyu Town
Daniel Brown	Town Chief (PTA chairman)
David Gbekar	Elder
Dekonteetrokon	School Club - Kickball
Edline Toe	Women Leader
Emmanuel Garmondyu	School Club - Debate
Ernest Smith	Project Committee Secretary
Felecia L. Trokon	School Club - Health Club
Garbleejay Gbordor	School Club - Environment
Gus Garmondeh	Statutory superintendent
Isaac Sawon	Contractor
James Debar	Community Member
James Dee	Town man
John Ziah	Paramount Chief
John Zoko	Youth member
Joseph Carr	Contractor
Joshua Somah	P.T.A. Member
Martha T. Whea	Project Committee Treasurer
Mary Garpue	Garpue Town
ObediahDebah	School Club - Football
Oretha Garmonyoyou	Member KT
Princess Smith	Student Leader
Reginald D. Smith	Town woman, Dehdyu Town

Rita Doedyu	P.T.A Member
Sam Gamunyon	Dean of Students
Saturday Gbekar	Community Member
Shadrach Debah	School Club - Peace Club
Stanley Neogbo	Pastor
T. Girl Totimet	School Club - Girl Club
Victor Kai	Secretary, P.T.A

COMPOUND TWO:

Amuchain Tarr	School Club - Press Club
Annie Harris	Member- women Whig
Annie Vah	Teacher
Annie Vombol	District Chairlady
Badio W. Smith	School Club - Volley Ball
Boikai Momo	Contractor
Ceedy Freeman	Leader-Rural women
Cooper Kobleh	Elder
David Tom Kollie	Teacher
Dekontee trokon	School Club - Kickball
Emmanuel Garmondyu	School Club - Debate
Felecia L. Trokon	School Club - Health Club
Garbleejay Gbordor	School Club - Environment
J. Roosevelt Karnga	Principal
James Kutuan	Chairman – P.T.A.
Julia Gbarquee	Member P.T.A.
Kollie T. Sumo	Teacher
Mammie Donmue	Mobiliser
Mammie Kutuan	Member P.T.A.
Moore K. Duoboh	Pastor/ Advisor
Obediah Debah	School Club - Football
Phhilip Menyor	Vice Principal
Philip Mulbah	District Education Officer
Princess Mehnyon	Community member
Princess Smith	School Club - Student Leader
Shadrach Debah	School Club - Peace Club
Smith Garway	Mobiliser
T. Girl Totimet	School Club - Girl Club
William Nyumah	Registrar

BARSEEGIAH:

Cythan Davis	School Club - Girls club
Daniel Konyongar	School Club - Press Club
Emmanuel Grant	Youth
Etta Barseegiah	Town Chief
Ezekiel Konah	Secretary
Hannah Joe	School Club - Environment Club
Hon. James N. Taedue	Commissioner
James G. Wee	P.T.A. member
James Zodyu	Principal
Jametta Zordyo	School Club - Kickball
Joe Mulbah	School Club - Debate Club
Jonathan Kona	Student Leader
Jones Guah	Teacher
Junior Thompson	Community member
Larwin Joe	Elder/Pastor

Moses Harmon	Clan Chief
Nathaniel Joe	Teacher
Nelly Gormeh	Member
Norah Sando	P.T.A. member
P. Lexington Humphrey	Registrar
Photo Monhwedey	Mid-wife
Rachel Peebody	School Club - Health Club
Richard Paul	Teacher
Robert King	UTC
Ruth Joe	P.T.A. member
Sarah James	P.T.A. member
Thomathy Gbogar	School Club - Volley ball
Victoria Wee	School Club - Peace Club

BEHNEEWEIN:

Aaron Garmondeh	Town Chief
Abraham Koduo	School Club - Debate
Alex David	School Club - Football
Alex Karbeor	School Club - Volley Ball
Andrew Wheagar	Youth
Anthony Spendlove	School Club - Peace Club
Anthony Tarr	Principal
Augustine Zeon	Town chief Eye to Eye
Chenoweth Zopon	Teacher
Elizabeth Gueh	Member – P.T.A.
Ellen Emery	Member – P.T.A.
Garmondyu Peabody	School Club - Press Club
Garwulu Chapia	Elder Chief
George Tarr	Parent
Giftee Joe	School Club - Health Club
Henry Dickson	Student Leader
Isaac King	Project Coordinator
Isaac Rodtle	Chairman – P.T.A
James Paygar	Elder
John Gueh	Advisor
John T. Lynch	Session Clark
Josephine Gbogar	School Club - Kickball
Larry Maye	Teacher
Lorenzo Neogar	Youth President
Mammie Koduo	School Dietician
Mary David	Parent
Moses Johnson	Project Committee - project advisor
Nancy Kai	Member – P.T.A.
Olive Loyee	Teacher
Opa Koduo	Town Chief
Solomon Zangar	Vice Principal
Timothy Kaidyu	Parent
Timothy Oscar	School Club - Environment

BARMELLEN KOLLIE TOWN (BKT):

Aaron Binda	Elder
Agnes Tanba	Sec., DEO Office
Alphanso Sackie	School Club - Peace Club
Ambrose Nagbe	Assistant Commissioner
Apu Sayen	Acting Registrar

Borbor Cooper	Parent
Daddy K. Willie	Youth Chairman
Duankay Dorkeh	Const. Supervisor
Edwin Sherman	Teacher
Elijah Flomo	Treasurer/Town Chief
Emmanuel Johnson	School Club - Debate
Evelyn Bondo	School Club - Kickball
Fatu Simmon	Community Member
Hawah Johnson	School Club - Health Club
John Moore	Project Coordinator
Joseph Gwequaley	School Club - Press Club
Kelly Ross	Vice Principal
Mamie Kollie	Community Member
Mamodu Siryou	Elder
Manjah Dakana	Member/Parent
Marie Cooper	Assistant Chairlady
Marlon Mannie	Volunteered Teacher
Martha Gwequeley	Co-chair P.T.A.
Martha Sackie	Member
Nathaniel Joe	Teacher
Nathaniel Williams	Member
S. Monroe Kolbie	Chairman – P.T.A.
Sandra Gibson	Student Leader
Sane Gibson	Spoke person
Solomon Barry	School Club - Football
Tamba Kamara	Teacher
Theresa Parker	School Club - Girl Club
Titus Kollie	School Club - Volley Ball
Watta Sengbeh	Mid-wife
Williameda Binda	Financial Secretary – P.T.A.

GARKPEH TOWN

Abenego Gbar	Principal
Abraham Z. Kai	Former Paramount Chief
AlphansoSackie	School Club - Peace Club
Amos T. Glabo	Principal & Senior Administrator
Andrew Wee	General Town Chief-Kaifia
Annie Gbar	Parent
D. Edward Johnson	Eminent Citizen
Emmanuel Johnson	School Club - Debate
Emmanuel Nimely	Parent
Esther Payee	Citizen
Evelyn Bondo	School Club - Kickball
Friday Weah	Assistant Town Chief, Doe Town
Gabriel Roberts	Project Secretary
George Artel	Town Chief
Gerbeh Gbar	Parent
Gray Tarr	Elder
Hawah Johnson	School Club - Health Club
Helena Kai	Parent
Henry T. Yogo	Elder
Irene Attey	Citizen
Joseph Gwequaley	School Club - Press Club
Mammie Kai	Chairlady – woman Whig G
Mardeh Johnson	Teacher

Martha Mahndeh	Treasurer, P.T.A.
Mary Myudeh	Citizen
Massa Arteh	Parent
Matthew V. K Gbayogar	Commissioner
Mingle Diggs	Parent
Morris Glabor	Elder
Morris W. Edwards	Assistant Coordinator
Moses Miller	Vice Chairman – P.T.A.
Nancy Pitman	Treasurer
Nyonnonkonbo Garkpeh	Parent
Paye Tarr	Elder
Samuel A. Gaye	Clan Chief -Kaifia
Sandra Gibson	Student Leader
Saturday Gologo	Town Chief
Solomon Barry	School Club - Football
Stanley V. Harris	Citizen
Sundayway Sowah	Elder
Theresa Parker	School Club - Girl Club
Titus Kollie	School Club - Volley Ball
Victoria Gbatu	Citizen
William Gbah	Paramount Chief
William Gboyah	Elder
Zoomah Gbah	Parent

PARTICIPANTS AT EVALUATION VALIDATION WORKSHOP

Agnes S. Tamba	Secretary
Clarence O. Reeves	District Educational Officer
David F. Green	County Educational Officer
Edwin G. Kwakpae	County Educational Officer
G. Roosevelt Goah, Sr.	District Supt
Helen Roberts-Evan	DOGE/UMC
Isaac C. Padmore	General Secretary/UMC
Joseph Z. Kolubah	Administrative Assistant
Keath Morris	Daily Observer
Micheal Nimely	District Educational Officer
Moses K. Garseawa	LBS
Philip F. Mulbah	District Educational Officer
Rev. K. Paul Gartor	District Supt
Rosima L. Cole	District Educational Officer
Sampson Cephas	Adm/ Assist
T. Dan Jah Bestmen	County Educational Officer
Vivian Kpetay	Adm/Assist.
Zobon S. Tomah	MOE Representative

Annex C: Documents Consulted

- Project Document and revised goals
- Annual Plans and Budgets (2011, 2012, 2013, 2014)
- Annual Reports and Financial Reports (2011, 2012)
- Applications Local Projects
- MOU Local Projects
- Financial Manual for DCS
- Evaluation of CODEVRO 2011
- Document on Partnership in Development

Annex D: Evaluation instruments

TEAM ONE

ASSESSMENT OF FUNCTIONALITY OF SCHOOLS

QUESTIONNAIRE - COMPLETED SCHOOLS (2 SETS)

- Introduction of interviewers
- Introduction interviewees
- Statement of appreciation for time
- Purpose of the evaluation

To Principals and teachers

- What is about the school that makes you happy?
- What were some of the challenges that were experienced in implementing the project?
- How did you and other stakeholders overcome these challenges for the success of the project? (If the challenges are still there what will you do make sure that the challenges are removed?) Who else can you talk to?
- How do you keep fees in the absence of banks in the community-risk?
- (How will you reduced the risk)
- Do teachers talk about the HIV/AIDS pandemic to the students, PTSA/School Board? If yes, what are some of the messages?
- What is the status of the school land with respect to documentation of ownership?
- What is your hope for the project in the future?
- What will you do to realize this hope?
- Statement of gratitude and summary of confirmation of findings with respondents

To MOE Rep:

- How was the MOE involved with implementation of this project?
- What suggestions do you have about sustaining this school when the project phases out?

To Contractors & Engineers:

- How long did it take to build the school?
- What make you proud about being a part of the implementation of the project?
- What were the challenges in the construction of the school?
- How did you overcome these challenges?
- What suggestion do you have for maintenance of the project in the future?

QUESTIONNAIRE - NON-COMPLETED SCHOOLS (5 SETS)

- Introduction of interviewers
- Introduction interviewees
- Statement of appreciation for time
- Purpose of the evaluation

To Principals and teachers:

- How do you feel about the construction of a new school in the community?
- What is about the school that specifically makes you happy?
- What role will you play in the construction of the new school?

- What do you foresee as challenges that may impede the construction of the school?
- How will you overcome these challenges
- How do you keep the fees you collect in the absence of banks in the community?
- Do teacher talk about HIV/AIDS to students? If yes what are they talking about?

To MOE Rep:

- What role do you see the MOE playing in the construction of the school in this community?
- What do you foresee as challenges in constructing the school?
- How will you or the MOE assist the community in overcoming these challenges so that the project is successfully implemented?
- What suggestions are there for sustaining the school in the future when the project phases out?

To Contractors & Engineers:

- How long will it take to build the school?
- What do you foresee as challenges in the construction of the school?
- How will you overcome these challenges?
- What suggestion do you have for maintenance of the project in the future?

TEAM ONE OBSERVATION CHECKLIST

List	Available	Not available	If available, comments or remarks on conditions or adequacy, etc.
Condition of school physical environment			
Availability of recreational facility			
Latrines			
Well-pump			
Classroom furniture			
Office furniture			
Blackboards			
Teachers quarter			
Teacher's desk and chair			
Condition of building			
Teacher attendance record			
Evidences of faculty & staff meetings-minutes			
Teachers roll books			
Number of female students			2011/2012 _____ 2012/2013 _____ 2013/2014 _____
Number of male students			2011/2012 _____ 2012/2013 _____ 2013/2014 _____
Number of trained			2011/2012 _____

teachers			2012/2013 _____ 2013/2014 _____
Number of untrained teachers			
Number of volunteer teachers			
Number of female teachers			2011/2012 _____ 2012/2013 _____ 2013/2014 _____
Facility for the physically disadvantaged			
Quality of construction materials			
Library			
Science labs.			
Incinerator/garbage dump site			

TEAM TWO: ASSESSMENT OF EXTRACURRICULAR ACTIVITIES

- Health Club Head
- Peace Club
- Girl Club
- Environment Club
- Press Club
- Student Leader
- Football Team
- Kickball Team
- Physically Challenged Rep.

Evaluation Questions/Guide

1. What makes you proud or happy to be in school?
2. Who do you want to become in the future?
3. How are your parents helping with your school?
4. What do you do for your community and your school as a student?(helping to keep your school in good condition)
5. Have you had the opportunity for training in the different clubs? (How is the training knowledge being shared to the student body in order to keep the program functional when you and DCS/CIEP pull out or leave? (Hiv and aids, environment, conflict resolution, leadership)
6. What change/changes your involvement in the club's activities has had on your life and the lives of the people within the community?
7. What is the importance of these clubs in your school? (Has it encouraged others to come to school? (boys, Girls and even disable children? Religion, tribes)
8. Have you come across any difficulties in your work with the clubs? (How did you solve these difficulties? Or how do you plan to solve these difficulties)

9. What are the involvement of the disables, and HIV/AIDS students in the clubs? (Are they normally laughed at by their friends? What measures can you put in place to encourage disable students remain in school?)
10. What will you do for the survivor of these clubs after leave two years from now?
11. What is the Gender Equality, Religious tolerance and tribal differences in community?

OBSERVATION GUIDE:

	Adequate	Rather Adequate	Not Adequate	Remarks/ Comments
Students showing ownership for the clubs(pride of being part of the clubs/organization)				
The Role of the adults in the extracurricular activities				
Do you see enthusiasm in the faces of students for the presence of school in the community				
What is the level of involvement of students in the upkeep of their school				
Level of training provided for club members and leaders by DCS				
involvement of students with disability and other communicable diseases school activities				
Ratio of boys to girls in the clubs (gender equality)				
Access to health/possible testing for potential sicknesses (HIV/AIDS)				
Future sustainability of the clubs and school project				

TEAM THREE: THE DEGREE OF LOCAL OWNERSHIP

Interview guide:

1. Can you mention training that you attend from DCS and how have you used the knowledge you have gained.
2. What makes you proud of your role in relation to the project in your community? (how did you mobilize your communities, how did you advocate with local government authorities in the interest of the project-(CEO, DEOs,

Local Authorities, companies) increase unity/level of conflict, increase cooperation, men and women working together well, is there good cooperation now between you and the local authorities, are disabled people involved with the community activities? Environment? HIV/AIDS? (Remember RISK ANGLES)

3. Have you come across any problem in your role as project committee? What have you don't about the problems and what can you do to overcome the problems? (Conflict sensitivity?)
4. Tell us about your agriculture experience?
5. In the next five years, what do you plan to achieve with the agriculture program in your community? What do you think can stop us from getting there?
6. Can you say whether it is easy or difficult for a woman to engage in a community program?
7. How can we help women to be more involved in community activities and decision making and make this possible?
8. What is the hope that you have for the future of this project? What do you think can stop us from making this possible?

PROJECT IMPLEMENTATION AND FUNCTIONING OF PROJECT COMMITTEE:

Observation guide:

Project Committee members are aware of their role	yes	no	evidence	comment	
Project Committee conduct regular meeting	yes	no	evidence	comment	
Project committee make financial report to community	yes	no	evidence	comment	
Project committee make progress report to Community	yes	no	evidence	comment	
Project Committee makes progress report to DCS	yes	no	evidence	comment	
Project Committee makes Financial report to DCS	yes	no	evidence	comment	
Project Committee supervise Project activities	yes	no	evidence	comment	
Project Committee makes report of supervision to DCS	yes	no	evidence	comment	
Project Committee encounters problem on project site	yes	no	evidence	comment	
Project Committee solves problem	yes	no	evidence	comment	
Besides reporting, PC communicate with DCS	yes	no	evidence	comment	
What mode of communication is used	verbal	phone	written	comment	
Feedback from DCS on project committee activities	helpful	discouraging	neither	other	comment

DCS responds to communication is	timely	late	never	comment	
DCS responds to communication	meets expectations		didn't meet exp	comment	
DCS visits project site	weekly	monthly	quarterly	comment	
PC involves women in meetings	regularly	sometimes	when necessary	never	comment
Women allowed to participate in meetings	regularly	sometimes	when necessary	never	comment
PC is aware and tolerant of issues of religion and tribe	yes	no	comment		
PC received funds from DCS	yes	no	comment		
Funds are kept by	secretary	coordinator	Ass. Coordinator	treasurer	
Funds are kept in	homes	other places	comment		
Community benefitted from DCS financial training	yes	no	evidence	comment	
PC is well equipped to deal with project financial activities	yes	no	comment		
Community has made contribution to project	yes	no	comment		
Local Contributions	rocks	sand	forest	labor	land

TEAM 4- ASSESSMENT OF PTSA AND AGRICULTURAL COMPONENT

INTERVIEW GUIDE:

1. What have been the changes that you experienced since the coming of CIEP in this community?
2. How does the change promote unity within the community?
3. What have you done in your agricultural project upto now?
4. What do you hope the agricultural project will look like in five years from now?
5. What will be the contribution of the agricultural project to the school? (Can you think of other ways of raising funds to up keep of the school? Encourage them to think creatively!)
6. What is the role of the P TA in the school?
7. How does the community recruit equal men and women for the PTA? And for the agricultural activity?
8. What change has the community experienced from the training of the PTA and the agricultural program.
9. 9.What is the support of the community to the school?
10. 10.What is the relationship between people of different tribes and religion within the PTA and the agricultural program? Do people with physical disabilities have equal access to participate in the PTSA and the agricultural activity?
11. 11.Have you experienced any difficulties in mobilizing the community to take part in the PTA and agricultural program? (How have you solved these difficulties – or how can you solve these difficulties)

12. Have the community had any other problems during the implementation of the project so far? (How did you solve these problems – or how will you solve them)
13. What is the dream the community has about the future of the school? How will you make that dream come through?

OBSERVATION GUIDE:

ISSUES OF OBSERVATION	REGULAR	ILLREGULAR	REMARKS
Function			
Meeting			
Project involvement			
Conflict resolution			
Relationship with local and elected authorities			
Agriculture Project:			
	STARTED	IN PROGRESS	REMARKS
Identification of land			
Clearing			
Type of crops			
Number of acres			
Amount of crops planted			
Kind of tools			
Involvement of community			

PTA

1. Tribal/ religious membership of the PTA
2. Do you include physically challenged in the PTA?
3. What is the membership of the PTA?
4. What is the membership of female in the PTA?
5. What is the membership of male in the PTA?
6. Distance of PTA member from the school?

AGRICULTURE

1. Participation of community members in the agriculture project
2. Number of male and female in agriculture project
3. Involvement of physically challenged in the agriculture project
4. Involvement of the local authority

EXTERNAL EVALUATORS: ASSESSMENT OF DCS

Interview guide

- Evaluate the project implementation (of all parties: DCS and project committees. Who does what, communication, what can be done to make project implementation even better)
 - The capacity of DSC in relation to the size of the program
 - (Assess how the financial management is working in the different project sites)
- DCS came into being five years ago. What have you achieved so far?

- Tell us about your community-partnership-model? What are your challenges in fully implementing this model?
- How does CIEP motivate communities to participate? Any Best practices? Is it realistic to demand such a high level of local commitment/participation?
- How does DCS relate to communities to show they are equal partners and not traditional benefactors/donors? How does this work when the rest of the Methodist church has the legacy of being a benefactor?
- Sustainability: Community leaders/project leader – are they elected/selected for life, or regularly and how is commitment/capacity/competence ensured to stay if individuals leave? Multiplication? Formality / Durability of structure?
- What is the sharing of responsibilities between CIEP and MOE, what is the phase-out strategy, what should be the responsibilities of whom after phase-out? Is the established timeframe realistic?
- Who is responsible for the maintenance of the physical infrastructure?
- Does the project collaborate with Environmental Protection Agency, and how does this work?
- Training manuals – do you have them? Are they implemented?
- Strategies/policies? Are they followed?
- MA's partnership?
- Internal structure – job-division, decision-making structures, budgetary control, communication/ analysis/procedures around decision-making and problem-solving
- Does all staff have job descriptions? Are these followed?
- Does DCS use the gender-indicators that are given in the Annual report/proposal 2013/2014? (Special motivation package, development of role models etc)
- How much time does the project demand from the staff? How much for the volunteers?
- The high share of input demanded from the communities; is this only for ownership or to save money?
- Monitoring: What system exists? Do they share roles for the sake of efficiency? Do they change the goals and the outcome indicators every year, or do they have one large program-file?
- Why do they want to go to one more district? Why don't they consolidate instead of spreading?

Finance:

- Do they follow the internal manual? Is everything practical and easy to do?
- Procurement rules?
- Is it efficient with so many levels and bank accounts?
- Why three copies of each voucher?
- Logbook for vehicle – control over fuel-use?
- Budgeting – has the budgeting become more realistic re fuel/maintenance of cars/visiting costs/training costs etc?

Annex E: Evaluation of the evaluation

Written anonymous answers from participants on an evaluation form:

1) Did the planning workshop meet the needs for preparations?

- Yes it did, the emphasis on the role play session was necessary
- The planning session or workshop was very educative and the preparation was good
- Yes
- There was need for some flexibility in the schedule although team members managed to cope with stress at the end of the very long days.
- The planning workshop did meet my preparations. The fact that I was able to develop my own questionnaire which served as interview guide and the observations guides prepared me for the task.
- This planning workshop the needs for me to properly prepare to for me to work hard for my community for a great change.
- Yes
- Yes, the planning workshop met the needs for preparations
- The time for the planning workshop to prepare was not enough. The two days in Buchanan were not enough.
- Yes
- Suddenly it meets the need for preparations
- It should have been one more day

2) Were the logistical arrangements adequate?

- No. There is a need for space when negotiating such difficult terrains. It might be good to consider more cars, flash lights and specially marked jackets or t-shirts.
- Yes, the logistical arrangement was OK.
- Initially it was, but not later on.
- With the size of the team and the rough terrain, a third vehicle was necessary.
- The logistical arrangements was too adequate because some of us were cluster in one vehicle which was not convenient for us.
- Logistical arrangements was adequate.
- Yes
- The logistical arrangements adequate
- It was not adequate most of the time there was not enough drinking water
- Yes
- Logistical arrangements were adequately good

3) Were you given the opportunity to fully participate with your views and your knowledge?

- Yes. This was useful and positive.
- Yes. The process gave me the opportunity to fully express my views and knowledge.
- Yes, I participated fully with my views.
- Yes, every member of the team respected the views of others and was given the opportunity to share the views and opinion.
- Yes
- I was opportune to fully participate from day one until the finishing time

- During the long day processes I was given an opportunity (great) to fully participate with views and knowledge.
- DCS make me to have an opportunity, it make me to see an other areas of my country
- Yes, the opportunity was given to fully participate and share our views.
- Yes, I contributed a lot.
- Yes, I am actually grateful to the UMC/DCS for the opportunity afforded to be part of this evaluation process. I was given the opportunity to fully participate with my views and knowledge.

4) Are you confident with the results of the evaluation?

- Very confident. I feel like we have honestly graded ourselves.
- I am very confident with the outcome.
- I am confident with the results of the evaluation because it revealed some unknown situations.
- The team did a great job. I am confident that results will be of immense benefit to CIEP/DCS in their community works.
- I am not confident with the result because at some point in time, community people were not just telling the truth but I could not defend because I was an interviewer which put me in a difficult position.
- Yes, I am confident with the results of the evaluation.
- Yes, I am confident with the results of the evaluation because what all we said in the conclusions and findings, lesson learned and recommendations were understood and were taken into consideration by all the participants.
- Yes
- I am too confident with the result.
- Yes
- Positively confident of the result of the evaluation and that the findings and recommendations will be fulfilled.

5) Do you believe the recommendations we have made will be followed up?

- Well. This is hard to measure based on experience. One effective way to follow through with this is for the partners to establish close follow up mechanisms on all recommendations and look for indicators in annual reports.
- Yes, the recommendations will be followed up by the responsible partners.
- I expect that they will be followed up because they can be used as instrument to deal with prevailing situations in the school system in Liberia.
- I have a mixed feeling from the government of Liberia. Budgetary constraints is a challenge to the MOE even if there is good will. I hope I will be wrong.
- I believe that if not all, but most of our recommendations will be followed up, because our progress as a department or communities depends on these recommendations.
- I believe through the implementation of DCS all recommendations made will be followed up.
- I think the recommendations made by us will be followed up if no positive responses as soon as possible.
- Yes, if the government of Liberia agrees to it.

- I do not believe that these recommendations will be followed because Liberians are good in planning but don't implement what is planned.
- Yes. It depends on the collective efforts of DCS and other stakeholders.
- I have the strong conviction that the recommendations we have made will be followed up.

6) Were your expectations of the process met?

- Well. This was beyond expectations. I learnt ore and gained more than expected.
- Yes
- Yes, it was even met beyond expectation in that there were recommendations that I believe will reach to Ministry of Education which will claim their attention.
- My expectations were fully met. The process was educative and characterized by new experiences.
- My expectations were met because I was able to hear from the beneficiaries themselves on the way in which they see things and how they feel about those things.
- My expectations of the process met to some extent that stakeholder and other local authorities and official of the UMC were all present and contributed to the process.
- Expectations of the process met by the DEO
- Yes, my expectations were met.
- Yes
- My expectations of the process were not fully met.

7) Would you participate in a participatory evaluation process again?

- Yes. Will be more prepared and equipped mentally.
- Yes, because I learnt a lot of lessons
- If I am called upon and the need arises I will be willing to participate.
- Yes, if given the opportunity.
- Yes, because this process allows you to see beyond yourself and brings up your strengths and weaknesses. And also afford you the opportunity to know the kind of people you are dealing with.
- Well, event God agreed I shall participate in a participatory evaluation process again.
- I am did
- Yes
- If the opportunity is given to me again, I will participate.
- Yes, if I am selected by committee/group.
- Yes, if I am called upon for any participatory evaluation I will be willing to be a part.

8) Any other comments?

- Thank you. You did a great job not just for DCS and UMC but for Liberia. You have helped us establish a mirror that now shows who we really are and what we can become.
- Thanks to Mission Alliance for this way of evaluating and look forward for another opportunity in the future.
- I hope that the people of Norway don't get tired of being supportive in the human resource development in Liberia. I am grateful to God for their existence, may God richly bless Norway.

- I hope DCS/CIEP will consider those recommendations that are intended to improve their work.
- I appreciate your style of work and hope you will keep up. Thanks again for everything.
- DCS is asked to please begin with the implementation of other project effective next year (2014)
- The only comment I like to make here is that each local project committee should have persons: such as project coordinator, secretary and treasurer.
- We were not told what was going to be our per-diem or compensations would be even up to the end of the exercise we don't know. So next time let them tell us what will we get at the end of the entire exercise.
- I am highly impressed about the evaluation process. It was participatory. The only thing I want to know is whether the local evaluators will be paid? Any time for such a program, the wages of the local evaluators should be known to them, to clear their doubts.
- My thanks and appreciation goes to the UMC/CDS again for the opportunity given to me to acquire new knowledge. But I think in the future there should be a time for rest where evaluators will have the chance to have adequate time to rest in stead of working tirelessly.
- There should have been some time between the planning workshop and the field trip, and another break between the field trip and the final analysis and validation in order for people to go home. Then maybe more women could have been part of the team.

Annex F: Signed MOU with Ministry of Education

REPUBLIC OF LIBERIA}
MONTSERRADO COUNTY}

MOMORANDUM OF UNSTANDING

THIS MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING MADE AND ENTERED INTO THIS _____ day of _____ A.D. 2013, by and between THE MINISTRY OF EDUCATION, (hereinafter referred to as “MOE”, REPRESENTED by its Minister, Hon. Etmonia D. Tarpeh , and the DEPARTMENT OF COMMUNITY SERVICES, LIBERIA ANNUAL CONFERENCE, THE UNITED METHODIST CHURCH, (hereinafter referred to as “DCS”), represented by its Director, Jonathan L. Kaipay, (hereinafter collectively referred to as the “parties”) ; hereby,

WITNESSETH:

WHEREAS, MOE IS the agency of the Government of the Republic of Liberia with oversight responsibility over all areas of education for the citizens and residents of the Republic of Liberia and in this regards is clothed with the authority to establish a nation-wide educational system, set policies and ensure delivery of the eradication of illiteracy among Liberians;

WHEREAS, DCS is the agency of the Liberia Annual Conference, The United Methodist Church (LAC/UMC) with oversight responsibility to implement a Mission Alliance Grant of 2.2 million United States Dollars, with considerable support from the Government of Norway (the “project”). Aimed at providing a comprehensive education package for communities within Liberia, where there are no elementary and/or secondary schools, thus aiding MOE in carrying out and accomplishing its responsibilities;

WHEREAS, The project result of an exhaustive preparatory and consult process involving relevant stakeholders at the international, local, denominational civil society and governmental levels, and is designed to accommodate all stakeholders in its quest to aid in the provision of quality education to Liberian children;

WHEREAS, the project is divided into phases of five years and for the first five years, the project will be implemented in three counties, Margibi, Grand Bassa and Rivercess;

WHEREAS, the parties have agreed to collaborate to ensure the effective and successful implementation of the project for the benefit of the children and people of Liberia; and, WHEREAS, the parties, after series of discussions, have understanding, as hereinafter provided.

NOW, THEREFORE, for and in consideration of the mutual promises, covenants and agreements herein contained, the parties hereto do hereby agree as follows:

1. That the parties shall collaborate, coordinate and jointly act to implement, undertake, carry-out, and facilitate the project.

2. That the first five years of the implementation of the project, the duties and responsibilities of the parties shall be as follows:

I. DCS DUTIES AND RESPONSIBILITIES:

a). The construction of a total of sixteen (16) schools, including elementary and junior high schools, in

sixteen (16) communities without schools, situated within the three (3) counties referred to above. Determination of the category of schools to be constructed within each of the 16 communities shall be jointly agreed to by the parties;

b). The construction of a total of sixteen (16) teachers' quarters for the 16 schools to be constructed;

c). The construction of playgrounds for students at each of 16 schools to be constructed;

d). The training of parents/guardians and other adult members of the 16 communities to provide effective supervision and monitoring of the schools as members of the Parent Teachers Association (PTA) and school boards;

e). The development of agricultural programs for all 16 schools to aid in support of the feeding needs of the students and staff and promote self-sustainability for the school;

f). The training of students in extra curricula activities and the establishment of school's clubs and organizations in each of the 16 schools, geared towards fostering, instilling and building leadership, scholarship, citizenship, character and services;

g). The provision of furniture for all 16 schools in the 16 communities;

h). The collaboration with other educational related organizations and institutions for additional support to the 16 schools in the areas of libraries, laboratories, sports and computer education.

II. MOE DUTIES AND RESPONSIBILITIES:

- a). The provision of administrative support for selected schools (among the 16 schools) during the first five year period;
- b). The provision of salaries, allowances and benefits for all teachers to be assigned to the 16 schools’
- c). The provision of logistical support during the schools’ operation including books for the students and instructional materials for the teachers;
- d). The training of all teachers that will be hired/employed at the 16 schools; and,
- e). The assumption of full and total responsibility of the 16 schools at the end of the five (5) years period.

III. The term of this MOU shall be for a period of five (5) years, commencing from retroactively from January 3, and terminating on January 2, 2016, subject, however, to prior termination as provided in this MOU. The parties may agree to renew this MOU for an additional term.

IV. Not

Withstanding clause 3 above, the parties agree that the terms and conditions of this MOU shall be reviewed upon the request of either party, for the purpose of considering such changes, clarifications or modifications to this MOU as either party hereto deems appropriate.

V. It is mutually agreed, accepted and understood that MOE has no privity of contract with Mission Alliance relative to the Project. Hence, all inquiries, contacts communications by MOE to Mission Alliance in respect of the Project shall be channeled through DCS.

VI. All notices, requests and other communications shall be duly given if personally delivered, addressed to the parties as follows:

- a). MOE: The Minister of Education
Ministry of Education
Broad Street
Monrovia, LIBERIA
ATTENTION: HON. ETMONIA D. TARPEH

- b). DCS: The Director
Department of Community Services
Liberia Annual Conference
The United Methodist Church
United Methodist Compound
Tubman Boulevard
Monrovia, LIBERIA
ATTENTION: MR. JONATHAN L. KAIPAY

7. THIS MOU may be terminated as follows:

- a. At the end of the five (5) year term;
- b. By mutual agreement of the parties;
- c. At the option of either party in the event of violation of any of the terms and conditions of this MOU; such action shall be done in writing stating the reason for termination and giving ninety (90) days notice for the termination to take effect;
- d. Acts of corruption by any party that undermines the implementation of the project; and,
- e. Undue political influence by the Government of Liberia or any of its agencies or employees or undue influences or interference from the United Methodist Church or local leaders that interferes with the involvement of the communities in the implementation of the project.

8. Where either party fails or omits to fulfill or otherwise perform an obligation or delays the fulfillment or performance thereof because of force majeure, such failure, omission, or delay shall not be treated as a breach or a default, provided it is proved to be the necessary consequence of such force majeure. Force majeure is defined as any event beyond the reasonable control of a party such as, but not limited to war, insurrection, civil commotion, military operations of any nature, blockade, governmental restrictions, strike, storm, tidal wave, flood, epidemic, explosion, fire, lighting, earthquake, and other acts of God.

The party unable to carry out its contractual obligations due to force majeure shall immediately advise the other party of the commencement and termination of the circumstances preventing its performance under this MOU.

9. Additionally, neither party shall be liable for the termination of the project as a result of a halt in donor funding to the project,

without any fault of either party. In the event of a halt to donor funding, CIEP shall immediately inform the MOE.

10. The parties shall, at all times, diligently, faithfully, industriously, and to the best of their ability, experience, and expertise, perform all the duties that may be required of and from them pursuant to the express and implicit terms hereof.
11. This MOU contains all of the terms and conditions agreed upon by the parties hereto with reference to the subject matter hereof. No other agreements, oral or otherwise, shall be deemed to exist or to bind any of the parties hereto, and all prior agreements and understandings are superseded hereby. No officer or employee or agent of either party has any authority to make any representation or promise not contained in this MOU, and both parties acknowledge that they have executed