MIDTERM EVALUATION REPORT

Building Resilience in Liberia with safer school

PLAN INTERNATIONAL

July 2018

Acknowledgement

CDPI is grateful to Almighty God for his continues guidance and directions for good health. We would like to express my deepest appreciation to all those who provided us the possibility to complete this report. A special gratitude goes to Plan International Liberia's NORAD Project Team for their openness to work with us to provide information as requested. We are specifically grateful to the MER Team for their guidance and technical supports throughout the process. We won't have reached this far without their supports and guidance.

Finally, to our team of data collectors, the beneficiaries of NORAD Project and all those who puts time and efforts.

List of Abbreviations and Acronyms

CMT	Country Management Team
CO	Country Office
CSO	Civil Society Organizations
CY	Calendar Year
DIP	Detail Implementation Plan
DRR	Disaster Risk Reductions
EVD	Ebola Virus Disease
FAD	Funding Agreement Document
M&E	Monitoring and Evaluation
MER	Monitoring, Evaluation and Research
NO	National Office
NORAD	Norwegian Agency for Development Cooperation
NNO	Norway National Office
PTA	Parents Teachers Associations
PU	Program Unit
SMC	School Management Committee
WARO	West and Central Africa Regional Office
WASH	Water Sanitation and Hygiene

List of Tables, Figures and Annexes

Tables and Figures

Annexes

Contents

Executive Summary

The grant agreement to implement 'Building Resilience with Safer Schools in Liberia' was signed since June 2016 with the goal of ensuring that students/children have uninterrupted access to quality education in safe and conducive learning environment that protect their rights and dignity. The project is been implemented in 3 counties (Bomi, Lofa and Nimba) in Liberia and 30 local communities.

The purpose of the evaluation is to increase learning on the project and to identify strengths and weaknesses of the project. This is meant to guide the project towards improvement during current implementation period and future planning[1]. To this light the evaluation findings are based on key evaluation findings as outlined in the ToR.

How NORAD Project fit within Plan International Liberia's Strategy: Following the unprecedented outbreak of Ebola Virus in Liberia, Plan International Liberia developed a 2-year Ebola Recovery Strategy to replace the Country Strategy with the aimed of strengthening the National Health Systems and community resilience to response to shock. The 2-Year ERS document came to an end on the 30th of June 2016. This was extended up to June 2017 with NORAD Project been referenced. Activities implemented under the project also respond to some indicators in the ERS document.

Monitoring routine, data collection/documentation routine, learning routine: The routine monitoring system are centrally implemented by Plan International Liberia NORAD's team. The evaluation team confirmed key monitoring activities been implemented by the Education Officers and the M&E Officer within the project. Stakeholders including vulnerable populations, women, girls, and children with special disability are less involved with the project's monitoring system. However, it was confirmed that they are consistently involved in the implementation of activities. In some locations, staffs from the government line ministries partnered with project's staff on joint monitoring visits. The current routine needs to change to improve data collection and sharing with the involvement of all beneficiaries.

---

[1] Term of Reference- Midterm Evaluation

Field Project Staff understanding of the project: The evaluation team found that project field staffs seem to have improved knowledge the project design and scope. Specifically, field staff were asked about specific aspects of the project. This include, their knowledge on the budget, key activities, and the result framework. Each project staff provided relevant explanations as regard to the questions.. The team were able to demonstrate their understanding by explaining the project's goal, objectives, the beneficiaries and the involvements of the communities in the project implementations. Each persons also provided vivid explanations of the project budgets. They also pointed out some activities not been fully costed and how the project team have made revisions to ensure that some activities are realistically costed.

Routine anti-corruption in the project at Plan International Liberia: Plan International Liberia has strong stands against corruptions, bribery, harassment and bullying. There are key policy documents that each project staff sign prior to joining Plan International Liberia. This also apply to consultants, partners and other service contractors. These key documents include:

- o Global Policy on Safeguarding Children and Young People
- o Harassment, Bullying and Discrimination Policy
- o Anti-Fraud, Anti-Bribery and Corruption Policy
- o Grievance Policy
- o Disciplinary Policy
- o Whistleblowing Policy

In addition, the project was also audited twice in 2016 and 2017.

Project's Fund utilization: The evaluation team reviewed documentations relating to fund utilizations for CY17. It was confirmed that the fund allotted for the CY17 was grossly over utilized. Several budget lines were completely overspent, these overspending mainly affects administrative cost. On the overall, the budget was overspent by 33%. Number of reasons were documented including, creeping inflations, poor costing etc.

Progress towards outcomes: The project has 3 thematic focus. This include Education, Child protection and Safer School. Each thematic areas has at least one outcome with several indicators. Data was collected against the indicators to review the pave of

progress made against the outcome. Though it was explicitly challenging to compare to the baseline data since not all indicators had figure for baseline. These school data were analyse to respond to the indicators.

Education thematic area and outcome: The enrolments continue to fluctuate across the schools. The current academic year 2017/2018 was 7,326 while 2016/2017 and 2015/2016 were 7,948 and 7,621 respectively. The enrolment figures for boys slightly overweighed the girls. 52% and 48% for boys and girls respectively. The number of students with special disability is 23, which is less than 1% of the current enrolment.

The performance of students were also analysed, a total of 6,168 pass their final exam. This accounts for 84% pass rate. Boys slightly performed better than the girls, the pass rate for boys was 51% and girls was 49%. A total of 5,793 students were promoted to the next class. Of this number, 51% were boys while 49% were girls.

Enrolment have been 75%, 72% respectively for boys and girls while disability enrolment is 38% and number of education awareness in communities completed at 93%. Infrastructures were improved at 4 schools (HQ Taylor Pubic School, Behplay Public School, Weajor Public School and Gbeinvonwea Public School.

On the overall, the project made significant progress towards its outcomes under education thematic area.

Child protection thematic area and outcome: two outcomes were selected for this thematic area and three indicators for the two outcomes. Progress towards two of the indicators stay very low while 1 have been met. Public knowledge on child protection is 21%, government duty bearers' knowledge is 20%. These seems comparing to the investments made in building the capacity of the local authorities.

Safer School thematic area and outcome: it was challenging to measure the level of progress towards this thematic area. Only one of the indicators has baseline figure. However, it was appears that the project also made number of remarkable achievements.

Recommendation: Generally, there are gaps in the stakeholder engagement. This include their involvement in the planning of project from the start. From time to time,

they are never part of decision making but involved in activity implementation. The team view this as serious challenge on sustainability.

1. Background

1.1 Plan International Liberia

As Plan International transitioned from FY17 to FY18; the first year of its new Global Strategy, National, Regional and Country Offices have begun focusing on work that will transform and impact the lives of 100 million girls to lead, learn, decide and thrive which when realized will bring about an incredible change we want to see in the world. The new Global Strategy has key priorities which include:

- Focused programming and evidence-based influencing;
- Local presence, Global reach;
- Values based and mission driven leadership, people and culture and
- Funding model.

Prior to these transitions, Plan International Liberia was guided by its Recovery Strategic Plan (2015-2017) delivering programs in Early Childhood Care and Development, Education, Health, Water & Sanitation, Children's participation in decision making, Gender and Disaster Risk Management in partnership with the communities, Government and civil society in 5 counties (Lofa, Bomi, Nimba, Grand Cape Mount and Gbarpolu) and reach out to all 15 counties with specific programs in Health and Child Protection.

1.2 Overview of the NORAD Funded Project

Plan International Liberia obtained a grant from Norwegian Agency for Development Cooperation (NORAD), to finance a project called, "Building Resilience in Liberia with safer school" in 30 schools in Nimba, Lofa and Bomi Counties of Liberia". This project focuses on school safety systems from the fact that children have a right to basic facilities such as school toilets, safe drinking water, clean surroundings, protection, information of disaster preparedness, response, and information on hygiene. In this way, investment in education is more productive. Such conditions have even greater positive outcome for girls who often stay away from or drop out of schools which do not have better facilities. Recently the project made adjustments to its results framework to align with the Global NORAD Framework to include outcome for children protection and education. The project therefore works

under 3 thematic areas (safe school, child protection and education). Refer to the Result Framework for detail.

2. Purpose of the Evaluation

The main purpose of this midterm evaluation is **learning**. As outlined in the ToR, the project hopes to identify strengths and weaknesses of the projects, in order to guide the project towards improvement during the current implementing period and for planning for future interventions.

3. Scope and scale of the evaluation

The midterm review seeks to provide learning through assessments of the current scope of the project in relations to its goals. The fitness of the project within Plan International Liberia strategy, the current routine data collection and management. The evaluation also review the current expenditure pattern of the project and provide recommendations for improvement. In addition to these, the scope also involved analysis of the stakeholders' participations in the project and the progress made towards targets based on different outcomes and indicators. Which subsequently provide ideas of the efficiency and effectiveness of the project. To this light, the evaluation team interviewed the following stakeholders:

Table1: *Sampling Framework*

#	Stakeholders	Sample Size
1	Students	358
2	School Authority	21
3	PTA	30
4	Civil Societies	5
5	Education duty bearers	15

4. Content of the evaluation

The report is presented in most concise formal arranged in chapters and subchapters. Some details of the report are captured in tables and annexes. These tables and annexes are listed right after table of contents.

The findings of this evaluation are aligned with the term of reference which outline key evaluation questions and expectations from the evaluator. These questions and tasks are gear towards understanding how the project is progressing towards outcomes, the relevance of the project within the development strategy of Plan International Liberia. To this light, the findings specify key evaluation questions and the findings of the evaluation team.

4.1.1 NORAD Project with Plan International Liberia[2]

Since March 2014, Liberia has been hit by an unprecedented Ebola Virus Disease (EVD) outbreak that rapidly spread from Guinea to Sierra Leone, Senegal, Nigeria and Mali to become an epidemic of international humanitarian concern. The EVD was efficiently contained in the last three countries but in Sierra Leone, Guinea and Liberia, the weak health system with poor medical infrastructure including insufficient equipment, very few trained medical staff on infection prevention and control, associated with community denial, significantly contributed to the spread of the disease.

By the 1st of March 2015, the EVD affected more 9,000 in Liberia and killed more than 4,000 persons. It resulted to complete breakdown in the socioeconomic status of the country. In response, to this, Plan International Liberia drafted the Post-Ebola Recovery Strategy for Liberia[3] to cover the period May 2015-June 2017.

This development document outlined five key areas of interventions and include: Child Protection, Livelihood, Education, Health & WASH and Resilience and Disaster Risk Reduction (DRR).

Following the expiration in June 2017, a one year Extended Country Strategy[4] was drafted and approved by WARO for the period July 1st, 2017 to June 30, 2018. In this extended version, there are five programmatic impact areas include: Health, improved water, sanitation & hygiene, Quality Inclusive Education, Right to Protection, Youth and women economic empowerment and sustainable livelihood and Community resilience building and disaster risk reduction.

---

[2] 4.1.1 To what extent does this project fit within Plan International Liberia's own strategies?

[3] Plan's Post-Ebola Recovery Strategy for Liberia May 2015-June 2017

[4] Plan International Liberia Annex document to the extended country strategy

In this strategy document, the NORAD Project is contributing to indicators under three impacts areas and its subsequent outcomes. These include:

Impacts	Outcome
Quality Inclusive Education	Promote inclusive and equitable quality education through influencing approach including education in emergencies
Right to Protection	Children, particularly those who are vulnerable and marginalized are protected from all forms of violence and abuse
Community Resilience Building and Disaster Risk Reduction	Ensure that communities in Plan's target areas establish and strengthen Disaster Risk Management (DRM) mechanisms to effectively respond to future crisis or disasters

In the last Extended Recovery Strategy document, only the NORAD Project could respond to indicators for **Quality Inclusive Education** and **Community Resilience Building and Disaster Risk Reduction.**

The project still remain relevant as the same impact areas and outcomes also contained in the draft Revised Ebola Recovery Strategy recently submitted to the Regional Director for further approval.

Though the evaluation team could not access the evaluation report of the just ended Revised Ebola Strategy to confirm to what extend the NORAD Project has contributed to these outcomes. However, confirmed by the MER Manager that the project was well considered in term of providing data for contributing to the overall achievements of the Liberia's Ebola Recovery Strategy. The project did so by providing quarterly updates and reports which eventually inform the Annual Country Report and Program Review.

4.1.2 Project Routine Monitoring, Data Collection and Learning[5]

Structurally, Plan International Liberia's Country Program has Grant and Program Department. These two departments played vital roles in the overall program delivery system including overall monitoring of the program quality and implementation.

In addition, the NORAD Project has Education Officers based in the three PUs where the project is been implemented. The project covers 100% salary of these staffs. These education officers are the closest to the communities and the direct beneficiaries of the project.

The project also has M&E Officer who carries out some monitoring and evaluation supports to the project and the MER Unit within Plan International Liberia.

Table 2: *Learning and monitoring routine of the project*

	Situation as is	Situation as wishes
Monitoring routine	As it stands, the three Education Officers do most of the field monitoring visits. The field officers follow up implementations at the schools. During field monitoring visits, they onsite mentoring, corrections and coaching to teachers, PTAs/ SMCs. Some of these specific field monitoring activities were reported on the quarterly progress reports. The team also confirmed that that in some instances, the field project team partner with the Ministry of Education to do joint monitoring visit. There were strong evidence	Project M&E Officer should take the leading roles in implementing routine monitoring. He/she should ensure that M&E Officer or Project Planner from the local Ministry of Education is part of the routine monitoring. This would ensure fair assessment of the project rather than the project officer who are responsible for implementation doing the routine monitoring themselves.

---

[5] 4.1.2 Describe the monitoring routine, data collection/documentation routine, learning routine in the project?

	of these joint monitoring visits in Twah River District in Nimba County. In addition, the M&E Officer and the MER team also conduct general field visits. There visits are more general as there visits affect all projects including the NORAD Project.	There must also be forum to discuss findings with the project manager and the District/County Education Officers in the intervention counties.
Data Collection Routine	The M&E Officer is the key responsible person for collecting routine data relating to the project's indicators. The Liberia's NORAD Project like any other projects in Liberia, the MER Team ensures that the project is aligned with WARO MER Minimum Requirements. This including sound logical framework and Detail MER Implementation Plan. In the Detail MER Implementation Plan, the M&E Officer is under obligations to provide routine data relating to the project's indicators. While project officer collect most data relating the project implementation unrelated to the indicators.	Data collection should be the responsibility of the M&E Officer and not Project Officers since they are responsible for project implementation.
Learning routine	On the 27th and 28th of September 2017, the first Project Review	Quarterly project review process involving cross section of all beneficiaries so that everyone is aware

	Meeting[6] was held in Ganta, Nimba County. The Country MER Manager spearheaded the meeting. Amongst many things, they discussed the gap in the project, coordination of project activities, poor costing of the project as key issues for affecting effective project monitoring. The poor structure of the logical framework was discussed. The meeting ended with a brief report on way forward and recommendations for all gaps identified in the project. This include proposition for revising the project logical framework. The Nimba Review Meeting was the first official learning event of the project.	of the level of progress and need for any further adjustments in the targets and indicators. Stakeholders needs to be at the centre stage at all times. Since the first ever review meeting yielded results though missed the feedbacks from other stakeholders including the beneficiaries.

4.1.3 Knowledge on the Project- Project Staff[7]

Traditionally, the project staff are responsible for carrying out activities that are necessary for producing the deliverables of the project as planned. To maximize quality, and produce highest results, their involvements right from the beginning of the project is crucial and relevant. The evaluation team conducted interviews with field project staffs in the three counties.

---

[6] NORAD Project Review Notes: September 27-28, 2017

[7] 4.1.3To what extent do the staff at field level in Plan have good understanding of what the project tries to achieve or are they unclear?

Project staffs are aware of key aspects of the projects including the goal, thematic focus, indicators, key activities and budget.

Project budget: The evaluation team interviewed 3 field project staff in the three locations, Bomi, Nimba and Lofa Counties. They seems knowledgeable about the project's budget and other key components.

Result Framework: There are still some confusion about the result framework. Though project's staff are aware of the revised result framework including the three thematic areas, education, child protection and safer school. They are more aware of the different outcomes under safer school but less informed about the different outcomes under education and child protection. They are also aware of different activities planned for each thematic areas. They were part of the recent revision of the DIP to align with the new result framework. This exercise was done without the participations of the stakeholders and the beneficiaries. All the project staffs were able to quote the below as the goal of the project.

"This project seeks to address the root causes of disaster through reducing exposure and vulnerability of people in order to reduce or prevent losses via disaster risk education. This project focuses on two thematic areas, Education and Child Protection, the second being Plan's International core program".

Key Project Activities: unlike the staffs' knowledge on the result framework on the key milestones, there project staffs are quiet knowledgeable on the key activities of the project. Each project staff were able to state and explain key project's activities, implementation details and beneficiaries for the activities.

Beneficiaries and Stakeholders' Knowledge on the Project

The evaluation team administered questionnaire containing series of questions relating to their knowledge on the project and their participations in the project from design to implementation.

Youth, child and vulnerable population and community members:

On the average, vast majority of the stakeholders are aware of Plan International Liberia and the presence of NORAD Project in their local communities. The survey
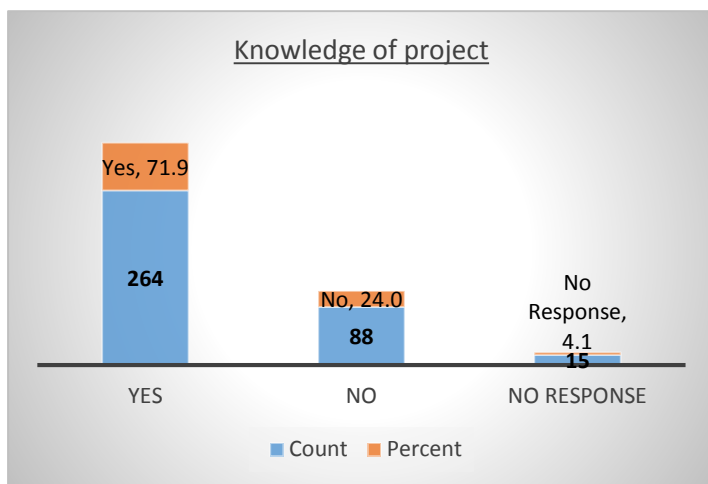
Figur 1: Beneficiaries' Knowledge about the project

conducted amongst the population shows that about 71.9% of the beneficiaries or studied population reported knowing Plan International NORAD Project being implemented in their various locality, while another 24% said they did not know about project.

Respondents who reported knowing about the project, were asked to name some activities of the project in their communities. It was encouraging to see that the stakeholder were able to mention some key activities in their own words. Some were able to state more than one activities.

Key items Identified about the Norad Project	No. of Participants
Built our latrine and WASH facilities	20
Renovate our school	85
Promote girls education and provide scholarship	105
Community cleanliness	15
Encourage trees planting	10
Established boys' and girls' club	75
Provide training for teacher	10

The review of the quarterly reports of the project, confirmed that the above activities were planned and implemented. Some beneficiaries also confirmed of been active members of the activities.

Despite been able to state some of the activities of the project, and confirming been part of the activities, the evaluation team found that they were not involved in other key aspects of the project. This include but not limited to the following:

- *Designing of project*
- *Setting of milestones and Result Framework*
- *Determining the budget*

In addition, there were also limited stakeholder involvement analysing the progress of the project. In other word, none of the respondents confirm of seeing the quarterly report of the project none feeling into it.

In September 2017, the first project review[8] of the NORAD Project was held in the absence of beneficiaries. This was also confirmed by project's staff. This clearly demonstrate the utilization of participatory approaches early in the project was limited and incorporating the beneficiaries' feedback into the project was not sufficiently done.

4.1.4. Routines for Anti-Corruption in the Project[9]

Plan International Liberia endeavour to hire staff with good character and integrity. While the organization helps team members to perform better and be accountable for their actions, there are many internal documents to control and regular the behaviour and conducts of each staff members. In addition to signing Employment Contract with Plan International Liberia, each staff members sign the following documents:

- o Global Policy on Safeguarding Children and Young People
- o Harassment, Bullying and Discrimination Policy
- o Anti-Fraud, Anti-Bribery and Corruption Policy
- o Whistleblowing Policy

These policies are deeply held values that are embedded in the culture of Plan International Liberia and are the guiding principles behind all decision making.

In addition to these values, senior management of Plan International sometimes carries out sporadic field visits and interact with beneficiaries on the general level. These feedbacks are discussed in CMT meetings and actions points are implemented.

---

[8] NORAD Project Review Notes: September 27-28, 2017

[9] 4.1.4 What are the routines for Anti-corruption in the project at Plan level and at partner organization level? A list of routines are adequate, no need to elaborate in details.

In December 2016, Plan International Liberia and signed contract agreement with Independent Audit Firm, Parker & CO. LLC to audit the project[10]. The objective of the audit was to express an opinion and quantify the net financial impact on:

- *NORAD Funded projects implemented by Plan International Liberia for the period 1st January 2016 to 31st December 2016*
- *Statement of cash position as at 31st December 2016 reported by management of the project.*

In December 2017 another audit was commissioned by Plan International. A contractual agreement was signed with Parker & CO. LL to conduct another financial audit[11] with the same aims and objectives to further strengthen the financial system and identify risk and compliance issues that could be improved over time.

These audits continues to provide risks and compliance issues relating to the project and appropriate actions are identified and assign to the risk owners within the project. The Findings from the audits have been developed as Task List and assigned to individuals project's and Plan International Liberia's staff to address. The internal audit is the overseer of the audit findings who make follow ups to ensure that audit findings are adequately incorporated into the project's practices and procedures.

4.1.5. Analysis of Project Expenditure[12]

The revised financial report of CY17 shows gross overutilization of fund. The planned budgeted amount for CY17 was 1,628,181 NOK and actual spending was 2,164,435NOK. This account for 536,254NOK as overspent fund, which is equivalent to 33%. Specific lines in the budgets were grossly overspent. Some of the lines overspent are:

Administrative Cost

- Salary of Project field staff (at PUs was overspent by – 83,161 NOK

---

[10] Independent Audit's Report and Financial Statement December 31, 2016

[11] Independent Audit's Report and Financial Statement December 31, 2017

[12] 4.1.5 If the project has experienced underutilization or overutilization of its yearly budget deviation exceeding 5% per year in 2017, please describe the main reasons for this excluding those caused by delay of fund transfer.

Salary of Project staff (at CO) was overspent by 140,520 NOK

- o Local Consultant WASH consultant Engineer-29,070 NOK

On the overall, costs on administrative lines covering salaries and benefits were overspent by 252,751 NOK while equipment was overspent by 6,545 NOK

Documentations

Lines on documentations were overspent, this include the following:

- o Communication, documentation, translation, photocopy & printing relative materials and project documents line was overspent by 1,896NOK
- o Monitoring/Evaluation line was over by 16,626 NOK while
- o Audit was overspent by12,750 NOK

On the overall, this lines on documentation, were overspent by 63,955 NOK

In addition to overall spending of project, the office running cost was also overspent by 8,845 NOK and different objective areas of the project were also overspent. See detail below:

Objective 1: *Teachers, PTA & Children especially girls (including those with disabilities) are able to identify potential hazards, map out risks and develop action plans for risk mitigation -48%*

Objective 2*: Duty bearers/ government officials at National and local levels promote safety-50%*

Objective 3*: Targeted schools are safe learning environments for children-39%*

Objective 4: *Child protection structures (CWC & CAB) have improved knowledge and skills to protect all children from all forms of violence in school & community-97%*

Reasons for overutilization of fund

The overutilization of fund under the project can be attributed to number of reasons as indicated by project staffs and project's financial records reviews. This included but not limited to the following:

Poor budgeting: The project was not fully costed to make provisions for number of administrative costs. Example, the 13 months payment for project staff. Plan

International Liberia pays annual bonus to all staffs in December. This was not budgeted for and needed to be paid.

Creeping inflation: prices of goods and services continue to change in response to current market price. Project's budget was drafted considering the currently reality at the time in relations to price of goods and services. Prices have changed since the drafting of the budget.

Expenditure brought forward: some expense planned for CY16 were not carried out and as such these activities were brought forward to CY17 and along with it short budget line. Prices of goods and services change from CY16 to CY17.

Increase in Operation Cost: due to adjustment of shared direct cost appropriations, (management decision), some lines were affected and resulted into high charges. Example, cost of vehicle operations and office rent.

Introduction of new outcomes without corresponding budgetary allotments: the revision of the result framework introduced new outcomes without corresponding budgetary adjustment.

4.1.6. Recommendation to Strengthen Internal Project Management[13]

While there are strongly system and policies at Plan International Liberia to regulate behaviour and attitudes of individual staff, more need to be done to improve accountability. There are more information flows amongst project management, senior project managers at Plan Liberia and donors as compare to beneficiaries. Intentionally or unintentionally, these attitudes lead to asymmetric flows of information, which result in limited beneficiary involvement in the project, especially in major decisions related to the project. The absence of reciprocal information sharing limits participation, conveys disrespect, and prevents beneficiaries from developing a sense of ownership and gaining deeper understanding of the project. Here are some specifics:

Table 3: Key Recommendations

---

[13] 4.1.6 Any recommendations to strengthen the internal project management at Plan level seen from the evaluator perspective? Please formulate them as simple, concrete recommended actions. Please also suggest who could deliver this.

Issues	Recommendations	Team/person Responsible	Timeline
Participatory Project Quarterly Review	The first project review in September 2017 was a great start. The report identified pitfalls in the project and provided workable recommendations to address some of the challenges. There are strong need to continue this but with inclusions of communities preventatives and cross-section of the beneficiaries. Together, the team can review work plan and possibly make revisions. This is important for participations and strong framework for sustainability.	First quarterly review was led by the MER Team. Repeat of this is necessary by the same team. *This could be first priority over the others.*	
Regular Joint Project Monitoring	Stakeholder inclusion and information sharing around project promotes sense of ownership, accountability and overall, assure sustainability. A joint monitoring had only targeted ministry of education staff. Members of the PTA, Teachers, Students and Community members should be considered.	To be implemented by field Project Staff. A report should be produced and share with senior management for further actions. *Second priority to monitor what was agreed in the project review.*	
Over utilization of fund	The reasons for over utilization of project's budget is not a hidden	The adjustments	

	secret, all project staff including management of Plan International are aware. This is why, in recent times, there were more adjustments made in the budget to fully cost all budget's items. The evaluation team thinks the steps taken to make adjustments is the best way going forward. Internally, The Acting Program Support Manager approved of three days meeting of NORAD Staff with the support finance team to review the DIP and make necessary budgetary adjustments in order to fully cost activities going forward to avoid reoccurrence of huge overspending on the project.	were made by the finance team with the consent of project management and the NNO team.

4.2 Effectiveness and Efficiency

Efficiency

The NORAD Project has three thematic focus, education, child protection and safer school. Under each thematic area, there are at least one outcome.

Thematic Area Education

E1. Increase access to education:

The project has made significant progress towards the overall project's target. The results of the midterm evaluation shows that the project is 16% away from this target. Girls' enrolment is at 83% gains comparing to the target while enrolment target for enrolment of disabled children was overly estimated. Only 29% have been achieved. While campaigns and awareness raising have been launched in 93% of the targeted

communities in the four counties and 4 out of the planned 6 schools targeted for renovations and infrastructure improvement were renovated. Outputs and activities planned against this outcome were timely delivered, progress made towards the indicators are sufficient considering that the project has one more year to run. Despite, all these positives, the project was not financially viable in term of spending, lines towards achieving this outcomes were overspent. Based on these, analysis, the team concluded that this outcome was efficiently delivered.

E2. Improve Quality of Education

The results of the midterm evaluation shows that the project over performed in ensuring effective teaching in all its interventions school. The performance of students in final exams proved this. It shows that 85% of the students passed the recent final school exam. This is 25% above the target, though remain a bit lower for female pass rate comparing to the target. In additional, all disabled students made 100% pass in the final exam, which is 70% greater than the target set by the project.

The cornerstone to these gains were the fact that the project trained teachers in the schools, strengthened the PTA in the communities and revitalized the CWC. These community structures provided continues to work with the project team to ensure delivery of project's activities.

In conclusion, the achievements of the project under these outcomes is generally large and that there with a year to go, there are more prosper of the project achieving even more. Despite, few indicators under these two outcomes not fully achieve or nearly full achievements, with the right strategy such as continue to strength and monitoring of the PTA, there are strong indications those indicators would be achieved. Therefore, with these evidences the evaluation team concludes that the project outcome is efficient.

Thematic Area: Child Protection

Outcome: CP.1 Development of regulatory frameworks that are effective in protecting children from all forms of violence

Under this outcome, NORAD Project planned to increase awareness on child protection amongst community members and government duty bearers. It also planned to strengthen child protection networks in the project's communities and establish local child protection networks.

In relations to these activities, not much was done with the local duty bearer on improving their knowledge on children protection. However, teachers and students from the project's communities were trained. The training included key topics on child protections. All teachers in the 21 schools confirmed of participating in trainings which included components on children protection, though trainings was not done simultaneously in all locations. These training had minimum number of duty bearers. Of the 15 duty bearers, only 5 confirm of been part of the training on children protection and showed greater knowledge on children protection.

The project can be credited for establishing and strengthening the child protection networks in all 30 communities. The project was able to properly constitute right membership, leadership structures consisting of both boys and girls working together. The structures were also supported with stationeries supplies to ensure proper record keeping. In some schools in Nimba, the evaluation team viewed schedules of CWC meeting schedules placard on the wall. This further reaffirmed the work done by the project's team. Despite implementing these activities, the achievements towards indicators remain relatively low and at risk of not been fully met considering the few months left in the project. Having said that, more works are required here to specially continuing to further strengthen the CWC to begin to shoulder some of the monitoring aspects as the project draws nearer to closure. One of the key aspects that kept reporting low for indicators against this outcome is the fact that measuring the indicators were challenging. For example, measuring the number of persons after activity to gauge knowledge increase. This team concluded that this outcome was inefficient.

Outcome: CP.2 Well-functioning community-based child protection mechanisms, including CP services that prevent and respond to violence against children (improved reporting and response)

As shown on table 5, the project achieved 100% of in establishing and strengthening the community-based child protection systems. It also provided trainings and ensured that regular meeting continue to happen amongst members to discuss child protection issues. Under this outcomes the project also planned and delivered community dialogue and awareness on the child marriage. In the DIP of the project, there are also plan to further strengthen the National Children and Youth Advisory Boards to continue

to take charge of community awareness. Though there were trainings planned and delivered on the timely manner. There were sporadic community awareness by the Youth Advisory Boards but these didn't follow regular schedule and regular pattern. A well-functioning community based child protection mechanism must have strong system in place to report and referral cases of child protection. Though, the indicator was 100% delivered as per definition, but was not enough. A system was not establish for these groups to collect and report cases. Therefore the team concluded that this outcome was not inefficient.

Thematic Area: Safer School

Outcome: SS.1 Schools with Comprehensive Safe Schools Framework

While the evaluation team can confirm delivery of activities planned to deliver the above outcome, there were some challenges to measure the level of achievement of the outcome. The evaluation team was able establish the gains the project has made towards each indicator but no target to measure the gains. Under this outcome, the project worked with the intervention communities to cascade comprehensive school safety framework and improve physical structures of 4 schools thereby improving the learning atmosphere in those schools. Scaling up this was challenged by limited fund though there were need for physical improvements in more than 4 schools. In addition, the project adopted a number of interlinked strategies in trying to achieve results. This include ensuring that the PTA and the CWC are strengthened. This resulted to supportive environment in schools which relatively increase enrolment and retention of girls. Though, over the period, enrolment fluctuates. The intervention of the project resulted to increasing awareness amongst community members, boys, girls, women and men on relevance and importance of school safety protocol. This was confirmed in the interviews.

Having reviewed the progress made towards the outcomes and exploring self-implementation strategy (Plan International Liberia), budget been grossly overspent; the evaluation team concludes that alternative ways of would have made the project more efficient. Had the project use community volunteer constantly monitor. This would have increase community participations leading to greater results. Having analyse the progress against each outcome and the financial viability, the following are the conclusion.

Effectiveness

Thematic Area Education

Under the education thematic area, the project implemented activities that were linked to two outcomes, increase access to education and improve quality of education.

E1. Increase access to education:

Two key activities were implemented under the, increase access to education. These include 1. Facilitation of an hourly weekly radio talk show on education and communication at community level. 2. Community meetings and strengthening of the school governance structures such the PTA and the SMC. Progress towards these outcomes were measured using were largely measure using 1. Enrolment of students (girls, boys and disables) 2. The number of campaigns and sensitizations targeting education and 3. The improvement in the physical outlook of school infrastructure. While the evaluation team saw significant progress towards the achievements of targets set against the indicators, the team believe that an **increase access to education** cannot be measure or achieve only by implementing the two key activities as stated earlier. The outcomes are linked to Liberia's Education Sector **Goal 6,**

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

The outcome would have been reworded as *increase access to quality education.* In this case, provision of teaching and learning materials (textbooks) could be one of the major activities link to increasing access to quality education. It would have given the project another way of measuring success through calculating 1. Improve student textbook ratio and student to trained teacher ratio, though under the second outcome. An activity to target underage marriage could also make a different in enrolment. The Education for All 2015 National Review by UNESCO pointed out underage marriage as threat to quality education.

In conclusion, the evaluation team feel that these important activities were not considered and could make the outcome more viable.

E2. Improve Quality of Education

Like the outcome above, two key activities were defined for E2. These include 1. Provide refresher training for selected school teachers in pedagogy 2. Conduct trainings for community members such as the PTA and the SMCs.

The two key activities are vital to measuring outcome 2 including the proposed indicators that track the pass rates of students. Other activities that could be added to include: assessment of reading fluency or reading competitions in the schools. All of these are key activities that are evidence of improvement in the educational system. Since the activity is more glaring, it further assure parents how fast their children are during in term of reading.

Thematic Area: Child Protection

Outcome: CP.1 Development of regulatory frameworks that are effective in protecting children from all forms of violence.

The pave of progress towards the set indicators under this outcome midway through the project looks is slowly forthcoming considering the few months remaining in the project. The indicators measure the pave of progression, none are close to been achieved. Under the outcome, there were training conducted for local duty bearers in child protection and hosting of community meetings with local CP structures such the CWC and the CAB. Again, these are not sufficient activities. The project didn't planned documenting cases of violence and referral system. The project could have plan to improve on community's case management system. This could have inform the project through documenting prevalence of case if is increasing or dropping a results of intervention.

Outcome: CP.2 Well-functioning community-based child protection mechanisms, including CP services that prevent and respond to violence against children (improved reporting and response)

This above was outcome, CP 2 was implemented without a system to evaluate the how well the community-based protection mechanisms are functioning. In other well,

what activities could be included to measure the viability of the community child protection structures? Under the outcome, capacity building for the community networks on risk mapping was implemented and including community dialogue on awareness and child marriage was implemented. In addition, youth conference call to share information on disaster risk mapping was organized and implemented.

These activities could sufficiently explain how well these community structures were functioning. Well-functioning could be determine by the number of meetings, cases reported by the structures, cases referred or resolved.

Thematic Area: Safer School

Outcome: SS.1 Schools with Comprehensive Safe Schools Framework

A comprehensive safe school framework under the NORAD Project was implemented with number of key activities including implementation of comprehensive safe school guides, establishment of DDR Committees in schools and community hazard mappings and awareness. The aims of these as outlined are to

- To protect learners and education workers from death, injury, and harm in schools
- To plan for educational continuity in the face of all expected hazards and threats
- To safeguard education sector investments
- To strengthen risk reduction and resilience through education

The strategy and activities under this outcome were found to be appropriate and for the achievement of the outcome.

4.2.1 Analysis of Progress towards Outcomes

Thematic Area: Education

Prior to the revision of the old result framework which focused only on reporting against indicators under safer school, the NORAD Project implemented several activities relating directly to education and child protection. This is why it was easier to choose outcomes from education and child protection.

Under the education component of the Project, two outcomes were adapted:

    o   E.1 Increased access to education

- o E2. Improved quality of education

Following the adoption of the new result framework which further strengthened the reporting, the actual results of the project for 2016 were accepted as baseline data

for the project. To measure progress made towards the above outcomes, data was collected and analysed for the following indicators:

Outcome: E.1 *Increased access to education,* has the following indicators.

- o E.1.1 Total # of students enrolled in targeted schools
- o E.1.2 Total # of girls enrolled in targeted schools
- o E.1.3 Total # of students with disabilities enrolled in targeted schools
- o E.1.P.2 # of communities where education campaign to raise awareness of the importance of education has been carried out
- o E.1.P.3 # of schools that received support to improve infrastructure
- o E.3.P.6 # of schools with adequate toilet facilities for girls

School authorities were asked to provide information on enrolment of students in their schools as well as number of students that passed the final exam and also those that were promoted in the year under review by grade and sex. This was analyse to respond to some indicators.

Enrolment: Academic Year 2017/2018 Compare to AY 2016/2017 and 2015/2016

	Enrolment AY 2017/2018			Enrolment AY 2016/2017			Enrolment AY 2015/2016		
Grade	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KGI	731	712	1443	993	950	1943	822	734	1556
KGII	536	503	1039	652	593	1245	537	495	1032
Grade 1	566	408	974	507	533	1040	492	425	917
Grade 2	465	461	926	461	465	926	436	416	852
Grade 3	442	448	890	395	421	816	403	473	876
Grade 4	378	334	712	372	397	769	439	416	855
Grade 5	347	336	683	299	329	628	404	424	828
Grade 6	363	296	659	305	276	581	378	327	705
	3828	3498	7326	3984	3964	7948	3911	3710	7621

Number of students that who pass the final exam during the period under review

	Final Exam AY 2017/2018			Final Exam AY 2016/2017			Final Exam AY 2015/2016		
Grade	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KGI	595	629	1224	766	740	1506	724	630	1354
KGII	481	470	951	549	574	1123	437	464	901
Grade 1	435	321	756	458	425	883	428	366	794
Grade 2	366	382	748	402	385	787	378	373	751
Grade 3	362	381	743	350	367	717	347	402	749
Grade 4	321	312	633	332	291	623	392	358	750
Grade 5	301	279	580	299	329	628	340	362	702
Grade 6	290	243	533	305	276	581	336	278	614
	3151	3017	6168	3461	3387	6848	3382	3233	6615

Number of students who got promoted to the next class

	Students promoted AY 2017/2018			Students promoted AY 2016/2017			Students promoted AY 2015/2016		
Grade	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KGI	558	598	1156	750	722	1472	607	569	1176
KGII	450	469	919	540	496	1036	440	448	888
Grade 1	404	312	716	428	407	835	397	332	729
Grade 2	327	335	662	392	374	766	362	334	696
Grade 3	337	335	672	338	350	688	316	374	690
Grade 4	305	275		300	292	592	346	330	676
Grade 5	276	265	541	288	313	601	323	337	660
Grade 6	317	230	547	336	275	611	323	241	564
	2974	2819	5793	3372	3229	6601	3114	2965	6079

Figure 2: Analysis of Enrolment

The analysis of the enrolment across the NORAD' Schools fluctuate significantly with the highest enrolment in academic year 2016/2017. The number of disable statistics for the current academic year 2017/2018 is 23, this represent less than 1% of the total enrolment.
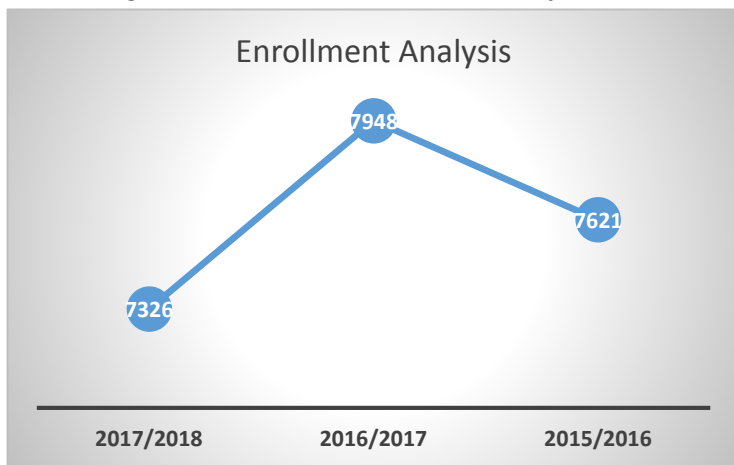
Enrollment Analysis

7948

7621

7326

| 2017/2018 | 2016/2017 | 2015/2016 |

Like in Figure 1, the project's performance as relates to students' performance in final exam continue to drop with the highest pass rate recorded in the academic year 2015/2016

Figure 3: Student performance in Final Exam   Figure 4: Promotion rate
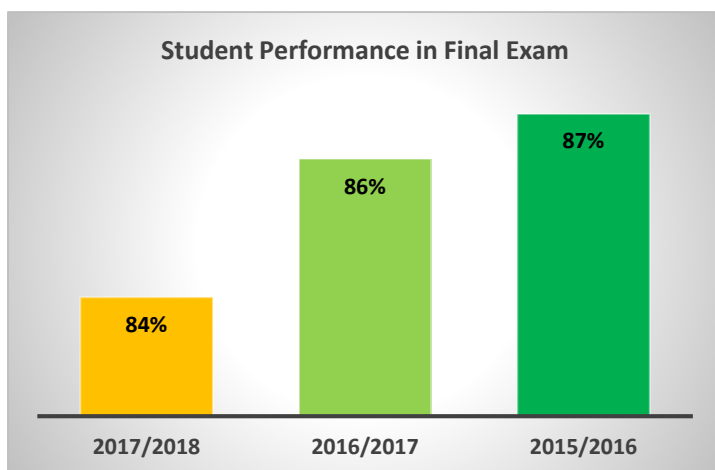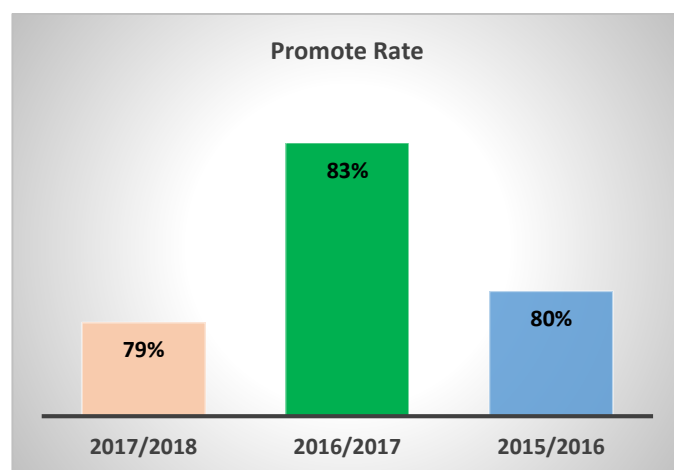
In figure 4. The highest promote rate was recorded in academic year 2016/2017. The performance of the current also falls below the record of 2016/2017 and 2015/2016.

Campaigns and School Infrastructure Development

In respond to indicator E1.P.2 AND E1.P.3, it was confirmed that importance of education campaign and awareness was completed in all 30 communities. During the data collection, 4 of the 30 schools confirmed of receiving some infrastructural improvements. These schools include:

- Behplay Public School
- HQ Taylor Public School
- Weajor Public School
- Gbeinwonwea Public School

In addition to these infrastructure improvement, 15 of the 30 schools have improved toilet system for girls. *Table 4: Education thematic area*

E.1 Increased access to education		
	Baseline	Midterm Findings
E.1.1 Total # of students enrolled in targeted schools	8,773	7,326 (1Boys 3,828, Girls 3,498) 84%

E.1.2 Total # of girls enrolled in targeted schools	4219	3,498 **83%**
E.1.3 Total # of students with disabilities enrolled in targeted schools	80	23 29%
E.1.P.2 # of communities where education campaign to raise awareness of the importance of education has been carried out	30	28 93%
E.1.P.3 # of schools that received support to improve infrastructure	0	4
E2. Improved quality of education		
E.2.1.1 Percentage of students who pass the final exams (in their grade)	60%	6,168 (85%)
E.2.1.2 Percentage of girls who pass the final exams (in their grade)	60%	3,017 (86%)
E.2.1.3 Percentage of students with disabilities who pass the final exams (in their grade)	30%	23 (100%)
E.3 Improving school's capacity in inclusion		
E.3.P.6 # of schools with adequate toilet facilities for girls	0	15

Thematic Area: Safer Schools

Until last year when the result framework was modified to improve reporting and to include new indicators the project focused on indicators for safer school.

Safer School was the main focus of Liberia's NORAD Project under the Safer School, the project seeks to address the root causes of disaster through reducing exposure and vulnerability of people in order to reduce or prevent losses via disaster risk education thus responding to indicators for the two outcomes.

- o SS.1 Schools with Comprehensive Safe Schools Framework
- o SS.2 Enabling environment for school safety

During the period, the project implemented several key activities towards the two

outcomes and include: See indicator table 4.

- Trainings of community members, particularly PTA members and members of the youth advisory board on child centred disaster risk mapping and action planning.

- Training on Children in Child Centred Disaster Risk Mapping and Action Planning

- Organize Inter School Debate on the Importance of School Safety

- Facilitated radio talked show on DRR at community level

- Participated in Safe Schools Modules\guidance notes working session to promote comprehensive school safety in Liberia for schools disaster management

Table 6: Safer School Thematic area

SS.1 Schools with Comprehensive Safe Schools Framework		
SS.1.1 Percentage of children in schools which have implemented at least two of the pillars of the Comprehensive Safe Schools Framework	Baseline	Midterm Findings
	0%	7,083 (97%)
SS.1.2 # of children in schools that have received improvement on infrastructures to increase safety	0	1,168 (Boys 627, Girls 541)
SS.1.2a # of girls in schools that have received improvement on infrastructures to increase safety	0	541
SS.1.2b # of children with disabilities in schools that have received improvement on infrastructures to increase safety	0	11
SS.1.2c # of children from other marginalized groups in schools that have received improvement on infrastructures to increase safety	0	1,168 (Boys 627, Girls 541)

4.2.2 Targets and Coverage

Following the revision of the result framework, the project re-established the baseline by considering the actual project achievements from 2016 as baseline figure. This

made it especially challenging for establish baseline for some indicators not included from the beginning.

The pave of progression towards outcomes for the outcome under children protection thematic area seems low considering the few months left in the project. Three indicators were used to review the progress and only 1 have been achieved in full while other 2 are less than 50% achievement. With the limited time period, activities needs to be fast track or revised the target under this indicator.

Table 5: Child Protection Thematic area

CP.1 Development of regulatory frameworks that are effective in protecting children from all forms of violence		
	Baseline	Midterm Findings
CP.1.P.1a # of people among the public with increased awareness/knowledge on the issues related to Child Protection	261	58
CP.1.P.1c # of people among government duty bearers with increased awareness/knowledge on the issues related to Child Protection	25	5
CP.2 Well-functioning community-based child protection mechanisms, including CP services that prevent and respond to violence against children (improved reporting and response)		
CP.2.P.1 # of community-based child protection institutions established	30	30

4.2.3 Challenges

Sustainability Challenge: due to low participations of project's stakeholders in all aspects of the project, sustainability still remained uncertain.

Project Budget: Despite revision in the project's budget to prevent unacceptable huge spending on budget's lines, it still remain a challenge and needs.

Scope Creep: the revision of the project's result framework appears and in even in the minds of the project's field staff that the project has been revised. This view is not shared by NNO. The field staff shared the concept that the project was revised while

NNO shared the view that indicators where added but project's content remained the same.

Community Expectations: The decision to renovate 4 of the schools including general infrastructure improvement raised the expectations of other communities and schools. Especially when they were never part of decision for selecting those schools for renovations. Special attentions should be paid to this to explain the decision to other communities and schools.

Sharing of Information: Project beneficiaries, including field project staff need to be constantly and adequately informed of the project. This include activities, budget and including findings from monitoring and evaluation of the project. Challenges should also be shared to get feedbacks from communities.

4.3 Gender Equality

The evaluation team found no previous documentations of situation analysis, need assessment report where feedbacks from different social groupings including men, women, youth and children with disabilities and other marginalized group are reflected.

However, the project can be credited for inclusion of all social groupings in the community. This include men and women, boys and girls, children with special disabilities with no one group have greater saying over the other. Though, the project made more efforts to integrate more girls as project's direct beneficiaries as compare to boys, this is was met to give more voice to vulnerable population since girls and young women are more vulnerable and mostly excluded.

Over the period, the project carried out community meetings and sensitization to increase girls' enrolment and retentions.

4.3.1 Project Planning and Implementation Analysis[14]

---

[14] Evaluation Question. Was the project planning and implementation based on a situation analysis where men and women of various social backgrounds were able have a say and present their own views? Give examples of how the analysis informed the project design.

The planning of the project from the onset and present have remained the responsibilities of Plan International Liberia's Management and Project team. These higher level planning have only been the responsibilities of Plan International Liberia in consultation with the NNO without the involvement of the project's beneficiaries nor other community's stakeholders. Though, the review of project document showed that there were initial discussion held with the Ministry of Education and the local duty bearers prior to interventions in the local communities in the project communities.

Interview conducted with project staff also indicated that the project is been implemented in former GAD 66 intervention community. This made it even easier for communities feel part of the project despite not been involved in higher level planning.

Unlike the planning, the communities are fully involved with the implementation of activities. This include, the PTA, consisting of parents and teachers (men and women). The participation in the project's activities also has the fair share of the children and students (boys and girls). The Community Welfare Councils (CWC) in the 30 communities also participate in the project implementation. This group consists of boys and girls including women and men.

Members of the PTA, CWC and students from the targeted communities were able to cite the works of the project and activity they have collaborated with Plan International Liberia to implement. They particularly pointed out the radio program, tree planning and mapping of potential hazards in their local communities.

4.3.2 Intentional and Unintentional Impacts of the Project[15]

Intentional impacts

Increase in enrolment and retentions: Despite fluctuation in enrolment, but the enrolment of girls remain neck-a-neck with the boys. Increasing enrolment and retentions of girls is an old age problem in the Liberia's school system. The project restructured the PTA to create space for committee on enrolment and retention. This was very innovated and yielded results. The girls' enrolment increased to 48% compare to 42% of Net Enrolment Rate (NER) for primary education in Liberia.

---

[15] 4.3.2 Are there differential impacts on women and men (intentional or unintentional) observed during implementation? Do these lead to adjustment in the implementation? In which way?

Restructuring of the PTA: the restructuring of the PTA gave space for women to participate free and also head some of the committees in the PTA. This has specifically made some women to realize their potential by playing key roles in the leadership structure of the PTA.

Gender Equality and Disability Inclusion: Unlike the previous structures of the CWC, largely male dominance, these CWC were restructured to have equal balance and in some locations, disabled persons were given automatic membership to the CWC.

Unintended impacts

Collaboration amongst Stakeholders: The restructuring of the PTA Committee in the project's communities and the establishment of the CWC have further strengthened collaboration amongst members and the different groups in the community. In some communities like Mahdiaplay, Garplay and Lontuo, the PTA meeting is very regular. In addition to functioning as PTA they also help to resolve emerging crisis in the community.

4.4 Disability Inclusion

Parents of Children with disability have over the period been engaged by the project. This was done through identification of children with special disability and learning challenges. Special meetings were held with their parents, giving them more assurances. This was confirmed by some parents who partook in the interview with the evaluation team. The evaluation team also interview 11 of the disabled children in the three project's locations.

4.4.1 Engagement of children/youth with disabilities[16]

The evaluation team saw and interviewed 11 disabled children. They showed the same enthusiasm as other children. They confirmed of been involved with the project directly and that the field project staff always show concerns and encourage them to be in school. This demonstrated to the evaluation team that the project is been implemented on principle that disabled children have the same rights as non-disabled

---

[16] 4.4.1 To what extent have children/youth with disabilities, parents of children with disabilities and/or organizations of people with disabilities (DPOs) been engaged and taken part in the project, either as active participants or as collaborating partner organizations? (Please elaborate.)

children. They shared their experiences as it relates to their participations in the project. Though they are also affected with the same issue of not been asked, listened to and responding to their views right from the start of the project. This means, their views were not integrated from the start.

4.4.2 Strengths and Weaknesses in disability inclusion efforts[17]

Plan International's commitments to work with all children without discrimination. All aligned with Plan International Liberia commitments to work and improve the life of children especially girls and the most vulnerable population. The inclusion of all children (boys/girls) including the marginalized and vulnerable population and promoting the sense of non-discrimination was actually a strength of the project. One of the parent of a disabled chid said in the interview, and I quote. "Plan has a unique way of attracting all children, regardless of their condition…" During the interview, the evaluator saw all the children enthusiastic to even part take in the interview including the disable ones.

The only weakness recorded with the fact that some of the disabled children are no that physically fit enough to fully participate in physical activities in school and in the case of few, they find it not easy to articulate like other children do. There are future potential that this might affect the project's results under education thematic area. An indicator, 'number of children enrolled, number children who pass the final exam'. Though as it stands, it has no significant effects on the project but as more and more children with disabilities are enrolled, it would affect few indicators under education thematic area.

4.5 Unexpected Results

Despite improving the reporting requirements of the project by addition new indicators, the project remained focused on addressing the root causes of disaster through reducing exposure and vulnerability of people in order to reduce or prevent losses via disaster risk in education.

---

[17] 4.4.2 What are the strengths or weaknesses found in disability inclusion efforts?

As intended, the project purposed to work with stakeholders including community structures to deliver activities. Despite lack of participations in the planning of project's activities, all these beneficiaries remained active participants in the project's activities.

Awareness and sensitizations on DRR: The project can be credited for increasing the knowledge of the communities on DRR. At least each respondents were able to provide some sort of explanations of disaster, impacts and some mitigation measures, though in their words and understanding. The also explained that, they hear it from their friends who explain on radio program, community meetings and other outdoor program conducted by the project.

Strengthening of community structures: as part of the strategies, the project planned to work with community networks and structures. This was fully implemented. The local PTA, CWC, education duty bearers were targeted for the project's activities including trainings, coaching and mentoring.

General Participation in the project Activities: the evaluation team observed that priority were given to women and girls in terms of media campaigns, community awareness and trainings of students on gender equality and child protection. Special renovations works in 4 of the schools also pay special attentions to the welfare of the girls. This include improvement of washroom facility.

Unintendedly, there are indications having some positive and negative impacts in the communities:

Awareness raising on climate change: part of the awareness message pointed out falling of trees as contributing factors to negative impacts of climate change. With vast majority of the communities practicing upland farming which including falling of trees have now created some dilemma in the minds of the farmers.

In one community in Nimba, Garplay, falling of trees have been sanctioned but for fear of negative effects of climate change without corresponding introduction of farming method.

Spree over effects: The project works directly in 30 communities implementing activities targeting community's structures. The evaluation team understands that the schools in the adjacent communities are doing well in term of enrolment, retention of girls and planning of trees on campus as done in NORAD's Communities. However,

is not cleared if some of these practices were directly copied from NORAD Communities.

Exposure of Girls: some of the children feel that the project has been an eye opener for them. As the result of the project, some girls' children were able to sit in studio and talk directly on microphone at the radio station. They feel exposed and over confidence of their own ability. In some cases, journalist also spoke directly to some girls' children on DRR. They were able to answer questions on live broadcast. This was a sense of relief for some them.

The evaluation team observed that the following added more value to the project. **Structure of the PTA**: Project worked with the local PTA to set up sub-committees such as committee on mobilization and retention, committee on health, committee on girls' enrolment and mobilization etc. By setting up small committees, task are effectively carried out. In Lontuo Community for example, girl enrolment and retention have remained consistent.

Implementation of the project in former project communities: In Nimba and Lofa Counties the project was implemented in former project's communities such as GAD 66. This made it easier to create relationship with stakeholders. Though, this was also had some negative effects. This perhaps resulted to the **project ignoring need assessment or any situation analysis** that could have provided rooms for the views of the beneficiaries and stakeholders to be integrated from the start of the project.

4.6 Stakeholders' Participation in the Project

| Degree of participation in the program: 0 – Not involved 1- Marginally involved 2. Moderately involved 3 – Substantially involved								
Phase	Participation in	Govern-ment	Target commu nities	Children/youth both genders	Member of marginalzed groups	PLAN country offices	NNO	Observations /comments
Planning	Give inputs in planning	2	1	1	0	3	3	During the interviews with different stakeholders at local and national levels, it was established that the project got little inputs from targeted communities, youths and the marginalized groups. This was evidence when they asked about their involvement right from the beginning of the project. Specifically on planning the project, such as setting of goal, results, milestones, key activities and planning of monitoring and evaluation of the project. Plan International Liberia's Country Office and Plan International Norway were directly involved in the planning of the project, right from responding to call for proposal of the project.
	Be informed on a) Goals, activities							Though, none of the stakehoders were able to clearly outline the goal of the

		2	2	2	2	3	3	project but they were able to explain the activities of the project and their participations.
	b) Milestones/targets	🔴 0	🔴 0	🔴 0	🔴 0	🟢 2	🟢 2	There seems to be lack of understanding amongst project's stakeholders on the milestones of the project. In most documents reviewed by the evaluation team, such as quarterly reports, annual reports, project review report. There are no direct reference made to the milestones. In all documents reviewed, activities are referenced as milestones instead.
	c) Budget	🔴 0	🔴 0	🔴 0	🔴 0	🟢 2	🟢 3	None of the project beneficiaries, community members were able to provide accurate information on the project budget. Only one project staff was able to provide accurate information about the exact project's budget while other have information on the annual projected budget, especially the most recent annual budget of the project, CY17. The evaluation team didn't interview NNO

FAD								Staff, but reviewed the project's FAD signed by the NNO representative.
Implementation								Project implementation and monitoring are largely carried out by project's staff, intermittently, staff from the government's line ministries are involved in joint monitoring to the project's communities and schools. This was largely confirmed in Bomi and Nimba Counties. The local community structures such as the Children Advisory and National Youth Advisory Board, The SMC and PTA carry out monitoring visits to the school campus to monitor programs and other activities been implemented by the students on campus. This include, explaining about DRR and the strategy to response to potential hazards. Over the period, have had NOs and Education team visiting the CO and the project's implementation communities.
	Take part in monitoring	2	2	2	0	3	2	
	Periodically informed about progress							Plan International Liberia is represented at both National and local sector meeting including education sector. Feedbacks on

		3	1	1	1	3	3	the project are shared with government. Feedbacks on the general performance of the project are not communicated to the communities and youth. Plan International Liberia and NNO are informed through quarterly reports, regular Skype Calls and email exchanges.
	Solicit regular feedback from	3	3	3	3	3	3	Feedbacks within context looks encouraging. At Education Sector Meetings, suggestion are provided to each participating organizations, Plan staff takes these feedbacks to involve their community engagement's efforts. Regular meetings are held with different stakeholders, feedbacks are shared with field project teams. These are sometimes reflected in the quarterly reports. Some of the feedbacks have triggered the decisions such as deciding number of participants for radio talk show. Similarly, CO team share information with the NO and vice- versa. This is done

								through regular emails, Skype Calls and quarterly reports.
	Analyse why the results are as they are							There are more gap in the stakeholder participations in the project. Disconnect between the project's DIP, Result Framework and the budget.
	Analyse what can be adjusted to improve the results							Strengthen stakeholder management for sustainability, revised budget, DIP to speak to the revised result framework.
Evaluation	Possibility to give inputs on questions to be asked in the evaluation	🔴 0	🔴 0	🔴 0	🔴 0	🟢 3	🟢 3	The evaluation team found no evidence of any involvement of government, target communities, youth and marginalized population. Drafting and adapting of questions for evaluation was the efforts of Plan International Liberia and Norway.
	Provide inputs during evaluation	🔴 1	🔴 1	🔴 1	🔴 1	🟢 3	🟢 2	Local stakeholders such as government, target communities, marginalized group and youth groups were only involved during data collection of the most recent evaluation of the project. They provided their answers to questions been asked by data collectors. They were not

								consulted during the planning and writing of reports. Plan International Liberia was fully involved at all level including providing inputs during evaluation while NN were feedbacks were reviewed through project reports and exchange emails.
	Be informed on the findings of the evaluation	◯	◯	◯	◯	🟢 3	🟢 3	No findings on the evaluation of the project has been shared with any government line ministries, target communities, youth and children. Sharing of the draft report with other stakeholders was not agreed with the evaluators. This is not applicable.

4.7 Cross Cutting Issues

4.7.1 Environment and Vulnerability to Climate Change

The project itself has special outcome/ results that aims at ensuring that children have uninterrupted access to quality education in safe and conducive learning environment that protect their rights and dignity. Over the period, direct projects were implemented towards improving communities resilient to climate change.

In two of the project's communities in Bomi, there are seasonal flooding which sometimes affects normal activities. Also in one adjacent community to one of the project communities Mahdiaplay, flooding is seasonally reported while road leading to Lontuo is sometimes over flooded. However, these flooding have not had any significant effects on the project.

4.7.2 Sustainability

Plan International Liberia has good repetitions in Liberia and the local communities. This is also the same for the Project in all 30 communities. It was an easy decision for community members to accept the NORAD Project. This is also the same for government line ministries and other CSOs.

Since then, the project has enjoyed the collaborations with local community leaders, local youth groups, children and other social groupings including media. These groups have largely been involved in the project's activities but less involved planning and designing. They have greater says in the implementation. This means, there are some gaps here in term of planning and designing together. This does not speaks well for ownership and sustainability. Besides, the evaluation team could not confirm of the project drafting a sustainability plan.

Conclusions

The NORD Project is fully part of Plan International Liberia's Ebola Recovery Strategy for strengthening communities resilient to reduce disaster risks and withstand stock. The project like all other Plan International Liberia's projects are protected are implemented within the framework of all international policies that protect it from fraud.

Project's beneficiaries including vulnerable women, girls and boys are at the centre stage of project's implementation despite not been involved in designing and planning of activities. Despite, there are little likely that the project will be sustained if not revised to increase participation of beneficiaries and stakeholders at all levels.

Knowledge management needs to be strengthened amongst field project staff, beneficiaries about what the project hopes to achieve especially with the revision of its result frameworks. Field staff provided varying accounts about the project. This is a threat to sustainability.

Project need to make efforts to completely align the result framework with the budget, and the DIP. Some activities are not fully costed.

The project seems ineffective based on factors discussed above but efficient in terms of most likely meeting its targets against the outcomes.

Bibliography

1. _Project Funding (Bundle) Agreement Document (FAD) (v.14); 2. Term of Reference- Midterm Evaluation, 3. Project Result Framework- Revised 4. Independent Auditor's Report and Financial Statements December 31, 2016 5. Independent Auditor's Report and Financial Statements December 31, 2017 6. Financial Report Correction- Revised CY17 7.EDOCSDM - 20364 - 2015-02-02 NNOs Operating Framework 8. List of NORAD Schools_