

# UNICEF Country Programme Evaluation Liberia (2020-2024)

## Inception Report

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# Contents

Acronyms .....	3
List of tables .....	4
List of figures.....	4
1. CONTEXT OF THE EVALUATION .....	1
1.1 Country Context.....	1
1.1.1 Demography and Poverty Prevalence .....	1
1.1.2 Major contextual changes and progress to achieving SDGs.....	1
1.1.3 Health and Nutrition .....	2
1.1.4 Water and Sanitation.....	3
1.1.5 Education .....	3
1.1.6 Gender, Human Rights, and Equity.....	4
1.1.7 Liberia’s Pro-Poor Agenda for Prosperity and Development plan.....	<b>Error! Bookmark not defined.</b>
1.2 UNICEF Liberia Country Programme.....	5
1.2.1 Country Programme Components.....	5
1.2.2 Country Programme Budget .....	6
1.2.3 Theory of Change.....	1
2. PURPOSE AND SCOPE OF THE EVALUATION.....	2
2.1 Purpose of the Evaluation.....	2
2.2 Objectives of the Evaluation .....	4
2.3 Scope of the Evaluation .....	4
2.3.1 Thematic Scope.....	4
2.3.2 Geographical Scope .....	5
2.3.3 Chronological scope.....	5
3. EVALUATION CRITERIA AND QUESTIONS .....	6
4. METHODOLOGY .....	10
4.1 Evaluation Approach.....	10
4.2 Data collection methods and tools.....	11
4.3 Sampling strategy .....	14
4.4 Data analysis, and triangulation .....	16
4.5 Ethical Considerations and Evaluation Principles .....	18
4.6 Limitations and constraints of the evaluation .....	20
5. CONDUCT OF THE EVALUATION .....	22
5.1 Work Plan.....	22
5.2 Roles and Responsibilities of the Evaluation Team .....	24
ANNEXES .....	26
Annex 1: Terms of Reference.....	26
Annex 2: Evaluation Matrix.....	27
Annex 3: Bibliography.....	31
Annex 4: Mapping of key stakeholders .....	34
Annex 5: Mapping and Sampling of FGD Beneficiary Groups.....	38
Annex 6: Mapping and Sampling of Site Visits .....	39
Annex 7: Document Review.....	40
Annex 8: Inception Phase Key Informant Interview Notes.....	59
Annex 9: Portfolio and Budget Analysis.....	61
Annex 10: Data Collection Tools.....	64

## Acronyms

<b>Acronym</b>	<b>Meaning</b>
AAID	ARREST Agenda for Inclusive Development
AFT	Agenda for Transformation
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CPD	Country Programme Document
CRC	Convention of the Rights of the Child
CSOs	Civil Society Organizations
DHS	Demographic and Health Survey
DIPAS	UNICEF's Disability Inclusion Policy and Strategy
ECE	Early Childhood Education
ELBE	Early Learning and Basic Education
EMIS	Education Management Information System
EQ	Evaluation Question
FGM/C	Female Genital Mutilation/Cutting
GBV	Gender-based violence
GoL	Government of Liberia
HCI	Human Capital Index
HQ	UNICEF Headquarters
HTS	Harmonized Test Score
JC	Judgement criteria
LCO	UNICEF Liberia Country Office
NDP	National Development Plans
NGOs	Non-Governmental Organizations
PAPD	Pro-Poor Agenda for Prosperity and Development 2019-2023
PF4C	Public finance for children
PSN	Programme Strategy Notes
RAM	Results Assessment Module
SDGs	Sustainable Development Goals
SQ	Sub-question
ToC	Theory of Change
UNDAF	United Nations Development Assistance Framework
UNICEF	United Nations International Children's Emergency Fund
WCARO	UNICEF West and Central Africa Regional Office

## List of tables

Table 1: School Attendance by different Age Groups. ....	4
Table 2: School Attendance by different Age Groups and Sex. ....	4
Table : Users and Uses of the Evaluation.....	3
Table : Evaluation Questions .....	7
Table : Country Programme alignment with national priorities.....	8
Table : Evaluation’s Human Rights, Gender, and Equity Sensitive Approaches .....	13
Table : Overview of sampling strategy .....	14
Table : Limitations/ Risks and Mitigation Strategies .....	20
Table : Evaluation Milestones.....	22
Table : Evaluation team roles and responsibilities .....	24
Table : Evaluation Matrix.....	27
Table : Document library utilised by the evaluation team during the inception phase.....	31
Table : Stakeholder mapping. ....	34
Table : Sampling of key stakeholders. ....	35
Table : Stakeholder mapping and sampling for Focus Group Discussions. ....	38
Table : Mapping and sampling of in-country site visits. ....	39
Table : UNICEF CPD key priorities and sectors.....	43
Table : UNICEF CPD Summary Budget Table (2020-2024). Source: UNICEF LCO. ....	52
Table : Allocated funding and utilisation of funding across programme outcomes (2020-2024).....	63

## List of figures

Figure 1: Theory of Change.....	1
Figure 2: Evaluation Workplan.....	23
Figure 3: Key Progress Indicators, Baselines, and Targets.....	61
Figure 4: Allocated Funding compared with Budget Utilisation across Programme Outcomes (%). ....	63

# 1. CONTEXT OF THE EVALUATION

## 1.1 Country Context

### 1.1.1 Demography and Poverty Prevalence

Liberia, a low-income country, has an estimated population of 5.4 million. Of this population, 50.2 per cent are female, and 49.8 per cent are male. Children under the age of 14 make up 40 per cent. As of 2023, 46.4 per cent of the population lived in rural areas, while 54.6 per cent lived in urban areas.<sup>1</sup> With an estimated annual population growth rate of **2.3%**, the population of children in Liberia would surpass **2.2 million** and the population of adult women would exceed **1.56 million** by 2030<sup>2</sup>.

According to the 2016 Household Income and Expenditure Survey, 50.9 percent of the population live below the national poverty line, with about 2.3 million people unable to meet their basic needs. Poverty, limited access to quality education, healthcare, and WASH services disproportionately affects rural areas, where 71.6% of people live below the poverty line, compared to 31.5% in urban areas.<sup>3</sup>

### 1.1.2 Major contextual changes and progress to achieving SDGs

The country, still recovering from the 2014–2016 Ebola outbreak, faces a slowing economy and reduced fiscal capacity, affecting progress toward the Sustainable Development Goals (SDGs). The Ebola epidemic, which claimed over 4,800 lives, including 8% of healthcare workers (some 83 doctors, nurses and midwives)<sup>4</sup>, severely impacted health services, the economy, and education, highlighting the need for stronger health systems and improved emergency preparedness. The COVID-19 pandemic further strained Liberia's fragile public healthcare system, with vulnerable segments of the population – particularly women, children, persons with disabilities, and those in the lowest economic quintile – most acutely impacted by these exogenous shocks and humanitarian emergency contexts. As a result of these “shocks”, Liberia's transition from emergency-oriented interventions, which solely focused on providing essential life-saving support, towards developing long-term resilience and achieving sustainable development ambitions was severely hampered – with sectors such as education, health, and WASH bearing the brunt of the reallocation of limited resources, compounding their fragility.

**Up till today, Liberia continues to face numerous issues challenging progress to achieving the SDGs**, including high inflation, dwindling global commodity prices, mounting foreign debt, and heavy reliance on imports and foreign aid. Deep-rooted social and economic disparities persist in the country, with more than half of the population living in poverty. The official national poverty line, according to the World Bank's 2023 Liberia Poverty Assessment Report<sup>5</sup>, increased from 54.1 percent in 2014 to 58.9 percent in 2016 due to the Ebola crisis and the 2015 economic downturn.

**The Human Capital Index (HCI) score of Liberia has been** around 0.32 since 2018, with no improvement in the succeeding years<sup>6</sup>. The score means that a Liberian child born today is expected to have only 32 percent of her potential productivity compared to a scenario where she received complete education and achieved full health. Girls have a slightly higher HCI (32 percent) than boys (31 percent).

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<sup>1</sup> World Bank data (2023) Available at: <https://data.worldbank.org/country/liberia>

<sup>2</sup> This data has been extracted from the World Bank's Open Data Portal – and an estimate has been calculated using the estimated population growth rate for 2023 (2.3%) and compounded over the 2025-2030 period.

<sup>3</sup> Household Income and Expenditure Survey, 2016

<sup>4</sup> David K. Evans, Markus Goldstein, Anna Popova. 2015. “Health-care worker mortality and the legacy of the Ebola epidemic.” *The Lancet Global Health* 3 (8): e439–e440.

<sup>5</sup> World Bank. 2023. Liberia Poverty Assessment 2016 – Towards a more inclusive Liberia. © World Bank.

<sup>6</sup> World Bank. (2020). "The Human Capital Index 2020 Update: Human Capital in the Time of COVID-19". Retrieved from [worldbank.org] (<https://www.worldbank.org/en/publication/human-capital>).

**In 2018, Liberia experienced its first peaceful transfer of power** since 1944 (15 years after the civil war), and the Government launched the Pro-Poor Agenda for Prosperity and Development (PAPD) 2018–2023, focusing on peace, equitable growth, and prioritizing children and women. The agenda's name, "Pro-Poor," reflects its central goal of reducing extreme poverty and addressing the needs of Liberia's most vulnerable populations. The PAPD (2018-2023) was conceived to shift the focus of government resources and programs toward uplifting marginalized communities, empowering women and youth, and creating an enabling environment for economic growth, primarily through improved infrastructure, education, healthcare, and employment opportunities.

*The PAPD aimed to stimulate economic growth, but Liberia's economy struggled with slow growth, exacerbated by global challenges like the COVID-19 pandemic. The country's reliance on commodities, limited diversification, and weak infrastructure hindered significant economic progress. Despite efforts, poverty remained a major issue. The PAPD made some strides in social welfare programs and infrastructure development, but many Liberians continued to face economic hardship, with high unemployment rates, particularly among youth. Some improvements were made in road construction and energy projects, though progress was slower than expected due to budgetary and coordination challenges. The PAPD also aimed to improve access to education and healthcare. While some initiatives were launched to improve school enrollment and healthcare services, funding constraints and some implementation constraints limited their impact.* In July 2024, the newly-elected Liberian Government, launched the ARREST Agenda for Inclusive Development (AAID)<sup>7</sup> – with support from the United Nations (and its ancillary institutions), the Government of Sweden, development organisations (across the sub-national, national, and multi-national level), civil society organisations, and local communities – representing the next phase of Liberia's national development strategy for the **next five years**. The AAID will involve **11 broadened sectors**, with a targeted focus on decentralising key mechanisms for governance and empowering county-level administrations – ensuring that county-level stakeholders are equipped to enhance public service delivery, local administrative bodies are resilient in facing exogenous shocks, and the financing of county-level agendas are decoupled from federal budgets. The effective and efficient utilisation of financial resources, particularly in a fragile and volatile fiscal environment as that of Liberia, is a core component of the existing and upcoming UNICEF Country Programme, and hence would be informed by and aligned with the Government of Liberia's efforts to modernise and decentralise governance on a national level. Similarly, the AAIDs prioritisation of accelerating Liberia's progress towards achieving the Sustainable Development Goals will adopt a bottom-up approach – with county-level interventions and local contributions being vital to achieving these overarching goals.

### 1.1.3 Health and Nutrition

**Following the transfer of power and the 2014 Ebola epidemic, limited access to quality public services continued to directly impact on the lives of women and children<sup>8</sup>. Mortality rates among children under five remain high** (93 deaths per 1,000 live births) due to several factors, including restricted access to healthcare services and improved water and sanitation facilities, substandard quality of care, and insufficient knowledge and utilization of healthcare services<sup>9</sup>. The COVID-19 pandemic further strained Liberia's fragile healthcare system and had significant socio-economic impacts, particularly on vulnerable populations.

The neonatal mortality rate, estimated at 25 per 1,000 live births in 2017,<sup>10</sup> had stagnated since 2013. Furthermore, 75 per cent of infant deaths occur in the first seven days of life, with most occurring within the first day.<sup>11</sup> The maternal mortality ratio was a very high 1,072 per 100,000 live births in 2013.<sup>12</sup> The

<sup>7</sup> "Government of Liberia (GoL) Develops Digital Survey Platform to Solicit Liberian Diaspora's Inputs into the Formulation of the new National Development Plan - The ARREST Agenda for Inclusive Development (AAID)", Ministry of Finance and Development Planning, Government of Liberia, July 2024.

<sup>8</sup> UNICEF, Evaluation of UNICEF's Response to the Ebola Outbreak in West Africa 2014–2015, New York, 2016

<sup>9</sup> Liberia Institute of Statistics and Geo-Information Services (LISGIS), Ministry of Health [Liberia], and ICF. 2021. Liberia Demographic and Health Survey 2019-20. Monrovia, Liberia and Rockville, Maryland, USA: Liberia Institute of Statistics and Geo-Information Services (LISGIS), Ministry of Health [Liberia], and ICF.

<sup>10</sup> Ibid

<sup>11</sup> Demographic and Health Survey (DHS), 2013

<sup>12</sup> DHS 2013

adolescent pregnancy rate increased from 32 per cent in 2007 to 38 per cent in 2018.<sup>13</sup> About 14 per cent of teenage mothers (15–19 years) were undernourished<sup>14</sup> and 53 per cent per cent of adolescents were anaemic<sup>15</sup>. **Stunting rates remain significantly high** with 30 percent of children (32 percent of boys and 28 percent of girls) being stunted, and thus at risk of cognitive and physical limitations that can last a lifetime<sup>16</sup>. Stunting affected one third of children under the age of 5 years.<sup>17</sup>

#### 1.1.4 Water and Sanitation

**Access to clean water, hygiene, and sanitation remains low**, especially among the rural poor. While the percentage of households with an improved source of drinking water has increased over time, from 68 percent in 2007 to 84 percent in 2020, the situation is much worse among the poor, nearly half of whom rely on unimproved water sources<sup>18</sup>. Drinking water and hygiene conditions remained suboptimal at all levels, including in schools and healthcare facilities, affecting young children.<sup>19</sup> A significant proportion of the population lacks access to sanitation facilities, with only 17 per cent of the population (6 per cent in rural areas) having access to toilets.<sup>20</sup> Thus, open defecation is a widespread practice across the country, particularly among the poor.

#### 1.1.5 Education

The adverse long-lasting impact of the 14-year civil war, compounded by national school closures in the aftermath of major public health emergencies such as the Ebola outbreak and the COVID-19 pandemic, had a tremendous impact on the long-term development and evolution of the country's education system. While significant progress has been made since the aftermath of the conflict, with approximately **1.4 million children** registered in pre-primary, primary and high school (as of 2015), the sector remains chronically under-funded, lacks sufficient policy reform, and is hampered by inconsistent implementation of the policies required for the progressive transformation of the public education sector.

**School attendance remains low** with only 20 percent of children aged six to 12 from the poorest 10 percent of the population and approximately 40 percent from the richest decile of the population attending school<sup>21</sup>. Fifty-three per cent of girls and 38 per cent of boys (6–14 years) who are enrolled in school will not complete even basic education (i.e., up to grade 9). Subsequently, according to the Liberia Institute of Statistics and Geo-Information Services' (LISGIS) *Thematic Report on Education and Literacy*, children (between the ages of 3-5) constitute the demographic with the lowest degree of educational attainment, with **41.8%** currently attending school and **55.7%** having never attended, and a low completion rate of **1.3%** (see Table 1). Furthermore, adolescent girls (between the ages of 13-15 and 16-18) not only have a low completion rate of **3.3%** and **5.7%** respectively, but also have a drop-out rate of **3.6%** and **9.5%** respectively – which can be attributed to cultural and societal norms around the “conventional” or “traditional” role of young women in the household, which can limit their ability to complete their formal education.

This evaluation's sampling strategy – highlighted in Section 4.3 – has identified three counties in the country, on the basis of underlying factors, an example of this is as follows:

- **Montserrado:** This county is the country's federal capital and has the lowest proportion of the population that has never attended school (37%), and the highest proportion of the population that is

<sup>13</sup> United Nations Population Fund data. Available at <https://liberia.unfpa.org/en>, accessed on 2 September 2018.

<sup>14</sup> DHS 2013

<sup>15</sup> Liberian national micronutrient Survey, 2011

<sup>16</sup> Ibid.

<sup>17</sup> Comprehensive Food Security and Nutrition Survey, Liberia 2018

<sup>18</sup> Ibid.

<sup>19</sup> DHS 2013, JMP 2018

<sup>20</sup> World Health Organization (WHO)/UNICEF Joint Monitoring Programme for Water Supply and Sanitation (JMP), 2015

<sup>21</sup> World Bank. 2023. Liberia Poverty Assessment 2016 – Towards a more inclusive Liberia. World Bank.

currently attending school (59.6%).

- **Grand Cape Mount:** This county has one of the highest proportions of the population (65.7%) and one of the lowest rates of school-age children currently enrolled in formal education (32.3%) – in addition to one of the highest drop-out rates (1.1%).
- **Grand Gedeh:** This county has one of the highest proportions of the population (57.6%) and one of the lowest rates of school-age children currently enrolled in formal education (40.2%) – in addition to one of the highest drop-out rates (1.0%).

**Table 1: School Attendance by different Age Groups<sup>22</sup>.**

School Attendance	Age Groups			
	3-5	6-12	13-15	16-18
Never Attended	55.7	27.0	19.2	20.5
Completed	1.3	2.3	3.3	5.7
Drop-out	1.1	2.0	3.8	8.4
Currently Attending	41.8	68.7	73.8	65.4

**Table 2: School Attendance by different Age Groups and Sex<sup>23</sup>.**

School Attendance	Age Groups							
	3-5		6-12		13-15		16-18	
	Male	Female	Male	Female	Male	Female	Male	Female
Never Attended	56.5	54.9	28.1	25.9	20.1	18.2	20.0	20.9
Completed	1.3	1.3	2.3	2.3	3.3	3.3	5.7	5.6
Drop-out	1.2	1.1	2.1	1.9	3.9	3.6	7.4	9.5
Currently Attending	40.9	42.7	67.5	69.9	72.7	74.9	66.9	64.0

Additionally, **quality of education** is poor with the country’s Harmonized Test Score (HTS) recorded at 332 out of a maximum 625, which is among the lowest in the world<sup>24</sup>. Quality of education is affected by insufficiently child-sensitive learning environments, characterized by a lack of trained teachers and non-adherence to education protocols.<sup>25</sup> A majority of children in school are overage. According to the 2015 Education Management Information System (EMIS) report, 75 per cent of children in early childhood education (ECE) and 82 per cent of children at the primary level were overage, with similar rates for boys and girls.<sup>26</sup> However, it must be noted that subsequent national governments have not conducted National Learning Assessments over the past decade – making it difficult to accurately measure the level of progress attained across relevant learning metrics, particularly numeracy and literacy in targeted age groups. On the basis of the lack of significant progress made in the education sector, particularly in terms of reducing the number of children (of school-going age) out of school, there is a lack of clear strategies on a national and subnational level – in tandem with sufficient financing (currently **2.3%** of the national budget as of 2023<sup>27</sup>) – to facilitate a drastic improvement in student retention.

### 1.1.6 Gender, Human Rights, and Equity

#### Deep-rooted gender, human rights, and equity issues significantly affect the most vulnerable populations

<sup>22</sup> Thematic Report on Education and Literacy, Liberia Institute of Statistics and Geo-Information Services’ (LISGIS), 2022, 14.

<sup>23</sup> Thematic Report on Education and Literacy, Liberia Institute of Statistics and Geo-Information Services’ (LISGIS), 2022, 15.

<sup>24</sup> World Bank (2020). "The Human Capital Index 2020 Update: Human Capital in the Time of COVID-19". Retrieved from [worldbank.org] (<https://www.worldbank.org/en/publication/human-capital>).

<sup>25</sup> Education sector analysis, 2016

<sup>26</sup> UNICEF CPD, 2016-2020

<sup>27</sup> Government Spending on Education (% of total GDP), The World Bank. <https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS?locations=LR>

**in Liberia, particularly women and children.** Discrimination against women presents challenges in employment, income, decision-making, and other socioeconomic indicators. Gender inequality remains a critical issue, with high rates of adolescent pregnancy (38%), gender-based violence (GBV), and female genital mutilation (FGM), which affects 44% of women aged 15-49<sup>28</sup>. GBV is widespread, with issues like workplace harassment and sexual harassment in schools, where practices such as "sex for grades" and "sex for school fees" are common<sup>29</sup>. FGM is widely practiced, with prevalence rates ranging from 2% in River Gee, 3% each in Maryland and Grand Kru, and 78% in Gbarpolu<sup>30</sup>. Studies also highlight increased GBV during the COVID-19 pandemic, underscoring the vulnerability of Liberian women to external shocks<sup>31</sup>.

As previously mentioned, Liberia faces stark **inequity between urban and rural populations**. Poverty, limited access to quality education, healthcare, and WASH services disproportionately affects rural areas (71.6% of rural population live below the poverty line, compared to 31.5% in urban areas<sup>32</sup>).

Additionally, limited opportunities for **persons with disabilities** continue to pose significant barriers to access to education, social inclusion, and economic empowerment<sup>33</sup>. These inequities are compounded by systemic challenges, such as inadequate infrastructure, weak institutional capacity, and cultural practices that hinder progress toward achieving universal rights for children and women.

Liberia has reportedly not taken sufficient credible steps to ensure that all individuals can fully **exercise their rights**<sup>34</sup>. Significant human rights issues include arbitrary or unlawful arrests and killings, serious problems with judicial independence, restrictions on freedom of expression and media freedom, government corruption, and widespread gender-based violence, including domestic violence, sexual violence, and female genital mutilation/cutting (FGM/C). Although laws criminalizing consensual same-sex conduct between adults exist, they have not been enforced by the Government of Liberia (GoL). There are also systematic restrictions on workers' freedom of association. Laws against FGM/C do not fully prohibit the practice, and NGOs report little political will within the legislature to address the issue. Discrimination based on race, religion, national origin, colour, sex, disability, age, sexual orientation, gender identity, or HIV and AIDS status is widely reported, but penalties are not commensurate and are seldom enforced<sup>35</sup>.

## 1.2 UNICEF Liberia Country Programme

### 1.2.1 Country Programme Components

**Aligning with the PAPD and contributing to Sustainable Development Goals (SDGs) 3 (Good Health and Well-being), 4 (Quality Education), and 6 (Clean Water and Sanitation), the 2020-2024 UNICEF's Country Programme seeks to support Liberian children to fully exercise their rights** to survival, development, protection, and participation. Specifically, the Country Programme covers four thematic components: child survival and development, which includes health, nutrition, and WASH, early learning and basic education, child protection, programme effectiveness, and social protection. UNICEF agreed on the following priorities for 2020–2024: (a) contributing to the reduction of the under-5 mortality rate through support for immunization and primary health care; (b) the reduction of stunting and improvement in adolescent nutrition; (c) ending open defecation; (d) equitable access to ECE and primary education; (e) strengthening systems to reduce violence against children; and (f) birth registration.<sup>36</sup>

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<sup>28</sup> 2013 DHS

<sup>29</sup> <https://www.state.gov/reports/2023-country-reports-on-human-rights-practices/liberia/>

<sup>30</sup> 2019-2020 Liberia Demographic and Health Survey

<sup>31</sup> "Promoting Gender Equity and Equality in Education in Liberia", Global Partnership for Education. <https://educationoutloud.org/project/promoting-gender-equity-and-equality-education-liberia#:~:text=Liberia%20is%20ranked%20176%20out,of%20secondary%20school%20in%20Liberia>

<sup>32</sup> Household Income and Expenditure Survey, 2016

<sup>33</sup> UNICEF CPD 2020-2028

<sup>34</sup> <https://www.state.gov/reports/2023-country-reports-on-human-rights-practices/liberia/>

<sup>35</sup> <https://www.state.gov/reports/2023-country-reports-on-human-rights-practices/liberia/>

<sup>36</sup> UNICEF CPD, 2020-2024

**At global level, UNICEF efforts are reported to align with global initiatives and frameworks** such as the United Nations Development Assistance Framework (UNDAF)<sup>37</sup>, the African Union’s Agenda 2040 for Children’s Rights<sup>38</sup>, Agenda 2063<sup>39</sup>, Every Woman Every Child<sup>40</sup>, the Global Partnership to End Violence Against Children<sup>41</sup>, and the UNICEF-World Bank Joint Partnership on Health Systems Strengthening<sup>42</sup>. Additionally, partnerships with UN agencies like UNDP, WHO, UNFPA, and UN-Women support shared goals of maternal and adolescent health, gender equality, and enhanced data use for sustainable development<sup>43</sup>. Lastly, UNICEF’s efforts are informed by the UNICEF Strategic Plan 2018-2021<sup>44</sup> and the Gender Action Plan 2018-2021<sup>45</sup>.

**UNICEF collaborated with the Government of Liberia, other UN agencies, and other development partners** in implementing various activities under its country programme. Overall, the UNICEF Country Programme has been implemented in all of Liberia’s 15 counties, targeting children, adolescents, women, and other vulnerable groups.

**UNICEF has commissioned the evaluation of its Liberia Country Programme** to provide solid evidence of whether and how the country programme achieves its intended results. Specifically, the evaluation seeks to inform UNICEF of the relevance, efficacy, effectiveness, efficiency, coherence and sustainability of programme implementation strategies to reach planned results, and valuable insights for future programming efforts. The main users of this evaluation include UNICEF, other UN Agencies and other developmental partners, the GoL, NGOs, and civil society organizations (CSOs).

### 1.2.2 Country Programme Budget

**The Liberia Country Programme (2020-2024) has an allocated budget of USD\$ 97,471,238** with 8% for Programme Effectiveness, 20% for Early Learning and Basic Education (ELBE), 20% for Health, 12% for Nutrition, 16% for WASH, 15% for Child Protection, and 8% for Operational Effectiveness.

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<sup>37</sup> [https://www.undp.org/sites/g/files/zskgke326/files/2022-10/unsdcf\\_liberia\\_-\\_2020-2024\\_0.pdf](https://www.undp.org/sites/g/files/zskgke326/files/2022-10/unsdcf_liberia_-_2020-2024_0.pdf)

<sup>38</sup> <https://www.acerwc.africa/en/africas-agenda-children-2040/africas-agenda-children-2040#:~:text=Aspiration%204%3A%20Every%20child%20survives,the%20basic%20necessities%20of%20life.&text=Aspiration%208%3A%20Children%20benefit%20from,child%2D%20sensitive%20criminal%20justice%20system.>

<sup>39</sup> <https://au.int/en/agenda2063/overview>

<sup>40</sup> <https://sustainabledevelopment.un.org/sdinaction/everywomaneverychild>

<sup>41</sup> <https://sustainabledevelopment.un.org/sdinaction/everywomaneverychild>

<sup>42</sup> <https://documents1.worldbank.org/curated/en/550971654536651778/pdf/Liberia-Health-Systems-Strengthening-Project.pdf>

<sup>43</sup> UNICEF CPD 2020-2024

<sup>44</sup> [https://www.unicef.org/media/48126/file/UNICEF\\_Strategic\\_Plan\\_2018-2021-ENG.pdf](https://www.unicef.org/media/48126/file/UNICEF_Strategic_Plan_2018-2021-ENG.pdf)

<sup>45</sup> <https://www.unicef.org/rosa/sites/unicef.org/rosa/files/2020-06/UNICEF%20Gender%20Action%20Plan%202018%20-%202021.pdf>

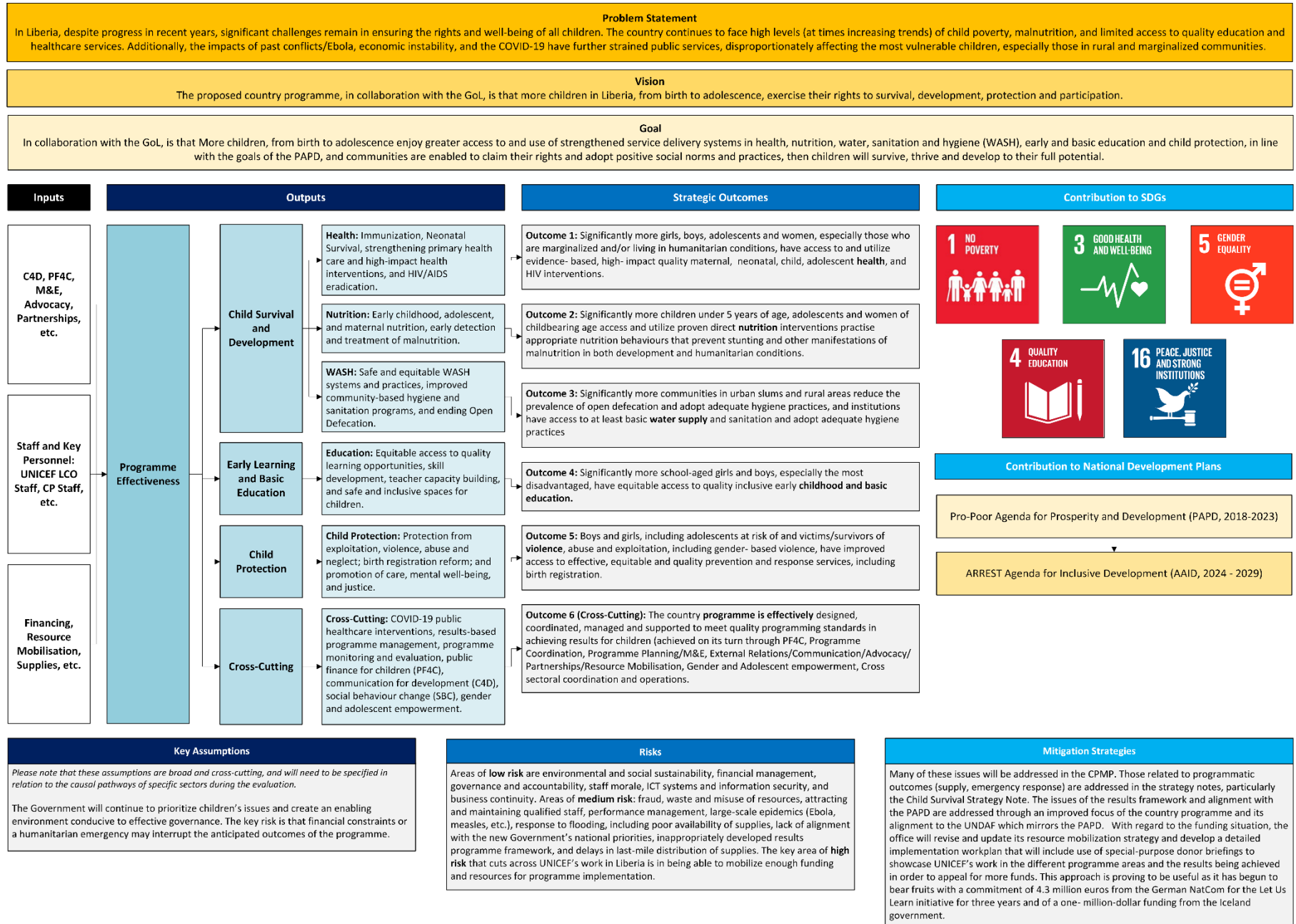
### 1.2.3 Theory of Change

**The CPE has reconstructed the Theory of Change (ToC)**, presented in Figure 1. According to the previous evaluability assessment, several weaknesses were identified, including the absence of a comprehensive country-level ToC, unclear alignment between implementation strategies and outputs reflecting UNICEF's contributions to intended outcomes, and a lack of programme convergence.

**The overall goal, in collaboration with the GoL**, is to ensure that 'more' children, from birth to adolescence, have greater access to and use of strengthened service delivery systems in health, nutrition, water, sanitation, and hygiene (WASH), early and basic education, and child protection. The outcomes are achieved by pursuing six strategic outcomes, which are expected to contribute advancing the Sustainable Development Goals (SDGs), particularly SDG 1 (No Poverty), SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 16 (Peace, Justice, and Strong Institutions).

**During the field visit, the CPE will focus on clarifying the pathways to results and the programme convergence**, in order to provide a post-evaluation ToC.

Figure 1: Theory of Change



## 2. PURPOSE AND SCOPE OF THE EVALUATION

### 2.1 Purpose of the Evaluation

**The CPE serve the dual purpose of accountability and learning** and will be both summative and formative in nature. Subsequently, this evaluation will inform future programming, including the design of the next iteration of the Country Programme Document (CPD) for 2026-2030.

**The CPE will build upon several evaluative exercises conducted by the LCO**, including the Evaluability Assessment of UNICEF Liberia Country Programme (2020-2024), Multi-country Evaluation of the UNICEF Child-Friendly Communities approach (Liberia, 2018-2022), and the Formative Evaluation of the Be a Change Agent Project (2018-2019) - among others. In addition, this evaluation will also utilise several relevant policy briefs, reports, and sectoral reviews conducted by UNICEF at both the national and strategic levels, which include the following<sup>46</sup>:

1. UNICEF Liberia Country Office Annual Reports (2020-2023).
2. Government of Liberia's "Pro-Poor Agenda for Prosperity and Development" (PAPD, 2018-2023).
3. UNICEF Liberia Country Office Programme Strategy Notes (PSNs) – covering programmatic areas including (i) public finance for children (PF4C), (ii) programme effectiveness, (iii) early learning and basic education, (iv) child protection, and (v) health, nutrition, and WASH.
4. UNICEF Liberia Country Programme Documents.
5. Statistical data including (i) the Liberia Demographic and Health Survey 2, and (ii) the Liberia Malaria Indicator Survey (2022).
6. UNICEF Liberia Country Office Mid-Term Reviews.
7. UNICEF Liberia "Results Assessment Module" (RAM) data.
8. Preliminary results from the Teacher Allocation (T4A) Study: UNICEF Innocenti

**The CPE has a range of target audiences.** Primary users include the UNICEF Liberia Country Office (LCO), the UNICEF West and Central Africa Regional Office (WCARO), and Headquarters (HQ). Secondary users include the Government of Liberia, national partners such as civil society organizations and private sector entities, UN Country Teams, and other development organizations. Programme beneficiaries, rights holders, and duty bearers are also key stakeholders. Youth, adolescents, parents, caregivers, communities, civil society organizations, and the wider public all have an interest in the evaluation results. In line with UNICEF's focus on involving youth and adolescents, meaningful engagement with this key stakeholder group has been integrated into our methodology (see **Section 4**).

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<sup>46</sup> This is a non-exhaustive list.

**Table 3: Users and Uses of the Evaluation**

Evaluation Users	Uses of the evaluation (how the findings and recommendations will be used)
<p><b>UNICEF Liberia Country Office (LCO)</b></p>	<ul style="list-style-type: none"> <li>• Reviewing the theory of change and refining intervention strategies</li> <li>• Expand relevant programmatic components and include it in the upcoming iteration of the Country Programme.</li> <li>• Develop a new communications and advocacy strategy for greater engagement of national actors in child protection.</li> </ul>
<p><b>UNICEF West and Central Africa Regional Office (WCARO)</b></p>	<ul style="list-style-type: none"> <li>• Strengthen high level advocacy and resource mobilization with donors in this area.</li> </ul>
<p><b>Government of Liberia</b></p> <p><i>This includes national ministries responsible for child protection (and other multisectoral areas), such as the Ministry of Justice, Ministry of Gender, Children and Social Protection, Ministry of Health, Ministry of Youth and Sports, Ministry of Finance and Development Planning, and Ministry of Women Empowerment and the Family, and the Ministry of Education – among others.</i></p>	<ul style="list-style-type: none"> <li>• Revise the national regulatory frameworks and broader developmental agendas, with a targeted focus on child protection, public financing for children, SBC, WASH, Nutrition, etc.</li> </ul>
<p><b>UN agencies</b></p> <p><i>This includes WHO, UNFPA, UNIDO, UN women, UNDP, UNESCO</i></p>	<ul style="list-style-type: none"> <li>• Strengthen inter-agency intervention and integration packages.</li> </ul>
<p><b>NGO implementing partners</b></p>	<ul style="list-style-type: none"> <li>• Develop new intervention strategies</li> <li>• Develop familiarity with the approaches identified as successful by the evaluation and introduce them more systematically into national, sub-national, and strategic operations.</li> <li>• Build on the lessons learned during the evaluation to strengthen their advocacy strategy with technical partners, territorial and devolved administrations.</li> </ul>
<p><b>Donors</b></p>	<ul style="list-style-type: none"> <li>• To better define financial support for the national government, and to determine a sustainable pathway for financing relevant interventions (in-line with UNICEF programmes and national development plans).</li> </ul>

## 2.2 Objectives of the Evaluation

The CPE objectives are as follows<sup>47</sup>:

- (1) Assessing UNICEF's strategic positioning and the implementation status of its programme activities.
- (2) Evaluating the operational and programmatic dynamics of UNICEF to ascertain its effectiveness in achieving the intended outcomes of the CP and advancing child rights.
- (3) Examining UNICEF's strategic approach, sector-specific and cross-sectoral implementation strategies, and the utilization of evidence to integrate gender and equity dimensions, as well as adolescent development and other normative principles, into the Country Programme's initiatives.
- (4) Identifying exemplary practices and lessons learned, along with providing practical and pertinent recommendations. These recommendations will serve as guidance for government partners, UNICEF, and other stakeholders, ensuring that the new Country Programme is equipped to deliver successful and sustainable outcomes for children.

## 2.3 Scope of the Evaluation

### 2.3.1 Thematic Scope

**The CPE will build upon previous evaluations and, thus, will prioritize specific themes and lines of enquiry.** While UNICEF's corporate guidelines mandate that the CPE assess all aspects of the CP portfolio, the ToR, document review, and inception consultations indicate that the CPE should focus on segments that have not been covered by previous evaluations. Both the ToR and document review have identified a substantial body of evaluative knowledge for certain components of the CP. The evaluation will place less emphasis on these areas. As specified in the ToR, the evaluation will exclude the following: (i) Strategies for preventing stunting, as covered in the Evaluation of Key Result for Children (KRC) #2 (Nutrition), and (ii) Birth registration, as addressed in the Evaluation of KRC #7 - Birth Registration for the period 2018-2021.

**The CPE will encompass all four sectoral programme components taking in account many programmes are intending to be multi-sectoral, convergent or integrated:** (i) Child Survival and Development, covering outcomes 1, 2, and 3; (ii) Early Learning and Basic Education, corresponding to outcome 4; (iii) Child Protection, aligned with outcome 5; and (iv) Programme Effectiveness, reflecting outcome 6.

**The CPE will be structured around UNICEF's three key strategies (as a means to) to achieve results** in these areas: (i) Evidence Generation for Policy Advocacy, (ii) Strengthening Service Supply and Quality, and (iii) Stimulating Demand for Services.

**The CPE will concentrate on six specific lines of inquiry,** as outlined in the ToR, to ensure a focused approach that addresses evaluation questions in a manner that complements previous CPE and sectoral evaluations. These lines of inquiry determine the data collection and analysis and ensure that the evaluation remains focused on the most critical and relevant aspects. The below lines of enquiry are in line with the CP evaluability assessment.

1. **UNICEF Leadership and Positioning:** reflect on UNICEF's past role and strategic positioning while also projecting forward into the CP for 2026-2030, particularly within the evolving post-COVID-19 landscape and amidst emerging climate challenges.

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<sup>47</sup> UNICEF Liberia Country Programme Evaluation (2020-2024), Terms of Reference, Page 10.

2. **Effectiveness of Implementation Strategies:** Assess UNICEF's sector-specific and multi-sectoral implementation strategies, with an emphasis on identifying areas for improvement.
3. **Programme Convergence:** Examine mechanisms UNICEF employs to promote effective and efficient multi-sectoral and convergent approaches, including the delivery of integrated service packages.
4. **Partnerships and Delivering as One:** Evaluate the effectiveness and efficiency of coordination and implementation mechanisms in enabling strategic shifts, fostering innovation, and enhancing participation among government entities and development partners.
5. **Results Achieved:** Analyse the results-based framework of the CP to determine the extent of integration of equity, gender considerations, and the identified needs and priorities of children and adolescents.
6. **Data generation and evidence:** Investigating the degree to which the results framework of the CP is grounded in informed, evidence-based decision-making processes.

### 2.3.2 Geographical Scope

**In principle, the CPE covers all UNICEF programmes implemented across the entirety of Liberia.** In accordance with the ToR, the geographical scope of the evaluation includes cross-sectoral interventions in all regions where UNICEF is actively engaged, reflecting the diverse contexts and UNICEF achievements across national and sub-national levels. The document review, and secondary data analysis covered all of UNICEF programmes in Liberia. However, the primary data collection in-country will be carried out on a sample of sites as indicated in **Section 4.3** on sampling.

### 2.3.3 Chronological scope

The CPE will cover the duration of the LCP from **January 2020 to December 2024**, recognizing that the current programme is still in the process of implementation. While the focus will be on this period, the evaluation will also consider documents and activities outside this temporal scope when directly relevant to the LCP. This includes assessing alignment with UNICEF's Strategic Plans and the Gender Action Plans for the periods 2018–2021 and 2022–2025. Additionally, the evaluation will reflect on strategies, recommendations, and lessons learned from the previous Country Programme (2013–2019), or midterm evaluations as well as findings from the Evaluability Assessment of the Liberia Country Programme (2020–2024), where pertinent to addressing the evaluation questions. The CPE will however compliment such existing evaluations. Expanding the temporal scope is particularly necessary for programmes initiated under the previous Country Programme but only achieving significant scale during the current period.

### 3. EVALUATION CRITERIA AND QUESTIONS

**The CPE will utilize the five OECD/DAC evaluation criteria:** relevance, coherence, effectiveness, efficiency, and sustainability. In accordance with the ToR, an additional criterion—Gender, Equity, and Human Rights—will also be applied. However, the CPE has integrated this criterion within the OECD-DAC criterion of relevance in the evaluation matrix to ensure that "alignment to needs" comprehensively addresses all needs, including those related to gender, equity, and human rights challenges.

- (1) **Relevance:** The extent to which UNICEF's programme objectives and design respond to the needs of beneficiaries and other stakeholders<sup>48</sup>.
- (2) **Effectiveness:** The extent to which the CP has achieved, or is expected to achieve, its objectives, including support for and collaboration with the government and local partners.
- (3) **Efficiency:** The extent to which there is an optimal relationship between the resources invested in the programme (inputs) and the results achieved (outputs and outcomes).
- (4) **Coherence:** The extent to which the CP's strategies and interventions demonstrate both internal and external complementarity, ensuring a logical and synergistic alignment.
- (5) **Sustainability:** The extent to which the CP's has successfully created the potential for future adoption by the government, has been scaled up and integrated into national systems and policy guidelines, and has enhanced the likelihood that results will continue in the future.
- (6) **Gender, Equity, and Human Rights:** This additional criterion evaluates the extent to which UNICEF has integrated gender, equity, and human rights dimensions into the CP, throughout the programme's design and implementation.

**The CPE will address an overarching evaluation question (EQ).** While not explicitly defined in the TOR, the proposed overall question is: To what extent and how did the CP contribute to meeting the specific needs of women, children, especially the most vulnerable during 2020-2024?

**The CPE will address five EQs.** The EQs explicitly reflect the five evaluation criteria as required by the TOR. These EQs call for high-level evaluative judgments related to each criterion. It is important to note that EQs 1 and 2 focus on the planning and adjustment of the UNICEF CP, whereas EQs 3-5 focus on its implementation.

**The CPE will address 16 sub-questions (SQs).** The SQs ask substantive questions about key elements that comprise the evaluation criteria. The EQs explicitly reflect the lines of enquiry proposed in the TOR (based on the UNICEF Evaluability Assessment recommendations). The SQs have not been altered from what was proposed in the TOR, however some nuancing has been done to the language for the purpose of clarity. Each SQ is now formulated to ask: 'to what extent' - which calls for judgment or measurement, and 'how' - which calls for analysis. **Table 4** presents the 16 SQs.

The Evaluation Questions did not undergo any major adjustments over the course of the desk phase, but certain **structural changes** were made to make the EQs more nuanced. These structural changes can be highlighted as follows:

- **EQ1 – Relevance:** An additional sub-question (SA1.4) was included, in order to address the CP's relevance to equity and inclusion dimensions in its planning and implementation strategies.

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<sup>48</sup> Additionally, the evaluation team will prospectively aim to assess the effectiveness of Liberia's transition in a post-emergency context to the humanitarian/development pivoted approach. This evaluation, in addition to the criterion in the country programme, will also aim to analyse the **adaptability** of the country programme – particularly in terms of adjusting to exogenous shocks, and more importantly in adapting to shifts in government priorities and development agendas (particularly after the recent change in the national government). The **adaptability** component is not an evaluation criterion, but is a subset of the relevance EQ.

- **EQ2 – Coherence:** No major structural changes.
- **EQ3 – Effectiveness:** No major structural changes, but minor adjustments in terms of the phrasing of the questions.
- **EQ4 – Efficiency:** No major structural changes, but minor adjustments in terms of the phrasing of the questions (particularly SQ4.2).
- **EQ5 – Sustainability:** No major structural changes.
- **EQ6 – Gender, Equity, and Inclusion:** Question integrated into the Relevance EQ as an additional sub-question (EQ1.4).

The CPE will be guided by 30 judgment criteria (JCs), which will shape how answers to evaluation questions are formulated, ensuring that the CPE remains transparent, objective, and evidence based. These JCs have been developed based on the ToR, lines of enquiry, inception interviews, and the document review. The JCs intent to avoid duplication of existing evidence from the UNICEF Evaluability Assessment and other evaluations. JCs serve as flexible (not rigid) 'variables' to guide the analysis, acknowledging the need for a dynamic evaluation framework. They define 'what good looks like' for each sub-question (SQ) and the judgement is categorized into 'excellent', 'very good', 'good', 'moderate' and 'poor' performance levels. Table 5 presents the JCs and their expected data sources (i.e. methods) for each.

**Table 4: Evaluation Questions**

<b>Overarching question</b>	To what extent and how did the CP contribute to meeting the specific needs of women, children and vulnerable groups people during 2020-2024?
<b>EQ1 Relevance</b>	<b>To what extent was the UNICEF CP in Liberia relevant during 2020-2024?</b>
<b>SQ1.1 Relevance to needs</b>	To what extent and how is the CP aligned with the needs and priorities of all children and women, particularly the most vulnerable?
<b>SQ1.2 Relevance to country priorities</b>	To what extent and how is the CP aligned with the national priorities of Liberia and UNSDCF for children and women in Liberia?
<b>SQ1.3 Relevance to new/emerging needs</b>	In what extent and how has UNICEF adjusted its programme scope and implementation strategies to address emerging challenges, such as those posed by emergencies like the Covid-19 pandemic?
<b>SQ1.4 Relevance to equity &amp; inclusion</b>	To what extent and how has UNICEF incorporated gender, human rights, and equity dimensions into the planning and implementation strategies of the programme?
<b>EQ2 Coherence</b>	<b>To what extent was the UNICEF CP coherent in Liberia during 2020-2024?</b>
<b>SQ2.1 Coherent to GoL</b>	To what extent and how have government policies and programmes supported the CP's activities, and reciprocally?
<b>SQ2.2 Coherent to UN programming:</b>	To what extent and how is the CP synchronized with the initiatives of other UN agencies and development partners, aiming to enhance collective objectives and minimize redundancy?
<b>EQ3 Effectiveness</b>	<b>To what extent was the UNICEF CP in Liberia effective during 2020-2024?</b>
<b>SQ3.1 Overall Results</b>	To what extent and how has UNICEF successfully achieved and is projected to attain the intended outcomes of the CP by the conclusion of its cycle?
<b>SQ3.2 Unexpected results</b>	To what extent, and in what ways, have unexpected positive or negative results emerged from the outcomes of the CP efforts?
<b>EQ4 Efficiency</b>	<b>To what extent was the UNICEF CP in Liberia efficient during 2020-2024?</b>
<b>SQ4.1 Adequate resource allocations</b>	To what extent and how has the operational capacity of the programme, including its human resources and supplies, supported the achievement of intended results within the designated timeframe and in a cost-efficient manner?
<b>SQ4.2 RBM</b>	To what extent and how has UNICEF ensured the <b>results-based management</b> and is evidence utilized in the planning and execution of programme activities?
<b>EQ5 Sustainability</b>	<b>To what extent was the UNICEF CP in Liberia sustainable during 2020-2024?</b>
<b>SQ5.1 Sustainability pathways:</b>	To what extent and how sustainable are programme's results in terms of financial, environmental, and social aspects?

Table 5: Judgement Criteria and corresponding Methodological Strategies.

		Document review	Country portfolio analysis	Country key informant interviews	FGDs	Mini survey
<b>JC 1.1.1: needs alignment</b>	the CP clearly identified specific needs/priorities of women and children and those most vulnerable					
<b>JC 1.1.2: strategy alignment</b>	the CP implementation strategies and activities explicitly targeted needs/priorities of women and children and those most vulnerable					
<b>JC 1.1.3: perceived inclusion</b>	stakeholders perceive that the CP was informed by AAP/CWC/participation					
<b>JC 1.2.1: GoL alignment</b>	the CP was clearly aligned with the main (i) goals and (ii) objectives of the GoL national development plans including sector-specific policies (e.g., health, education, child protection)					
<b>JC 1.2.2: UNSDCF alignment</b>	the CP was clearly aligned with the main (i) goals and (ii) objectives of UNSDCF					
<b>JC 1.3.1: new needs alignment</b>	the CP adjusted (i) scope and (ii) strategies appropriate to new needs/priorities of women and children and those most vulnerable					
<b>JC 1.3.2: new needs implementation</b>	the CP contributed to the continuity of essential services (e.g., healthcare, education, nutrition, child protection) during emergencies such as COVID-19					
<b>JC 1.4.1: inclusion alignment</b>	The results framework clearly integrates gender/human rights/equity considerations (specific indicators, targets, activities)					
<b>JC 1.4.2: inclusion strategies</b>	The CP implements tailored approaches to reach the most disadvantaged populations, both in sectoral and cross- sectoral components					
<b>JC 1.4.3: added value</b>	Stakeholders perceive that the CP adds value in integrating gender/human rights/equity considerations (policy advocacy, coordination, funding)					
<b>JC 2.2.1 strategic positioning</b>	CP was planned in coordination with the initiatives of other UN agencies					
<b>JC 2.2.2 added value</b>	UNICEF's role provided competitive advantage/clear added value to the GoL (i) donor, (ii) technical and coordination support, (iii) implementation					
<b>JC 3.1.1 results</b>	CP outcomes were largely achieved as intended (by specific needs, by sector, by multi-sectoral)					
<b>JC 3.1.2 strategies</b>	(i) sector-specific, (ii) multi-sectoral (iii) convergent and (iv) integrated service packages approaches/strategies added value					
<b>JC 3.1.3 coordination</b>	coordination and implementation mechanisms (i) facilitated strategic shifts, (ii) fostered innovation, and (iii) enhancing participation among government and					

	development partners					
<b>JC 3.1.4 influencing factors</b>	stakeholders identified key internal and external factors that enabled or constrained results and achievements					
<b>JC 3.1.5 unexpected results</b>	stakeholders identified key unexpected (i) positive and (i) negative results (by specific needs, by sector, by multisector)					
<b>JC 4.1.1 resources adequacy</b>	the CP allocated sufficient (i) human resources and (ii) supply resources to achieve the intended results					
<b>JC 4.1.2 timely allocation</b>	the CP allocated resources to partners/programmes in a timely manner					
<b>JC 4.1.3 proportionate allocation</b>	the CP maximized the use of available resource					
<b>JC 4.2.1 data planning</b>	the results framework incorporated evidence from research, evaluations, monitoring data to inform programme objectives, and strategies					
<b>JC 4.4.2 data aggregation</b>	the CP generates data across needs/priorities of children and adolescents' gender, age, disability, in particular of those most vulnerable/marginalised to inform ongoing programming					
<b>JC 4.2.3 data use</b>	the CP has mechanisms in place that ensure systematic integration of (i) outcome data, (ii) findings from evaluations/research/innovations, and (iii) lessons learned					
<b>JC 5.1.1: financial</b>	the CP contributed to governance ownership and commitment to continue or scale up the programme's demonstrated through (i) policy adoption, (ii) national budget allocations, and (iii) cost-sharing or co-financing arrangements					
<b>JC 5.1.1: financial</b>	the CP is clearly integrated into national or local government systems, reducing dependency on external funding					
<b>JC 5.1.1: financial</b>	CP collaborated with other development agencies, and the private sector					
<b>JC 5.1.2: environmental</b>	the CP (i) integrated environmental considerations and (ii) contributed to building community resilience to environmental and climate-related shocks					
<b>JC 5.1.3: social</b>	the CP (i) engaged beneficiaries and local communities, and (ii) contributed to building local capacity (e.g., through training, C4D, SBC)					

**The evaluation will be guided by an evaluation matrix.** The matrix (**Annex 2**) includes the EQs, SQs, JCs, and related methods/sources. It serves as an overall guide to data collection and analysis, and a reference point for the ET and the Evaluation Office.

## 4. METHODOLOGY

### 4.1 Evaluation Approach

**The CPE is theory-driven and thus guided by a reconstructed ToC.** Developed by the evaluation team during the inception phase, the ToC serves as the overarching analytical framework for the evaluation. The ToC has been a crucial starting point, ensuring the evaluation team has a robust understanding of the CP's strategy, intended outcomes, and the underlying assumptions. It was informed by the document review and was discussed and validated with UNICEF during the inception phase. The ToC, together with the lines of enquiry, has informed the development of the EQs and JCs to ensure they assess the relationships between different elements of the theory. By bringing this evidence together, the theory-based evaluation will be able to provide an overall judgment on the CP's performance and positioning in Liberia. For example, different elements of the theory are brought together as follows:

- (1) EQs on relevance explore the **CP design** and how effectively it identifies and targets women, children, and the most vulnerable, in alignment with CP **outcomes** 1-5.
- (2) EQs on coherence explore the **CP design** and how it aligns with national policies, in collaboration with the Government of Liberia (GoL) and in line with the goals of the PAPD.
- (3) EQs on effectiveness explore the **CP strategies** and how they contributed to results and whether, at the time of evaluation, they are likely to support the CP's **goal** of improving outcomes for children from birth to adolescence.
- (4) EQs on efficiency explore **the CP data planning, aggregation, and use** and how this has informed decision-making and supported evidence-based practices (**output** level).

**The CPE will use mixed methods for data collection and analysis.** The evaluation will use a combination of (i) quantitative portfolio analysis, (ii) qualitative document review, (iii) perception-based stakeholder interviews, (iv) perception-based mini-survey, (v) focus group discussions and (vi) beneficiary in-depth interviews that explore causality. The mixed methods generate different types of evidence and allows evidence triangulation, which increases the strength of evidence and the reliability of findings. Quantitative and qualitative sources have been purposefully sampled based on their respective strengths, to triangulate findings and mitigate against biases (see **Section 4.3** on sampling).

**The CPE is utilization-focused to inform the 2025-2030 CPD.** BetterEvaluation<sup>49</sup> defines utilization-focused evaluations as those that ensure the findings and process are directly useful for decision-making and performance improvement. The CPE aims to be particularly informative for the design of the 2025-2028 CPD. In this context, key stakeholders were engaged during the inception phase, validated the reconstructed ToC, and ensured their insights shaped the evaluation framework. Intended users will continue to be engaged throughout the next phase of the evaluation to maintain relevance and utility.

**The CPE will gather data, generate evidence, and enable learning.** The collected 'data'—unprocessed facts, figures, and information from various sources and methods—will be synthesized into 'evidence' by analysing, interpreting, and contextualizing the data. This evidence will be used to answer the JCs and EQs, inform findings, assess the ToC, and draw lessons about what worked, where, and how. To validate the evidence and findings, the evaluation team will facilitate two joint validation sessions during the process: a post-field visit validation and a findings validation session.

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<sup>49</sup> <https://www.betterevaluation.org/methods-approaches/approaches/utilisation-focused-evaluation>

## 4.2 Data collection methods and tools

**The CPE will be conducted as a sequenced process.** In line with the ToR, the process includes an inception phase, a data collection and analysis phase, and a reporting phase. The inception report proposes five different data collection methods to combine primary and secondary data, as well as qualitative and quantitative data from a variety of sources. This approach will provide diverse and rich perspectives, enable triangulation, overcome data limitations, and strengthen the evidence base to ensure transparent and objective judgments on the CP. The data collection tools, data sources, and piloting of each tool are discussed in **Annex 10**.

### *Phase 1 – Inception phase*

During the inception phase, the CPE applies two methods to generate secondary data and evidence to answer the JCs and SQs. This results in the development of a portfolio report and a document review report, which provide broad preliminary findings and implications to inform the data collection phase.

- **Method 1 – Portfolio Analysis:** At the inception phase, the ET will conduct a portfolio analysis (PA). The purpose of the PA is to analyse the quantitative data of the CP from 2020-2024 to provide evidence to answer the SQs and JCs related to effectiveness and efficiency. The PA, conducted in the inception phase, provides an initial analysis of UNICEF’s results and budgets. The ET sampled **17 documents** for analysis, extracting, categorizing, and stratifying quantitative data to generate evidence. The PA has enhanced the ET’s understanding of the CP’s results, budget lines, and expenditures, and has identified opportunities for further data collection and analysis. The Portfolio Analysis report is in **Annex 9**.
- **Method 2 – Comprehensive Document Review:** During the inception phase, the ET will conduct a comprehensive document review (DR). The purpose of the DR is to analyse qualitative data from 15-20 CP and external documents covering the period from 2020-2024. The DR was conducted in parallel with the PA and provides a detailed analysis of UNICEF’s program documents, reports, relevant evaluations, and other sources related to the CP. A comprehensive document library was mapped (see **Annex 9**), and a sample of **17 documents** was reviewed. The ET extracted, categorized, and analysed data from the documents across most SQs and JCs. The DR has enhanced the ET’s understanding of the CP and CPE lines of enquiry and identified opportunities for further data collection and analysis. The DR report is in **Annex 7**.

### *Phase 2 – Data Collection and Analysis Phase*

During the data collection and analysis phase, the CPE applies four methods to generate primary data and evidence to answer the JCs and SQs. Methods 1 and 2 have further informed the design of methods 3, 4, and 5, and determined which methods will address specific JCs and SQs (see **Table 4 and 5**).

- **Method 3 – Country Key Informant Interviews:** During the data collection phase, specifically during the field visit, the ET will conduct structured key informant interviews (KIIs). The purpose of these interviews is to generate data and evidence based on qualitative views and perceptions from stakeholders, including UNICEF staff, the GoL, UN agencies, NGOs, CBOs, donors, and other relevant institutions. A comprehensive stakeholder mapping was conducted during the inception phase to create a sampling frame, and the ET has identified 40-50 stakeholders in Liberia (see Annex 8). The ET will arrange and conduct the KIIs, take and edit notes, and analyse the data in accordance with the JCs and SQs. The KII tool is provided in Annex 10.

- **Method 4 – Mini Survey:** During the field visit and key informant interviews in Liberia, the ET will conduct a quick mini survey (MS). The purpose of the survey is to quantify the views and perceptions of interviewed stakeholders. A series of short evaluative questions, addressing some of the EQs and JCs, will be answered using a 1-5 Likert scale, categorized as '5 = excellent,' '4 = very good,' '3 = good,' '2 = moderate,' and '1 = poor,' indicating performance levels of the CP. The mini survey will be anonymous and confidential, with general information on the geographical distribution of the respondents and the gender-balance maintained – but data will be disaggregated between UNICEF stakeholders and non-UNICEF stakeholders. The MS will follow the KII sample, be conducted prior to the KIIs, and take approximately 3 minutes. The MS tool is provided in Annex 10.
- **Method 5 – Beneficiary Focus Group Discussions:** During the field visit, beneficiary focus group discussions (FGDs) will be conducted in Liberia. The ET will apply the Most Significant Change (MSC) technique, a participatory approach that engages diverse groups of UNICEF CP beneficiaries. The purpose of the MSC is to gather data and evidence on the significant changes in beneficiaries' lives because of UNICEF's CP. This will strengthen the evidence on "what works, where, and for whom," providing insights into the CP (i) outcomes and (ii) lessons learned. The FGDs will be conducted after the KIIs in Monrovia, allowing the evaluators to probe more deeply into MSC findings. The tool was informed by the PA, DR, and inception interviews. The MSC technique will be applied across two main stakeholder categories: (i) CP end-beneficiaries, including adolescents, young people, parents, and families, and (ii) CP partners and leaders, including county government representatives, community leaders, and civil society. The FGD tool is provided in Annex 10.

Concluding the field phase, the ET will synthesize data from each method to develop overall findings in response to each JC. Each ET member will write their report in a clear and concise manner, following an agreed format and outline. The ET will present the field visit findings to the evaluation steering group in a joint reflection session held in-country.

### **Phase 3 – Reporting phase**

During the reporting phase, the ET will conduct a synthesis analysis of all evidence generated during the inception, data collection, and analysis phases. This will involve reviewing the evidence in relation to the JCs and SQs, preparing emerging findings, and facilitating a joint reflection on these findings by the ET and the UNICEF evaluation steering group. The analysis methods are detailed in Section 4.4.

**Applying human rights, gender and equity sensitive approaches:** The CPE will incorporate human rights, gender and equity sensitive approaches. This will be done throughout the three evaluation phases and is drawn from the Convention of the Rights of the Child (CRC), Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), the UN's Disability Inclusion Strategy (2020), UNICEF's Disability Inclusion Policy and Strategy (DIPAS) 2022-2030. The evaluation will also apply relevant UNICEF guidelines, e.g. *UNICEF's Disability-inclusive evaluations in UNICEF: Guideline for achieving UNDIS standards (2022)*. Table 5 below describes how this will be practically achieved.

**Table 6: Evaluation’s Human Rights, Gender, and Equity Sensitive Approaches**

Phase	Human rights, gender and equity sensitive activities
<b>Inception</b>	<ul style="list-style-type: none"> <li>• PF and DR establishes the extent to which secondary data sources include disaggregated gender, disability, and human rights data.</li> <li>• Stakeholder analysis and sample is conducted with a human rights, gender and equity lens and informs a diverse and representative sample</li> <li>• Inception report includes a human rights, gender and equity context analysis</li> </ul>
<b>Data collection and analyses</b>	<ul style="list-style-type: none"> <li>• Assessment of the quality of human rights, gender and equity analysis and outcomes that was undertaken to inform the programme design and implementation, and how the CP addressed these in practice.</li> <li>• Design of data collection tools which encourage evaluators to seek the views of participants on human rights, gender, equity and disability-inclusion; selection of participants will ensure equitable representation of gender, persons with disabilities and other vulnerabilities. Further, data collection will consider the context, relationships, power dynamics; and gather information on differential effects/gendered outcomes and the reasons for them.</li> <li>• Data will be collected on and from both male and female participants, FGDs can include female-only groups where potential power dynamics risk to limit collecting views from women, data collection will include adolescents.</li> <li>• Data collected will be disaggregated by sex and age.</li> <li>• FGDs aim to include persons with disabilities, in addition to their representative organisations.</li> <li>• ET members will receive adequate training to give due consideration to ethical issues and take measures that encourage participants to share honest views in confidence.</li> </ul>
<b>Reporting</b>	<ul style="list-style-type: none"> <li>• Analysis of data collected will be informed by an adequate understanding of the context, relationships and power dynamics that affect the responses of interviewees.</li> <li>• Triangulation of gender/age disaggregated data to ensure that the voices of women, men, boys and girls, persons (including children) with disabilities, and other vulnerable groups within the lowest economic quintiles (and geographically remote communities) are heard and verified by various data sources.</li> </ul>

## 4.3 Sampling strategy

The sampling strategies offer a structured approach aligned with the purpose of the evaluation, informed by mapping and analysis of data sources done at inception phase, and refined by the ET. The samples are intended to be transparent and purposive, not representative in a formal or statistical sense. They will be used systematically, while allowing for necessary flexibility where necessary. **Table 5** below captures the mapping and sampling for each data collection tool, outlining the different sampling categories, criteria for inclusion, and the rationale behind the sampling strategy.

**Table 7: Overview of sampling strategy**

Data collection tools	Sample	Sampling method
<i>Secondary Data Sampling Strategy</i>		
<b>Sectors</b>	<b>Total sectors mapped: 9 (see Annex 9)</b> <b>Total sectors sampled: 4</b> <ul style="list-style-type: none"> <li>▪ Health/nutrition</li> <li>▪ Education</li> <li>▪ Child protection</li> <li>▪ PF4C</li> </ul>	<b><i>Purposive sampling</i></b>  The selected sectors—represent areas most aligned with UNICEF’s core objectives in Liberia. This targeted selection allows for a focused analysis on key outcomes.
<b>Portfolio</b>	<b>Total documents mapped: 1 (see Annex 9)</b> <b>Total documents sampled: 4</b>	<b><i>Purposive sampling</i></b>  This selection provides the ET with the quantitative data on results and budget to answer SQs and JCs under effectiveness and efficiency.
<b>Documents</b>	<b>Total documents mapped: 24 (see Annex 7)</b> <b>Total documents sampled: 17</b>  <b>Categories: 5</b> <ul style="list-style-type: none"> <li>▪ Policy documents: 1</li> <li>▪ CP documents: 11</li> <li>▪ Results documents: 1</li> <li>▪ Evaluations/lessons 3</li> <li>▪ Documents: 1</li> </ul>	<b><i>Purposive sampling</i></b>  This selection provides the ET with a robust basis for analysing the strategic alignment, outcomes, and learning processes within the CP.
<i>Primary Data Sampling Strategy</i>		
<b>Geographic Sampling: Field Visit Sites</b>	<b>Total counties mapped: 13 (see Annex 6)</b> <b>Total counties sampled: 3</b>  <b>Sites sampled:</b>  <b>Grand Cape Mount:</b> <ul style="list-style-type: none"> <li>▪ Number of UNICEF programmes: 6</li> <li>▪ Sectors covered: 5</li> <li>▪ Travel distance: 2hrs</li> <li>▪ Accessibility: Good</li> <li>▪ County Population: 178,867</li> </ul> <b>Grand Gedeh:</b> <ul style="list-style-type: none"> <li>▪ UNICEF Office</li> <li>▪ Nb of UNICEF programmes: 6</li> <li>▪ Sectors covered: 5</li> <li>▪ Travel distance: 12hrs</li> <li>▪ Accessibility: Poor</li> <li>▪ County Population: 216,692</li> </ul>	<b><i>Purposive sampling</i></b>  Out of 13 counties mapped for UNICEF programmes, 3 were sampled for site visits: Grand Cape Mount, Grand Bassa, Grand Gedeh, and Montserrado. These counties were selected based on several criteria, including the number of UNICEF programmes, sectors covered, travel distance, accessibility, and population size. The selection ensures geographic diversity while enabling the evaluation to focus on counties with significant programmatic activities.  Note: Grand Gedeh requires additional clarification regarding logistics and transport, as the planned field visit is relatively short on time.

	<p><b>Montserratado:</b></p> <ul style="list-style-type: none"> <li>▪ Nb of UNICEF programmes: 6</li> <li>▪ Sectors covered: 5</li> <li>▪ Travel distance: 2hrs</li> <li>▪ Accessibility: Good</li> <li>▪ County Population: 1,920,965</li> </ul>	
<b>Key Informant Interviews (KIIs)</b>	<p><b>Total stakeholders mapped 58 (see Annex 8)</b>  <b>Total stakeholders selected 45-50 total (female 1:2)</b></p> <p><b>Categories: 5</b></p> <ul style="list-style-type: none"> <li>▪ UNICEF: total 14 8 across Monrovia, 2 in each county</li> <li>▪ Government: total 17 14 in Monrovia, 1 in each county</li> <li>▪ UN agencies: total 4 in Monrovia</li> <li>▪ NGO's, CBO's, FBO's: total 6 in Monrovia</li> <li>▪ Bi/multilateral donors/institutions: 4 in Monrovia</li> </ul>	<p><b>Purposive sampling</b></p> <p>A total of 65 stakeholders were mapped, and 45-50 stakeholders were selected using a purposive sampling method to ensure a representative and meaningful range of perspectives. The sample reflects the importance of capturing views from different institutional and sectoral backgrounds, and counties, with attention to gender balance, targeting a 1:2 female-to-male ratio.</p>
<b>Mini survey</b>	<p><b>Total stakeholders mapped 58 (see Annex 10)</b>  <b>Total stakeholders selected 45-50 total (female 1:2)</b></p> <p><b>Categories: 5</b></p> <ul style="list-style-type: none"> <li>▪ UNICEF: total 14 8 across Monrovia, 2 in each county</li> <li>▪ Government: total 17 14 in Monrovia, 1 in each county</li> <li>▪ UN agencies: total 4 in Monrovia</li> <li>▪ NGO's, CBO's, FBO's: total 6 in Monrovia</li> <li>▪ Bi/multilateral donors/institutions: 4 in Monrovia</li> </ul>	<p><b>Exhaustive sample matching the stakeholder sample</b></p> <p>Each key informant will be given a mini-survey with clearly defined close-ended questions, targeting 48-50 participants. The mini-survey questions will be incorporated into the KIIs and administered to high-level stakeholders as planned.</p>
<b>Focus Group Discussions (FGDs)</b>	<p><b>Total beneficiary groups sampled: 9</b></p> <p><b>Multisectoral Nutrition, Education, Health</b></p> <ul style="list-style-type: none"> <li>▪ Location: Grand Bassa county</li> <li>▪ 1 groups x early adolescents (Female, 1:2)</li> </ul> <p><b>Education – Early Childhood Development</b></p> <ul style="list-style-type: none"> <li>▪ Location: Grand Bassa county</li> <li>▪ 1 groups of school personnel (Female, 1:2)</li> <li>▪ 1 group of family members (Female, 1:2)</li> </ul> <p><b>Education – Girls' clubs/secondary schools</b></p> <ul style="list-style-type: none"> <li>▪ Location: Grand Gebeh county</li> <li>▪ 1 groups late adolescent girls (Female)</li> </ul> <p><b>Child Protection and Education</b></p> <ul style="list-style-type: none"> <li>▪ Location: Grand Cape Mount County</li> <li>▪ 1 group of community members (Female, 1:2).</li> <li>▪ 1 group of Child-Friendly Communities (Female, 1:2)</li> </ul>	<p><b>Purposive sampling</b></p> <p>Nine FGDs will be conducted with beneficiaries across three key counties—<b>Grand Gedeh, Montserratado, and Grand Cape Mount</b>—with groups organized around various sectors, including <b>multisectoral nutrition, education, health, and child protection</b>. The FGDs will employ the <b>Most Significant Change (MSC)</b> technique, focusing on how UNICEF interventions have impacted the lives of beneficiaries. The purposive sample of participants includes <b>adolescents, family members including those of children below 5years of age, school personnel, and community members</b>, ensuring coverage of gender considerations, with a <b>1:2 female-to-male ratio</b> where applicable.</p> <p>The age groups of children will focus on two categories:  <b>Early Adolescents:</b> 10-14 years  <b>Late Adolescents:</b> 15-19 years.  Children below the age of 10 will not be</p>

	<p><b>Education and Child Protection – Accelerated Learning Programmes (ActionAid)</b></p> <ul style="list-style-type: none"> <li>▪ Location: Grand Cape Mount</li> <li>▪ 1 group of late adolescents (Female)</li> <li>▪ 1 group of late adolescents (Male)</li> </ul> <p><b>Multisectoral Health, Nutrition Child Protection</b></p> <ul style="list-style-type: none"> <li>▪ Location: Montserrado</li> <li>▪ 1 group of health/social workers trained (Female, 1:2)</li> </ul>	<p>selected.</p> <p>FDGs will include 6-8 participants</p>
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## 4.4 Data analysis, and triangulation

**The ET will conduct a synthesis analysis of all evidence generated during the inception and data collection phase.** This will allow for a review of all evidence generated in relation to the JCs/SQs, preparation of emerging findings, and joint reflection on these by the ET and UNICEF evaluation steering group. It will involve the following analysis steps:

- (1) **Evidence sorting and compilation in an evidence matrix:** This involved the compilation of evidence generated from each method across the JCs and SQs. The evidence matrix will organize the data from various sources, stakeholder categories, and methods. It will allow the evaluation team to efficiently sort and synthesis the data, identify data gaps, and compare and contrast findings under each judgement criteria. To assure data is accurate and reliable, the team will verify the data by conducting quality control checks.

The team will use **artificial intelligence tools** (such as ChatGPT-4) to assist with sorting and extracting data for the evidence matrix. Qualitative primary data (notes from KIIs and FGDs) will be cleaned and organized under the relevant judgment criteria. Standardized prompts will be applied to ensure consistency in cleaning and sorting. Only verbatim data will be extracted to ensure accuracy. Please note that ChatGPT-4 will not be used for synthesising and analysing data.

- (2) **Individual analysis:** This involves assigning EQs to different team members for detailed analysis, allowing the individual team members to focus deeply on specific EQs, ensuring nuanced insights. We will leverage individual expertise in assigning EQs, while also maintaining a cross-cutting focus.
- (3) **Team analysis:** to shape and validate the headline findings, a facilitated team discussion will reach deliberative judgments under each SQ. In a remote online session, the evaluation team will present, co-validate, and co-create headline findings. The team will compare and contrast insights from the different data sources, discuss differing interpretations, and identify common themes. This will ensure the judgments under each SQ are nuanced, comprehensive, evidence-based, and reduce individual biases, and agreed upon by the group.
- (4) **Triangulation:** triangulation will be integrated throughout the different analysis steps. During evidence sorting and compilation in the evidence matrix, data from multiple sources (KIIs, FGDs, documents) will be cross verified to identify patterns and inconsistencies. In individual analyses, team members will triangulate evidence for each judgment criteria by examining the data from different methods and sources. During team analysis, triangulation will take place as the team will compare and contrast findings from the various data sources. Lastly, in the contribution analysis, triangulation will validate causal links by drawing from multiple data sources to assess UNICEF’s contribution to the observed outcomes.

**The analysis will be used in various ways.** For example, data on activities will be used to develop the response to the EQs on relevance; data on inputs, and outputs will be combined to develop the response to the EQs on efficiency; Specific to effectiveness EQs, the ET will conduct a contribution analysis as a more robust way of determining the relationship between UNICEF's support and the results achieved to date.

**Contribution analysis is a theory-based evaluation method which aims to understand the extent to which the outcomes that can be observed** are a consequence of a particular intervention. It is a useful approach for assessing the effectiveness of multifaceted interventions implemented in a complex, dynamic context alongside multiple partners and stakeholders. The contribution analysis approach follows four simple steps and will be supported by the data collection activities relating to the ToC as indicated above:

1. **Reconstruct the Theory of Change for the Country Programme** – including the redefinition of key assumptions that underpin the logic of the country programme.
2. **Identify changes or results that could have been brought about or contributed to by the CP** – including whether the intended outcomes can be observed or (more realistically) if there are indications of progress towards them being made, based on a range of data sources at output and outcome levels.
3. **Analyse the processes that have led to the observed results** – KII's will be particularly important in identifying and exploring circumstances and issues that have either enhanced or hampered the achievement of results, and eliciting multiple perspectives on what has or has not worked well.
4. **Understand and analyse the wider context within which the changes/results occurred** and identify other key factors that may have influenced them, either in additional (also contributing to observed outcome), oppositional (working against the achievement of the observed outcome) or substitutional (providing an alternative explanation for the achievement of the observed outcome) roles. In the case of 'effectiveness' questions this process should allow the evaluation to reach reasoned conclusions about whether UNICEF is on track to make a real contribution to the achievement of the outcomes and why.

## 4.5 Ethical Considerations and Evaluation Principles

The evaluation process will follow the UNEG Norms and Standards of Evaluation (2016), the Draft revised evaluation policy of UNICEF (2023), and Revised Evaluation Policy of UNICEF (2018), the global policies of human rights (Universal declaration of human rights), convention on child rights (CRC) and gender equality (UNICEF gender action plan 2018-2021). In addition to signing a pledge of ethical conduct in evaluation, the evaluation team also commit to signing a Confidentiality, Internet and Data Security Statement. Landell Mills also upholds several internal policies and procedures relating to ethical conduct, including our [safeguarding policy](#), [environmental policy](#), [anti-corruption policy](#), and our [modern slavery and human trafficking policy](#). The evaluation team will take the following ethical considerations into account:

### *Ensuring Informed Consent*

The evaluation team will be fully transparent with all stakeholders in relation to the purpose of the assignment and use of the data provided. During interviews and consultations, evaluators will inform participants in advance of the evaluation purpose, process and intended dissemination before requesting their verbal or written consent to participate (which can be withdrawn after interview at the participant's request). In the event of collection data from minor, written consent from the guardian will be obtain (see Annex 10).

### *Protection of Privacy, Confidentiality, and Anonymity of Participants*

Data collected will not compromise the data sources. Personal data will be securely protected, and identities will not be exposed without the written permission of informants and participants. In addition, and as part of the Contractor's obligations, data protection will be ensured for all confidential information, including personal data of participants and confidential data which is made available to the evaluation team for the purpose of the evaluation. All experts who will be engaged on this assignment will be required to sign a Declaration of Confidentiality, in accordance with this procurement procedure. These requirements are further reinforced in experts' contractual terms of engagement.

### *Ensuring Cultural Sensitivity*

All evaluation team members proposed possess a wealth of international experience and skills in ensuring cultural sensitivity in a range of contexts. The senior national expert in the team, with an in-depth understanding of the local context, will help to ensure that specific cultural sensitivities of Liberia are understood and respected.

### *Respecting the Autonomy of Participants*

The evaluators will respect the dignity and self-worth of all stakeholders and behave in a non-discriminatory manner. Evaluators will integrate concerns and respect for human rights, child rights, women's rights, and will not trivialise cross-cutting issues; however, they will not neglect to ask questions and probe in difficult or sensitive areas of enquiry, should this be necessary for the purpose of the assessment.

### *Adherence to "Do No Harm" Principles*

The Evaluation Team will consider the diversity of general and public interests and values that may be related to the assessment. This will be enhanced in this assessment by working in a multi-disciplinary team that will jointly scrutinise data and findings at key points during the process. It will also be considered during interactions in the field. No team members' behaviour should increase the health,

safety or security risk to another person or group. This extends to members of the public, key informants and other members of the team. It will be particularly important during the process of sourcing and collecting data for human interest stories, which will be carried out in collaboration with UNICEF and its implementing partners on the ground. In accordance with the UNEG Ethical Guidelines for Evaluation and expanding on the Ethical Code of Conduct for Evaluation of the UN System, the ET will emphasise the Avoidance of Harm, noting that: *“Evaluations can have a negative effect on their objects or those who participate in them. Therefore, evaluators shall seek to: minimize risks to, and burdens on, those participating in the evaluation; and seek to maximize the benefits and reduce any unnecessary harms that might occur without compromising the integrity of the evaluation.”* This includes adherence to the principles of the UN Convention on the Rights of the Child.

### **Safeguarding**

During this evaluation, the ET will conduct FGDs with adolescents. During these activities, we shall ensure that their physical and psycho-social safety is ensured and that they understand how the information they will be sharing with the ET will be used. We shall ensure that all ET members are fully aware of and committed to both Landell Mills’ [safeguarding policy](#) and relevant policies of UNICEF. Written consent from the guardian will be obtained before data collection.

### **Ethical Engagement with Children and Adolescents**

**The CPE will ensure that rights are respected throughout the evaluation process** and integrate key principles to appropriately, ethically, and respectfully engage with children with research parameters – maintaining an in-depth understanding of power relations, securing informed consent (and assent), ascertaining harms and benefits, maintaining privacy and confidentiality, and ensuring appropriate communication of the evaluation findings. The ET ensures this process by submitting its research protocols and data collection tools for an external ethical review for approval – prior to the initiation of the field phase. The evaluation team would also seek ethical approval at the national-level in Liberia for child-focused data collection tools and would seek the support of the LCO on the necessary protocols to follow. To minimise the risk of potential delays during the ethical review process, we will initiate the process of engaging with the external institutional ethical review board in the latter stages of the inception phase.

Therefore, this evaluation aims to utilise a **traditional** FGD approach, supplemented by creative elements to accommodate children and adolescents (MSC). The evaluation team considers that this will be the most appropriate method to elicit inputs from children, while informing them of the answers to selected evaluation research questions from the evaluation matrix. Children selected will be beneficiaries of UNICEF programming only and rich views and perceptions will be collected (see Annex 5). The ET expects support from UNICEF in identifying and selecting participants, ensure guardians are available for consent, and support the logistics of the FGDs (see Annex 5).

Subsequently, the ET proposes to have **age separated FGDs** with ‘early’ adolescents; (i) 10-14 years of age, and ‘late’ adolescents (ii) 15-19 years of age. This approach will permit the FGDs to consider the different cognitive capacities of younger and older children. Questions target mostly relevance and effectiveness and will focus on the Most Significant Change as a result of UNICEFs programming. Depending on the age group, the FGDs slightly different language, wording and content of questions, and different group methods to ensure greatest relevance.

In addition, the evaluation team has completed a comprehensive **Ethical Review process**, conducted by an external research ethics organisation (HML), through which a rigorous analysis of the data collection tools, methodology, ethical engagement policies pertaining to research involving children – which is applicable to UNICEF, Landell Mills, and our national partners PERT Consultancy – and general procedures pertaining to the planning and execution of the field mission.

## 4.6 Limitations and constraints of the evaluation

The CPE identified several limitations and risks (both methodological and operational) of this evaluation. The evaluation team have considered these and identified mitigation strategies, which are illustrated in

**Table 8.** These will be regularly monitored over the course of the evaluation.

**Table 8: Limitations/ Risks and Mitigation Strategies**

Limitations/ Risks	Mitigation strategies identified
<b>Health, safety and security risks</b>	Pre-travel risk assessments are conducted before any travel on behalf of Landell Mills. The international consultants are covered by a corporate travel insurance policy which includes evacuation, and national consultants can also be insured when spending nights outside of their home base. Prior to field missions, risk assessments will be carried out in regions where data collection or visits are to be conducted, drawing on our dedicated security and health insurance provider. In addition, the evaluation team will observe applicable United Nations Department of Safety and Security rules.
<b>Scope and convergence of the programme</b>	The document review and inception interviews revealed that the extent of UNICEF's program coverage across specific geographical areas, as well as the details of sector programs and their locations, are unclear. This lack of clarity has posed a challenge in sampling field visits effectively. To address this limitation, further discussions will be held with the Country Office to gain a better understanding of program distribution and ensure that field visit sampling is appropriately targeted.
<b>Data limitations affecting strength of evidence</b>	There are evaluability and data limitations relating to the identification of outcome-level results, given the stage of implementation of the Liberia CP, and given that some outcomes are more complex to measure. During the inception phase, the ET has conducted an in-depth assessment of data availability, quality and gaps, as well as other issues that may influence the strength of evidence across the upcoming evaluation phases. The ET is skilled in qualitative evaluation methods that seek to gather evidence on outcome level changes in youth-focussed programmes. Therefore, a combination of innovative evaluation methods (MSC, mini-survey) has been proposed, that will make the best use of the team's skills and contextual knowledge to deliver the methodology described in this proposal. Piloting will also enable the ET to test the data collection tools and instruments.
<b>Acceptance of findings</b>	The assignment will deliver products that will be available in the public domain, and UNICEF and the Government of Liberia will have an interest in promoting successful aspects of their work. The assessment should, however, identify and highlight learning based <b>on both positive and negative findings</b> . The ET will undertake a participatory approach, engaging with the Reference Group in the review of draft deliverables (inception report, evaluation report) to ensure that findings are progressively validated and any inaccuracies identified and rectified.
<b>Unforeseen circumstances impact on availability of team</b>	Should any individual expert be unable to meet their commitments due to unforeseen circumstances, the contracted firm shall be able to shift resources to others with capacity to provide support. Landell Mills has in-house staff with experience in evaluations of this nature to fill gaps as needed, in addition to maintaining a wide network of experts that could be utilised to find suitable replacements.
<b>Quality of deliverables</b>	The ET has a proven track record in working on UNICEF evaluations and other UN country programme evaluations , and Landell Mills is an experienced

	evaluation supplier to a range of clients. The team are familiar with UN evaluation processes and quality standards and will be subject to internal quality assurance.
<b>Timeframe delays</b>	As the timeframe for this evaluation, in order to maintain an alignment with the finalisation of the next iteration of the CPD, was condensed – delays in the review of interim outputs by UNICEF could impact the overall timeline of the evaluation. The approach will be based on frequent interactions between the ET and UNICEF so that issues can be raised and resolved rapidly. In addition, the ET have allowed sufficient time for review processes of interim outputs by UNICEF, and for the ethical review process prior to primary data collection.

# 5. CONDUCT OF THE EVALUATION

## 5.1 Work Plan

The evaluation has been designed around three distinct phases: an initial inception phase to be carried out in September 2024, a data collection and validation phase between October and November 2024 which will be followed by the reporting and dissemination phase to be conducted between November 2024 and January 2025. Key milestones for the evaluation are presented in **Table 8**, and the detailed workplan is presented in **Figure 2**). The evaluation team has aligned the delivery of evaluation outputs based on the submission and subsequent finalisation of the upcoming Country Programme Document – hence, the evaluation team will aim to deliver the preliminary findings of the data collection phase within the stipulated timeline, to inform the upcoming iteration of the CPD.

**Table 9: Evaluation Milestones**

Milestones	Date
Submission of First Draft Inception report	23 <sup>rd</sup> September 2024
Submission of the Revised inception report	30 <sup>th</sup> September 2024
In-Country Field Mission	7 <sup>th</sup> October – 18 <sup>th</sup> October 2024
Preliminary findings presentation	4 <sup>th</sup> November 2024
Validation Workshop	11 <sup>th</sup> November 2024
Submission of draft evaluation report	25 <sup>th</sup> – 29 <sup>th</sup> November 2024
Submission of final evaluation report (this may include up three rounds of final comments depending on the level of UNICEF satisfaction with the deliverable)	13 <sup>th</sup> January 2025
Presentation of evaluation report to stakeholders	27 <sup>th</sup> January – 3 <sup>rd</sup> February

Figure 2: Evaluation Workplan

Month	Duration of evaluation																						
	September					October					November				December				January				
Week #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Week commencing	02/09/2024	09/09/2024	16/09/2024	23/09/2024	30/09/2024	07/10/2024	14/10/2024	21/10/2024	28/10/2024	04/11/2024	11/11/2024	18/11/2024	25/11/2024	02/12/2024	09/12/2024	16/12/2024	23/12/2024	30/12/2024	06/01/2025	13/01/2025	20/01/2025	27/01/2025	03/02/2025
<b>1. INCEPTION PHASE</b>																							
a	Kick-off meeting with WCARO RO and LCO (2nd - 6th September).																						
b	Preliminary document review																						
c	Stakeholder analysis and consultation																						
d	Theory of Change workshop/discussion																						
e	Develop evaluation matrix - with EQ and sub-EQ, indicators, data collection methods																						
f	Develop fieldwork plan and data collection instruments																						
g	Begin ethical approval process																						
h	Refine overall workplan																						
i	Draft, QA and submit draft Inception Report (20th September for completion of QA processes) - Draft 0.																						
j	Present Inception Report to reference group and revise (if necessary)																						
k	Final submission of Inception Report (27th - 30th September).																						
<b>2. DATA COLLECTION AND VALIDATION</b>																							
a	Primary data collection in Liberia (7th October).																						
b	Presentation of preliminary findings in-country																						
c	Processing and analysis of qualitative and quantitative data collection																						
e	Additional data collection (to fill gaps)																						
f	Preparation of preliminary findings and recommendations for validation workshop																						
g	Validation workshop on findings and recommendations and revisions																						
<b>3. REPORTING AND DISSEMINATION</b>																							
a	Draft, QA and submit draft Evaluation Report (V1)																						
b	Present draft Evaluation Report to Reference Group																						
c	Reference group commenting period + Submission of Action Document for the LCO (1st Week of December 2024).																						
d	Revision of report based on comments (16th-20th December).																						
e	Submission of Evaluation Report (V2)																						
f	Final submission of Evaluation Report (V3) (13th January 2025).																						
g	Copy edit and final quality check prior to finalise report for publication																						
h	Presentation of findings to relevant stakeholders																						

Evaluation activities
Deliverables

## 5.2 Roles and Responsibilities of the Evaluation Team

The evaluation team consists of four members: a Team Leader, a Senior Evaluator, a Senior National Evaluator, and a Researcher/Contract Manager. **Table 9** outlines the specific responsibilities of the evaluation team.

**Table 10: Evaluation team roles and responsibilities**

Team Member	Role	Specific tasks / Responsibilities
Veronique De Clerk	Team Leader	Management, coordination, and supervision of the team – with support from Contract Manager (LM). Chief technical liaison with UNICEF M&E Specialist. Leads the development of evaluation methodology and fieldwork design. Leads data collection in-country (KIIs, FGDs, workshops) with central-level stakeholders at HQ level. Leads analysis and synthesis of evidence for evaluation report. Represents ET in Reference Group meetings. Leads presentations in Reference Group workshops. Author of main deliverables (Inception Report, Evaluation Report).
Francesca Ballarin	Senior Evaluator	Supports TL in evaluation design and development of data collection instruments – particularly in relation to child protection, gender, equity and disability inclusion components and outcomes. Contributes to main deliverables (Inception Report, Evaluation Report). Conducts key informant interviews (KIIs) with institutional stakeholders. Field data collection (Conducts focus group discussions with programme beneficiaries, KIIs with implementing partners and other local level stakeholders, observations as relevant). Produces analysis of qualitative data collected. Supports TL in overall analysis and synthesis of results. Participates in Reference Group meetings.
Barward Johnson	National Senior Evaluator	Supports TL in evaluation design and development of data collection instruments. Supports document review. Conducts piloting of data collection tools. Fieldwork design and coordination. Conducts FGDs and KIIs with local level stakeholders. Contributes to main deliverables (Inception Report, Evaluation Report). Participates in Reference Group meetings.
Hatim Salman Nusrat	Researcher and Contract Manager	Contracts experts and ensures compliance with all ethical pledges, conflict of interest declarations, etc. Processes fee invoices and ensures financial reporting on all costs related to the evaluation assignment – in line with UNICEF contractual rules. Main point of contact with UNICEF on contract delivery. Support TL as required across all data analysis tasks. Supports design, management and analysis of partner perception survey. Data visualisation of survey and other quantitative analysis for Evaluation Report. Fieldwork coordination support (including scheduling of interviews, logistical arrangements). Participates in Reference Group Committee meetings. Supports the TL in management, coordination, and supervision of the team. Ensures presentation and content of Evaluation Report in line with Geros Handbook.

In addition, the evaluation team will be collaborating with a Liberia-based monitoring, evaluation, research, and project management firm (**PERT Consultancy**), to provide on-ground support over the course of this evaluation, specifically:

- PERT Consultancy has a broad network of field-based researchers, enumerators, project managers, and other operational staff based across 13 provinces of Liberia – which can be **rapidly mobilised** to support the evaluation team over the course of the data collection and analysis phase.
- The local organisation will support the evaluation team in conducting Focus Group Discussions with targeted stakeholders and beneficiaries – carrying out approximately **nine FGDs (with 6-8 participants each)** across selected areas, municipalities, and localities in Liberia (see Annex 5). PERT’s qualified team has a gender-balanced field staff, which is well-acquainted with Liberia’s unique social, cultural, and language-

based considerations – with prior experience in conducting data collection exercises with children.

- PERT will provide the evaluation team with operational and logistical support throughout the data collection phase, including transportation and other planning support. The organisation has already contributed to an in-depth geographical sampling exercise (see **Annex 6**).
- Finally, PERT will work with the evaluation team to clean, organise, and analyse raw field data, before formally presenting it to the evaluation team for the analysis and synthesis phase.

# ANNEXES

## Annex 1: Terms of Reference



ToR\_Liberia Country  
Programme Evaluatio

## Annex 2: Evaluation Matrix

Table 11: Evaluation Matrix

Criteria	Evaluation Questions/Sub-questions	Judgement Criteria/Indicators	Data sources	Approach to data analysis
<b>EQ1 Relevance</b>	<b>To what extent was the UNICEF CP in Liberia relevant during 2020-2024?</b>			
<b>SQ1.1 Relevance to needs</b>	To what extent and how is the CP aligned with the needs and priorities of children and women, particularly the most vulnerable?	<p><b>JC 1.1.1: needs alignment</b>  <del>Specific needs/priorities of women and children and those most vulnerable are clearly identified and integrated into the CP design and implementation strategies</del>                      the CP clearly identified specific needs/priorities of women and children and those most vulnerable</p> <p><b>JC 1.1.2: strategy alignment</b>                      The CP implementation strategies and activities explicitly targeted needs/priorities of women and children and those most vulnerable</p> <p><b>JC 1.1.3: perceived inclusion</b>                      Stakeholders and rights holders perceive that the CP was informed by AAP/CWC/participation</p>	DR KIIs FGDs MS	MSC Synthesis Triangulation
<b>SQ1.2 Relevance to country priorities</b>	To what extent and how is the CP aligned with the national priorities of Liberia and UNSDCF for children and women in Liberia?	<p><b>JC 1.2.1: GoL alignment</b>                      The CP is clearly aligned with the main (i) goals and (ii) objectives of the GoL national development plans including sector-specific policies (e.g., health, education, child protection)</p> <p><b>JC 1.2.2: UNSDCF alignment</b>                      The CP is clearly aligned with the main (i) goals and (ii) objectives of UNSDCF</p>	DR MS	Synthesis Triangulation
<b>SQ1.3 Relevance to new/emerging needs</b>	To what extent and how has UNICEF adjusted its programme scope and implementation strategies to address emerging challenges, such as those posed by emergencies like the Covid-19 pandemic?	<p><b>JC 1.3.1: alignment with new needs</b>                      The CP adjusted (i) scope and (ii) strategies to address to the emerging needs/priorities of women and children and those most vulnerable</p> <p><b>JC 1.3.2: new needs implementation</b>  <del>the CP contributed to the continuity of essential services (e.g., healthcare, education, nutrition, child protection) during emergencies such as COVID-19</del></p>	DR PF KIIs FGDs MS	MSC Synthesis Triangulation

<b>SQ1.4 Relevance to equity &amp; inclusion</b>	To what extent and how has UNICEF incorporated gender, human rights, and equity dimensions into the planning and implementation strategies of the programme?	<p><b>JC 1.4.1: inclusion alignment</b> The results framework clearly integrates gender/human rights/equity considerations (specific indicators, targets, activities)</p> <p><b>JC 1.4.2: inclusion strategies</b> The CP implements tailored equity, gender and human rights -based implementation strategies both in sectoral and cross- sectoral components</p>	DR KIIs	Synthesis Triangulation
<b>EQ2 Coherence</b>	<b>To what extent was the UNICEF CP coherent in Liberia during 2020-2024?</b>			
<b>SQ2.1 Coherent to GoL</b>	To what extent and how have government policies and programmes supported the CP's activities, and reciprocally?	<p><b>JC 2.2.1 strategic positioning</b></p> <p>UNICEF's role provided competitive advantage/clear added value to the GoL (i) donor, (ii) technical and coordination support, (iii) implementation</p>	DR KIIs MS	Synthesis Triangulation
<b>SQ2.2 Coherent to UN programming:</b>	To what extent and how is the CP synchronized with the initiatives of other UN agencies and development partners, aiming to enhance collective objectives and minimize redundancy?	<p><b>JC 2.2.2 added value</b> CP was planned in coordination with the initiatives of other UN agencies</p>	DR KIIs MS	Synthesis Triangulation
<b>EQ3 Effectiveness</b>	<b>To what extent was the UNICEF CP in Liberia effective during 2020-2024?</b>			
<b>SQ3.1 Overall Results</b>	To what extent and how has UNICEF successfully achieved and is projected to attain the intended outcomes of the CP by the conclusion of its cycle?	<p><b>JC 3.1.1 results</b> The CP outcomes were largely achieved as intended (by specific needs, by sector, by multi-sectoral)</p> <p><b>JC 3.1.2 strategies</b> The CP's (i) sector-specific, (ii) multi-sectoral (iii) convergent and (iv) integrated service packages, approaches/strategies added value to the country's development goals related to children and women</p> <p><b>JC 3.1.3 coordination</b> Coordination and implementation mechanisms (i) facilitated strategic shifts, (ii) fostered innovation, and</p>	DR PF KIIs FGDs	Contribution analysis MSC Portfolio analysis Triangulation

		<p>(iii) enhancing participation among government and development partners</p> <p><b>JC 3.1.4 influencing factors</b> Stakeholders identified key internal and external factors that enabled or constrained the CP's results and achievements</p>		
<b>SQ3.2 Unexpected results</b>	To what extent, and in what ways, have unexpected positive or negative results emerged from the outcomes of the CP efforts?	<p><b>JC 3.2.1 unexpected results</b> Stakeholders identified key unexpected (i) positive and (i) negative results (by specific needs, by sector, by multisector)</p>	KIIs FGDs	MSC Synthesis Triangulation
<b>EQ4 Efficiency</b>	<b>To what extent has UNICEF been implementing the CP since its inception to present?</b>			
<b>SQ4.1 Adequate resource allocations</b>	To what extent and how has the operational capacity of the programme, including its human resources and supplies, supported the achievement of intended results within the designated timeframe and in a cost-efficient manner?	<p><b>JC 4.1.1 resources adequacy</b> The CP allocated sufficient financial resources to achieve the intended results.</p> <p><b>JC 4.1.2 timely allocation</b> The CP allocated resources to partners/programmes in a timely manner</p> <p><b>JC 4.1.3 proportionate allocation</b> The CP maximized the use of available resource</p>	PF KIIs	Contribution analysis Portfolio analysis Synthesis Triangulation
<b>SQ4.2 RBM</b>	To what extent and how has UNICEF ensured the <b>results-based management</b> and is evidence utilized in the planning and execution of programme activities?	<p><b>JC 4.2.1 data planning</b> The results framework incorporated evidence from research, evaluations, monitoring data to inform programme objectives, and strategies</p> <p><b>JC 4.2.2 data aggregation</b> The CP generates data across needs/priorities of children and adolescents' gender, age, disability, in particular of those most vulnerable/marginalized to inform ongoing programming</p>	DR PF KIIs MS	Portfolio analyses Synthesis Triangulation

		<p><b>JC 4.2.3 data use</b> The CP has mechanisms in place that ensure systematic integration and use of (i) outcome data, (ii) findings from evaluations/research/innovations, and (iii) lessons learned</p>		
<b>EQ5 Sustainability</b>	<b>To what extent are the CP's results sustainable ?</b>			
<b>SQ5.1 Sustainability pathways:</b>	To what extent and how sustainable are programme's results in terms of financial, environmental, and social aspects?	<p><b>JC 5.1.1: financial</b> The CP has enhanced prospects of sustainability for national partners to sustain results.</p> <p><b>JC 5.1.2: environmental</b> The CP (i) integrated environmental considerations and (ii) contributed to building community resilience to environmental and climate-related shocks.</p> <p><b>JC 5.1.3: social</b> The CP (i) engaged rights holders (beneficiaries and local communities) in socially transformative actions and contributed to social and behavioral change.</p>	DR KIIs FGDs MS	Contribution analyses MSC Synthesis Triangulation

## Annex 3: Bibliography

**Table 12: Document library utilised by the evaluation team during the inception phase.**

Document Name	Author	Year	Summary	Covered
Overview of Programme Strategy Notes (2020-2024)	UNICEF LCO	2024	This document provides an overview of the Government of Liberia's "Pro-Poor" national development plan, the parameters of their cooperation with UNICEF in Liberia under the UNDAF, and the thematic foci of the in-country interventions.	
Liberia Country Programme Document	UNICEF LCO	2019	This document provides an overview of UNICEF's country programme strategy in Liberia, illustrating the programme rationale, programme priorities, budgetary layout, and the results framework.	
End of Year Results Summary Narrative (2023)	UNICEF LCO	2023	Provides in-country context across programmatic areas and UNICEF's overall operations in Liberia; achievement of strategic goals; and lessons learnt.	
Programme Strategy Note: Programme Effectiveness	UNICEF LCO	2019	This document covers output areas including (1) programme effectiveness, (2) external relations, (3) programme planning, monitoring, and evaluation, (4) communications, advocacy, and partnerships, (5) cross-sectoral coordination and communication for development. In addition, the document also includes a Theory of Change for the 2020-2024 country programme.	
Data Landscape Diagnostic and Strategic Action Plan	UNICEF LCO	2022	This diagnostic study on Liberia's "data landscape" focuses on the demand, supply, and usage of data, particularly for planning and budget allocation purposes through the institutional integration of data methodologies - highlighting the capacity for multi-stakeholder "strategic" support.	
Country Office Annual Reports (2020, 2021, and 2022)	UNICEF LCO	2020-2022	Includes key contextual changes/updates in Liberia, in addition to the results achieved across each specific programmatic area (or "Goal").	
Revised Evaluation Policy	UNICEF	2023	Third revision of the UNICEF Evaluation Policy since 2008, in accordance with the norms and standards of the UNEG. Highlights include greater clarity on the definition, purposes and underlying principles of evaluation, on coverage standards, and on the adequacy and predictability of human and financial resources necessary to enable the function to fulfil its role.	
Pro-Poor Agenda for Prosperity and Development (PAPD)	GoL	2018	Covers the Government of Liberia's broad developmental agenda between 2018 and 2023, which includes (1) National Vision and Principles, (2) People-centric Development, (3) the Economy and Jobs, (4) Peace and Security, (5) Governance and Transparency, (6) Implementation, (7) Financing, and (8) the Monitoring and Evaluation Framework.	
Social Policy Programme Strategy Note: Public Finance for Children (PF4C) Strategy	UNICEF LCO	2023	This document contains the rationale, priorities and strategic approach for the Public Finance for Children (PF4C) component UNICEF Liberia Country Office's nascent Social Policy Programme. This document attempts two things: (i) provides a format and content that can readily be transferred to or consulted for the envisaged Social Policy PSN, and (ii) provides the elements of office-wide PF4C strategy, i.e. the pre-identified PF4C bottlenecks, and cross-cutting / cross-sectoral issues and actions to remedy these bottlenecks, which all LCO key sectors should integrate and support in terms of their individual work plans, with the support of an envisaged Social Policy function/unit within LCO.	
Programme Strategy Note: Programme Effectiveness and Social Protection Sub-	UNICEF LCO	2019	This document underlines the Government of Liberia's overarching social protection strategy, and UNICEF's broader vision of support for national efforts, specific strategic outcomes, partnerships, and the Theory of Change.	

Component				
Programme Strategy Note: Child Survival and Development (Health and HIV, Nutrition, and, WASH)	UNICEF LCO	2019	This document underlines the Government of Liberia's overarching child survival and development, and UNICEF's broader vision of support for national efforts, specific strategic outcomes, partnerships, and the Theory of Change.	
Programme Strategy note: Early Learning and Basic Education	UNICEF LCO	2019	This document underlines the Government of Liberia's overarching early learning and basic education, and UNICEF's broader vision of support for national efforts, specific strategic outcomes, partnerships, and the Theory of Change.	
Programme Strategy Note: Child Protection	UNICEF LCO	2019	This document underlines the Government of Liberia's overarching child protection, and UNICEF's broader vision of support for national efforts, specific strategic outcomes, partnerships, and the Theory of Change.	
UN Sustainable Development Cooperation Framework - Liberia (2020-2024)	UNSDCF	2020	This includes Liberia's progress (and UN-led support) towards the 2030 Agenda, strategic cooperation outcomes, the governance structure of the USDCF, and Programme Management, Monitoring, and Evaluation.	
Liberia Malaria Indicator Survey (2022)	USAID	2023	The primary objective of the 2022 LMIS is to provide current information for policymakers, planners, researchers, and program managers. Indicators measured include ownership of, access to, and use of insecticide-treated nets (ITNs); coverage of intermittent preventive malaria treatment among pregnant women; prompt and effective malaria treatment practices among children under age 5; and malaria-related knowledge, attitudes, and practices in the general population. The survey also provides population-based prevalence estimates for anaemia and malaria among children aged 6–59 months.	
Liberia Demographic and Health Survey (2019/20)	USAID	2021	Published by the Liberia Institute of Statistics and Geo-Information Services (LISGIS), and the Ministry of Health. The LDHS provides an opportunity to inform policy and provide data for planning, implementation, and monitoring and evaluation of national health programs. It is designed to provide up-to-date information on health indicators including fertility levels, sexual activity, fertility preferences, awareness and use of family planning methods, breastfeeding practices, nutritional status of children, early childhood and maternal mortality, maternal and child health, and awareness and behaviours regarding HIV/AIDS and other sexually transmitted infections.	
Liberia Country Profile - Overview	The World Bank	2024	Highlights the Political and Economic context in Liberia (as of April 2024), in addition to illustrating the World Bank's prioritisation of programming efforts in the country.	
Liberia Country Profile - Joint Monitoring Programme	UNICEF, WHO	2022-2024	Provides up-to-date metrics on coverage in the school-age population on drinking water and sanitation.	
Liberia Poverty Assessment: Towards a More Inclusive Liberia (2023)	The World Bank	2023	Analyses the scale of poverty reduction/alleviation efforts in Liberia, with a multisectoral focus on education, social protection, WASH, etc.	
Formative Evaluation of acceleration strategies for achieving the Key Result for Children #2 (Prevention of stunting) in Liberia	UNICEF WCARO	2023	This report presents the results of the evaluation of the acceleration strategies implemented towards the achievement of Key Result for Children #2 (KRC#2) strategies for the prevention of stunting among children under five in Liberia. It focuses on the programme activities to both prevent stunting among children and realize their human rights to health, survival and development. Provided by the LCO.	

during 2018-2020.				
Multi-country Formative Evaluation of the Key Result for Children (KRC) #7 (Birth Registration) for the period 2018-2021 (including during the COVID-19 pandemic)	UNICEF WCARO	2022	The Independent Evaluation of the KRC#7 in Liberia has accountability and learning as its purposes and aims to provide both the funding partners and the expected beneficiaries on the ground (boy and girls – and their caregivers- holding their right to birth registration) with evidence on the extent to which the KRC#7 interventions fulfilled their expected results (outcomes and outputs).	
Formative Evaluation of the ‘Be a Change Agent’ Project, February 2016- October 2018	UNICEF LCO	2019	The formative evaluation took a learning-oriented approach: its primary purpose was to generate evidence to inform and improve BCAP’s implementation in its second phase. To this end, the evaluation sought to determine the extent to which BCAP has achieved its planned (and any unintended) results, to identify factors that affected its implementation, and to develop recommendations which can strengthen the project going forward.	
Mid-Term Strategic Review - Programme Coordination Presentation (CPD 2020-2024)	UNICEF LCO	2022	As per the Programme Strategic Notes the programme effectiveness Outcome focus on effective and efficient programme management and coordination. It comprises programme coordination; external relations; planning monitoring and evaluation; communications, advocacy and partnerships; and cross-sectoral coordination including communication for development, gender, and emergency.	
Evaluability Assessment of UNICEF Liberia Country Programme 2020-2024	UNICEF LCO	2023	The scope of the evaluability assessment is limited to the UNICEF Liberia Country Programme, its Programme Strategy Notes (PSNs) (including the monitoring and evaluation framework) and Work Plans. There were four themes that were examined, including: (1) programme logic; (2) monitoring and data availability; (3) governance and resources; and (4) conduciveness of context.	
Multi-country Evaluation of the UNICEF Child-Friendly Communities (CFC) approach 2018 - 2022 - Liberia	UNICEF LCO	2024	The CFC approach aims to address the overlapping multiple deprivations of children, using community platforms as the primary entry point for the delivery of a multi-sectoral integrated package of prenatal, neonatal, and preventive and curative interventions to all children including health, nutrition, early childhood development (ECD), water, sanitation, and hygiene (WASH), protection, and Communication for Development (C4D) interventions to women, newborn, children and adolescents. The CFC-RTM's focus is on strengthening the capacity of community systems to overcome key constraints in decentralization, multi stakeholder engagement, and fragmentation of efforts, with a goal of creating a framework to strengthen the delivery of essential services and interventions for children and mothers at community level with strong focus on equity.	
Country Programme Budget (2020-24)	UNICEF LCO			
RAM Reports	UNICEF LCO			

## Annex 4: Mapping of key stakeholders

Table 13: Stakeholder mapping.

Goal Area	Government	UNs	NGOs, CBOs and Faith Based Organisations	International Organisations and Donors	Other Institutions
<p><b>Child Survival and Development</b></p> <p><i>Contributing Sections:</i> Health, Nutrition, WASH, PF4C, C4D</p>	<p><u>Health and Nutrition</u></p> <ul style="list-style-type: none"> <li>- Ministry of Health (MoH)</li> <li>- Centres for Disease Control and Prevention (CDC)</li> </ul> <p><u>WASH</u> County Superintendents</p>	<p><u>Health and Nutrition</u></p> <ul style="list-style-type: none"> <li>- World Health Organization (WHO)</li> <li>- United Nations Population Fund (UNFPA)</li> <li>- Interagency Health Partners Group</li> </ul>	<p><u>Implementing partners</u></p> <p><u>Other key organisations in the sector area</u></p>	<p><u>Health and Nutrition</u></p> <ul style="list-style-type: none"> <li>- USAID</li> <li>- JICA</li> <li>- Government of Ireland</li> <li>- Government of Sweden</li> <li>- Power of Nutrition foundation</li> <li>- Gavi, the Vaccine Alliance</li> </ul> <p><u>WASH</u></p> <ul style="list-style-type: none"> <li>- Netherlands Directorate-General for International Cooperation</li> <li>- Government of Iceland</li> <li>- USAID</li> </ul> <p><u>Communication for Development</u></p> <ul style="list-style-type: none"> <li>- Govt of Canada</li> </ul>	<p><u>Health and Nutrition</u></p> <ul style="list-style-type: none"> <li>- National Public Health Institute of Liberia</li> <li>- Liberia Coordination Mechanism – Global Fund to fight AIDS, TB and Malaria Network</li> </ul> <p><u>WASH</u></p> <ul style="list-style-type: none"> <li>- Stockholm International Water Institute</li> <li>- USAID</li> </ul>
<p><b>Early Learning and Basic Education</b></p> <p><i>Contributing Sections:</i> Education, WASH, PF4C</p>	<ul style="list-style-type: none"> <li>- Ministry of Education</li> <li>- Local Education Authorities</li> </ul>	UNESCO	<p><u>Implementing partners</u></p> <p><u>Other key organisations in the sector area</u></p>	<ul style="list-style-type: none"> <li>- Let Us Learn partnership (USAID-UNICEF USA Nat Com and private donor Findel)</li> <li>- German UNICEF Nat Com</li> <li>- Global Partnership for Education</li> <li>- World Bank</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers Training Institutes</li> <li>- Education in Emergency Working Group</li> <li>- Legislators' Joint Education Sector Committee</li> </ul>
<p><b>Child Protection</b></p> <p><i>Contributing Sections:</i> Child Protection, PF4C, C4D</p>	<ul style="list-style-type: none"> <li>- Ministry of Gender Children and Social Protection</li> <li>- Ministry of Justice</li> <li>- Law Enforcement Agencies</li> <li>- Ministry of Youth and Sports</li> </ul>	UN Women	<p><u>Implementing partners</u></p> <ul style="list-style-type: none"> <li>- ActionAid</li> </ul> <p><u>Other key organisations in the sector area</u></p> <ul style="list-style-type: none"> <li>- Local NGOs</li> <li>- Community Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>- German UNICEF Nat Com</li> <li>- Embassy of Sweden</li> </ul> <p><u>Communication for Development</u></p> <ul style="list-style-type: none"> <li>- Govt of Canada</li> </ul>	Independent National Commission on Human Rights

	- Ministry of Health (Birth registration)		Groups and UNVs		
<b>Public Finance for Children (Crosscutting)</b>	Ministry of Finance Department of Budget & Development Planning	UNDP	<u>Implementing partners</u>  <u>Other key organisations in the sector area</u>	Overseas Development Assistance providers to Liberia: <u>Bilateral Funding</u> - USA - USAID - Germany – BMZ - Japan –JICA - France  <u>Multilateral Funding</u> - European Union - African Development Fund - Global Fund to Fight AIDS, Tuberculosis and Malaria - World Bank- International Development Association - International Monetary Fund	
<b>Other UNICEF stakeholders</b>	Ministry of Internal Affairs	UN Country Team PSEA Inter-Country Network			

**Table 14: Sampling of key stakeholders.**

UNICEF					Sampled
1	Andrew Brooks	UNICEF	Country Representative	UNICEF CO	x
2	Amadou Alassane Cisse	UNICEF	Dep Rep Programs	UNICEF CO	x
3	Linda Ethel Nsahtime-Akondeng	UNICEF	Chief CSD	UNICEF CO	x
4	Halima Abdu	UNICEF	Chief Health	UNICEF CO	x
5	Hellen Nyangoya	UNICEF	Chief Child Protection	UNICEF CO	x
6	Charles Nabongo	UNICEF	Chief Education	UNICEF CO	x
7	Ina Christensen	UNICEF	Gender Focal Point	UNICEF CO	x
8	Ahmad Shahvez	UNICEF	PM&E Specialist	UNICEF CO	x
Child Survival and Development					
9	Annette Brima Davis	Government partners	Former Nutrition Director	Ministry of Health	
10	Bedee Duworko Gbozee	Government partners	Current Nutrition Director	Ministry of Health	x
11	Dr Nemah Yuah	Government partners	EPI Manager	Ministry of Health	x
12	Dr Adolphus Trokon Clarke	Government partners	Former EPI Manager	Ministry of Health	

13	Bentoe Zoogley Tehoungue	Government partners	Former Family Health Program Director	Ministry of Health	
14	Mr Olasford Wiah	Government partners	Director Community Health Program	Ministry of Health	
15	Patrick Konwloh	Government partners	Director HMIS	Ministry of Health	x
16	Tekar Bundor Jallah	NGO	Head of Nutrition department	Action Against hunger	x
17	Joseph Odyek	NGO	Nutrition program manager	Concern worldwide	x
18	Lily Lu Tolbert	Donors	Country Director	Clinton Health Access Initiative	
19	Moses Massaquoi	Donors	Head of Program	Clinton Health Access Initiative	x
20	Jannie M. Horace Shaikalee	Donors	Community Health Services Specialist	USAID/Liberia	
21	Pamela Bernard-Sawyer	Donors	Child Health Specialist	USAID/Liberia	x
22	Tarcile Mballa	Donors	Country Support Manager	GAVI	x
23	Collins Chansa	Donors	Country Team Lead	World Bank	x
24	Woseh Gobeh	UN	Reproductive Health Specialist	UNFPA	x
25	Abdullahi Sule	UN	Immunization Specialist	WHO	x
<b>Child Protection Programme</b>					
26	Dr. Anthony Lucene Fortune	Government partners	Assistant Minister/Bureau of Vital Statistics	Ministry of Health-Department of Planning	
27	Mrs. Alfreda Jacobs	Government partners	Director Social Assistance	Ministry of Gender Children & Social Protection	
28	Mrs. Victoria Zaway	Government partners	Director, Children's Division	Ministry of Gender Children & Social Protection	x
29	Hon. Garmai S. Tokpah	Government partners	Deputy Minister	Ministry of Gender Children & Social Protection	
30	Ms. Rose Taweh	Government partners	Program officer/Dep. Director-GBV	Ministry of Gender Children & Social Protection	
31	Ms. Vivian M. Kanneh	Government partners	Supervisor-GBV	Ministry of Gender Children & Social Protection	
32	Mr. Isaac Bropleh	Government partners	National Youth Service Program coordinator	Ministry of Youth & Sports	
33	Mr. Bryant J. McGill	Government partners	Deputy Minister for Youth Development	Ministry of Youth & Sports	x
34	Mr. Alben Greaves	Government partners	Acting Coordinator, Child Justice Section	Ministry of Justice	x
35	Mr. S Siaka Sambola	Government partners	Social Worker	Ministry of Justice	
36	Cllr. Isaac Geroge	Government partners	National Director, SGBV Crimes Unit	Ministry of Justice	
37	Atty. Josephine Grose	Government partners	Program Officer -SGBV Crimes Unit	Ministry of Justice	x
38		NGO	Executive Director	Shalom	x

39	Sussie Telleh	Government partners	Commander	Women And Children Protection Section / LNP	x
40	Vanna Boakia	Government partners	Administrator	Women And Children Protection Section / LNP	
41	Atty. Foday M Kawah	NGO	Executive Director	Defence For Children International - Liberia	
<b>Early Learning and Basic Education</b>					
42	Clifford Konah Jr	Government partners	Assistant Minister for Teacher Education	Ministry of Education	x
43	Abdullah Housseini	Government partners	Director for Planning	Ministry of Education	
44	Saywallah S. Jallah	Government partners	Director for Teacher Education	Ministry of Education	x
45	Sando James	Government partners	Director for Youth Development	Ministry of Youth & Sports	x
46	Arkie Gailor	Government partners	Coordinator/A4AD Program	Ministry of Youth & Sports	x
<b>Social Protection</b>					
	N/A.				
<b>SBC Component of the Programme</b>					
47	Chester Allen Smith	Government partners	Director- Health Promotion Department	Ministry of Health	
48	Juli Endee	NGO	Executive Director	Crusaders for Peace	
49	Rebecca Tarpeh Major	NGO	Secretary General	Inter Religious Council of Liberia	
<b>Emergency Component of the Country Programme</b>					
<b>PME</b>					
50	Hon. J. Wellington Barchue	Government partners	Assistant Minister for Budget Planning	Ministry of Finance and Development Planning	
51	Hon. Tanneh G. Brunson	Government partners	Deputy Minister for Budget Planning	Ministry of Finance and Development Planning	x
52	Hon. Samuel Dean	Government partners	Executive Director	National Disability Commission	x
53	Hon. Richard Fatorma NGAFUAN	Government partners	Director General	Liberia Institute of Statistics and Geo-Information Services (LISGIS)	
54	Hon. D. Emmanuel Wheinyue	Government partners	Assistant Minister for Research and Planning	Ministry of Internal Affairs (MAI)	x
55	Germue Gbawoquiya	Government partners	Director/ Division of Social Statistics	Liberia Institute of Statistics and Geo-Information Services (LISGIS)	
56	Orange Liberia	Donors/Institution	TBC		
57	MTN Liberia	Donors/Institution	TBC		
58	University of Liberia	Donors/Institution	TBC		

## Annex 5: Mapping and Sampling of FGD Beneficiary Groups

Table 15: Stakeholder mapping and sampling for Focus Group Discussions.

Programme Area	Type of beneficiaries	Location	Data collection tools
<b>Multisectorial Nutrition, Education, Health</b>	Adolescents	279 governmental schools (to find out where)	FDGs
<b>Education – Early Childhood Development</b>	School personnel Families	Grand Gedeh, Grand Bassa and Bong	FDGs
<b>Education/Child Protection – Let us learn initiative</b>	Adolescent girls	Nimba, Lofa, Margibi, Grand Bassa, Montserrado, River Cess	FDGs
<b>Child Protection and Education</b>	Community members - Child-Friendly Communities	(to find out where)	FDGs
<b>Education and Child Protection– Accelerated Learning Programmes (ActionAid)</b>	Children	17 Centres in 11 Counties (find out which)	FDGs
<b>Multisectorial Health, Nutrition Child Protection</b>	Health workers and social workers trained on health nutrition and child protection	Countrywide	Explore the possibility of an online survey.

## Annex 6: Mapping and Sampling of Site Visits

Table 16: Mapping and sampling of in-country site visits.

#	Location (County)	Programme						Number of Programmes	Distance from Monrovia to County Capital City (Estimated Hours)	County Population (2022 National Census)	Notes
		Child Survival and Development			Early Learning and Basic Education	Child Protection	Programme Effectiveness: Social Protection				
		Health	Nutrition	WASH							
1	Bomi					X		1	1 hr.	133,705	Located in western Liberia and accessible
2	Bong					X		1	3 hrs.	467,561	Located in Central Liberia and accessible
3	Gbarpolu	X	X	X	X		X	5	2 hrs.	95,995	Located in western Liberia and <b>not easily</b> accessible
4	Grand Cape Mount	X	X	X	X	X	X	6	2 hrs.	178,867	Located in western Liberia and accessible
5	Grand Bassa	X	X	X	X		X	5	2 hrs.	293,689	Located in the south (along the coast) and accessible
6	Grand Gedeh	X	X	X	X	X	X	6	12 hrs.	216,692	Located in southeastern Liberia and <b>not easily</b> accessible
7	Grand Kru	X	X	X	X		X	5	15 hrs.	109,342	Located in southeastern Liberia and <b>not easily</b> accessible
8	Lofa					X		1	10 hrs.	367,376	Located in northern Liberia and <b>not easily</b> accessible
9	Margibi	X	X	X	X	X	X	6	1 hr. 30 minutes	304,946	Located next to Montserrado County and accessible
10	Maryland			X				1	18 hrs.	172,587	Located in southeastern Liberia and <b>not easily</b> accessible
11	Montserrado	X	X	X	X	X	X	6		1,920,965	Includes Monrovia and is easily accessible
12	Nimba					X		1	4 hrs.	621,841	Located in northern Liberia and accessible
13	River Gee			X				1	16 hrs.	124,653	Located in southeastern Liberia and <b>not easily</b> accessible

## Annex 7: Document Review

### Key Findings of the Document Review

While country-level identification and analysis of needs effectively identify broader groups in need—including women, children, and adolescents (stunting)—and align with national priorities in the DPAP, the sectoral PSN level lacks detailed articulation: in CSD, there's insufficient demographic and geographic detail, leaving questions about who the most deprived are and in which counties they live; in ELBE, descriptions of children with disabilities are broad, making it unclear whether this includes children needing braille or if UNICEF provides this assistance, and the high prevalence of teen mothers as a factor contributing to out-of-school children (OOSC) is noted; in CP, the reference to "the most disadvantaged localities" lacks nuance and specificity; and in PE, the beneficiary groups—UNICEF staff, policymakers and development partners, community members, and rights holders—are not well differentiated.

EQ1 – Relevance	
EQ 1.1	To what extent is the CP aligned with and how did it address the needs and priorities of all children and women, particularly the most vulnerable?
<p><b>According to the UNICEF End of Year Summary 2023, the Sustainable Development Report in 2023 ranked Liberia 157th out of 166 countries, with an overall achievement score of 49.8%.</b> Only two out of seventeen goal areas (SDG 12: Responsible consumption and production, and SDG 13: Climate action) are on track. The status of the SDG target for Liberia shows that 48.4% of indicators have made limited progress, while 31.3% of the indicators have shown worsening progress. Only 20.3% of the indicators are achieved or on track. This underscores the need for concerted efforts to accelerate progress towards achieving the SDG's.</p> <p><b>The 2019 UNICEF CPD reflects a shift towards addressing 'significantly more' needs of children and women</b> in exercising their rights. Consequently, UNICEF's 2020-2024 strategic focus is centred on achieving the 'greatest impact with the available resources', aiming to increase coverage and reach.</p> <p><b>According to the 2020-2024 GoL-UNICEF country programme of cooperation (CPC), UNICEF supported the 2012 Situation Analysis of Children and Women in Liberia (SitAn) identifying that the needs of children and women in Liberia remained very dire.</b> The specific priority needs were listed as: (i) nearly 11,000 under the age of five continue to die every year (increasing proportion of deaths happen in the first 28 days of life), (ii) approximately 40,000 children under one year old remain unimmunized or are only partially immunized every year, (iii) stunting prevalence has plateaued in the last decade around 36 percent (263,000 children), (iv) 17 percent of Liberia's population have access to basic sanitation, (v) only one in four children below the age of five years have their birth registered, (vi) 55 percent of school-aged (6 to 14-year-old) children (53.2 percent girls and 56.9 percent boys) are out of school in a situation where 940,000 children in early child education (75%) and at the primary school level (82%) are overaged for their levels, (vii) 90 percent of children aged 2-14 years had experienced violent discipline (physical punishment and/or psychological aggression) in the home from caregivers, and lastly (viii) teenage pregnancy in Liberia is one of the highest in the world and stands at 31 percent.</p> <p><b>According to the CPC, as a result of the SitAn, the 2018 UNICEF-supported Strategic Moment of Reflection (SMR) informed UNICEF's country programme (2020-2024).</b> It emphasizes that children in Liberia, from birth to adolescence, are able to survive, thrive, and develop to their full potential through greater access to and use of strengthened interventions in health, nutrition, WASH, basic education, and child protection, in line with the goals of Liberia's PAPD.</p> <p><b>According to the CPC, the SitAn findings also informed key transversal issues</b> that challenge in the realization of children's rights including gender equality, early childhood development, disability, and adolescent development.</p> <p><b>The PSN explicitly states UNICEF's role in ensuring the rights and addressing the needs of children with</b></p>	

**disabilities, identifying them as the ‘most marginalized and excluded**, particularly girls with disabilities, who experience high levels of sexual violence’. In this context, the UNICEF CPD intends to address such needs at the level of the enabling environment (see TOC) through support for the development and implementation of laws and policies across different sectors.

**The 2019 UNICEF CPD emphasizes that programmes will also focus on and identifies the most vulnerable across various sectors.** This includes targeting (i) girls, children with disabilities, and marginalized and remote communities in the education sector; (ii) creating demand for health services in hard-to-reach and humanitarian communities and implementing nutrition interventions aimed at adolescents; (iii) promoting gender-responsive services in health and education; and (iv) advocating for legislation and policies that benefit children, adolescents, and young people, particularly girls. The programme also addresses vulnerabilities such as lack of birth registration and focuses on specific vulnerable geographical areas, such as South-East and peri-urban counties.

**The 2023 evaluability assessment states weaknesses in needs analysis at sectoral level.** While overall needs are well articulate in the sectoral PSN’s, the mapping of specific needs and interventions is not provided, so it is not clear which counties comprise the most deprived child populations. For PE, beneficiaries are defined as UNICEF staff, policy makers and development partners, community members and rights holders but these groups are not well differentiated or explained. For example, it is clear that the CPD is targeting all children in the country as it applies to system strengthening efforts, but there are also targeted interventions designed for the most vulnerable child populations and it is often not clear who these child populations are, and where there are gaps in coverage.

**The Evaluation of the UNICEF Child-Friendly Communities (CFC) Approach 2018 - 2022 concluded that the CFC programme was relevant to the needs and priorities of expected beneficiaries in in Liberia.** By supporting the government's efforts to promote healthcare and community-centred initiatives, the intervention contributed to building capacity of county health teams including community health workers in the implementation county, though strengthening of this community entry point to deliver on the CFC objectives was limited. The programme was also relevant in that it addressed underlying behavioural factors and social norms related to poor health seeking and poor hygiene practices. However, there was limited evidence of sustained behaviour change.

**The UNICEF-LCO-PSN-Social Protection-September 2023 clearly identifies and targets the most vulnerable children in the social protection system.** The sector aims at improving their access to basic social services and reducing poverty. It is a cross-cutting element that works in cooperation with the other pillars (education, health/nutrition/Wash, and child protection).

<b>EQ 1.2</b>	To what extent is the CP aligned with the national priorities of Liberia and UNSDCF?
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**Summary Finding:** The CP is clearly aligned to numerous priorities at play including those of the GoL, their PAPD, and the broader UNSDCF supporting the SDG’s. Internally, UNICEF CP accounts for the priority areas reflected in the UNICEF Strategic Plan (2018-2021), and UNICEF West and Central Africa Regional Office Key Results for Children (KR4C, 2020-2024).

**Alignment to the UNSDCF**

**According to the UNSDCF, the GoL overall Vision is to “Build more capable and trusted state institutions that will lead to a stable, resilient, and inclusive nation embracing its triple heritage and anchored on its African identity and to provide greater income security to an additional one million Liberians, and reduce absolute poverty by 23 % across 5 out of 6 regions--through sustained and inclusive economic growth driven by scaled-up investments in agriculture, infrastructure, human resource development, and social protection.”**

**According to the UNSDCF, the GoL's strategic priorities align with Africa's Agenda 2063 and the Economic Community of West African States (ECOWAS) Vision 2020.**

**The UNSDCF Cooperation Framework for 2020-2024 represents the UN Development System's collective commitment to support the GoL in addressing key SDG priorities and gaps.** According to the CPC, the PAPD served as the basis for the development of the next UNSDCF 2020-2024 for Liberia. In alignment with the PAPD, the UNSDCF has four corresponding pillars:

- Equitable access to essential social services
- Diversified and inclusive economic growth
- Sustenance of peace and enhancement of social cohesion
- Institutional strengthening.

**The proposed GoL-UNICEF CPC for 2020–2024 states it will contribute to the UNSDCF outcomes,** thereby supporting the GoL achieving the objectives of the PAPD within the context of the SDGs, but also for UNICEF to contribute to the UNICEF Strategic Plan 2018–2021, and the UNICEF West and Central Africa Regional Key Results for Children (WCAR-KR4C) 2018–2021.

**UNICEF CPD alignment to the Liberia’s UNSDFC are most evident through the following Outcome indicators to which UNICEF contributes:** Maternal mortality ratio; under-5 mortality rate; prevalence of stunting; primary net enrolment; proportion of out-of-school children; number of new HIV infections; proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age; proportion of girls and women aged 15 to 49 years who have undergone female genital mutilation (FGM), by age; proportion of population covered by social protection floors/systems, disaggregated by sex, distinguishing children, unemployed persons, older persons, persons with disabilities, pregnant women, newborns, work-injury victims and the poor and the vulnerable.

**According to the 2023 evaluability assessment the CP was well aligned to global, regional and national goals and priorities for women and children. New global priorities have emerged that the CP has *not yet fully explored*,** but may be warranted in the Liberian context, such as the Nurturing Care Framework for early childhood development, and non-financial partnerships with business to accelerate results for children.

**The UNICEF-LCO-PSN-Social Protection-September 2023 aligns with the efforts of the Liberian Government to address the challenges of poverty, inequality, and access to essential services through various initiatives.** Key among these is the establishment of the Social Cash Transfer Program (SCTP), which aims to provide financial assistance to vulnerable households, helping to alleviate immediate economic hardships. Additionally, the government is actively working to rebuild its healthcare infrastructure, focusing on improving access to quality medical care, particularly for children and marginalized populations. Participation in the Scaling Up Nutrition movement reflects a commitment to combat hunger and malnutrition, while the completion of the National Zero Hunger Strategic Review outlines actionable steps toward achieving food security by 2030. Despite these efforts, challenges remain due to limited financial resources, reliance on donor funding, and the need for better integration between social protection programs and broader social services.

#### **Alignment to Liberia’s National Priorities**

The GoL’s PAPD is a five-year Strategy designed to accelerate inclusive and sustainable development and is premised on **four strategic pillars**. The PAPD Pillars are:

- **Pillar One: “Power to the People”** is founded on the belief that the foundation of human development is health and education supported by programs that reduce vulnerability, particularly among women, children and youth.
- **Pillar Two: “Economy and Jobs”** focuses on raising the productivity and income of every Liberian worker by creating an appropriate policy setting, enhancing competitiveness, and extending and upgrading the nation’s infrastructure.

- **Pillar Three: “Sustaining the Peace”** addresses the root causes of conflict and fragility by ensuring that the human rights of all Liberians are protected by the rule of law and broad-based access to justice.
- **Pillar Four: “Governance and Accountability”** highlights the capacity of the state to honestly, competently, and efficiently fulfil its responsibilities to all Liberians.

According to the 2019 UNICEF CPD, the **UNICEF programs are aligned and support national priorities of Liberia** in achieving the child-related goals of the PAPD<sup>50</sup>.

**Table 17: UNICEF CPD key priorities and sectors.**

Sector	Priorities
Health	Build resilience in health systems for emergencies Birth and death registrations (cross-sectoral) Immunization coverage and supply
Education	Early access to education Access to education for out-of-school children Improve quality of education
Nutrition	Famine early-warning systems Education about maternal and child nutrition Direct nutrition interventions
WASH	Service delivery Demand creation Reduce open defecation Food safety/water safety
Child Protection	Family preservation Improved outcomes in the justice system Ending child trafficking Ending violence against children
Public Finance for Children (PF4C)	Tracking funds spent on different populations Developing tools and templates to manage public projects Consolidation of sectoral budgets

**According to the CPD, UNICEF’s child rights issues relating to health, nutrition, education, and some aspects of protection are aligned and covered** under Pillar 1 of the PAPD (Power to the people). WASH matters are addressed under Pillar 2 (Economy and Jobs), with additional aspects of child protection and human rights issues in general covered under Pillar 3 (Sustaining the peace).

- **For CSD, there is alignment between UNICEF and national government priorities**, including under five mortality rate, maternal mortality ratio, under five stunting and strengthening access to and quality of health care services (Pillar 1). The CSD PSN and the PAPD are also aligned on ending open defecation, as well as increasing WASH access in schools and health facilities, strengthening WASH financing and SBCC (Pillar 2). However, according to the 2023 evaluability assessment, new government priorities have emerged since the pandemic and CSD programming must ensure it is in alignment and contributing to these priorities given fiscal limitations and uncertainty. For example, new national health policy (2022-2031)<sup>2</sup> list new national priorities like data utilisation for planning, programming and decision making as well as mobile health technologies utilization.
- **For ELBE, national government priorities for include** primary net enrolment, overage in ECE, access to school libraries and computers, WASH in schools, retention of girls, female teacher representation, lack of qualified teachers, overcrowded classrooms, and increasing ECD and STEM programming. The Education Sector Plans (from 2017-2021 and the draft plan for 2022-2026) retain these priorities, but the new plan also acknowledges and prioritizes OOSC (largely because of COVID). The PSN addresses many of

<sup>50</sup> The Pro-Poor Agenda for Prosperity and Development (PAPD) is aligned to the Sustainable Development Goals, the African Union 2040 Agenda for Children and Agenda 2063 and Vision 2020 of the Economic Community of West African States.

these priorities, except for the provision of school libraries, computers, and STEM programming.

- **For child protection, appropriate government pillars are identified in the PSN**, but within each pillar the government priorities vary in alignment from UNICEF priorities. UNICEF supported GBV and child justice programming are in alignment with government priorities. Child trafficking and child labour are identified as needs in SITAN and are government priorities, but these are not being addressed by UNICEF. Child labour was raised in consultations with adolescents as a burden because many must financially support their parents who lost their jobs because of the pandemic. Adolescents and service providers indicated that some adolescents may be turning to the informal economy and sex trafficking to make ends meet.
- **For PE, results focus on internal organizational priorities**, rather than national government priorities. However, according to the 2023 evaluability assessment, there are ways that PE can contribute to national priorities including on gender responsive programming, community engagement and social behaviour change, emergency preparedness and response, and data collection capacity and systems for routine monitoring and evaluation. For instance, UNICEF had not adequately operationalized C4D in relation to government results.
- **The PF4C strategy was aligned with the GoL’s Pro-Poor Agenda for Prosperity and Development (PAPD, 2018-2023)**, with a functional collaborative relationship with national ministries including the Ministry of Finance and Development Planning (MoFDP), and other institutions responsible for relevant programmatic areas. The PF4C specifically aligns with the following pillars of the PAPD:
  - **Pillar 1 – Power to the People:** Specifically, pertaining to basic education, essential health services, child protection, empowering women and girls, and Social Protection.
  - **Pillar 2 – Economy and Jobs:** Water and Sanitation.
- **Broadly, the CPD Outcome level results are aligned/contributing across both KRCs, PAPD, SDG’s and the UNSDCF (according to the COAR 2023):**
  - Health Results contribute to KRC#1, PAPD Pillar #1, CPD Outcome #3, SDGs #3 and #5, and UNSDCF Outcome #1.
  - Nutrition Results contribute to PAPD Pillar #1, CPD Outcome #4, SDGs #2 and #3, KRC #2 and UNSDCF Outcome #1.
  - Education Results contribute to: PAPD Pillar #1, CPD Outcome #4, SDGs #3, #4 and #5, KRCs #3 and #4, UNSDCF Outcome #1.
  - Child Protection Results contribute to: PAPD Pillars #1 and #4; CPD Outcome #5, KRC #5, #6, #7, SDGs 16 and 17, UNSDCF Outcomes #3 and #4.
  - WASH Results contribute to PAPD Pillar #2, CPD Outcome #5, KRC #8, SDG #6, and UNSDCF Outcomes #2.

**EQ 1.3**

In what ways has UNICEF adjusted its programme scope and implementation strategies initiative to address emerging challenges, such as those posed by emergencies like the COVID-19 pandemic?

**Evidence of Programme Scope Adjustment:**

The document review provides substantial data points and evidence of adjustment to the LCP scope between 2020-2024.

1. **Primary and Secondary Needs Assessments and Contextual Analyses:** According to the 2023

evaluability assessment a strength of the LCP is the alignment between the CP and the national and regional priorities and context. Consultations involved both government and UN data systems (e.g., DHS 2013; WHO/UNICEF estimates of national immunization coverage 2017; Liberia HIV & AIDS Progress Report 2016; Comprehensive Food Security and Nutrition Survey 2018). Others include for example, baseline assessments, such as the Data Landscape Diagnostic and Strategic Action Plan (2022), were conducted to enhance investments in Liberia's child data ecosystem. These assessments relied on either existing data sets (DHIS, WHO, IPC) or primary data collected either in collaboration with multiple agencies or by UNICEF independently.

**Further, according to the 2019 UNICEF CPD, several lessons learned from the 2013-2018 CP were considered to develop the 2020-2024 CPD.** For example, the 2020-2024 CPD incorporates insights from the 2018 UNICEF Gender Review and the UNICEF evaluation of its response to the Ebola outbreak. Furthermore, UNICEF renewed its focus on areas where it could have the greatest impact in addressing the needs of women and children. Key lessons from the previous CP, such as the program being overly ambitious given the available resources, led to a shift in priorities for the 2020-2024 CPD. The revised priorities include: (a) Reducing the under-5 mortality rate through immunization and primary health care, (b) Reducing stunting and improving adolescent nutrition, (c) Ending open defecation, (d) Ensuring equitable access to early childhood education (ECE) and primary education, (e) Strengthening systems to reduce violence against children, and (f) Promoting birth registration. Additionally, three priority areas—immunization, access to education, and birth registration — were expected to catalyse significant changes.

**While alignment to needs for CSD and ELBE were coherent, the 2023 evaluability found this to be nascent for the child protection and programme effectiveness components.** In particular, the strategies lacked alignment with needs for the child and programme effectiveness was found to be developed with a view towards UNICEF's internal programme management processes rather than based upon the situation of children in the country.

2. **Reprioritisation of Programme Priorities:** According to the 2023 evaluability assessment, changes in programme priorities were heavily informed by the COVID-19 pandemic which exacerbated barriers to the realization of children's rights, especially for adolescents. In the 2022 Liberia Country Office Management Plan, UNICEF re-prioritized programme priorities, including the **three regional priority Key Results for Children** where the LCP is directly engaged: **(a) children 0-11 months fully immunized (KRC #1), (b) school age children access quality education (KRC #3) and (c) children under 1 have their birth registered (KRC #7).** The assessment found that these changes in programme priorities were informed by the Document review, and consultations with UNICEF and government partners indicated that vulnerabilities for adolescent girls, children out of school, children with disabilities, and young children of teen mothers have increased.
3. **Stakeholder Engagement and Feedback Integration:** Engagement with stakeholders, particularly government entities, appears consistent across intervention levels, with ongoing collaboration involving implementing partners, CSOs, donors, and UN agencies. However, the document review provides so far limited data of community consultations (AAP, feedback mechanisms) to inform or adjust programming. The 2023 evaluability assessment also points out that accountability mechanisms to collect and use feedback and promote participation from affected populations are not systematically implemented.
4. **Reallocation of Resources:** *Further data generation needed in Phase 2 of this evaluation.*

#### **Evidence of Implementation Strategy Adjustment:**

1. **Adaptability to Planning:** According to the 2022 Midterm review, UNICEF employed so far eight rolling work plans (RWP) demonstrating flexibility and adaptability. RWPs were based on results at the outcome

and output level of the first two years of annual reviews. According to the 2023 evaluability assessment, the LCO emergency response the CP adaptation effectively to COVID-19 during 2020-2021 leveraging existing partnerships with UN agencies to mobilize vaccinations and community education campaigns about the virus. The education sector excelled in adapting strategies for COVID response (2020-2021), including transitioning to distance learning and alternative education approaches. The health sector, having been through Ebola, had better decentralized structures in place to mobilize community health care workers for emergency response. Since the onset of COVID-19, the CP was also successful in adapting its strategies and approaches to bridge the humanitarian and development divide to some extent.

- 2. Adaptability to strategies:** According to the 2023 evaluability assessment, adaptations followed COVID-19 in terms of the needs of beneficiaries and sharpening of the CPD programme priorities (section 3.1.2.1.), as well as adjustments made in programmatic strategies, monitoring and implementation (section 3.1.5.1 - 5.3). In particular, the CP has clarified three programme priorities moving forward from COVID-19, focusing all sector-based programmes on vaccinations, birth registration and out of school children.
- 3. Innovation and Flexibility in Programme Delivery:** Fostering innovation for children is one of LCO strategies' (implicit) in the country ToC for health, nutrition and child protection but more specific data is needed (more data needed in Phase 2). The document review suggests the inclusion of UNICEF in some pilot programs, reflecting innovation and adaptability in delivery.
- 4. Strengthened Partnerships and Collaboration:** Partnerships are central to UNICEF's work in Liberia, spanning multiple sectors, programs, and some pilot initiatives. These collaborations involve a range of partners—including the GoL, bi- and multilateral donors, UN agencies, CSOs, and communities—enhancing the reach and impact of the interventions. According to the 2023 evaluability assessments, there are weaknesses in seeking private partnerships to sustain results and strengthen accountability to affected populations (using U-report). There are also questions about the effectiveness of some of these partnerships. The PE PSN was developed internally without the participation of partners, focusing mostly on initial engagement and not on subsequent phases of partnerships like capacity building and joint activities.
- 5. Monitoring, Evaluation, and Learning (MEL) Systems:** The document review highlights UNICEF's extensive monitoring and evaluation efforts, seemingly implemented systematically. While numerous lessons and recommendations are generated through evaluations (e.g., SMS, sectoral, and midterm evaluations), it remains unclear how UNICEF consolidates and translates these insights into actionable strategies or where and how this is followed up. The large volume of lessons learned could potentially hinder effectiveness. Examples of key evaluations include: the Formative Evaluation of Key Result for Children (KRC) #7 (Birth Registration) for 2018-2021, the Be a Change Agent Project (B-CAP) in Liberia (2016-2018), and the Multi-country Evaluation of UNICEF's Child-Friendly Communities (CFC) Approach (2018-2022). Mid-year and end-year reviews, involved key government ministries, funding partners, NGOs, and CSOs.

## EQ2 – Coherence

### EQ 2.1

How effectively have government policies and programmes supported the CP's activities, and reciprocally?

**According to the 2019 UNICEF CPD, UNICEF supports the Ministry of Finance and Development Planning to strengthen the monitoring and evaluation of the PAPD.** As a member of the UNDAF monitoring and evaluation group, UNICEF tracks progress towards the common outcomes, and rolling workplans are developed and monitored through regular reviews led by the Government.

**According to the CPC, UNICEF supported the Government of Liberia in developing the PAPD,** designed to facilitate the country's achievement of the SDGs, the African Union Agenda 2063, and the objectives of the ECOWAS.

**The Evaluation of the UNICEF Child-Friendly Communities (CFC) Approach 2018 - 2022 concluded that the CFC programme was well aligned to the Sustainable Development Goals,** the African Union 2040 Agenda for Children, the Agenda 2063 of the Economic Community of West African States, as well key priorities, and agenda of the Liberian government.

**The Evaluation of the UNICEF Child-Friendly Communities (CFC) Approach 2018 - 2022 concluded that the CFC programme design was highly coherent** with the priorities of the Liberian government and was largely aligned with Liberia's health systems goals, which are hampered by an inadequacy of resources.

**The UNICEF-LCO-PSN-Social Protection-September 2023 is consistent with the Government policies** and the ToC considers the complementary roles of the line ministries and national stakeholders: Ministry Budget and Development Planning; Ministry of Finances and development Planning; Ministry Children and Social Protection; Ministry of Gender, Children and Social Protection, Ministry of Health, Ministry of Internal Affairs, National Commission of Disability (NCD), National Social Security and Welfare Corporation (NASSCORP), National Social Protection Platform and others

**UNICEF provides multisectoral disaster preparedness and response support** (including WASH, Education, C4D, and Protection) to the NDMA (with support from the UN Disaster Management Working Group), which ensures that a coordinated, effective and functional mechanism is in place at each level of the government to address potential humanitarian disasters. As a result, key decision makers in the national government are better informed about critical actions required for the realization of child rights and are designing, implementing, and financing relevant interventions.

**The Communications, Advocacy, and Partnerships output of the CP aims to highlight the impact of UNICEF's partnership with the Government of Liberia** – by increasing the visibility of the UNICEF “brand” to development partners and the public. The national government, and its downstream agencies, closely support the country management team, to ensure that sensitive matters (particularly any cultural taboos) during crises are effectively communicated – to preserve the continuity of UNICEF's programming and minimise reputational risks in the country.

**UNICEF collaborated with the GoL to strengthen the implementation arrangements for the Education Sector Plan (2022-2027),** in addition to providing technical guidance capacity building, and funding to support the GoL in strengthening the WASH sector at both national and sub-national levels.

**UNICEF integrated child poverty indicators, including the Multidimensional Overlapping Deprivation Analysis (MODA),** into the Household Income and Expenditure Survey (HIES). With government support, specifically the Ministry of Finance and Development Planning, the Ministry of Gender, Children and Social Protection, and the Liberia Institute of Statistics and Geo-Information Services (among others), UNICEF utilised LDHS data (2019/20) to complete its estimation of child poverty in Liberia.

**Under Goal Area 1:** UNICEF supported the GoL (specifically the Ministry of Health) with pragmatic reforms in the public healthcare sector – which included the National Community Health Policy (2023-2032), National Community Health Program Strategy (2023-2027), National Immunization Strategy (2023-2027), Effective Vaccine Management Improvement Plan, and Child Survival Strategy and Action Plan.

**Under Goal Area 2:** With the Ministry of Education, UNICEF facilitated the policy formulation and implementation of the Education Sector Plan (ESIP, 2022/27) - enhancing institutional capacity, supporting community led SBC reform, and introducing a gender-responsive approach.

**Under Goal Area 3:** UNICEF worked with the GoL to fortify child protection systems and protect children’s rights against abuse, violence, exploitation and harmful practices – supporting the government’s UNCRC reporting obligations and mobilizing a nationwide SBC campaign. Through supporting the GoL, and other national/sub-national partners, the Interoperable Birth Registration Information Management System (IBRIMS) was launched.

**Under Goal Area 4:** UNICEF provided extensive technical guidance, capacity support, and financing to the GoL, supporting national efforts to supplement WASH policies – with a Joint Sector Review (JSR) being conducted to inform the national WASH Strategic Plan (2023-2027). SBC efforts were also spearheaded by UNICEF, culminating in the promotion of Community-led Total Sanitation (CLTS) practices across six counties.

**Under Goal Area 5:** UNICEF conducted a PF4C Rapid Capacity Needs Assessment (in February 2023), highlighting the deprivation of children across programmatic areas, and working with government partners to generate consensus on the delivery of integrated social services (focusing on vulnerability and multidimensional poverty).

**EQ 2.2**

To what extent is the CP synchronized with the initiatives of other UN agencies and development partners, aiming to enhance collective objectives and minimize redundancy?

**According to the 2023 COARS, UNICEF's work in Liberia involves strongly around collaboration with the GoL, UN agencies, development partners and donors.** In 2023, UNICEF had 20 standing partnerships (13 government entities and 7 with civil society organizations). These partnerships were focused on advancing child rights and achieving specific outcomes, while also establishing a foundation for future initiatives.

**According to the 2019 UNICEF CPD, UNICEF contributes to the collective objectives – shared contribution - of the strategic plans 2018–2021 of the UNDP, also in the support to the UNSDCF. UNICEF's program is synchronised with other UN partners and initiatives** including, UNICEF chairs the inter-agency communication group, and UNICEF is the lead agency for pillar 1 of the UNSDCF. It further includes its focus on improving adolescent and maternal health (with UNFPA), achieving gender equality and the empowerment of women and girls (with UN-Women) and promoting the greater availability and use of disaggregated data for sustainable development (with UNDP, UNFPA and UN-Women). UNICEF also chairs the UN Communication Working Group under the UNSDCF.

**As gender equality is a core mandate of the CP, UNICEF Liberia maintains active participation in gender-related coordination mechanisms such as the UN Gender Theme Group,** the UN Joint Programme to End SGBV, and the National Gender Task Force, to facilitate the implementation of gender-targeted programming.

**In addition, the UNSDCF joint and flagship programs include the USD 29,361,621 Spotlight Initiative to eliminate Violence against women and girls** (in support of UNSDCF Outcome 1 & 3), with participating agencies like UNW, UNDP, UNFPA, OHCHR, UNHCR and IOM. Here, UNICEF is the co-lead and intends to commonly address harmful traditional practices, including FGM/C, in social and behaviour change programming. This initiative ensures child-sensitive and child-centred prevention and response interventions to address violence against girls.

**To facilitate internal knowledge management and promote resource sharing within the UN system, UNICEF**

Liberia CO utilises shared repositories (according to the Enterprise Content Management guidelines).

**According to the 2019 UNICEF CPD, the UNICEF's program leverage resources, expertise and advocate for health sector programming with other development partners**, including Gavi, the Vaccine Alliance, USAID, the Global Financing Facility in support of Every Woman, Every Child, and the World Bank.

**According to the 2023 evaluability assessment, the LCP has made only limited investment in partnering with the private sector** while this is seen as an effective strategy to overcome barrier to sustainability and population accountability.

**Some the UNICEF examples of successful initiatives involving other agencies include:**

**According to the 2022 COARS:**

- With UNESCO, UNICEF supported the MoE in organizing a national consultation on quality participation for the Transformation Education Summit in September 2022 resulting in documentation reflecting the current state and challenges of the education system.
- In collaboration with UNESCO, UNICEF, the World Bank, and USAID, core development partners reviewed the implementation of the education sector plan.
- UNICEF and UNFPA supported (technical and financial) the MoYS in conducting a mapping assessment of interventions targeting at-risk youth resulting in findings to inform a draft programme for youth empowerment and rehabilitation.
- Building on lessons from the Socio-Economic Empowerment of Disadvantaged Youth programme, UNICEF worked with UNFPA, UNDP, and WHO to develop a joint comprehensive peacebuilding and rehabilitation programme for at-risk youth in Liberia.
- UNICEF partnered with WHO, UNFPA, and IOM in a joint Multi-Partner Trust Fund delivering Reproductive, Maternal, Newborn, Child, and Adolescent Health and Nutrition services, benefiting approximately 475,488 people across three counties and 35 health facilities.
- To review the paediatric HIV landscape and develop a five-year Elimination of Mother to Child Transmission plan, UNICEF, in partnership with UNAIDS, supported the National AIDS Commission (technical and logistical).
- Strengthened the capacity of the Independent National Commission on Human Rights to monitor and report on child rights' violations and supported the government's UNCRC state reporting obligations.

**According to the 2023 COARS:**

- With the UNCT Monitoring and Evaluation working group a UN Joint Monitoring Mission was piloted.
- The Spotlight Initiative from Liberia, with UNICEF as a key partner among other UN agencies, was recognized as one of the high-impact initiatives at the SDG midterm summit.
- Joint funding application for the "Enhancing Climate Resilience Integrated Multisectoral Strategies in Liberia" under the African Development Fund's Climate Action Window.
- In collaboration with other UN agencies, UNICEF initiated a joint funding application for the "Enhancing Climate Resilience Integrated Multisectoral Strategies in Liberia" under the African Development Fund.
- UNICEF worked with other UN agencies and the GoL to develop a standalone Primary Health Care Financing Strategy, aligning it with the National Health Policy, Essential Package of Health Services II, and the Health Financing Strategy.
- In partnership with the Health Sector UN and other agencies, UNICEF provided technical and financial support to develop and launch the National RMNCAH+N policy 2024-2030. UNICEF also supported the development of the Liberia Child Survival Strategy and Action Plan 2024-2028.

EQ3 – Effectiveness	
EQ 3.1	To what extent has UNICEF successfully achieved and is projected to attain the intended outcomes of the CP by the conclusion of its cycle?
<p>Broadly, the 2023 evaluability assessment found that there is a shared understanding of the comparative advantages and roles of UNICEF in supporting the government, and vice versa. <b>Without UNICEF, many of the basic needs of children would be unfulfilled</b>, and according to key informant interviews, the government would lose its capacity to advance the national agenda for children and adolescents without the financial assistance provided by UNICEF.</p> <p>The Evaluation of the UNICEF Child-Friendly Communities (CFC) Approach 2018 - 2022 concluded that <b>the CFC did not adequately respond to the identified needs and priorities of beneficiaries in Liberia because of the fragmented approach to its implementation</b>. The design of the programme was heavily reliant on the health components of the initiative without adequate integration across other sectors, hence, the results and reporting mechanisms were invested in health outcomes without adequate integration to other sectors such as WASH, Education, Nutrition and Social and Behaviour Change. The objectives of the programme could not be achieved fully because the coordination mechanism was weak; implementation and service delivery component were unitary to health and not integrated; and results measurement mechanism was inefficient. All these constrained targeted service delivery to the most vulnerable population and blurred results at the level of collation and hindered the reporting of programme achievements for targeted beneficiaries.</p> <p>The Evaluation of the UNICEF Child-Friendly Communities (CFC) Approach 2018 - 2022 concluded that <b>the functionality of community health systems improved</b>, evidenced by increased access to essential health services and some strengthening of the referral mechanisms. There was evidence that the CFC programme enhanced knowledge of caregivers on recommended child services such as immunizations, breastfeeding, vitamin A and deworming. The programme also enhanced beneficiaries’ knowledge on the importance of seeking appropriate healthcare from trained health personnel. Caregivers demonstrated enhanced knowledge, adoption, and compliance with recommended services for children.</p>	
EQ 3.2	What are the unexpected positive and negative results arising from the outcomes of the CP efforts?
<p>According to the 2023 evaluability assessment, an unintended positive consequence of COVID was an <b>influx of funding to the CO</b>, which was leveraged and utilized to address human resource vacancies (such as an emergency response focal point) and to implement development programming. The <b>education sector excelled in adapting strategies for COVID response</b>, including transitioning to distance learning and alternative education approaches. The health sector, having been through Ebola, had better decentralized structures in place to mobilize community health care workers for emergency response.</p>	
EQ 3.3	What are the barriers and enablers to effectiveness?
<p>The document review shows various challenges at the various implementation levels that impact on programme effectiveness and efficiency. Below is a list of the broader challenges only.</p> <p><b>External Challenges and Constraints:</b></p> <ul style="list-style-type: none"> <li>As demonstrated by the Ebola Crisis of 2014/15, the <b>funding environment in Liberia has become considerably more constrained</b> – with weak social service delivery and emergency response preparedness systems leading to a loss of programme focus in 2015/16.</li> <li><b>The Situation Analysis (SitAn) of Women and Children in Liberia (2018) noted that the policy frameworks in Liberia are “highly fragmented” and “issue specific”,</b> which impedes a coordinated and holistic response to children’s issues, especially in a region highly prone to natural disasters.</li> <li><b>Liberia’s challenging terrain, underdeveloped transport infrastructure, and hard-to-reach communities</b></li> </ul>	

creates challenges for UNICEF’s community level interventions – raising the risk threshold for operational inefficiencies.

- **Public Finance for Children in Liberia and inadequate public investment and a generally volatile funding environment** exacerbates existing issues with effectiveness. Vulnerabilities and deprivations are not effectively addressed through government budgets, prolonging the circumstances impacting children living in multidimensional poverty. Risks pertaining to disasters, climate change, conflict, epidemics, and other exogenous stresses are not properly addressed through remedial actions in government budgets, prolonging the duration and impact on children living in multi-dimensional poverty. This impacts on how the LCO can directly support system strengthening efforts.
- **The United Nations Sustainable Development Cooperation Framework (UNSDCF) 2020-2024 for Liberia notes that few donors channel funds through Liberia’s Public Finance Management (PFM) system** due to concerns about the strengths of the fiduciary controls and low government implementation capacity.
- Overall shrinking donor space, external threats to funding to Liberia, donor fatigue in non-emergency (Partnerships & mobilisation).
- Limited availability of national and/or local service providers and capacity gaps (in terms of personnel and funding) with the programme partners (Government and CSOs) (HACT).

#### **Internal Challenges and Constraints relating to Planning:**

- The mismatch in planning (Financial and HR) versus implementation stretches the limited resources leading to inadequate/ineffective programme support.
- The Programme Effectiveness PSN and CPD 2020-2024 focused mainly on the internal compliances, and the resource allocations and HR were accordingly planned; however, the implementation of Programme Effectiveness goes beyond what is articulated in the CPD.
- The PSN on Social Policy, Gender, Emergency, HACT & Programme Monitoring does not reflect the actual Risk Environment.
- **Limited partnerships** with private or business partners to expand existing partnerships with UN agencies given the reduced fiscal space post COVID.
- Multiple cross-sectoral functions are inadequately covered by largely managed by Focal Points with minimal financial resources – Innovation, Social Policy, Knowledge Management, Gender, Disability, and Emergency.

#### **Internal Challenges and Constraints relating to Implementation:**

- Lack of funding to cover UNICEF visibility and branding (communication).
- Limited internal resources restricting most of the work focused on internal compliance (PME).
- For HACT, limited funding has restricted the achievement of capacity-building plans for IPs, capacity gaps in the local Financial Service Providers (Audit Firms) have affected the timely completion of financial, slow pace of adoption of HACT compliance by both by both IPs and UNICEF staff.
- For C4D/S&BC, too few trained health promotion staff relative to population size and Health Promotion either absent or very weak at Health facilities and lower levels, knowledge deficits constrain the practice of appropriate **behaviours and uptake of services** (C4D/S&BC), and irregular and incomplete data, poor harmonization and feedback at all levels (C4D/S&BC).
- For social policy, restricted resources – Financial and HR while the intended agenda is for a full-fledged Social Policy Programme encompassing – PF4C, Social Protection, and Local Governance (Social Policy).

## **EQ4 – Efficiency**

### **EQ 4.1**

How adequately has the operational capacity of the

programme, including its human resources and supplies, supported the achievement of intended results within the designated timeframe and in a cost-efficient manner?

**The Evaluation of the UNICEF Child-Friendly Communities (CFC) Approach 2018 - 2022 highlighted the following issues affecting efficiency of the CFC programme:**

- delays in disbursements which UNICEF attributed to insufficient liquidations.
- human resources availability was also a challenge, and more so with female health workers since traditional gender roles were still recognized and sometimes spouses did not allow their women to work. This was further complicated by the generally lower level of education among women and girls.
- shortage of supplies, drugs, essential medicines and equipment, as well as logistical challenges which hindered timely distribution and deployment, affecting programme efficiency.
- while partnerships were instrumental in cost containment, there remained room for strengthening collaborative mechanisms to maximize efficiency gains.

**According to the 2023 evaluability assessment, strategically important gaps in human and financial resources to collect and utilize data were found,** especially for the PM&E section in the programme effectiveness components. In addition, all key informants – from UNICEF, the government and CSOs reported longer than usual delays in processing routine tasks, such as contracting and payments, which had a direct impact on implementation progress. UNICEF has innovated its payment modalities, but communication between programme teams and operations is not efficient and this causes delays.

**According to the 2023 evaluability assessment, while the Liberia CO lacked sufficient and human resources to implement and monitor programme,** the CO has taken steps to address this issue through the development of a Resource Mobilization strategy.

**Recent internal audit (2022) of the CO also found that “the office had yet to reassess its capability and realign its staffing with the requirements of the 2020-2024 Country Programme”.**

**According to the 2023 evaluability assessment (UNICEF key informants and RAM data) the financial targets set in the CPD will not likely be realized.**

**Table 18: UNICEF CPD Summary Budget Table (2020-2024). Source: UNICEF LCO.**

Programme Component	In thousands of United States dollars		
	Regular Resources	Other Resources	Total
Child survival and development	5 700	52 200	57 900
Early learning and basic education	2 250	15 000	17 250
Child protection	3 680	10 500	14 180
Programme effectiveness	12 020	4 227	16 247
<b>Total</b>	<b>23 650</b>	<b>81 927</b>	<b>105 577</b>

**According to the 2019 UNICEF CPD, UNICEF supports continued monitoring efforts,** such as monitoring the PAPD (Pro-Poor Agenda for Prosperity and Development), utilizing real-time monitoring systems, engaging in third-party monitoring, and implementing rolling workplans, to **ensure timely implementation** and necessary program

adaptations.

**EQ 4.2**

How has UNICEF ensured the results-based management of the programme?

**The UNICEF LCO conducts periodic reviews (mid-year, annual) to support and track the achievements of results.**

This includes timely results-based processes for annual work planning with partners, ensuring realistic targets, performance metrics, and pathways for learning – in addition to results-based reporting for accountability purposes to government and development partners, donors, the Executive Board, and the beneficiary communities.

**According to the End of Year Results Summary Narrative (2023), UNICEF integrated results-based mechanisms into the management of the CP – indicated as follows:**

- UNICEF Liberia prioritized aligning its Public Finance for Children (PF4C) agenda with significant regional and global commitments – including Key Results for Children (KRCs), the UNICEF Strategic Plan 2022–2025, and frameworks and guidelines such as the UNICEF PF4C Strategic Framework.
- Results-based management tools such as the Results Assessment Module (RAM) were utilised for the CP.
- Efforts towards the attainment of Key Result for Children #8 resulted in a reduction of the proportion of people practicing open defecation from 37.7% in 2022 to 35% in 2023.

**EQ 4.3**

How is evidence utilized in the planning and execution of programme activities?

**UNICEF utilised evidence-based strategies in the planning and execution of programme activities, including for example:**

- The UNICEF LCO lists ‘evidence-based decision making’ as a strategy in the PSN’s to achieving results.
- Supported the strengthening of the Education Information Management System (EMIS) to enhance evidence-based policy development.
- Supported the Sanitation Market Assessment of selected counties – utilizing tools such as “CHATWASH” to accelerate the delivery of WASH services across the country.
- Enhanced its outreach strategies by constructing an evidence-based communication strategy, utilizing social media for information dissemination and outreach – with online communication on SBC, and preventative health practices reaching over 800,000 individuals.
- As part of the four strategic axes for data and analytics work in the West and Central Africa (WCA) region, UNICEF – in collaboration with the GoL, WCARO, and LCO – led a diagnostic assessment of the data landscape for children, which contributed to the expansion of the Health Management Information System (HMIS). The efficient utilisation of innovative technologies is a core strategy in the CP, the purpose of which is to enhance UNICEF’s ability to provide vital support to vulnerable children (in a cost-effective manner). This involves the use of big data analytics to supplement the monitoring of programme interventions, and to mitigate any gaps in evidence for decision-making.
- **According to the evaluability assessment**, overall, evidence utilization and emergency response were well developed or articulated for CSD and ELBE, while partnerships were not well developed or articulated for the programme effectiveness. Evidence utilization for child protection was also nascent.

**The Communications for Development (C4D) component of the CP utilises strong evidence-based advocacy**, previously employed during/after the Ebola outbreak to build resilience, increase knowledge, shift cultural norms (gender norms), and promote positive social and behaviour change.

**The Evaluation of the UNICEF Child-Friendly Communities (CFC) Approach 2018 - 2022 concluded that the CFC programme did not rely on an agreed result framework for all the sectors resulting in uneven documenting of evidence (e.g. health results not documented).**

**EQ 4.4**

What are the barriers and enablers to efficiency?

The Evaluation of the UNICEF Child-Friendly Communities (CFC) Approach 2018 - 2022 concluded that **the CFC programme due to the weak programme integration, key stakeholders in government and within the communities were not fully involved in the implementation phase.** The weak coordination mechanism resulted in insufficient consideration for the role of communities and their participation in the programme.

The Evaluation of the UNICEF Child-Friendly Communities (CFC) Approach 2018 - 2022 concluded that the CFC programme was limited by road access to remote counties, infrastructure limitations, socio-cultural barriers, and environmental hazards **impeded service delivery and community engagement efforts.**

EQ5 – Sustainability	
EQ 5.1	How sustainable are programme's results in terms of financial aspects?
<p><b>Liberia has an unsustainable dependence on external development assistance</b> – as the CP identifies that the country's insufficient domestic revenue and reduced fiscal space has created a volatile funding environment (a significant risk area). In addition, effective financial management is seen as a critical operational function of the CP, with UNICEF investing resources in HACT management training for relevant staff.</p> <p><b>The UNICEF CP strategy focused on attaining impactful results from financing, the sustainable utilization of national expenditure, and timely technical assistance.</b> Technical support will continue to be a pivotal strategy, as impactful results can be achieved not only through financial aid but also through technical assistance. Initiatives that have demonstrated desired outcomes and scalability potential will be prioritized for advocacy. According to the learning outcomes, funding gaps that persisted across 2022 were resolved through program and donor collaboration. For instance, to increase primary healthcare financing and reduce out-of-pocket expenses (53% of total healthcare expenditure), UNICEF collaborated with the GoL to develop a Primary Health Care Financing Strategy.</p> <p>The Evaluation of the UNICEF Child-Friendly Communities (CFC) Approach 2018 - 2022 concluded that <b>resource constraints and lack of government funding were the biggest threat to sustainability</b>. The measures to ensure the sustainability of activities in Liberia funded by the CFC programme beyond its support did not yield many results as dependence remained a strong factor. Lack of commitment of the government stakeholders to multi-sectoral integration are hindrances to sustainability. Training and capacity development were factors leading towards sustainability.</p> <p><b>Note:</b> The ongoing data collection aims to obtain more data on this topic, more specifically on which strategies UNICEF implemented to contribute to government ownership to continue or scale up the programmes, either through (i) policy adoption, (ii) national budget allocations, and (iii) cost-sharing or co-financing arrangements.</p>	
EQ 5.2	How sustainable are programme's results in terms of environmental aspects?
<p>The CP maintains an adherence to programming principles across both planning and implementation phases, including Environmental Sustainability. Joint funding application for the “Enhancing Climate Resilience Integrated Multisectoral Strategies in Liberia” under the African Development Fund’s Climate Action Window.</p> <p><b>Note:</b> The document review overall, <b>demonstrates limited indication of the CP integrating environmental aspects to promote sustained results in an era of climate challenges</b>. The ongoing data collection aims to obtain more data on this topic.</p>	
EQ 5.3	How sustainable are programme's results in terms of social aspects?
<p>Overall, UNICEF invested substantially in capacity building of local capacity at national and subnational levels (as donor, supporting coordination efforts, as technical support). Though, so far there is insufficient data to understand whether the CP has a single strategic approach to this, or whether there <b>are several strategies in place</b>.</p> <p><b>Note:</b> The ongoing data collection aims to collect additional data on social aspect-strategies that are expected to sustainability including C4D, SBC and other education and awareness activities.</p>	

## EQ6 – Gender, Human Rights, and Equity

### EQ 6.1

UNICEF incorporated (i) gender, (ii) human rights, and (iii) equity dimensions into the planning and implementation strategies of the programme?

**According to the 2023 Evaluability assessment, there was wide variation on the extent to which programmes integrated equity into the results framework and in beneficiary group identification.** For example, most of the outcome level indicators do not examine the data by sex or disaggregated by other variables even though the outcome statement reflects this information. In the case of health, the outcome statement is, “by 2024, significantly more girls, boys, adolescents and women, especially those who are marginalized and/or living in humanitarian conditions have access to and utilize evidence-based, high-impact quality maternal, neonatal, child adolescent health and HIV interventions.” There are four indicators to measure this outcome, but none of them are tracking sex disaggregated data even though it is available in the DHIS. One measure vaccinations at the district level, but no other disaggregation is included in the KPIs. While there was a gender review in 2018, the Gender Action Plan for the CO has not been developed, which may be contributing to some of these limitations.

**According to UNICEF’s global PF4C framework<sup>3</sup>, PF4C’s has a strong equity focus.** Its rationale is based on mostly many of the obstacles to improving child outcomes can be directly traced to public financial management (PFM) challenge (low budget priority and insufficient allocation, inefficient/ineffective expenditure, inequitable allocations, weak accountability). It creates demand for better use of public funds for greater and more equitable results for children.

**As per the Result Framework in the PSN, the LCO has developed an updated Gender Action Plan,** which is reviewed annually. In addition, the CP’s Communication for Development (C4D) strategy focuses on issues such as gender equality, disability, child rights, and humanitarian action for children – particularly in terms of targeted service delivery for vulnerable communities.

**As gender equality is a core mandate of the CP, UNICEF Liberia maintains active participation in gender-related coordination mechanisms** such as the UN Gender Theme Group, the UN Joint Programme to End SGBV, and the National Gender Task Force, to facilitate the implementation of gender-targeted programming. The CP integrated lessons on Girls’ Education from the Gender Equitable Education Programme (GEEP), which focused on the empowerment of adolescent girls through the provision of technical vocational training; and the promotion of gender sensitive WASH in schools which focused on menstrual hygiene management.

**According to the CPC, fiscal constraints and limited resources in Liberia necessitate prioritization in line with UNICEF’s equity agenda.** This involves focusing on the most vulnerable groups first and targeting areas that can catalyse the achievement of broader and sustainable results. Such an approach will have a significant impact on the survival, development, protection, and participation of children in Liberia.

**The CP Team maintains a close collaboration across multisectoral programme sections,** integrating child and equity-related indicators into national monitoring systems.

**As one of the core components of the CP, UNICEF integrated gender and equity dimensions into the planning and implementation of the programme, as follows:** the Education Sector Plan (ESIP, 2022-2027) focused on the strengthening of inclusive and gender-responsive school systems – with 73,849 students (36,223 boys and 37,626 girls) reached through the implementation of a school package of inclusive and gender-responsive services to promote national school quality standards.

**According to the lessons learned from the End of Year Results reporting (2023), the creation of gender integration projects with the Child Protection and Education components accelerated gender-sensitive and responsive programming.** As a result, according to the LCO, this integration should be sustained and expanded.

**The Evaluation of the UNICEF Child-Friendly Communities (CFC) Approach 2018 - 2022 concluded that the CFC**

**programme had an inherent gender and equity focus.** The programme was able to identify and address many barriers that hindered girls' and women's access to essential services, chief among which were distance and financial barriers. However, there is still a critical need to tackle cultural norms, lack of education, economic constraints, and gender-based violence and to empower girls and women, including educational initiatives, economic empowerment programs, community sensitization campaigns on gender equality, and the establishment of safe spaces for women and girls.

<b>EQ 6.2</b>	UNICEF ensured the inclusion of the needs and priorities of (i) children with disabilities, (ii) the most vulnerable groups, (iii) lowest income quintiles, in both the sectoral and cross-sectoral components of the programme (Equity)?
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See above EQ 1.1 *“CP alignment with, and clearly identified needs and priorities of (i) children, (ii) women, and the (iii) most vulnerable.”*

The CP Team maintains a close collaboration across multisectoral programme sections, integrating child and equity-related indicators into national monitoring systems.

**The PF4C Programme Strategy Note highlights that the CP aims to increase GoL’s commitment to allocate a larger budget for the realization of child rights and poverty alleviation in Liberia – thus aiming for more equity.**

PF4C is a cross-cutting multisectoral strategy, which refers to the GoL’s budgetary spending on social services programmes aimed to benefit children – including programmatic areas such as education, health, nutrition, child protection, and WASH. The PF4C strategy is aligned with the Child Survival and Development programme strategy (as highlighted in the CSD PSN), with specific programming outputs are illustrated as follows:

- **Health Programming:** By 2024, (1) health sector policy, plans and budgets use solid evidence to strengthen the health system for child and maternal survival, (2) primary health has the capacity and systems to deliver quality, equitable, gender-sensitive and integrated maternal, new-born, child, and adolescent health services, (3) families and communities are equipped with knowledge and actively demand quality health services (part of the CP’s broad SBC policy).
- **Nutrition Programming:** By 2024, (1) gaps in laws, policies, strategies, and guidelines are identified, closed, implemented and monitored in line with international norms and standards, (2) proven direct nutrition interventions are accessible at facility and community levels and are utilized by children (under five), adolescents and women of childbearing age both in development and humanitarian conditions, (3) parents, women of childbearing age, adolescents, caregivers, and communities understand and practice appropriate nutrition behaviours' and know how to avail of nutrition services (part of the CP’s broad SBC policy).
- **WASH Programming:** By 2024, (1) gaps in laws, policies, strategies, and guidelines related to ending open defecation in communities and to WASH in institutions are identified, closed, implemented, and monitored in line with international norms and standards, (2) Government remains committed to development and implementation of WASH policies and strategies and procedures that are gender-sensitive and focused, and a budget is allocated for this work and ongoing gender expertise”, and (3) the government allocates budget for implementation of ending open defecation and scaling up WASH interventions in institutions on an equitable basis, specifically at schools and health care facilities.
- **Child Protection:** By 2024, (1) strengthened political commitment, accountability and national capacity of the social, justice and education and health sectors in Liberia to legislate, plan, and budget for scaling up interventions that prevent and respond to violence, abuse, exploitation, and neglect and enhance access to child protection and birth registration, and (2) an improved knowledge base/baseline informs programming and advocacy initiatives to increase access to birth certificates and to prevent and protect

children and women from violence, abuse and exploitation.

**The Programme Strategy Note on Public Finance for Children (PF4C) highlights the general lack of equitable access to similar levels of social services by all children in Liberia, with serious disparities typically found amongst deep rural communities.** In addition, there is also horizontal inequity in public investment within sectors, especially within the education and health sectors – for instance, primary education and primary healthcare do not attract sufficient budget allocations. Deprivations and vulnerabilities are not fully addressed through government budgets, prolonging the duration and impact on children living in multi-dimensional poverty. Risks related notably to inequities, disasters, climate change, conflict, epidemics and other shocks or stresses, are not addressed in mitigating and remedial actions in government budgets, prolonging the duration and impact on children living in multi-dimensional poverty.

## Annex 8: Inception Phase Key Informant Interview Notes

### Inception KII Summary of key successes, challenges, and key areas for evaluation

#### UNICEF Liberia Country Programme's Key Achievements (2020-2024):

- **Policy Breakthroughs:** Significant progress in policy areas such as nutrition, with the development of a multisectoral nutrition plan, though it has yet to be fully implemented.
- **Resilience in Health System Strengthening (HSS):** Despite a challenging political environment and slow progress in 2020-2022, the programme continued to focus on health system strengthening, albeit at a slower pace.
- **Improved Transparency and Collaboration:** Initially, there was a lack of accountability from the Government of Liberia (GoL), which impacted results monitoring. With the onset of the pandemic, progress was made towards increased transparency and better programmatic and financial accountability, though further improvements are needed.
- **Maintaining Focus Amid Challenges:** Despite external challenges, the programme in my sector stayed on course, but there is a need to reassess its relevance in light of the changing environment.
- **Lack of Government Capacity:** While policies are in place, there's limited implementation capacity at the national level.
- **UNICEF's Unique Position:** UNICEF remains respected for centering children in its approach, despite the massive needs across the country.

#### Key Challenges (2020-2024):

##### External Environment Challenges:

- **Government Engagement:** Working with the government has been challenging due to unpredictable commitments and slow progress. While there are now encouraging signs, it's essential to work with systems that have strong leadership. The focus should be on clear, achievable goals, starting with large initiatives like getting children into school in seven counties, then scaling up. Policy work is done, but practical, short-term steps are needed to achieve long-term goals.
- **Lack of Government Accountability:** Initially, the GoL lacked accountability, which hindered progress.
- **Overreliance on GoL:** 90% of sector operations depend on the GoL, which poses risks in the event of political instability. Diversifying partners and strategies is essential to ensure resilience and reduce reliance on the GoL.
- **Delayed Program Implementation:** Political changes and campaign periods stalled Country Programme (CP) activities, highlighting the need for more adaptive strategies to ensure consistent progress.
- **Overreliance on UNICEF:** The GoL's heavy reliance on UNICEF for delivery, combined with fragile political structures, poses risks to sustainability.
- **Internal Process Challenges:** Tightened office measures improved accountability, but administrative and financial processes are slow due to many layers of bureaucracy.
- **Funding Gaps:** With dwindling donor interest, particularly in sustained engagement sectors, UNICEF struggles to secure necessary funding for impactful, long-term initiatives.
- **One UN Approach:** The "One UN" approach is not yet effective or productive. There is a need to focus on 3-4 key priorities and work together on those.

##### Implementation Challenges:

- **Strategic Focus:** Concerns exist about spreading efforts too wide and lacking a clear focus. UNICEF needs to identify what specific support it should provide to the government. It's important to revisit the original Country Programme Document (CPD) to ensure that the focus and targets have been maintained.
- **Education Policy Reform:** Progress has been made in education policy reform, but 50% of children are still out of school. The challenge remains in connecting policy to action, especially as education is a top priority for the country.
- **Child Protection:** Efforts have been made to strengthen social work to address violence and abuse against children. However, insufficient resources limit the full implementation of this approach.
- **Birth Registration:** Significant progress in birth registration, increasing from 3% in 2007 to 66% currently.

However, progress has plateaued despite strong UNICEF support.

- **Community Health:** UNICEF has played a key role in community health initiatives, particularly through forums, which are seen as critically important. However, the full impact and scale of these initiatives have not yet materialized.

#### **Internal Challenges:**

- **Funding Challenges:** With anticipated funding cuts, prioritization is crucial. There are concerns that resources may not have been effectively translated into meaningful changes in children's lives.
- **Geographic Focus:** The question of where UNICEF should concentrate its work remains unanswered: "Where do we work?"
- **Vulnerability Data:** There are challenges in identifying vulnerabilities due to unreliable and insufficient data, such as the 2019 DHS, which lacks strong baselines and targeted information. Key priorities for UNICEF include stunting, out-of-school children (OOSC), birth registration, and open defecation.
- **County Selection:** The challenge in selecting counties is that the most vulnerable areas are often the least populated.
- **Delayed Program Implementation:** Political transitions and campaign periods delayed program implementation, affecting results.
- **Internal Challenges:** UNICEF needs to accelerate efforts and be more consistent. While there is good capacity and commitment within the Liberia Country Office (LCO), middle management requires stronger support. (Confidential: current job cuts are a concern).
- **Need for Diversified Partnerships:** It's essential to diversify partners and strategies to focus on approaches that deliver tangible results for children.

#### **Making the Evaluation Useful:**

- **Looking Forward to the Next CPD (2025-2028):** We know what went wrong, but the focus now should be on recovery and building resilience, especially regarding climate, the SDGs, and children's rights.
- **Decision Making:** Tough decisions are required about where and how to focus resources.
- **Sustaining Results with Limited Resources:** Liberia received significant funding post-Ebola and during COVID-19, but that has dwindled. We need to consider what can realistically be sustained with current funding, and whether UNICEF should shift more toward capacity building rather than direct implementation (DI).
- **Engage GoL:** It's crucial to involve GoL stakeholders in the evaluation process to ensure relevance and accountability.
- **Shaping the Next CPD (2025-2028):** Use lessons learned to inform the next programme cycle, focusing on adapting to the external environment and making practical shifts in programming.
- **Narrow Focus for 2025-2028:** The next CPD should have a more focused and practical approach to ensure sustainable results.

#### **Inception Report Recommendations:**

- **Visits:** Grand Gedeh and Monrovia are highlighted as important due to their large populations. Maryland is seen as too far away, with no clear mapping of needs.
- **Interviewing Children:** Focus on interviewing adolescents, particularly in Grand Gedeh (girls' clubs/secondary schools). Further clarification is needed on expectations and programmes involved.
- **PF4C Importance:** The Programme for Children (PF4C) is crucial as it addresses underlying funding constraints. Note that UNICEF did not fill the social post.
- **Sample of Sectors:** Key areas of focus include the Programme for Children (PF4C), education, protection, and health (immunization), with upcoming evaluations planned.

## Annex 9: Portfolio and Budget Analysis

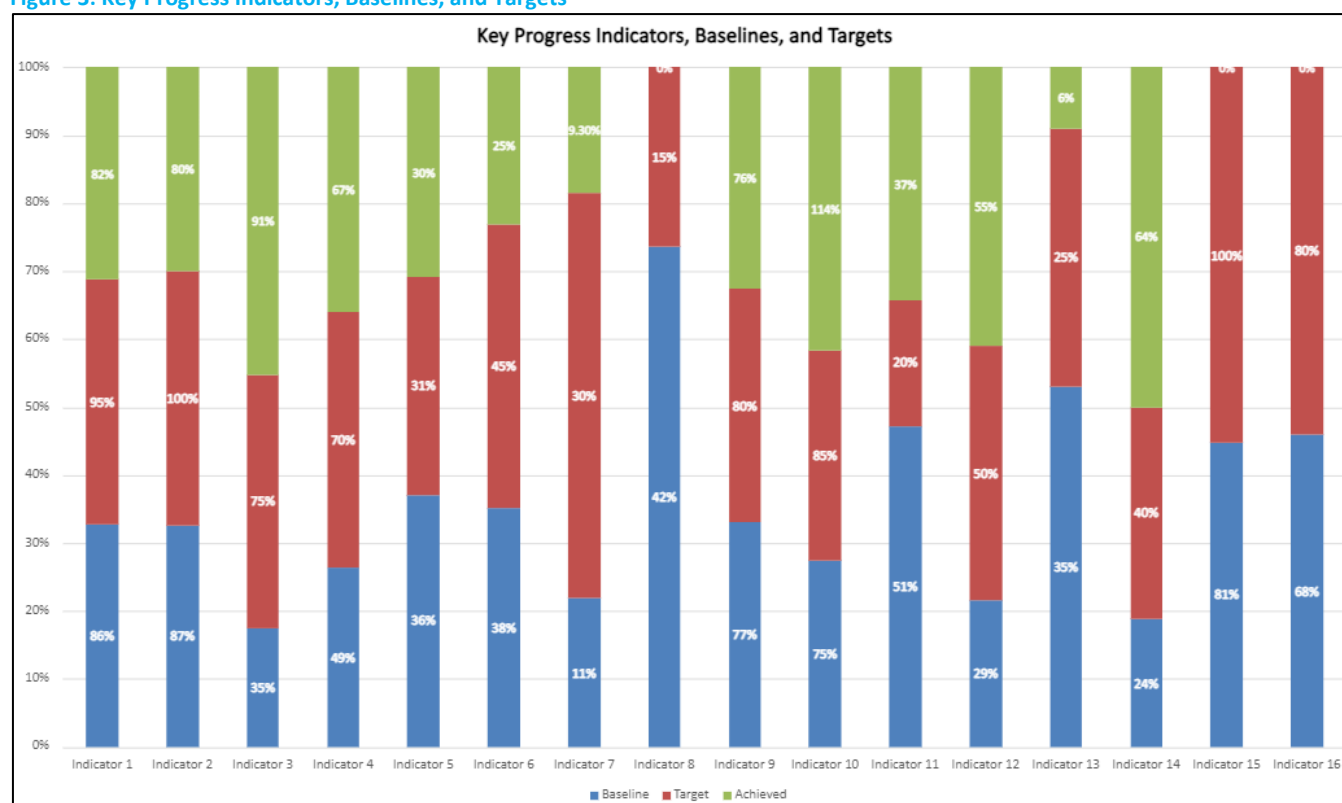
### Portfolio Analysis

The UNICEF CPD results framework lists thirteen indicators, including baselines, targets, and means of verification under each of the six outcome areas. The portfolio analysis has disaggregated the results data from the RAM, providing a results overview up to the time of writing this inception report. By the end of the programme, the ET will incorporate incoming data to conclude on effectiveness (results achieved), as follows:

- Under Outcome 1 (Health), the Country Programme has achieved X of the intended results.
- Under Outcome 2 (Nutrition), the Country Programme has achieved X of the intended results.
- Under Outcome 3 (WASH), the Country Programme has achieved X of the intended results.
- Under Outcome 4 (Education), the Country Programme has achieved X of the intended results.
- Under Outcome 5 (Child protection), the Country Programme has achieved X of the intended results.
- Under Outcome 6 (Programme Effectiveness), the Country Programme has achieved X of the intended results.

The evaluation team conducted an in-depth portfolio analysis of the country programme, with **Figure 3** illustrating the performance indicators across relevant programme outcomes.

**Figure 3: Key Progress Indicators, Baselines, and Targets**



The following indicators were measured, as per the LCP's RAM reporting data:

1. **Indicator 1:** % children (0–11 months) vaccinated with 3 doses of DTP Penta vaccine nationally. **On-Track.**
2. **Indicator 2:** Percentage of districts that have at least 80% of children (0–11 months) vaccinated with three doses of DTP- containing/Penta vaccine. **On-Track.**
3. **Indicator 3:** Percentage of newborns receiving postnatal care within two days of birth.
4. **Indicator 4:** Percentage of live births attended by skilled health personnel.

5. **Indicator 5:** Proportion of children under 5 years of age who are stunted (moderate and severe).
6. **Indicator 6:** % of women (15–49 years) with anaemia.
7. **Indicator 7:** Percentage of children (6-23 months) receiving a minimum number of food groups.
8. **Indicator 8:** Proportion of the population still practising open defecation.
9. **Indicator 9:** Proportion of the population using basic drinking water service.
10. **Indicator 10:** Transition rate between primary and lower secondary education. **Exceeded target.**
11. **Indicator 11:** Rate of out-of-school children of primary and lower secondary school age.
12. **Indicator 12:** Net enrolment rate in pre-primary education.
13. **Indicator 13:** Percentage of young women and men (18–29 years) who experienced sexual violence by age 18, by sex and age.
14. **Indicator 14:** Percentage of children under one year whose births are registered.
15. **Indicator 15:** Percentage of core measures of performance scorecard that meet high performance grading criteria.
16. **Indicator 16:** Percentage of other resources mobilized against the approved ceiling.

This indicator data illustrates the level of success across varying targeted programme outcomes. It can be noted that the following indicators were **not available** in the RAM datasets:

- “Number of schools with separate sanitation facilities for girls and boys”
- “Interoperable birth registration service delivery with health system”
- “Percentage of core measures of performance scorecard that meet high performance grading criteria”
- “Percentage of other resources mobilized against the approved ceiling”.

## Budget Analysis

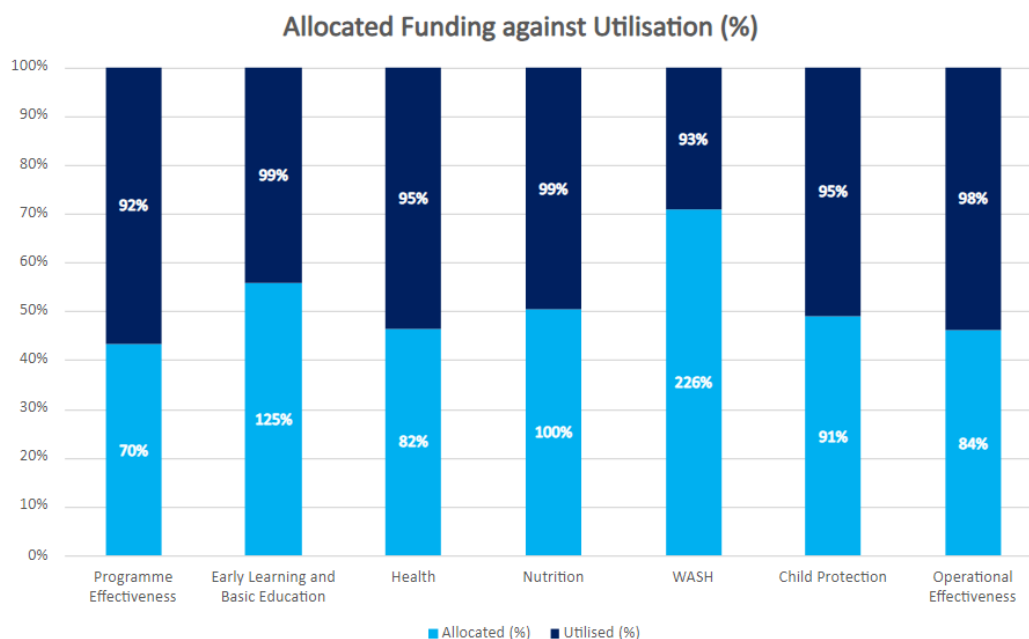
The evaluation team conducted a portfolio analysis of the Country Programme Budget (2020-2024), through which the budget was segregated across relevant outcome areas, which illustrated the difference in the programme’s funding outlays on an “allocated”, and “utilised” level. Table 17 presents the following:

- **The planned budget** (for the 2020-2024 CP) was **\$99,844,110**, with **8%** for Programme Effectiveness, **20%** for Early Learning and Basic Education, **20%** for Health, **12%** for Nutrition, **16%** for WASH, **15%** for Child Protection, and **8%** for Operational Effectiveness.
- **The planned budget of \$99,844,110 was slightly decreased to \$97,471,238, representing a 98% allocation.** While the overall budget was approximately allocated, some redistributions occurred: Programme Effectiveness received **143%** of the planned budget, ELBE received only **80%** of its planned budget, Health received **122%** of the planned budget, Child Protection received **110%** of the planned budget, and WASH received **44%** of the planned budget (the outcome most impacted by the redistribution of funding).
- **So far, the utilized budget absorption is 96%, indicating that the programme still needs to absorb 4% by the end of 2024.** Outcomes with the lowest budget absorption (below the 96% average) include Programme Effectiveness, Health, WASH, and Child Protection.

**Table 19: Allocated funding and utilisation of funding across programme outcomes (2020-2024).**

Outcome	Allocated	Allocated (%)	Planned % per Outcome	Utilised	Utilised (%)
Programme Effectiveness	11,701,640	70%	8%	10,745,517	92%
Early Learning and Basic Education	15,988,390	125%	20%	15,905,204	99%
Health	24,064,680	82%	20%	22,871,626	95%
Nutrition	12,238,600	100%	12%	12,164,375	99%
WASH	7,261,553	226%	16%	6,787,173	93%
Child Protection	16,290,735	91%	15%	15,490,514	95%
Operational Effectiveness	9,925,640	84%	8%	9,970,083	98%
<b>Total</b>	<b>97,471,238</b>	<b>98%</b>	<b>100%</b>	<b>93,704,492</b>	

**Figure 4: Allocated Funding compared with Budget Utilisation across Programme Outcomes (%).**



## Annex 10: Data Collection Tools

### Key informant interview guides

#### UNICEF LCO country interviews Key Informant Interview Guide

Name/job title of interviewee:

Gender:

Organisation:

Stakeholder Category: UNICEF GOV UN NGO DONORS. Each SQs indicates the stakeholder to be targeted.

Date:

Interviewer(s): Veronique De Clerk, Hatim Salman Nusrat

Interviewer(s) Email: [veronique.de-clerck@accomplir-consulting.org](mailto:veronique.de-clerck@accomplir-consulting.org), [hatim\\_salman@landell-mills.com](mailto:hatim_salman@landell-mills.com)

1. **Thank you** – Thank you for the interviewee and for your time today
2. **My name is** [Your name] \_\_\_\_\_, and I work as an independent consultant for Landell Mills’s evaluation unit, and we are mandated to conduct the external evaluation of UNICEF Liberia Country Programme. The evaluation is primarily forward-looking to improve the performance of UNICEF Liberia’s future programming, but it will also explore accountability to women and children.

#### Do you know the UNICEF programming in Liberia?

3. The goal of the UNICEF Liberia Country Programme seeks to support Liberian children to fully exercise their rights to survival, development, protection, and participation through health, nutrition, education, and child protection and from January 2022 to December 2024.
4. **Purpose** – I would like to interview you. I have a structured questionnaire, and the main purpose of the interview is to hear your views on the UNICEF CP activities program and lessons learned that can be used for future programming. This evaluation will focus on issues of relevance, coherence, effectiveness, efficiency, sustainability, and Gender, Human Rights and Equity.
5. **Confidentiality/Consent to Registration** – Would it be acceptable for you that I record this interview, just as a backup of my notes? I'll delete the recordings once I'm done typing and reviewing our notes. This interview is completely voluntary and confidential, and your name will be removed from all interview transcripts and recordings, and quotes will not be attributed to any person or organization. If you prefer that we do not use quotes from your interview at all, please let us know. Please note, you may choose to not respond to any/all the questions, and/or withdraw from the interview at any stage. In addition, do you consent to participating in a brief mini survey (**3-5 minutes**) upon the completion of this interview? In addition to our conscious focus on the safety of all participants, the evaluation team can also conclude that there are no direct risks (as a result/consequence of your participation) that have been identified, that could hamper your participation.
6. **Duration** – I expect the interview to last about **60 minutes** – is that okay? If you don't have a lot of time, let me know and I can make sure I focus on the most important issues. Also, it's fine if you don't know the answer to a question or prefer not to answer or if the question isn't relevant to your role – let me know and I'll tailor the interview accordingly.
7. **Opportunity to ask questions** – Do you have any questions before you start? Of course, you are also welcome to ask questions during the interview if something is unclear. Or if there are elements that I did not mention during the interview, do not hesitate to share them towards the end.

Question(s) – UNICEF and Implementing Partners		
Criteria	Judgement Criteria	Question(s)
<b>General</b>	General	What engagement have you had with the UNICEF Liberia CP (2020-2024) <sup>51</sup> ?
<b>Relevance</b>	1.1.2 – <i>Alignment to Needs</i>	Briefly describe which and how implementation strategies and activities targeted specific needs of women and children? These specific needs should also include the following factors: <ul style="list-style-type: none"> <li>- <b>Specific needs by demographics:</b> women, children, adolescents, girls, boys.</li> <li>- <b>Specific needs by vulnerability:</b> ethnicity, exclusion, discrimination, marginalised, socio-economic, climate impact vulnerability, hard to reach.</li> <li>- <b>Specific needs by geography:</b> by county, by sector.</li> </ul>
	1.1.3 – <i>Perceived Inclusion</i>	Briefly describe which and how AAP, CWC, and participation strategies informed the CP <sup>52</sup> ? <ul style="list-style-type: none"> <li>- Please provide specific examples (if possible).</li> <li>- Where can UNICEF do more, or differently to ensure the inclusion of women, children, persons with disabilities, and other vulnerable demographics?</li> </ul>
	1.3.1 – <i>Alignment of New Needs</i>	Could you describe the extent to which UNICEF adjusted its (i) scope and (ii) strategies appropriate to new needs/priorities of women and children and those most vulnerable? This particularly includes factors such as: <ul style="list-style-type: none"> <li>- Emerging needs?</li> <li>- Exogenous pressures, such as COVID-19?</li> <li>- Potential barriers to adjustments and adaptations?</li> </ul>
	1.2.1 – <i>Alignment with the Government of Liberia</i>	To what extent was the CP clearly aligned with the main (i) goals and (ii) objectives of the GoL national development plans including sector-specific policies (e.g., health, education, child protection)? <ul style="list-style-type: none"> <li>- Could you share specific examples where there is strong sectoral alignment?</li> <li>- Could you share recommendations where UNICEF can strengthen alignment for the 2025-2030 CP?</li> </ul>
	1.2.2 – <i>Alignment with UNSDCF</i>	To what extent was the CP aligned with the main (i) goals and (ii) objectives of the UNSDCF? <ul style="list-style-type: none"> <li>- Could you please share specific examples where there is strong sectoral alignment?</li> <li>- Could you share a specific example where UNICEF can strengthen alignment for the 2025-2030 CP?</li> </ul>
	1.4.2 – <i>Equity and Inclusion Strategies</i>	To what extent the CP adds value in integrating gender, human rights, equity considerations (policy advocacy, coordination, funding)? <ul style="list-style-type: none"> <li>- What strategies has the CP adopted to ensure gender, human rights, and broader equity considerations?</li> </ul>
	1.4.3 – <i>Added Value (Inclusion)</i>	Where does the CP add value in integrating gender, human rights, and equity considerations? <ul style="list-style-type: none"> <li>- UNICEF added value in policy, advocacy, coordination, funding, technical support?</li> <li>- Could you please highlight 1-2 discernible equity, and inclusion achievements?</li> <li>- What are barriers to integrating gender, human rights, and equity considerations?</li> </ul>

<sup>51</sup> The Evaluation Team will aim to utilise responses from government partners (albeit those from the newly elected government) to determine (1) alignment with UNICEF programme strategies under the 2020-2024 CP, and (2) to determine the degree of continuity from the previous government’s national development priorities to those of the incumbent government.

<sup>52</sup> For partners in the national government and other non-government organisations, the evaluation team will emphasize on presenting the research in the most appropriate and accessible way for all participants. The evaluation team will aim to maintain concise, readable, inclusive, and participatory language - avoiding the use of complicated technical language and specialist jargon. If technical terms are being used, the evaluation team will aim to explain the terminologies clearly to the participant, avoiding any potential ambiguity and confusion.

<b>Coherence</b>	2.2.1 – <i>Strategic Positioning</i>	How was the CP planned in coordination with the initiatives of other UN agencies? <ul style="list-style-type: none"> <li>- Could you identify any challenges in the implementation of collective objectives?</li> <li>- Could you identify potential opportunities for future collective planning?</li> </ul>
	2.2.1 – <i>Added Value</i>	Where did UNICEF’s programme implementation provide competitive advantage and clear added value – as (i) a donor, (ii) technical and coordination support, and (iii) implementation? <ul style="list-style-type: none"> <li>- Could you clearly highlight 1-2 discernible added values of UNICEF?</li> </ul>
<b>Effectiveness</b>	3.1.2 – <i>Strategies</i>	In your opinion, what are the UNICEF activities that have delivered the most important results? The nature of these activities can include: <ul style="list-style-type: none"> <li>- Sector-specific.</li> <li>- Multi-sectoral.</li> <li>- Convergent.</li> <li>- Integrated Service Delivery.</li> <li>- Policy.</li> <li>- PF4c, HACT, SBC, and/or C4D.</li> </ul>
	3.1.3 – <i>Coordination</i>	What have been the coordination and implementation mechanisms that have delivered the most important results?  Could you highlight specific examples in which the coordination and implementation mechanisms have contributed to: <ul style="list-style-type: none"> <li>- Facilitating strategic shifts.</li> <li>- Fostered innovation.</li> <li>- Enhancing participation with the government.</li> <li>- Enhancing participation among development partners.</li> </ul>
	3.1.4 – <i>Influencing Factors</i>	Could you highlight if any key internal and external factors that enabled or constrained results and achievements were identified?
	3.1.5 – <i>Unintended Results</i>	Could you identify any unexpected results according to: <ul style="list-style-type: none"> <li>- Specific needs.</li> <li>- Sector, and/or multi-sector.</li> </ul>
	3.1.5 – <i>Unintended Results</i>	Could you identify any unexpected results according to: <ul style="list-style-type: none"> <li>- Specific needs.</li> <li>- Sector, and/or multi-sector.</li> </ul>
<b>Efficiency</b>	4.1.1 – <i>Resource Adequacy</i>	In your opinion, to what extent is funding having a direct impact on children in Liberia? Please include the following factors in your response: <ul style="list-style-type: none"> <li>- Allocated insufficiencies.</li> <li>- Human resources.</li> <li>- Supply of resources to achieve intended results.</li> </ul>
	4.1.2 – <i>Resource Adequacy</i>	In your opinion, to what extent is timely funding having a direct impact on children?
	4.1.3 – <i>Resource Adequacy</i>	In your opinion, to what extent has the CP maximised the use of available resources? In addition, where have the resources been maximised the <b>most</b> and the <b>least</b> ?
	4.2.1 – <i>Data</i>	How does the CP generate data across the needs and priorities of women and children?
	4.2.2 – <i>Data</i>	Could you describe to what extent is internal data used to inform the CP? This can include: <ul style="list-style-type: none"> <li>- For internal analysis and use.</li> <li>- For external analysis and use.</li> </ul>
	4.2.3 – <i>Data</i>	Explain the mechanism of how the lessons learned, evaluation outcomes, and innovative practices are integrated into the CP?
	4.2.3 – <i>Data</i>	Explain the mechanism of how the lessons learned, evaluation outcomes, and innovative practices are integrated into the CP?
<b>Sustainability</b>	5.1.1 – <i>Financial Sustainability</i>	Could you highlight to what extent the CP contributed to governance ownership and commitment to continue or scale-up the programme’s activities? <ul style="list-style-type: none"> <li>- To what extent was this demonstrated through (i) policy adoption, (ii) national budget allocations, and (iii) cost-sharing or co-financing arrangement?</li> <li>- CP integrated into national or local government systems, reducing dependency on external funding?</li> <li>- CP collaborating with other partners like development agencies, private sector?</li> </ul>

	5.1.2 – <i>Environmental Sustainability</i>	To what extent has the CP integrated: <ul style="list-style-type: none"> <li>- Environmental considerations; and</li> <li>- Community resilience strategies to environmental and climate-related shocks.</li> </ul>
	5.1.3 – <i>Social Sustainability</i>	To what extent has the CP: <ul style="list-style-type: none"> <li>- Engaged with beneficiaries and local communities; and</li> <li>- Contributed to building local capacity (for example, through training, C4D, SBC, etc.)</li> </ul>
<b>Closing Remarks</b>	Lessons Learned	Can you briefly mention 1-2 lessons learned from the implementation of the country programme that should be considered in the design of the next country programme?  <i>Thank the respondent for their time – close interview.</i>

Question(s) – Government Partners		
Criteria	Judgement Criteria	Question(s)
<b>General</b>	General	What engagement have you had with the UNICEF Liberia CP (2020-2024) <sup>53</sup> ?
<b>Relevance</b>	1.1.2 – <i>Alignment to Needs</i>	Briefly describe which and how the Government of Liberia’s strategies and activities targeted specific needs of women and children? These specific needs should also include the following factors: <ul style="list-style-type: none"> <li>- <b>Specific needs by demographics:</b> women, children, adolescents, girls, boys.</li> <li>- <b>Specific needs by vulnerability:</b> ethnicity, exclusion, discrimination, marginalised, socio-economic, climate impact vulnerability, hard to reach.</li> <li>- <b>Specific needs by geography:</b> by county, by sector.</li> </ul>
	1.3.1 – <i>Alignment of New Needs</i>	Could you describe the extent to which UNICEF and the GoL adjusted its (i) scope and (ii) strategies appropriate to new needs/priorities of women and children and those most vulnerable? This particularly includes factors such as: <ul style="list-style-type: none"> <li>- Exogenous pressures, such as COVID-19?</li> <li>- Changing national development priorities.</li> </ul>
	1.2.1 – <i>Alignment with the Government of Liberia</i>	To what extent was the CP clearly aligned with the main (i) goals and (ii) objectives of the GoL national development plans including sector-specific policies (e.g., health, education, child protection)? <ul style="list-style-type: none"> <li>- Could you share specific examples where there is strong sectoral alignment?</li> <li>- Could you share recommendations where UNICEF can strengthen alignment for the 2025-2030 CP?</li> <li>- Briefly outline the support your ministry/unit receives or has received from UNICEF in the current country programme.</li> <li>- Does the support respond to the ministry/unit’s priorities for children? Are there areas where UNICEF is not providing the support needed?</li> </ul>
<b>Effectiveness</b>	3.1.3 – <i>Coordination</i>	Could you highlight examples in which UNICEF’s coordination and implementation mechanisms have contributed to an enhanced participation with the government?  Does your ministry/unit work with more than one unit of UNICEF? If so, how well do they coordinate their work with your ministry/unit?
	3.1.4 – <i>Influencing Factors</i>	Could you highlight if any key internal and external factors that enabled or constrained results and achievements were identified?
	3.1.5 – <i>Unintended Results</i>	Could you identify any unexpected results according to: <ul style="list-style-type: none"> <li>- Specific needs.</li> <li>- Sector, and/or multi-sector.</li> </ul>

<sup>53</sup> The Evaluation Team will aim to utilise responses from government partners (albeit those from the newly elected government) to determine (1) alignment with UNICEF programme strategies under the 2020-2024 CP, and (2) to determine the degree of continuity from the previous government’s national development priorities to those of the incumbent government.

<b>Efficiency</b>	4.1.1 – <i>Resource Adequacy</i>	In your opinion, to what extent is funding having a direct impact on children in Liberia?  How efficient are UNICEF procedures with regard to support to the ministry/unit? Are there more cost-efficient means for supporting the ministry/unit?  In your view, would it be possible to achieve the same results with less financial and human resources? If yes, how?  In your collaboration with UNICEF on programmes, did you encounter any delays during the implementation process? - If yes, what caused those delays, and how did you address them together with UNICEF?
	4.1.2 – <i>Resource Adequacy</i>	In your opinion, to what extent is timely funding having a direct impact on children?
<b>Sustainability</b>	5.1.1 – <i>Financial Sustainability</i>	Has UNICEF's support strengthened capacities in the ministry/unit sufficiently to sustain activities or scale-up without UNICEF support? - Does your Ministry have a plan for sustaining the programmes financially without UNICEF's support? If yes, how?
<b>Closing Remarks</b>	Lessons Learned	Can you briefly mention 1-2 lessons learned from the implementation of the country programme that should be considered in the design of the next country programme?  <i>Thank the respondent for their time – close interview.</i>

Question(s) – Donors		
Criteria	Judgement Criteria	Question(s)
<b>General</b>	General	What engagement have you had with the UNICEF Liberia CP (2020-2024) <sup>54</sup> ? - Provide a brief overview of your organization's engagement with UNICEF and the programmes you sponsor.
<b>Relevance</b>	1.1.2 – <i>Alignment to Needs</i>	Briefly describe which and how implementation strategies and activities targeted specific needs of women and children? These specific needs should also include the following factors: - <b>Specific needs by demographics:</b> women, children, adolescents, girls, boys. - <b>Specific needs by vulnerability:</b> ethnicity, exclusion, discrimination, marginalised, socio-economic, climate impact vulnerability, hard to reach. - <b>Specific needs by geography:</b> by county, by sector.
	1.2.1 – <i>Alignment with the Government of Liberia</i>	Are the programmes sponsored by your organisation fully aligned with the national priorities for children? - Could you share specific examples where there is strong sectoral alignment? - Could you share recommendations where UNICEF can strengthen alignment for the 2025-2030 CP?
	1.3.1 – <i>Alignment of New Needs</i>	Could you describe the extent to which UNICEF adjusted its (i) scope and (ii) strategies appropriate to new needs/priorities of women and children and those most vulnerable? This particularly includes factors such as: - Emerging needs? - Exogenous pressures, such as COVID-19? - Potential barriers to adjustments and adaptations?
<b>Coherence</b>	2.2.1 – <i>Strategic Positioning</i>	How was the CP planned in coordination with the initiatives of donors and partners? - Could you identify any challenges in the implementation of collective objectives?

<sup>54</sup> The Evaluation Team will aim to utilise responses from government partners (albeit those from the newly elected government) to determine (1) alignment with UNICEF programme strategies under the 2020-2024 CP, and (2) to determine the degree of continuity from the previous government's national development priorities to those of the incumbent government.

		<ul style="list-style-type: none"> <li>- Could you identify potential opportunities for future collective planning?</li> </ul>
	2.2.1 – <i>Added Value</i>	<p>Where did UNICEF’s programme implementation provide competitive advantage and clear added value – as (i) a donor, (ii) technical and coordination support, and (iii) implementation?</p> <ul style="list-style-type: none"> <li>- Could you clearly highlight 1-2 discernible added values of UNICEF?</li> </ul>
<b>Effectiveness</b>	3.1.2 – <i>Strategies</i>	<p>In your opinion, what are the UNICEF activities that have delivered the most important results? The nature of these activities can include:</p> <ul style="list-style-type: none"> <li>- Sector-specific and multi-sectoral.</li> <li>- Integrated Service Delivery.</li> <li>- Policy.</li> <li>- PF4c, HACT, SBC, and/or C4D.</li> </ul>
	3.1.3 – <i>Coordination</i>	<p>What have been the coordination and implementation mechanisms that have delivered the most important results?</p> <p>Could you highlight specific examples in which the coordination and implementation mechanisms have contributed to:</p> <ul style="list-style-type: none"> <li>- Facilitating strategic shifts.</li> <li>- Fostered innovation.</li> <li>- Enhancing participation among development partners.</li> </ul>
<b>Efficiency</b>	4.1.1 – <i>Resource Adequacy</i>	<p>In your opinion, to what extent is funding having a direct impact on children in Liberia? Please include the following factors in your response:</p> <ul style="list-style-type: none"> <li>- Allocated insufficiencies.</li> <li>- Human resources.</li> <li>- Supply of resources to achieve intended results.</li> </ul>
	4.1.2 – <i>Resource Adequacy</i>	<p>In your opinion, to what extent is timely funding having a direct impact on children?</p> <ul style="list-style-type: none"> <li>- Were there any delays in the implementation of the sponsored programmes?</li> <li>- What caused those delays, and what could have been done to prevent them?</li> </ul>
	4.1.3 – <i>Resource Adequacy</i>	<p>In your opinion, to what extent has the CP maximised the use of available resources? In addition, where have the resources been maximised the <b>most</b> and the <b>least</b>?</p>
<b>Sustainability</b>	5.1.1 – <i>Financial Sustainability</i>	<p>Could you highlight to what extent the CP contributed to governance ownership and commitment to continue or scale-up the programme’s activities?</p> <ul style="list-style-type: none"> <li>- To what extent was this demonstrated through (i) policy adoption, (ii) national budget allocations, and (iii) cost-sharing or co-financing arrangement?</li> <li>- CP reduced the national dependency on external funding?</li> <li>- CP collaborating with other partners like donors, development agencies, private sector?</li> </ul>
<b>Closing Remarks</b>	Lessons Learned	<p>Can you briefly mention 1-2 lessons learned from the implementation of the country programme that should be considered in the design of the next country programme?</p> <p><i>Thank the respondent for their time – close interview.</i></p>

## Focus Group Discussion Guides

- The evaluation will use Focus Group Discussions with different stakeholders including adolescents to inform findings and conclusions on the UNICEF Liberia Country Programme 2020-2024.
- FDGs will be conducted in accordance with the UNEG Ethical Guidelines for Evaluation. In particular in conducting FDGs with adolescents the evaluation team shall ensure that their physical and psycho-social safety is ensured and that they understand how the information they will share with the evaluation team will be used.
- Landell Mills shall ensure that all evaluation team members are fully aware of and committed to Landell Mills' Safeguarding policy and relevant UNICEF policies.
- FDGs will be organized with the support of UNICEF staff and partners in cooperation with local leadership and take place in public or private spaces.
- Participation to the FDGs will be voluntary and participants can leave at any stage. Their names will not be recorded. Information collected will be handled with care and destroyed after review by the evaluation team.
- The UNICEF Liberia Country Office, through its various partners in Liberia (civil society organisations, advocacy groups, and other non-governmental organisations), will facilitate the identification and recruitment of research participants. This includes the procurement of relevant informed consent forms for both adult and adolescent participants. It is important to note that the evaluation team will facilitate this process by ensuring that the relevant ethical standards are being followed (highlighted in Section 4.5).
- Special attention will be paid to the safety of the participants: males and female participants will be mixed or separated according to cultural norms and issues to be discussed. Evidence of imminent threats or instances of violence will be immediately reported to UNICEF. In addition to our conscious focus on the safety of all participants, the evaluation team can also conclude that there are **no direct risks** (as a result/consequence of your participation) that have been identified.
- The discussion will be facilitated in local language or translated as appropriate, with a national expert and field manager – procured through our national partner firm PERT Consultancy – supporting translation, interpretation, and transcription of discussion notes.
- We would like to advise all participants to keep the contents of the focus group discussion **confidential** from other participants outside of their respective groups.
- The Evaluation Team has developed a dedicated protocol for conducting participatory research with children and adolescents.
- The duration of the Focus Group Discussion will be **90 - 120 minutes**.

### A. Focus Group Discussions with Parents and Caregivers

#### Preparation

- UNICEF staff and partners will **assist** in:
  1. Identification and selection of relevant community members and beneficiaries.
  2. Preparation e.g. finding a space to meet.
- In selecting participants, the Evaluation Team will ensure that participation is voluntary, and participants can leave the discussion at any time.
- The Evaluation Team will also stress that participation has no bearing on whether participants and their households will be included in future UNICEF programmes
- The UNICEF Liberia Country Office, through its various partners in Liberia (civil society organisations, advocacy groups, and other non-governmental organisations), will facilitate the identification and recruitment of research participants. This includes the procurement of relevant informed consent forms

for both adult and adolescent participants. It is important to note that the evaluation team will facilitate this process by ensuring that the relevant ethical standards are being followed (highlighted in Section 4.5).

- The discussion will be facilitated in local language or translated as appropriate, with a national expert and field manager – procured through our national partner firm PERT Consultancy – supporting translation, interpretation, and transcription of discussion notes.
- Participants’ names and contacts and addresses will not be taken.

## Guidance for facilitators

### 1. Introduction:

- Welcome participants and have them sit in circle.
- Introduce yourself and the purpose of the exercise: “We are conducting a review for UNICEF to help it learn about their programme, what worked well and what to improve”
- Explain the independence of the exercise – we are working on behalf of UNICEF but are not ourselves UNICEF staff members. A written report will be produced for UNICEF, an edited version of which may subsequently be published.
- Explain that participation is voluntary, and participants can leave at any time. Participants are not required to answer all questions.
- Explain that everything discussed will be kept confidential.
- Explain that notes will be taken but views expressed will not be attributed to individuals. Participants should feel free to speak freely, and we would ask them not to repeat outside the group what others have said during the discussion.
- Ask participants to sign the informed consent form
- Explain that the discussion will last 60 to 90 minutes.
- Ask participants if they have any questions before starting with the discussion.

### 2. Discussion

#### Note for the facilitator

The aim of the FDG is to stimulate participants to share and elaborate stories and examples of the Most Significant Change that the UNICEF programme brought to their life or to the life of their community. Change could be positive or negative depending on what the experience of participants is.

#### Tips for the facilitator:

- ✓ Bear in mind that your role is to facilitate discussion, keep discussion on track, probe for deeper understanding. Do not judge, agree or disagree with what is said - there are no right or wrong answers.
- ✓ Throughout the discussion use probing questions strategically, tailoring them to the specific responses provided participants. The goal is to encourage deeper reflection and uncover valuable insights that can inform not only the assessment of results, but improvement and lessons learned. Example of probing questions are: Can you explain that further? Could you provide an example? Why do you think that is important? Can you describe a situation that illustrates your point? What lessons have you learned from this?
- ✓ Allow all participants to express their views and experience (positive or negative).
- ✓ When facilitating the discussion move from the general to the specific, and not trying to reach consensus but explore differences and inconsistencies
- ✓ Manage time wisely to ensure participants are not rushed to the end.

#### Note taking

- ✓ Keep track of all the changes mentioned by participants (being these positive or negative) as well as the Most Significant Changes in the ranking activities.

### **Warming up**

- *Explain that the purpose of the discussion is to share experience and stories on what has changed in people's life since the programme started*
- *Set Ground Rules: establish guidelines for respectful communication, confidentiality, and active listening. Encourage participants to speak freely and respect each other's views.*
- *Ask a few light, open-ended questions related to the topic to get the conversation flowing. For example, you could ask, "What inspired you to participate in this discussion today?"*

### **Sharing stories and discussion about the most significant change**

*Ask participants*

- *What was the most significant change in your life as a result of your participation in the programme / service? Can you describe those changes? Can you tell a story to illustrate that?*
- *What changes did you noticed in other community members? Can you describe those changes? Can you tell a story to illustrate that?*

### **Ranking activity**

- *Once all stories have been shared, guide participants in identifying which stories and examples they believe are the most significant. This can be done through group discussion or a voting process. The selection is usually up to 5 changes but can be more depending on the group and situation.*
- *Discuss Selection Criteria: Ask participants to consider what made certain stories stand out. Encourage them to think about the impact of these changes on individuals and the community.*

### **3. Closure**

- **Summarize Key Points:** recap the stories shared and the selected significant changes. Highlight common themes and insights.
- **Thank Participants:** Express appreciation for their contributions and emphasize the value of their stories in informing future program improvements.
- **Provide Next Steps:** Inform participants about how the insights gathered will be used and any follow-up actions they can expect.

## **Informed Consent for Parents and Caregivers**

Dear Sir/Madam,

My name is [insert name] \_\_\_\_\_. We are an independent external evaluation team conducting the UNICEF Liberia Country Programme Evaluation 2020-2024. We are engaged by the UNICEF Liberia Country Office through the consultancy Landell Mills to conduct this evaluation. We and are **not** affiliated directly with the programme, nor any of the implementing partners.

You are invited to participate in a discussion about your experience with being part of the UNICEF programming. Your views will contribute to the evaluation of UNICEF Country Programme in Liberia.

The information you will provide in the discussion will be strictly confidential and never connected to you. We will put information we learn from you together with information we learn from other people we interview. When we tell other people about this research, we will never use your name, and no one will ever know what answers you gave. Only a few researchers will have access to this information, and all information will be stored safely under the care of the team leader.

Your participation in this evaluation will benefit your children in your community in the future, as your responses may improve understanding about ways that UNICEF can provide better and more relevant services.

Your participation in this evaluation is voluntary. Feel free to leave the interview /FDG at any time. If you do not want to participate this will not affect in any way your standing with UNICEF.

If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and find out what you really think and have experienced.

If you have any questions or comments about this interview/FDG, you can ask the interviewer or contact Landell Mills at this e-mail: [hatim\\_salman@landell-mills.com](mailto:hatim_salman@landell-mills.com).

Date \_\_\_\_\_

Signature \_\_\_\_\_

## B. Focus Group Discussion with Early Adolescents

### Preparation

- UNICEF staff and partners will assist in:
  1. identification and selection of relevant adolescents participating in their programming
  2. organising a safer space where the FDG can take place
  3. Obtaining informed consent from adolescent’s parents
- In selecting adolescents, the Evaluation Team will ensure that participation is safe, voluntary (informed assent) and adolescents can leave the discussion at any time.
- The UNICEF Liberia Country Office, through its various partners in Liberia (civil society organisations, advocacy groups, and other non-governmental organisations), will facilitate the identification and recruitment of research participants. This includes the procurement of relevant informed consent forms for both adult and adolescent participants. It is important to note that the evaluation team will facilitate this process by ensuring that the relevant ethical standards are being followed (highlighted in Section 4.5).
- The discussion will be facilitated in local language or translated as appropriate, with a national expert and field manager – procured through our national partner firm PERT Consultancy – supporting translation, interpretation, and transcription of discussion notes.
- The Evaluation Team will also stress that participation has no bearing on whether adolescents and their families will be included in future UNICEF programmes.
- Participants’ names and contacts and addresses will not be taken.

### Guidance for facilitators

#### 1. Introduction:

- Welcome participants and have them sit in circle.
- Introduce yourself and the purpose of the exercise: “We are conducting a review for UNICEF to help it learn about their programme, what worked well and what to improve”
- Explain the independence of the exercise – we are working on behalf of UNICEF but are not ourselves UNICEF staff members. A written report will be produced for UNICEF, an edited version of which may subsequently be published.
- Explain that parents agreed on their participation in the FDG, but participation is voluntary, and they can leave any time if they wish to. They are not required to answer all questions.
- Explain that everything discussed will be kept confidential.
- Explain that notes will be taken but views expressed will not be attributed to individuals. Participants should feel free to speak freely, and we would ask them not to repeat outside the group what others have said during the discussion.
- Explain that the discussion will last 60 to 90 minutes.
- Ask participants if they have any questions before starting with the discussion.

#### 2. Discussion

##### Note for the facilitator

The aim of the FDG is to stimulate participants to share and elaborate stories and examples of the Most Significant Change that the UNICEF programme brought to their life or to the life of their community. Change could be positive or negative depending on what the experience of participants is.

##### Tips for the facilitator:

- ✓ Create a Safe Environment: Foster a welcoming and non-judgmental atmosphere where adolescents feel comfortable sharing their thoughts and experiences.
- ✓ Build Rapport: Start with icebreakers or informal conversations to help participants relax and get to know each other. This can encourage openness during the discussion.
- ✓ Use Age-Appropriate Language: Frame questions and prompts in a way that is relatable to adolescents. Avoid jargon and ensure that the language is clear and engaging.
- ✓ Encourage Participation: Actively invite quieter participants to share their views while ensuring that more vocal individuals do not dominate the conversation. Use techniques like round-robin sharing to give everyone a chance to speak.
- ✓ Be Mindful of Group Dynamics: Pay attention to the dynamics within the group. Address any signs of discomfort or conflict promptly to maintain a positive environment.
- ✓ As with adults bear in mind that your role is to facilitate discussion, keep discussion on track, probe for deeper understanding. Do not judge, agree or disagree with what is said - there are no right or wrong answers.
- ✓ Throughout the discussion use probing questions strategically, tailoring them to the specific responses provided participants. The goal is to encourage deeper reflection and uncover valuable insights that can inform not only the assessment of results, but improvement and lessons learned. Example of probing questions are: Can you explain that further? Could you provide an example? Why do you think that is important? Can you describe a situation that illustrates your point? What lessons have you learned from this?
- ✓ Allow all participants to express their views and experience (positive or negative).
- ✓ Manage time wisely to ensure participants are not rushed to the end.

#### **Note taking**

- ✓ Keep track of all the changes mentioned by participants (being these positive or negative) as well as the Most Significant Changes in the ranking activities.

#### **Warming up**

- *Explain that the purpose of the discussion is to share experiences and stories on what has changed in their life and in the life of their peers since the programme started.*
- *Set Ground Rules: establish guidelines for respectful communication, confidentiality, and active listening. Encourage adolescents to speak freely and respect each other's views.*
- *Use an icebreaker to warm up the group*  
[https://resourcecentre.savethechildren.net/pdf/alliance\\_100\\_ways\\_to\\_energise\\_groups.pdf/](https://resourcecentre.savethechildren.net/pdf/alliance_100_ways_to_energise_groups.pdf/)

#### **Sharing stories and discussion about the most significant change**

*Ask adolescents*

- *What was the most significant change in your life as a result of your participation in the UNICEF programme? Can you describe those changes? Can you tell a story to illustrate that?*
- *What changes did you noticed in your peers? Can you describe those changes? Can you tell a story to illustrate that?*

#### **Ranking activity**

- *Once all stories have been shared, guide adolescents in identifying which stories and examples they believe are the most significant. This can be done through group discussion or a voting process. The selection is usually up to 5 changes but can be more depending on the group and situation.*
- *Discuss Selection Criteria: Ask participants to consider what made certain stories stand out. Encourage them to think about the impact of these changes on individuals and the community.*

### **3. Closure**

- Summarize Key Points: recap the stories shared and the selected significant changes. Highlight common themes and insights.
- Thank adolescents: Express appreciation for their contributions and emphasize the value of their stories in informing future program improvements.

Provide Next Steps: Inform participants about how the insights gathered will be used and any follow-up actions they can expect.

### **Informed Parental Consent Form for Early Adolescents**

Dear Sir/Madam,

We are an independent external evaluation team conducting the UNICEF Liberia 2020-2024 Country Programme Evaluation. We are engaged by the UNICEF Liberia Country Office through the consultancy Landell Mills to conduct this evaluation. We are not affiliated directly with the programme, nor any of the implementing partners

Your child is invited to participate in a discussion about their experience with the UNICEF programme supported by UNICEF. Their views will contribute to the evaluation of UNICEF’s Country Programme in Liberia.

Please explain to your child that this discussion will involve one interviewer, and they will be interviewed either on their own or with one other participant. The discussion will be conducted online or by telephone. The interviewer will ask questions about your child’s experience with UNICEF through the UNICEF programme. The discussion will take approximately one hour.

The interview is entirely voluntary. Your child can choose to respond, or not, to any questions, and can leave the discussion at any time if he/she wants. Participating or deciding to withdraw from this interview will not change your child’s eligibility for future UNICEF support in anyway. There are no wrong or right answers as the input provided is unique and this effort is part of a learning process. Your child’s feedback will remain anonymous. We will not directly quote any feedback and comments in the evaluation report to any specific individual. To preserve the confidentiality of other participants (if any), please ask your child not to reveal details of the discussion with people apart from yourself (the parent) and participants in the interview.

If you or your child have any questions or comments about this interview, you or your child can ask the interviewer, or contact Landell Mills at this e-mail: [hatim\\_salman@landell-mills.com](mailto:hatim_salman@landell-mills.com).

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I ..... voluntarily agree that my child ..... participate in this interview.

I understand that even if my child agrees to participate now, he/she can withdraw at any time during the discussion or refuse to answer any question without any consequences of any kind. I understand that I can withdraw permission to use data from this discussion within one week after the discussion, in which case the material will be deleted.

I understand this interview has the purpose of assessing the relevance and effectiveness of UNICEF’s Country Programme in Liberia. I have had the purpose and nature of the discussion explained to me and I have had the opportunity to ask questions.

I understand that neither myself nor my child will benefit directly from participating in this research. I understand that the Landell Mills evaluation team will take notes of the discussion, and I agree that they might record the discussion.

I understand that raw data from the discussion will be confidential, and specifically will not be shared with UNICEF or the local authorities or re-used by third parties. Anonymised comments might be extracted and quoted in the report, but in a way that does not reveal my child’s identity or the identity of people he/she speaks about and does not allow specific comments to be attributed to specific discussion participants.

I understand that signed consent forms will be retained by Landell Mills until the study is finalized.

I understand that I am free to contact any of the facilitators to seek further clarification and information.

**Signature of the parent of the research participant** .....

**Date** .....

I believe the participant's parent is giving informed consent to participate in this study

Signature of facilitator ..... Date \_\_\_\_/\_\_\_\_/\_\_\_\_

## C. Focus Group Discussion with Late Adolescents

### Preparation

- UNICEF staff and partners will assist in:
  1. identification and selection of relevant adolescents participating in their programming
  2. organising a safer space where the FDG can take place
  3. Obtaining informed consent from adolescent's parents
- In selecting adolescents, the Evaluation Team will ensure that participation is safe, voluntary (informed assent) and adolescents can leave the discussion at any time.
- The UNICEF Liberia Country Office, through its various partners in Liberia (civil society organisations, advocacy groups, and other non-governmental organisations), will facilitate the identification and recruitment of research participants. This includes the procurement of relevant informed consent forms for both adult and adolescent participants. It is important to note that the evaluation team will facilitate this process by ensuring that the relevant ethical standards are being followed (highlighted in Section 4.5).
- The discussion will be facilitated in local language or translated as appropriate, with a national expert and field manager – procured through our national partner firm PERT Consultancy – supporting translation, interpretation, and transcription of discussion notes.
- The Evaluation Team will also stress that participation has no bearing on whether adolescents and their families will be included in future UNICEF programmes.
- Participants' names and contacts and addresses will not be taken.

### Guidance for facilitators

#### 4. Introduction:

- Welcome participants and have them sit in circle.
- Introduce yourself and the purpose of the exercise: “We are conducting a review for UNICEF to help it learn about their programme, what worked well and what to improve”
- Explain the independence of the exercise – we are working on behalf of UNICEF but are not ourselves UNICEF staff members. A written report will be produced for UNICEF, an edited version of which may subsequently be published.
- Explain that parents agreed on their participation in the FDG, but participation is voluntary, and they can leave any time if they wish to. They are not required to answer all questions.
- Explain that everything discussed will be kept confidential.
- Explain that notes will be taken but views expressed will not be attributed to individuals. Participants should feel free to speak freely, and we would ask them not to repeat outside the group what others have said during the discussion.
- Explain that the discussion will last 60 to 90 minutes.
- Ask participants if they have any questions before starting with the discussion.

#### 5. Discussion

##### Note for the facilitator

The aim of the FDG is to stimulate participants to share and elaborate stories and examples of the Most Significant Change that the UNICEF programme brought to their life or to the life of their community. Change could be positive or negative depending on what the experience of participants is.

##### Tips for the facilitator:

- ✓ Create a Safe Environment: Foster a welcoming and non-judgmental atmosphere where adolescents feel comfortable sharing their thoughts and experiences.
- ✓ Build Rapport: Start with icebreakers or informal conversations to help participants relax and get to know each other. This can encourage openness during the discussion.
- ✓ Use Age-Appropriate Language: Frame questions and prompts in a way that is relatable to adolescents. Avoid jargon and ensure that the language is clear and engaging.
- ✓ Encourage Participation: Actively invite quieter participants to share their views while ensuring that more vocal individuals do not dominate the conversation. Use techniques like round-robin sharing to give everyone a chance to speak.
- ✓ Be Mindful of Group Dynamics: Pay attention to the dynamics within the group. Address any signs of discomfort or conflict promptly to maintain a positive environment.
- ✓ As with adults bear in mind that your role is to facilitate discussion, keep discussion on track, probe for deeper understanding. Do not judge, agree or disagree with what is said - there are no right or wrong answers.
- ✓ Throughout the discussion use probing questions strategically, tailoring them to the specific responses provided participants. The goal is to encourage deeper reflection and uncover valuable insights that can inform not only the assessment of results, but improvement and lessons learned. Example of probing questions are: Can you explain that further? Could you provide an example? Why do you think that is important? Can you describe a situation that illustrates your point? What lessons have you learned from this?
- ✓ Allow all participants to express their views and experience (positive or negative).
- ✓ Manage time wisely to ensure participants are not rushed to the end.

#### **Note taking**

- ✓ Keep track of all the changes mentioned by participants (being these positive or negative) as well as the Most Significant Changes in the ranking activities.

#### **Warming up**

- *Explain that the purpose of the discussion is to share experiences and stories on what has changed in their life and in the life of their peers since the programme started.*
- *Set Ground Rules: establish guidelines for respectful communication, confidentiality, and active listening. Encourage adolescents to speak freely and respect each other's views.*
- *Use an icebreaker to warm up the group*  
[https://resourcecentre.savethechildren.net/pdf/alliance\\_100\\_ways\\_to\\_energise\\_groups.pdf/](https://resourcecentre.savethechildren.net/pdf/alliance_100_ways_to_energise_groups.pdf/)

#### **Sharing stories and discussion about the most significant change**

*Ask adolescents*

- *What was the most significant change in your life as a result of your participation in the UNICEF programme? Can you describe those changes? Can you tell a story to illustrate that?*
- *What changes did you noticed in your peers? Can you describe those changes? Can you tell a story to illustrate that?*

#### **Ranking activity**

- *Once all stories have been shared, guide adolescents in identifying which stories and examples they believe are the most significant. This can be done through group discussion or a voting process. The selection is usually up to 5 changes but can be more depending on the group and situation.*
- *Discuss Selection Criteria: Ask participants to consider what made certain stories stand out. Encourage them to think about the impact of these changes on individuals and the community.*

- **Closure**

- Summarize Key Points: recap the stories shared and the selected significant changes. Highlight common themes and insights.
- Thank adolescents: Express appreciation for their contributions and emphasize the value of their stories in informing future program improvements.

Provide Next Steps: Inform participants about how the insights gathered will be used and any follow-up actions they can expect.

### **Informed Parental Consent Form for Late Adolescents**

Dear Sir/Madam,

We are an independent external evaluation team conducting the UNICEF Liberia 2020-2024 Country Programme Evaluation. We are engaged by the UNICEF Liberia Country Office through the consultancy Landell Mills to conduct this evaluation. We are not affiliated directly with the programme, nor any of the implementing partners

Your child is invited to participate in a discussion about their experience with the UNICEF programme supported by UNICEF. Their views will contribute to the evaluation of UNICEF’s Country Programme in Liberia.

Please explain to your child that this discussion will involve one interviewer, and they will be interviewed either on their own or with one other participant. The discussion will be conducted online or by telephone. The interviewer will ask questions about your child’s experience with UNICEF through the UNICEF programme. The discussion will take approximately one hour.

The interview is entirely voluntary. Your child can choose to respond, or not, to any questions, and can leave the discussion at any time if he/she wants. Participating or deciding to withdraw from this interview will not change your child’s eligibility for future UNICEF support in anyway. There are no wrong or right answers as the input provided is unique and this effort is part of a learning process. Your child’s feedback will remain anonymous. We will not directly quote any feedback and comments in the evaluation report to any specific individual. To preserve the confidentiality of other participants (if any), please ask your child not to reveal details of the discussion with people apart from yourself (the parent) and participants in the interview.

If you or your child have any questions or comments about this interview, you or your child can ask the interviewer, or contact Landell Mills at this e-mail: [hatim\\_salman@landell-mills.com](mailto:hatim_salman@landell-mills.com).

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I ..... voluntarily agree that my child ..... participate in this interview.

I understand that even if my child agrees to participate now, he/she can withdraw at any time during the discussion or refuse to answer any question without any consequences of any kind. I understand that I can withdraw permission to use data from this discussion within one week after the discussion, in which case the material will be deleted.

I understand this interview has the purpose of assessing the relevance and effectiveness of UNICEF’s Country Programme in Liberia. I have had the purpose and nature of the discussion explained to me and I have had the opportunity to ask questions.

I understand that neither myself nor my child will benefit directly from participating in this research. I understand that the Landell Mills evaluation team will take notes of the discussion, and I agree that they might record the discussion.

I understand that raw data from the discussion will be confidential, and specifically will not be shared with UNICEF or the local authorities or re-used by third parties. Anonymised comments might be extracted and quoted in the report, but in a way that does not reveal my child’s identity or the identity of people he/she speaks about and does not allow specific comments to be attributed to specific discussion participants.

I understand that signed consent forms will be retained by Landell Mills until the study is finalized.

I understand that I am free to contact any of the facilitators to seek further clarification and information.

**Signature of the parent of the research participant** -----

**Date** -----

I believe the participant's parent is giving informed consent to participate in this study

Signature of facilitator ..... Date \_\_\_\_/\_\_\_\_/\_\_\_\_

## A. Mini Survey

Thank you for participating in this short survey on Evaluation of UNICEF Country Programme in Liberia 2020-2024. These brief questions require your opinion, based on your perceptions of what you have seen, heard, or read. Please respond to each statement quickly and based on what comes to mind. Your replies will be treated as strictly confidential and will not be shared with UNICEF or any other organisation. *To what extent do you agree with these statements regarding UNICEF Country Programme in Liberia in the period of 2020-2024.*

Are you a  UNICEF staff or a  non-UNICEF staff member

Relevance			
<b>JC 1.1.2: strategy alignment</b>	UNICEF <b>targets</b> the most important needs/priorities of women and children and those most vulnerable	o excellent o good o poor	o very good o moderate
<b>JC 1.3.1: new needs alignment</b>	UNICEF <b>adjusts</b> programming to new needs/priorities	o excellent o good o poor	o very good o moderate
<b>JC 2.2.1 strategic positioning</b>	UNICEF <b>coordinates</b> effectively with UN agencies/initiatives	o excellent o good o poor	o very good o moderate
Effectiveness			
<b>JC 2.2.2 added value</b>	UNICEF's added value is: <b>(tick 3 only)</b>	o Donor support o Technical support o Coordination support o Policy advocacy o Implementation support	
<b>JC 2.2.2 added value</b>	UNICEF's added value is: <b>(tick 3 only)</b>	o Health o Nutrition o WASH o Education o Child protection o Cash assistance o FP4C o C4D/SBC o Capacity building	
Efficiency			
<b>JC 4.2.3 data use</b>	UNICEF shares its data & evidence with partners	o excellent o good o poor	o very good o moderate
Sustainability			
<b>JC 5.1.1: financial</b>	UNICEF enhances governance ownership	o excellent o good o poor	o very good o moderate
<b>JC 5.1.1: financial</b>	UNICEF programmes are integrated into government systems	o excellent o good o poor	o very good o moderate
<b>JC 5.1.2: environmental</b>	UNICEF integrates environmental actions in its work	o excellent o good o poor	o very good o moderate
<b>JC 5.1.3: social</b>	UNICEF contributes to building local capacity in communities	o excellent o good o poor	o very good o moderate

