

FINAL PROJECT EVALUATION REPORT

Evaluation of Strengthening Women's Rights and
Participation in Peacebuilding

EDUCARE -Liberia



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DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of EDUCARE Liberia as implementing Agency.

Cover photo: Members of the Concession Community Women Development Structure of Gio's Town, Grand Bassa County. Photo courtesy of Dorothea Solomon-Team member

Executive Summary

EDUCARE Liberia has worked and collaborated with several governmental agencies, United Nation agencies, USAID and other partners. EDUCARE leads and coordinates the efforts building people and communities to ensure that commitments on gender equality and gender mainstreaming translate into action throughout Liberia. She hold herself to the highest standards of transparency, accountability and ethical behavior by building effective partnerships with communities, civil society and other relevant actors.

As lead agency, EDUCARE responsibilities was to coordinate and implement the project, as the recipient organization for the “Strengthening Women’s Rights and Participation in Peacebuilding” and will be accountable for its overall implementation and results. Working with the project implementation committee, she collaborated fully with the PBSO as well as the Ministry of Internal affairs and the Ministry of Gender, Children and Social Protection at both County and National Levels.

The project aimed at strengthening women’s rights and addressing barriers to peacebuilding participation, which is critical to achieving gender equality and female empowerment; women’s capacities in leadership roles and promotes their participation as key stakeholders in the development of their communities focusing resource management strategies with concession companies operating in their communities.

The Organization for Economic Co-operation and Development/Development Assistance Committee evaluation criteria of relevance, efficiency, effectiveness, and sustainability were used to measure project achievements towards impact.

This report documents key findings of a one month Monitoring and Evaluation activity implemented in twelve of the twenty-three communities covering EDUCARE’s target for the project, “Strengthening Women’s Rights and Participation in Peacebuilding” implemented in five counties for eighteen months. These counties were selected from three of the five target counties to ensure a rational blend of the concession activities therein. The project targeted 1,150 persons; women predominance with 10% of men participation. A vital sample size of 243 respondents was considered across the twelve communities in the three counties.

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Relevance

- All respondents 100% 243 indicated that EDUCARE women project was very timely and relevant; it filled peacebuilding gaps and addressed unmet needs especially amongst community inhabitants. The Project intervened and solved potential conflict in the communities, it restored and promoted social cohesion amongst the community dwellers, CCWD structures are recognized and trusted by inhabitants; these added significant worth to the work of the women in the communities.
- However, 70% also agreed that the project was semi-perfect in its to amicably resolve tensions between concessions and inhabitants; notwithstanding corridors for briefing through meetings was established with the concessionaires.

Efficiency

- It was indicated by 75% of respondents that the project provided and demonstrated a considerable degree of flexibility and adaptability in responding to major changes in its operating environment and showed willingness to recognize local community culture and traditions, which made it acceptable by the locals.
- Nonetheless, 80% said the project had narrow operational time (18 months); EDUCARE on ground presence and national staff, as well as having an Animator in each project community, enabled the kind of patient, careful work on stakeholder engagement and priorities needed for project development. The field presence was then needed for working with partners and continued attention to the most effective way to implement activities for maximum results.

- About 35% respondents admitted that Key issues in the relationships, roles, and responsibilities between different actors was limited across the project and had considerable consequences for the coherence, oversight, and accountability of the project. Respondents were critical of various roles played by partners during the implementation of the project. Locally the Rural Women Chairladies and the Gender Coordinators were always present at meetings and other activities.
- However, their participation did not specify if they attended and reported as their positions dictated, because they are also members of the CCWDS. Additionally on the broader national level, substantial prove of coordination was visible.

Effectiveness

- It was indicated by 78% of respondents that the project took commensurable risks; it was innovative and filled important peacebuilding gaps in the communities and strengthened the steadfastness of women to play important roles especially in making critical decisions and participation in leadership. The women have easy access to see and negotiate with higher ups decision makers at the concession. The Project helped in making progress on achieving higher-level results in addressing root causes of conflict in the communities.
- Notwithstanding, it was noted by 22% of respondents that many of the changes and reforms were structural and that progress toward addressing root causes of conflict in the communities and with concessions needed to be seen as a long-term rather than a short- or even medium-term effort.
- Prior to the implementation of the exit strategy, a major challenge also was the limited catalytic effect; the project solely and entirely depended on EDUCARE funding.

Gender

- The project definitely built the capacities of women in leadership and participation, personal hygiene and self-care, land policy, and resource manage skills, negotiation and peacebuilding. According to 86% of respondents, women took central stage in meetings and leadership discussions; they are out spoken and can make public speeches, which addressed issues of youth and women's empowerment. About 68%

of activities specifically targeted women and community development, while 32% were used on creating awareness and advocacy. These efforts improved women understand their legal rights and participation in community decision-making process, land issue, sexual gender-based issues, community, and personal development. They also had unanticipated positive results, such as empowering women to advocate more effectively for themselves and their children. Constructing women hall where as central points for decisions making.

Sustainability

The 18-month project implemented by EDUCARE with financial support from UN Peacebuilding Fund and technical support from UN Women-Liberia was developed on the gains of the work already undertaken by both UN Women and Liberia's Ministry of Gender, Children & Social Protection in building peace and promoting prosperity to support women's rights and participation in peacebuilding.

The Project builds capacity of the target groups and supports strategic networking between the women groups and other existing functional Peace Huts to create a foundation for the emergence of a network of mutually supportive women-led and gender responsive community-based mechanisms in each of the 5 targeted counties. These women will proactively and positively engage communities, authorities and other stakeholders to demand for delivery of services; dividends from the private sector investments

- Develop women mediation groups into micro-scale joint business cooperatives;
 - o Provide training on establishing economic cooperative to be provided
 - o Support to identify business opportunities
 - o Work with to develop business plans/proposals
 - o Support with initial funds for the business identified by the women
- Groups have an ongoing alliance and collaboration with Liberia Extractive Industries Transparency Initiative (LEITI), Government local structures and peace huts, government/non-governmental community/national infrastructure

Lessons Learned

- One visible and most significant lesson learned from the EDUCARE project relates to building critical capacity of local uneducated women to intervene in high level political decision making to improve the lives of community members needs to be researched further. Provision of land to concession companies originate and are concluded at a very high political level of government. Local communities are not consulted, neither are their needs considered in such policy; thus, local women do not have the ability and capacity to negotiate policy change at such a very high political level. Even though they may be invited to meetings and take part in discussions but the decision in Liberia on concessions are above local community setting.
- The government has demonstrated some level of commitment to the project. Throughout the project, have had the full support of the National Bureau of Concession who were always around to explain about the Concessions and their availability to support them to engage the concessions.
- Consultations with stakeholders should be incorporated into various stages of a project's life. Although limited consultations did take place, there was a sense among many interviewees, especially at the county level, that consultations were insufficient or were more ceremonial rather than meaningful.
- Working with communities and community women is always interesting as you see clearly the strengths and values inherent in people across diverse levels of life. It becomes clear that when people are supported to think through their issues they come up with the best sustainable solutions to their challenges. It is the principle of doing nothing for us without us. This project is an evidence of the saying that women are natural peacebuilders; they are more concerned about the warfare of their communities.

ACKNOWLEDGEMENTS

The evaluation was conducted independently of UN Women and its implementing partners. However, the team could not have carried out the evaluation without the support of EDUCARE Liberia and her implementing team. The team would like to thank all the people that were so helpful in the evaluation's fieldwork, particularly the Concession Community Women Development Structures for organizing efficient fieldwork. In addition, this evaluation could not have been possible without the involvement of the following personalities who have strong backgrounds in programming including Evaluation and research; I am grateful for their resilience and resolve to go through the rains and difficult terrains to collect data that concluded the evaluation:

1. Samuel Wilson
2. David Mulbah
3. Dorothea Solomon
4. Joseph Lee
5. Musu Lomax

Thank you very much for being a part of this work.

Table of Content

Introduction

Overview of the PBF
Liberia Conflict Context and the PBF
Background of Evaluation

Methodology

Overall Design and Approach
Data Collection and Analysis
Limitation

Findings and Discussions

General Findings
Relevance
Efficiency
Effectiveness
Gender
Sustainability

Conclusion

Recommendation

Overview of Peacebuilding Fund

The United Nations Peacebuilding Fund (PBF), a multi-year trust fund was designed to address immediate needs in post-conflict countries. Its intended strength is to catalyze donor support to create a pool of complementary and independent initiatives to expand nationally-owned peacebuilding efforts. It is meant to serve as a flexible tool to support the UN's broader peacebuilding objectives in countries at risk of relapsing into conflict.

It is “a catalytic fund, driven by existing planning, coordination and monitoring mechanisms to support the peacebuilding strategies of in-country UN-Government leadership. “It is expected to prioritize interventions that demonstrate direct and immediate relevance to peacebuilding, serve as a catalyst for kick-starting peacebuilding interventions, and engage UN agencies, funds and programs, and bilateral donors to support implementation by national entities and thereby strengthen national capacity.

Liberia Conflict Context and the PBF

History of conflict in Liberia dates back to the origin of the state when the settlers debated and agreed to exclude the indigenous people in the territory; they declared a state from citizenship and all the rights associated with it. This exclusive politics had serious implication for property rights, the acquisition of, and entitlement to land, as well as access to and the exercise of political rights. Most critical was the deliberate exclusion from the identity of the state and erasure from the society the identities including symbols, cultures, and languages of the diverse ethnic groups that inhabit the territory. Aside from the exclusive politics, poor leadership and crisis of governance are among the many structural root causes of conflict and polarization in Liberia.

Overall, a total of sixteen conflict factors are identified across seven key policy related documents. Of these, seven conflict factors are identified by a majority of the papers: ‘land conflicts’, ‘condition of youth, especially with regard to employment’, mismanagement of natural resources’, ‘relationship between the state and its citizens’, a ‘weak and dysfunctional justice system’, the ‘lack of shared [national] vision’, ‘poverty and food insecurity’, and the ‘regional dimension’. Additionally, most of the documents identified gender issues, and particularly gender-based violence (GBV), as a crosscutting issue for peacebuilding, although it is unlikely to be a direct or primary driver of conflict in and of itself. Last, each of the

documents reviewed acknowledges most if not all of the sixteen factors listed as potential sources of conflict, and are distinct in determining emphasis, priority, and definition of terms, rather than substantive analysis.

In Liberia, UN Women leads the United Nations Country Team on gender equality and the empowerment of women with over seven years managing programming in Liberia. In line with the implementation of the UN One Programme in Liberia, UN Women aims to strengthen the implementation of its 2017 planned activities in line with its 2014 – 2018 revised Strategic Plan, supporting gender equality priorities in the Government's Agenda for Transformation in the following impact areas: 1) Women's leadership and political participation; 2) Women's economic empowerment; 3) Women, peace and security; and 4) Gender responsive governance. UN Women provides technical support to EDUCARE – Liberia on a need basis. EDUCARE had implemented an eighteen months project focusing on strengthening Women's Right and Participation in Peacebuilding intentionally targeting women in concession areas. The project is located in Grand Bassa, Grand Cape Mount/Bomi, Gbarpolu, Grand Gedeh, and Sinoe Counties.

Background of Evaluation

With the above mentioned, EDUCARE - Liberia had conducted some qualitative case studies to determine the outcomes of its strategies. As the project closes, the program is committed to continue building its evidence based on what worked and what didn't in their current strategy to build and sustain peace in Liberia.

Purpose and objectives of the Evaluation

Purpose

EDUCARE –Liberia hired an independent consultant to conduct a summative evaluation aimed at assessing the impacts made towards the overall and specific objectives, achievements, identifying the gaps in project implementation and its goals and collect lessons learnt and provide recommendations and best practices that focus on key components to guide future programming.

The project has the following components:

1. Capacity building of women to understand available policy around concessions as well as the community land rights
2. Link women development structures with relevant bodies including concession companies, government agencies that are existing in their communities
3. Provide support and advisory services for the “Concession Community Women Development Structures.”
4. Provide conflict mediation services between communities and stakeholders.
5. Support women groups to carry out strategic advocacy, sensitization and awareness rising at the community level.
6. Establish Information Communication Technology (ICT) citizen feedback mechanisms for regular amplifying of voices of women and communities.
7. Conduct quantitative and qualitative research: baseline and endline surveys as well as qualitative assessments to measure outcomes of the peacebuilding project as well as document lessons learnt.

Objectives

The evaluation conducted a dual purpose of providing (1) a summative assessment of EDUCARE Liberia peacebuilding results and (2) a more forward-looking analysis of gaps and opportunities to inform decision-making about future ERDUCARE investments in Liberia. It specifically assessed:

1. The extent to which the project “strengthening Women’s Rights and Participation in Peacebuilding” project has made concrete and sustainable peacebuilding impact through direct action and catalytic effects (impact level).
2. The relevance, efficiency, effectiveness, and sustainability of EDUCARE’s approach (outcome and output level).
3. Identified critical remaining peacebuilding gaps.
4. The extent and effectiveness of a programmatic intervention to support the empowerment of women.
5. Identified lessons learned for future EDUCARE’s engagements in Liberia.

Methodology

PBF evaluation in Liberia had followed a qualitatively-dominant performance evaluation approach utilizing the Organization for Economic Co-operation and Development/Development Assistance Committee evaluation criteria of relevance, efficiency, effectiveness, and sustainability. Thus, the evaluation focused heavily on gender to reflect EDUCARE's commitment to understanding and promoting women's active participation in peacebuilding and recognize the primacy that gender issues play in Liberia's ongoing peacebuilding process.

Data Collection and Analysis

The evaluation achieved a 100% response rate (243) and covered 117 persons in focus group discussions (FGDs) and 126 key informants. Together, the evaluation represents the views of 450 women and men from 12 of the 23 target communities. Evidently, the report of the evaluation is based on the data collection techniques using both qualitative and quantitative methods to evaluate 243 respondents from FGDs and KIIs complementing the hard data by exploring contexts and giving more meaning to the evaluation findings.

Data collection was focused on both qualitative and quantitative methods to enable the evaluation to corroborate better and understand the context within which EDUCARE activities were implemented and explored the nexus in the experience and perceptions of different stakeholder groups. It relied on an in-depth desk review of primary and secondary documents, key informant and small group and round table discussions. It substantiated supplementary qualitative data collection derived from EDUCARE's monitoring and evaluation (M&E) documents, and triangulate findings from the quantitative baseline and endline surveys.

Semi-structured guidelines tool was used to facilitate FGDs and KIIs to ensure consistency, continuity, and quality while allowing flexibility, progressive probing, and greater linkages of analysis. In order to enhance verification and prevent bias as much as possible, each interview was conducted by two team members. The second interviewer served as the primary note-taker and jotted down observations to cross reference and triangulate with the lead interviewer during analysis. Lead interviewers did not facilitate more than four FGDs or

about six KIIs per day and switched with the secondary interviewer for additional interviews to avoid overburdening.

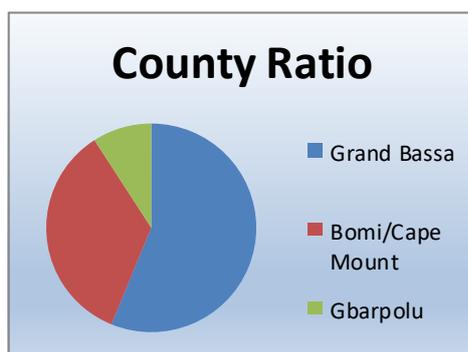
Evaluation field data was collected from October 15th to 22, 2018; a two-day debriefing session in data collection and analysis was conducted for the evaluation team of six (6) persons, feedbacks from the debriefing session was tested and incorporated in finalizing the data collection tools. On October 15 the three teams simultaneously left for the three counties of Grand Bassa, Gbarpolu and Bomi/Grand Cape Mount Counties. Devices used to facilitate the quality of the evaluation included personal digital assistance (PDAs), portable voice recorders and lap top computers to conduct the surveys. These electronic devices allowed efficient administration of the survey questionnaire from where the data was extracted and ran in a statistical software SPSS which was analyzed according to evaluation standards.

Limitation

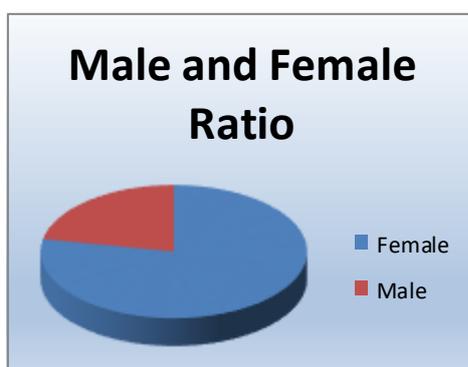
The research team experienced a couple of limitations during the implementation of the evaluation; the heavy and relentless down pour of rain created inaccessibility problem. The team did not travel to one of the communities which is Bella Yellah District in Gbarpolu because of its inaccessibility, and a remote interview was conducted by phone in Bella Yellah within the same county. Two AG 100 Yamaha bikes were hired to take two teams of two persons in Gbarpolu and Grand Cape Mount Counties; these bikes experienced two break downs at the result of the damaged roads.

The evaluation team, fortunately talked to respondents from concession companies because they were authorized to do so. This demonstrates the power balance experienced by the inhabitants of these communities. In like manner at the county level higher ups, two of the focus Government Ministries (Ministry of Intern Affairs and Ministry of Gender Children and Social Protection), the team did not meet any personal familiar with the project; this is attributed to new appointments made in government replacing previous personal that had knowledge about the project.

Findings and Discussions



The thrust of the evaluation was the hard-core quantitative data collected, 243 from the three counties; Grand Bassa 56.2%, Bomi/Grand Cape Mount 34.7% and Gbarpolu 9.1%; of which female accounts for 78%. Noticeably, 7% of the target communities could not be reached due to bad road couple with heavy down pour of rain. Thus, remote interviews were conducted from one community.



1. Relevance

When asked if the project was relevant and helped to solve conflict in your community, the question was discussed lengthily, and the below response was overwhelmingly agreed upon

- All respondents 100% 243 indicated that EDUCARE women project was very timely and relevant; it filled gaps and addressed unmet needs especially amongst community inhabitants. The Project intervened and solved potential conflict in the communities, it restored and promoted social cohesion amongst the community dwellers, CCWD structures are recognized and trusted by inhabitants; these added significant worth to the work of the women in the communities.

Evidence:

In Dabbah Town, Malema, Henry Town, and Senii, the above testimony was vilified by local authorities that the women were active in solving community conflict of all sorts and promoting social cohesion (bringing people together). They admitted that the community has enormous trust in the CCWD Structures. The CCWDs made gains in promoting social cohesion and resolving community conflicts and forging

development. Nevertheless, 70% of respondents indicated that the project was limited in its capacity to resolve tensions between concessions and inhabitants amicably; notwithstanding corridors for briefing through meetings was established with the concessionaires.

Evidence

There are still looming tensions concerning lack of employment opportunity, health related issues, irresponsible fulfilment of concessions to deal directly with the communities concerning social cooperate responsibilities; and the lack of grievance redress mechanism for the communities to cultivate.

Efficiency

Efficiency is an important hall mark of any project when asked if the project was efficient and well organized and that the communities embraced it, it was indicated by 85% of respondents that project provided and demonstrated a considerable degree of flexibility and adaptability in responding to major changes in its operating environment and showed willingness to recognize local community culture and traditions which made it acceptable by the locals.

Evidence

In spite traditional African norm of men are the heads and are responsible for making decisions at every level of the society, under the project, women were allowed to make decisions that improved the welfare of communities.

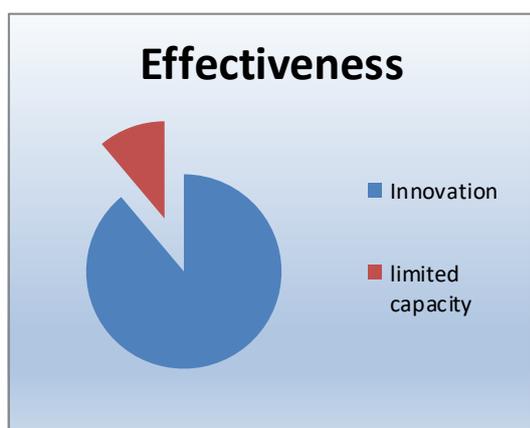
- A key issue stressed during the evaluation surrounded various stakeholders and their roles the play, 35% respondents admitted that Key issues in the relationships, roles, and responsibilities between different actors was limited across the project and had considerable consequences for the coherence, oversight, and accountability of the project. Respondents were critical of various roles played by partners during the implementation of the project. Locally the Rural Women and the Gender Coordinator were always present at meetings and other activities. They believed if all stakeholders had played their assigned roles especially in Monrovia, a greater force would have been exerted on the concessions.

Evidence:

Even though the project document outlined roles and responsibilities for various partners including Ministry of Gender Children and Social Protection, UN Women, National Bureau of Concessions, etc., but not many visible signs of such collaboration were visible, especially on the national scene.

Effectiveness

When asked if the project responded to the needs of the community in solving problems that emerged in the community and who did solve the problems.



It was indicated by 88.9 % of respondents that the project took commensurable risks; it was innovative and filled important peacebuilding gaps in the communities and strengthened the resolve of women to play important roles especially in making critical decisions and participation in leadership. The women have

easy access to see and negotiate with higher ups decision makers at the concession. The Project helped in making progress on achieving higher level results in addressing root causes of conflict in the communities.

When asked also if the women had the capacity to negotiate with the concessions in a way that made them change some of their policies in favour of the community, 90.1% of respondents admitted that many of the changes and reforms were structural and that progress toward addressing the root causes of conflict needed to be seen as a long-term rather than a short- or even medium-term effort. Due to the limited scope of the project, it couldn't positively affect all of the upward policy shifts in favour of the locals and most importantly, the lack of follow up mechanism to seek redress for some of issues arising between the concessions and the communities; this remains as some of the major setbacks for the communities. At the time of this report, there are still fewer unresolved issues between communities and concessionaires as mentioned by the base line survey report. Many community members lamented on the wave of land seizure in their communities without benefit. They complained about a looming future for their children. But it is proven that since the passage of the land right, most of those land seizure issues will be addressed

appropriately. Note: all of the unresolved issues above the project scope can only be resolved at national level with the inclusion of the CCWDs and local government structures.

Evidence:

Triangulated evidence documents proved that concession contracts were signed between concession companies and the Government of the Republic of Liberia and has limited roles, responsibilities, and functions for the local community. The concession contract only demanded that locals provide land to the concessions as was already negotiated. In Grand Cape Mount County, Sime Darby continues to acquire land promised by the government while local communities have no strength to resist as doing so may result to the ruthless response from the government, the same situation applies to the GVL in Grand Bassa and Sinoe Counties.

Gender

- The project definitely built the capacities of women in leadership and participation, according to 100% of respondents, women took central stage in meetings and leadership discussions; they are out spoken and made public speeches which addressed issues of youth and women's empowerment. All of the project activities were specifically targeted to women thus there were fewer men; There were incorporated efforts to ensure full female participation in the project activities. These efforts improved women's understanding of their legal rights and participation in community, decision-making process, land issue, sexual gender-based issues, community, and personal development. They also had unanticipated positive results, such as empowering women to advocate more effectively for themselves and their children.
- When also asked who the members of the CCWDs are, it was indicated that 90% of members were (older women between ages 35 and above) women trained by EDUCARE to come and build peace in their communities.

Sustainability

The 18-month project implemented by EDUCARE with financial support from UN Peacebuilding Fund and technical support from UN Women-Liberia was developed on the gains of the work already undertaken by both UN Women and Liberia's Ministry of Gender, Children & Social Protection in building peace and promoting prosperity to support women's rights and participation in peacebuilding.

The Project builds capacity of the target groups and supports strategic networking between the women groups and other existing functional Peace Huts to create a foundation for the emergence of a network of mutually supportive women-led and gender responsive community-based mechanisms in each of the 5 targeted counties. These women will proactively and positively engage communities, authorities and other stakeholders to demand for delivery of services; dividends from the private sector investments

- Develop women mediation groups into micro-scale joint business cooperatives;
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- Groups have an ongoing alliance and collaboration with Liberia Extractive Industries Transparency Initiative (LEITI), Government local structures and peace huts, government/non-governmental community/national infrastructure

Conclusion

Relevance

The project was very timely and relevant, and it filled gaps and addressed unmet needs especially amongst community inhabitants. According to the survey respondents, the time frame for implementation was short to feel a high considerable impact of the project. It demonstrated a considerable degree of flexibility and adaptability in responding to major changes in its operating environment and showed a willingness to recognize local community

culture and traditions, but key issues in the relationship, roles, and responsibilities between different actors need to be improved on in future endeavours. The project took risks, and it was innovative in filling important peacebuilding gaps in the communities and strengthened the steadfastness of women to play important roles. However, to measure the impact of a peacebuilding project which primary focus is on addressing the root causes of conflict in a more long-term rather than a short- or even medium-term effort remains an important factor. The project definitely built the capacities of women in leadership and participation, women took central stage in meetings and leadership discussions and make public speeches. As part of the project sustainability plan, the project also targeted and trained younger women in its various levels of trainings.

Lessons Learned

- One visible and most significant lesson learned from the strengthening of women's rights and participation in peacebuilding project, relates to building critical capacity of local uneducated women to intervene in high level political decision making to improve the lives of community members needs to be researched further. Provision of land to concession companies originates from local community levels and are concluded at a very high political level of government. Local communities are not consulted, neither are their needs considered in such policy; thus, local women do not have the ability and capacity to negotiate policy change at such a very high political level. Even though they may be invited to meetings and take part in discussions but the decision in Liberia on concessions are above local community setting.
- Consultations with stakeholders should be incorporated into various stages of a project's life. Although limited consultations did take place, there was a sense among many interviewees, especially at the county level, that consultations were insufficient or were more ceremonial rather than meaningful.
- The inclusion of women in such programming should focus much more on the younger generation of women instead of older women. Older women have wisdom, but younger women have energy and much more time to carry on according to life expectancy theory. According to the evaluation, 85% of respondents of the CCWDS

are women of ages 35 or above. Although the project exceeded the target for the inclusion of women, their presence did always translate into women having a meaningful voice in discussions and decision-making.

Challenges

- In the relations to the unforeseen, transitional period of new government taking over power posed a serious challenge to the interviewing process if the endline evaluation of the project. Most of the new local authorities interviewed did not have enough insight on the project and its successes.
- The issue of heavy down pour of rains impaired mobility; especially given the poor state of roads which slows down project implementation.

Recommendation

- The next project scope of operations should be increased from 18 months to at least two to three years to afford the with full participation of concessional main heads to finally resolved issues that can be resolve with the participation community leadership who are the direction beneficiaries and victims of the concessions.
- There should be an increase in women's knowledge and capacity to demand respect of their rights, engage in effective advocacy and community conflict mediation in the management of disputes around the use of natural resources and land from 23 to 80 selected communities within the fifteen counties of Liberia.
- More young women age 20-40 plus, should be inclusive in the next project design because they are considered as the future leaders of every society. Once they are trained in governance and community leadership processes, they will bring foster peace to their society.

- The number of women-led Concession Community Women Development Structures formed should also be increased in the program expansions with the full participation all stakeholders at local and national levels.

KII's Questionnaires/CCWDS	
Project:	Date:
Location:	___ Male ___ Female
<p>Confidentiality and Informed Consent Statements: Thank you for taking the time to meet with us. We are conducting an independent evaluation of the EDUCARE project called “Strengthening Women's Rights and Participation in Peacebuilding” in your county, we don’t work with them, but they have called us to help them understand the work they were doing with you people here. All information shared will be kept anonymous. We will aggregate and present our findings from interviews in a way that cannot be tied back to any individual or organization. Therefore, please feel free to speak openly and frankly with us.</p> <p>Your participation is voluntary. Please feel free to ask or to skip any question that you do not feel comfortable answering or ending the interview at any point. In terms of use, we will produce a draft evaluation report following our fieldwork which will be shared with EDUCARE for their comments. We’ll then revise and finalize the draft based on comments received. EDUCARE will then be responsible for the circulation of the report. We expect that EDUCARE will inform you about what would happen to the report after here</p> <p>Thank you again for your willingness to participate in this interview. Do you have any questions before we get started?</p>	
<p><u>Relevance</u></p> <ol style="list-style-type: none"> 1. To begin, please tell me a little about your participation in this project <ol style="list-style-type: none"> 1. What specific skills did the project give you 2. How are those skills helping you to solve problems between you and the concession Companies 3. What specific problems/issues/conflict have you solved using the skills 4. What would have happened if you did not have the skills 5. What is the difference between you and those women that did not go through the training with respect to the way you solve the conflict, make a decision or talk to people. 6. Are these skills helping you personally, How 7. What else do you think the project should do the next time 	
<p><u>Efficiency:</u></p>	

2. How good is this project to you?
 1. Do you really need it? Why
 2. Name few good things that the project did for you first and the other people
 3. How sure are you that this project really help you

Effectiveness:

3. Has anything changed in your community as a result of the project activities? (Probe for evidence of attitude or behaviour change).
 1. How is the relationship between you and the concession companies in line of communication?
 2. How do you solve the conflict between you people and the company?
 3. What happens after the conflict is solved
 4. How do you if the conflict is solved
 5. Has this project helped you to work with other people? How
 6. Was the project useful in its intervention, how

Gender:

4. Who got the chance to participate in the project?
 1. Was any group left out? (Probe by sex, age, ethnicity, disability, former combatant, etc.)
 2. How did the project address issues concerning women?
 3. What specific issues for women were addressed the Liberian action plan
5. Have you seen any changes in how groups interact as a result of the project?

Sustainability:

6. Are any activities from the project still going?
 1. Do you think these activities/results will continue?
 2. What steps would your community take to ensure they continue?
 3. What has been the level of government/local government interest/participation in the project?
 4. Is there anything that could help increase their interest?
 5. What would happen if there is help from the government to the project