

A Midterm Review of Efficient Research and Development Institute (ERDI) 2023-2025 Strategic Plan

Drafted June 2025



During Focus Group Discussion with two women CSOs in Sanniquellie City at the Women with Disability Association Headquarters on May 15, 2025. Focusing on ERDI's 5 years Strategic Plan Pillars funded by All We Can.

Preface

This Midterm Report on ERDI's strategic plan that comprises of four program pillars in Liberia was prepared with support from All We Can, one of ERDI's partners. The report is to support ERDI Board and Management team who have a clear appreciation and understanding of the level of work done in line with their five-years strategic plan (2023-2027).

We acknowledge the time and effort of all who made this a success. Special thanks go to Aaron S. Garziah, ERDI National Monitoring, Evaluation and Learning Officer that managed, led Quantitative data collection and analyses. We also want to appreciate the data collection and entry team comprised of the following individuals: Allen Kollie, Nimba County ERDI's Head Office, Jean B. Murray, Bong County, ERDI's Sub. Office, Angious L. Korkarpeh, Nimba County ERDI's Head Office, and Marcus B. Boley, Oliver G. Cheah and Justina B. Zlanwea of ERDI's Zewdru, Grand Gedeh County Sub. Office.

We also want to say a very big thanks to Benedict Seekey, County Representative at All We Can for the technical role play in Guarding and facilitating this process and the Qualitative data analysis carried out.

Special thanks must go to the many community stakeholders and their families who generously gave their time to take part in the survey.

The views expressed in this report are those of ERDI and do not necessarily reflect the views of All We Can or any Partners.

Thanks

Daniel N. Gboe, Executive Director, ERDI

Acronyms	Meanings
ERDI-----	Efficient Research and Development Institute
AWC-----	All We Can
BCC-----	Behavior change communication
PTA-----	Parents Teachers Association
CHC-----	Community Health Committee
CHV-----	Community Health Volunteer
CHA-----	Community Health Assistant
DLAG-----	District Land Advocacy Group
DAI-----	Development Alternative International
SGBV-----	Sexual Gender Based Violence
GBV-----	Gender Based Violence
LNP-----	Liberia National Police
INGO-----	International Non-Governmental Organization
MTR-----	Midterm Review
NGO-----	Non-Governmental Organization
CWT-----	Community Watch Team
SP-----	Strategic Plan
SDGs-----	Sustainable Development Goals
WDS-----	Weighted Discrepancy Score
MWDS-----	Mean Weighted Discrepancy Score
MGCP -----	Ministry of Gender and Children Protection

Table of Contents

1 Executive summary-----	5--10
2 Introduction-----	10--11
3 Methodology-----	11--12
3.1 Location, survey instrument and data collection-----	12--13
3.2 Data analysis-----	13--14
3.3 Limitations-----	15
4 Main findings-----	15
4.1 Socio-demographic characteristics of respondents	16-21
5. Project activities.....	21-23
6. Interventions.....	23-27
Rule of law and Access to Justice.....	24-25
Education.....	25
Health Education	25-26
Customary Land Rights	27
7. Recommendations and conclusion	-27-30
8. Conclusion -----	31
8. References.....	31
Questionnaires -----	32--51
Module 1: Basic Information	32-34
Module 2: Education.....	34-36
Module 3: Health Education.....	36-38
Module 4: Land Right	38-43
Module 5: Rule of Law & Access to Justice.....	43-51
Appendix 1-----	32-51
Annex---Photo Gallery-----	51-52

1 Executive summary

Efficient Research and Development Institute (ERDI) developed its first strategic plan (2023-2027) in 2023 with the technical support of All We Can and other partners. The strategy plan has been implemented for the last two and a half years (since 2023). The main purpose of the MTR is to look at the progress of the strategic plan implementation in the last two and a half years and identify the main outcomes achieved, lessons learned and good practices, as well as gaps and challenges to take corrective measures in the remaining strategic plan years.

About methodologies, quantitative and qualitative approach was employed in this midterm review with the following data gathering methods: document review, key informant interviews (KIs) (semi-structured interviews), focus group discussions (FGDs) and a validation one day workshop. Accordingly, a total of 200 (119 females and 81 males) participants from ERDI's external stakeholders were involved in the MTR process at different level using both goal-directed and readiness sampling techniques. The data collected from different sources were processed and analyzed.

The findings reveal that the Education Pillar, respondents described vulnerability for the neediest children as "children who parents are not alive (orphans), children who parents don't have money to send them to school and children who are living with disabilities are considered as neediest at the community's level.

The MTR findings showed that, due to poor hygiene facilities and the availability of malaria problem, majority of the respondents' said malaria is their major health problem in their communities. While some of the respondents said typhoid, fever and running stomach/diarrhea are some of their health problems due to poor drinking water facilities in those communities. Most of the community health workers talked to explained that the water sources in those communities were very poor mainly during the dry season. They alluded to the fact that some community dwellers are still drinking from open wells and creeks.

Findings showed that, there are many women and youth now serving on land committees in various positions in Garand Gedeh County due to ERDI's

interventions since 2022 before the crafting of its strategic plan in 2023. While it is true based on the data collected due to traditional believed mostly among older men, results showed that most women and youth are owning land from family members willingly due to ERDI's Land Rights Project in the County.

Regarding the Rule of law and Access to Justice, during the baseline data collected in 2024, 56 cases were reported but have reduced to 27 cases of sexual gender-based violence (SGBV) reported since the baseline due to ERDI's designed community engagement interventions through the creation of awareness on SGBV/GBV and the Criminal Court E established to speedily trial all rape cases. Majority of the respondents explained the exact pathways to reporting rape cases starting from the community level. Based on the interventions, most of the community dwellers now know the effect of Rape, Gender-Based Violence (GBV) and Sexual Gender-Based Violence (SGBV) but there still gaps in handling some rape cases at the community level mainly when it is between family members and traditional leaders.

When using the qualitative research method with ERDI's Grand Gedeh and Nimba Counties staff on ERDI's Social Enterprise, they all strongly agreed that ERDI's has a Social Enterprise plan, mainly the farming as part of its sustainability plan. When asked if the plans were working, they alluded to the cash crops like plantains, palms, cashews and butter pears that have already been planted on the farm in KpeinTownship, Meinpea-Mahn District, Nimba County on the land purchased with the support of All We Can. They explained that in addition to ERDI's Social Enterprise plan, the future home of ERDI that will host its headquarters office and water factory is under construction in Ganta City, Nimba County-Liberia on the Sanniquellie high-way. While they expressed their excitement with ERDI's sustainability plan implantations, they further recommended the recruitment of more than one technician and periodic casual laborers for the maintenance of the farm. They suggested ERDI explores more land for vegetables farming.

The detailed Midterm Review on these four program pillars provided a comprehensive understanding of the current situation, challenges, opportunities and progress made within each area, serving as a foundation for program improvement, redesign/adjustment, monitoring, and evaluation. By

gathering these data on key indicators, stakeholders' perspectives, and local contexts, the Midterm review informed evidence-based strategies to address the root causes of issues and promote sustainable development outcomes.

Relevance: ERDI's strategic plan and its main objectives, across-the-board all ERDI's programs, are relevant and aligned with the needs and priorities of the intended beneficiaries and communities. The overarching goal of this strategic plan (SP) is to improve the living conditions of communities in the target counties. ERDI is currently working with communities in addressing quality education for vulnerable and marginalized populations where 25 vulnerable students are benefiting in 7 public schools (4 schools in Nimba and 3 schools in Bong County) out of the targeted 100 vulnerable students from 25 identified public schools (15 school from Nimba and 10 schools from Bong County) amongst the funding availability to enroll all 100 students so as to help measure the equal impact by 2027, ERDI is as well creating awareness on health and sanitation mainly at the schools and communities where they are implementing the Education project through the School Health Clubs in 7 schools and communities out of the 25 targeted communities with over 500 direct and indirect beneficiaries from the schools and communities yet with the printing of IEC and BCC materials still remain a challenge due to the many bureaucracies at the Ministry of Health in finalizing the approved messages. Similarly, 40 respondents out of 50 respondents' women and youth meet to discussion lant matter when it was a taboo to do so before ERDI intervention. 21 out the 50 respondents, women and youth (Male and female) said they are on land committees where the issue of land ownership are discuss and decisions are made due to the land rights awareness created in the communities and on radio talk-shows by ERDI in Garand Gedeh County through the established District Land Advocacy Groups in three districts (Tchein, Cavalla and B'hai), from the past reports from 2022 to 2025 on ERDI FORUMCIV Project on Women and Youth Land Rights, 227 more than the targeted 90 women and youth are benefiting from discussing land matters, owning lands, serving on land committees and receiving training on women and youth land rights from ERDI with some gaps in getting the traditional leaders full involved to accept as it is still seen by some of them as a taboo to allow women and youth to own land. While creating awareness on sexual gender-based violence and the existing of the criminal court E in Sanniquellie for the speedy prosecution of rape cases through 37 women civil society organizations out of the targeted 67 women CSOs that gears at protecting the

rights of citizens in accessing justice on rape cases to be reduced by 20% as of 2027, as it stands, the interventions have reduced it to 48% based on the number of rape cases identified during baseline (56 cases). From the last UNDP Access to Justice 2025 February ERDI's progress report, 68 survivors of rape out of the targeted 95 have received legal aid and psychosocial counseling supported by UNDP through ERDI, while 27 cases were reported during the MTR and said to have happened through the influence of alcohol, breakdown of laws, poverty, ritual purpose etc. Those designed interventions are highly in demand now than ever before based on the increasing alarm in rape cases.

Coherence: ERDI strategic plan shows both internal and external consistency. Internally, there is a robust collaboration and logical connection among the strategic pillars (programs), which align with ERDI's mission and vision. Externally, in many instances, ERDI's programs are aligned with other initiatives carried out by various stakeholders, including like-minded INGOs/NGOs and regional and local government bodies operating within ERDI service areas. They also align with regional and global frameworks concerning human rights and peacebuilding, as well as international priorities such as the Sustainable Development Goals (SDGs). Additionally, ERDI collaborates with local NGOs, either by dividing responsibilities within the same project or executing similar activities across different geographic regions. It was noted that ERDI has established connections with the Ministry of Education, Ministry of Health and other justice-related entities in Nimba county in relation to their rule of law and access to justice programs. ERDI also maintain strong relationships with community leaders and structures, fostering a sense of ownership of its interventions. However, ERDI is currently lacking funding to fully implement most of its health designed interventions in targeted communities except for the 2023-2024 implementation of Civil Society Activity project under DAI on building the capacities of Health Facility Development Committee members and quarterly monitoring of donated medicines from USAID and Global Fund.

Effectiveness: Overall, ERDI demonstrates significant effectiveness in executing its strategic plan, as most of its program activities have successfully achieved the key strategic objectives. However, there are some thematic areas, such as the health education pillar, where implementation partially commenced under DAI Civil Society Project. This is primarily

ascribed to a lack of adequate resources for the skilled personnel to effectively engage in this sector.

To enhance its effectiveness, ERDI and donor partners may consider investing in providing training and reactivation of those community health structures and engaging with the national health sector to approve its IEC materials for printing and distribution in targeted communities.

Efficiency: ERDI has employed various strategies to enhance its efficiency in implementing its strategic plan. Clearly, the organization has focused on significantly reducing administrative costs to allocate more funds toward programmatic activities, thereby enabling them to reach a larger number of beneficiaries. They have successfully executed numerous interventions despite operating with a limited budget and human resources, and they have managed to carry out most project activities in a timely manner.

To further improve efficiency, ERDI has adopted cost-effective strategies, such as collaborating with community volunteers and providing training to local structures for the implementation of various interventions, ensuring the regular rollout of their project designed. Additionally, they have fostered partnerships with other like-minded local INGOs/NGOs, facilitating resource sharing and minimizing duplication of efforts at various levels in the counties. The introduction of the concept of "value for money" among internal stakeholders has encouraged more prudent use of resources, and they have conducted activities like monitoring visits and stakeholder meetings in coordinated manners. Furthermore, they have leveraged capacity-building training opportunities provided by various partners they have implemented for.

However, managing numerous interventions with a limited staff and executing diverse activities with a small budget can have significant downsides. This approach may compromise the quality of interventions and hamper the organization's fundraising capacity, ultimately affecting its financial sustainability.

Impact: The MTR processes revealed that some of the results from the implementation of the strategic plan have been contributing to and triggering some significant (higher-level) effects. These include positive changes made in

the: 2024-2025 academic school year enrollment in all 7 public schools; there were more students that enrolled this year due to the sponsorships provided by ERDI with the support from All We Can, which is likely to contribute to the reduction in the out-of-school children; reduction in teenage pregnancy at school and community levels due the many awareness created by the school health clubs in the targeted communities; wide range of improvement in women and youth that were time to time denied of their rights to owning land, over targeted number of women and youth now participating in land discussions, owning lands and serving on land committees that used to be a taboo in almost all of the communities; and the awareness and practices of communities and some targeted women CSOs such as 'Women Against Crime' on gender based violence and sexual gender based violence and the reduction of GBV against women and girls.

Sustainability: Many of the results and take-home benefits of ERDI's interventions delivered during the past two and a half years are likely to continue in the remaining period and beyond because of the different strategies used by ERDI. These include engaging some of the target groups in getting quality education, putting in place sustainability-oriented programs implementation methods like the free education scheme and ERDI applied research designed interventions in implementing its SP, raising the awareness of the communities and CSOs/CBOs about different development issues, establishing strong working relationships with the communities and different government offices so that they take-over some of the interventions in different ways and maintain the results in the future etc.

2 Introduction

Education, Health Education, Land Rights, and Rule of law and Access to Justice as key strategic pillars of ERDI are key sectors in Liberia's growth and provides an important source of poverty reduction to around 2.3 million rural dwellers, most of which are in rural parts of Liberia.

This study assesses the outcome of ERDI's program plan which aims to assess those progresses made by ERDI's designed program interventions in targeted communities in Bong, Grand Gedeh and Nimba Counties. The study explored additional interventions strategies in all four thematic program areas. The report contains recommendations on the topics on which respondents

expressed the need for more interventions and improvements. The findings will be used by ERDI and its partners to develop or adjust effective interventions programs and an associated Quality Performance Indicators System.

3 Methodology

3.1 Location, survey instrument and data collection

The research was conducted in three counties in Liberia where the four-program pillar are implemented, namely Bong, Grand Gedeh and Nimba, in collaboration with community stakeholders. The midterm review population comprised respondents from 14 selected communities in seven (7) districts in these counties, those who are direct or indirect programs stakeholders and beneficiaries from the designed program interventions. The midterm review used qualitative and quantitative methods, with community dwellers and key informants.

For the midterm review, data was collected through in person interviews with respondents, focus group discussions and key informant interviews in selected communities in the three counties (e.g. Busie, Kpein, Flumpa, Tomato Camp, Toteyville etc.), based on structured and semi-structured questionnaires. The questionnaires were implemented with respondents from selected communities in Grand Gedeh, Nimba and Bong counties, with one or more assigned enumerators. All participants were community dwellers benefiting from the projects interventions and facing those challenges at the community levels. Respondents gave oral and written consents to participate in the midterm review after they heard a brief introduction and explanation of the midterm review's objectives. The Midterm Review respondents were assured of confidentiality of their identities and responses, as well as the voluntary nature of the interviews.

A total of 200 respondents were selected from over 10,000 community dwellers in 9 districts in the three counties, reflecting the geographical and programmatic distribution of the groups across the three counties. From each community, a sampling technique was used to select respondents from each community to participate in the midterm review, giving a total of 200 respondents. Based on the survey type, certain individuals were selected to

respond to a set of questions in that type of survey. For example, The Land Rights survey type asked women (age 35 and above), youth (males and females) and community leaders (Town chiefs, chief elders, women's leaders and youth leaders) were selected at the community level as respondents because they are the direct beneficiaries. The sample size was somehow representative of the population of all the selected communities and allows conclusions to be drawn about the entire population and their opinions due to insufficient funding to keep enumerators in the field for more than two weeks.

Table 1. Distribution of community under study

County & District	Estimated population	Selected Population	Names of communities
Bong-Pantakpaai	1.3%	10	Tomato Camp
Bong-Suakoko	2%	15	SKT & Raymond's Town
Nimba-Bain-Garr	4%	75	Busie, Dingamon & Nengbein
Nimba-Leewhyeapea-Mahn	1%	20	Flumpa & Karnwee
Nimba-Meinpea-Mahn	1%	10	Kpein
Nimba-Sanniquellie-Mahn	2%	20	Sanniquellie City
Grand Gedeh-Tchein	5%	50	Jensenville, Toteyville & Kudah Bye-Pass
Total	16.3%	200	

The questionnaires were developed based on published literature on the four thematic program focus areas as well as previous experience in the field from both the midterm review team and project lead, of ERDI. Respondents were requested to assess their personal and groups knowledges and experiences.

Besides closed and open-ended questions, additional space for other answers or comments was also included (See questionnaire in Annex 1).

The major interventions components identified for ERDI's interventions progress made since 2023 were to ascertain progresses made in sponsoring the most neediest/vulnerable selected students, building the capacities of community health structures, reducing teenage pregnancy at schools and community levels, establishment of community Land Advocacy Groups that are creating awareness on youth and women inclusion are on land committees, reduction of Rape, GBV/SGBV cases at community level, provision of legal aid and psychosocial counseling to Victims and victims satisfaction based on outcome of rape cases and all other intervention strategies in implementing ERDI strategic plan. The questionnaires also collected demographic information and information relating to the characteristics of respondents, including sex, age, education, household size, marital status, etc. (see Appendix 1). Frequencies and percentages were used to analyze these characteristics and assess differences in responses between sub-samples.

Before the midterm review, the questionnaire was tested with 20 respondents from two communities (Tonglewin and Gbahn). The questionnaires were then modified according to the findings and feedback from the respondents and enumerators after the testing.

3.2 Data analysis

Data was analyzed quantitatively using STATA. Descriptive statistics (frequencies, means, mode and standard deviations) were used to analyze the data. The data collection tools were analyzed using STATA 16, one of the most widely used models for assessing these four pillars' programs (Education, Health Education, Land Rights and Rule of Law and Access to Justice). Following this model, a weighted discrepancy score was calculated for evaluation and ranking of each thematic area.

1. Assuming the response rate would be less than 50 percent, the sample size was increased accordingly to obtain 200 complete questionnaires which are

below the targeted size. A Mean Weighted Discrepancy Score was calculated to describe the overall rankings for each of the thematic areas.

2. The competencies with the highest scores were those with the highest need and priority for interventions.

An analysis was done to explore differences in self-assessment and group (knowledges) and importance of each of the thematic areas explored in this midterm review, looking at different characteristics of the respondents, such as age, sex, education, location, proportion benefits from Education, Health Education, Land Rights and Access to Justices and others. Only the areas where the most important and significant differences were found are described in this report. Full analysis is available on request for further consultation. Below is the number of respondents interviewed per community from those counties.

Community	Bong	Nimba	Grand Gedeh	Total
Tomato Camp	10	0	0	10
SKT	9	0	0	9
Raymond's Town	6	0	0	6
Busie	0	20	0	20
Diagamon	0	16	0	16
Nengbein	0	19	0	19
Kpein	0	20	0	20
Flumpa	0	12	0	12
Karnwee	0	13	0	13
Sanniquellie	0	25	0	25
Jensenville	0	0	18	18
Toteyville	0	0	15	15
Kudah Bye- Pass	0	0	17	17
Total	25	125	50	200

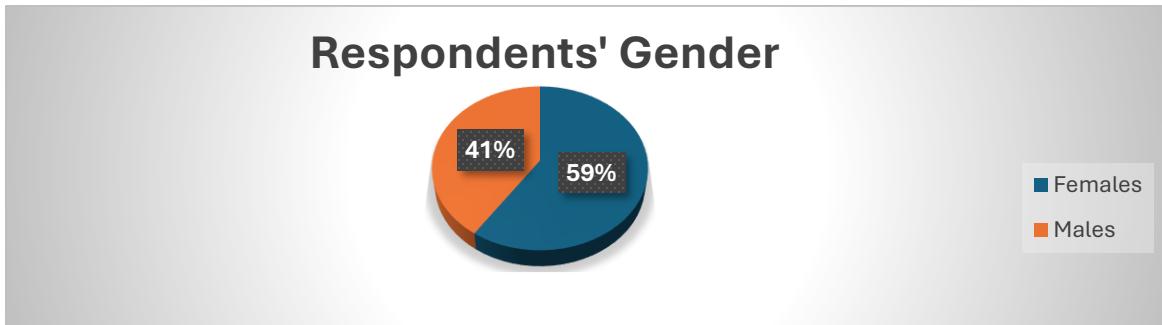
3.3 Limitations

The main practical limitation of this study relates to the sampling of survey respondents, which was conducted based on estimated communities' population obtained from the community leaders. Given that not all estimated population data was updated before running the sample, survey teams found that some pre-selected respondents were absent during enumerators' visit and therefore had to be substituted by next in line on the day of the midterm review targeted respondents per community. In such cases, respondents that were replaced were selected based on position (for example, Town chief will be replaced by one of the Quarter chief who is his/her immediate deputy or the PTA chair will be replaced by the co-chair) in the community to take part in the survey incase those pre-selected by the survey are not present to take part. Meanwhile, qualitative data collection (Focus Group Discussion and key informant interviews) was done but with few groups and key informants in those thematic program areas due to budget limit and manpower. Furthermore, after the pilot testing it was necessary to reduce the length and content of the questionnaires in accordance with the capacity of respondents. This affected the number of respondents that could be selected. However, neither of these limitations affected the overall quality of data collected and analyzed for the MTR.

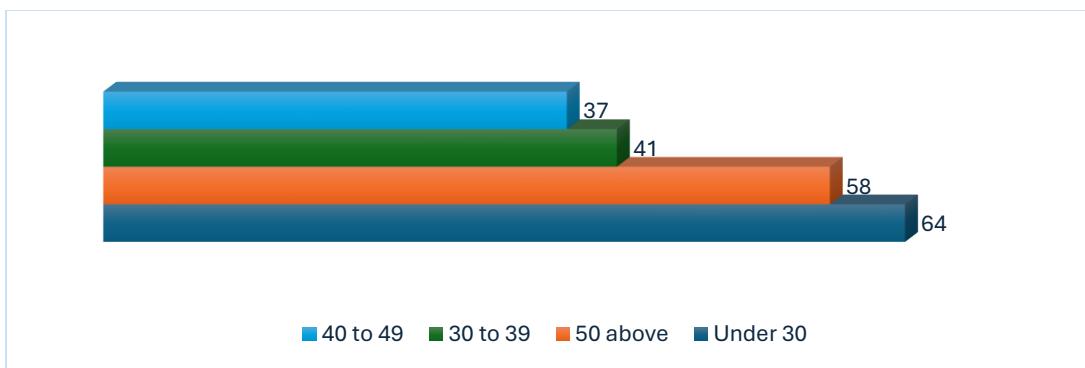
4 Main findings

This section presents the main findings of the study. It provides an overview of the socio-demographic characteristics of respondents and the improvement and challenges they engaged in and examines the designed interventions across range of issues in those thematic areas. It then looks at the different approaches and the preferred project designed interventions by ERDI, as well as issues affecting the delivery of needed services to the neediest.

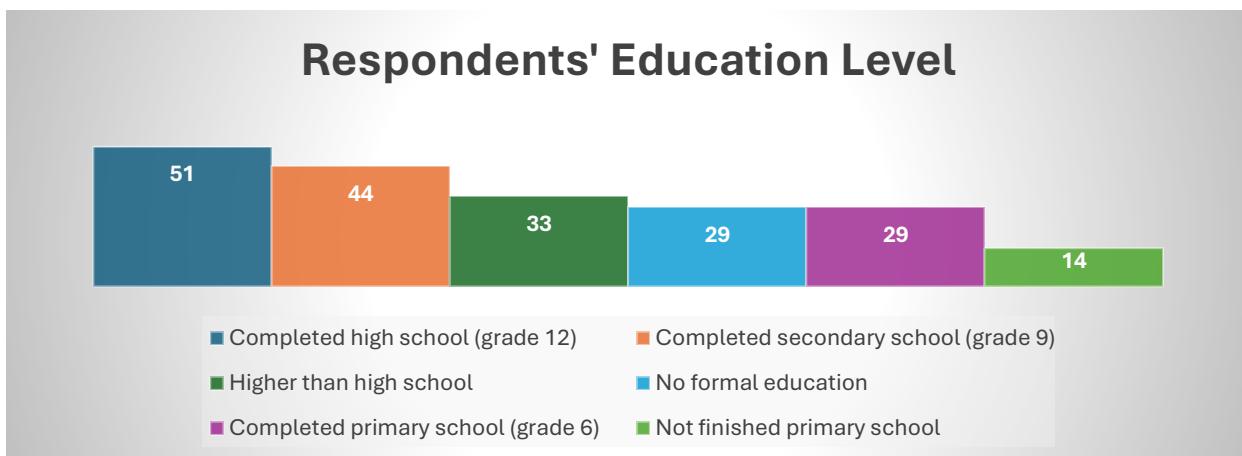
4.1 Socio-demographic characteristics of respondents



Shows the personal characteristics of survey respondents. Out of the 200 selected respondents, there were 41% males and 59% females' respondents, which tends to mirror the gender composition of respondents.



The age distribution of respondents was somewhat evenly spread over the various age groups, with slightly higher representation found under 30 at 32%, 50 and above at 29%, 30 to 39 at 20.5% while 40 to 49 age categories are at 18.5%.



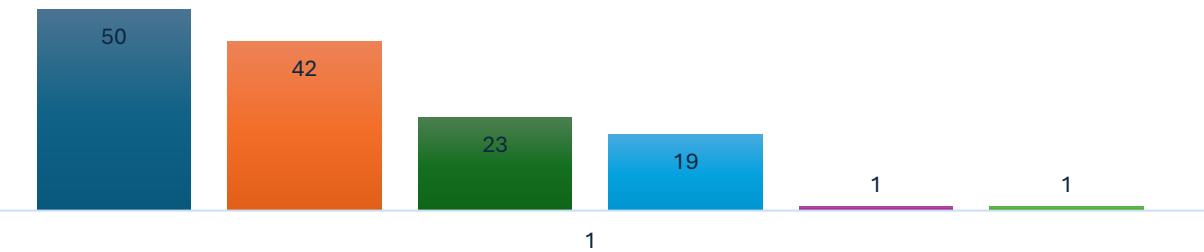
51 respondents stated they have completed high school (12 grade) which constitute 25.5%, 44 of the respondents have completed secondary school (grade 9) which constitute 22%, 33 of the respondents have attained higher education than high school which constitute 16.5%, 29 of the respondents said they have no formal education which constitute 14.5%, 29 of the respondents said they have completed primary school (6 grade) which constitute 14.5%, while 14 of the respondents said they have not completed primary school which constitute 7%. These findings suggest that many respondents in the targeted communities have had some form of formal education and above, which impacted their timely responses at different levels during data collection. This is quite important to consider when developing intervention approaches for communities.

Table 2. Distribution of respondents according to selected personal characteristics

Characteristics	Frequency	Percent
Sex		
Male	81	41
Female	119	59
Age (years)		
Less than 30	64	32
30-39	41	20.5
40-49	37	18.5
Above 50	58	29
Education		
No formal education	29	14.5
Not finished primary school	14	7
Completed primary school	29	14.5
Completed secondary school	44	22
Completed high school	51	25.5
Higher than high school	33	16.5
Household respondents		
1	2	1
2	5	2.5

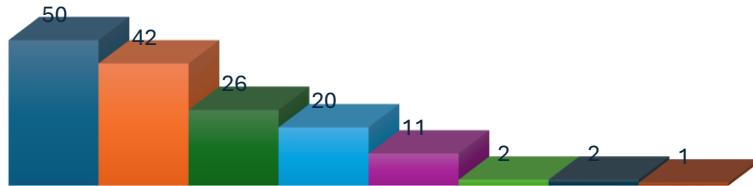
3	11	5.5
4	22	11
5	24	12
6 or more	136	68
Marital Status		
Married	72	36
Divorced	1	0.5
Separated	3	1.5
Widowed	4	2
Single/Never Married	45	22.5
Cohabiting	75	37.5

Vulnerability Criteria



In total, 25% of respondents (50) described vulnerabilities for the neediest students as “children who parents are not alive (orphans)” 42 respondents which constitute 21% described vulnerabilities as “children living with disabilities, 23 respondents which constitute 12% described vulnerabilities’ as “children who parents don’t have money to send them to school while 19 of the respondents which constitute 10% described as “Children who are said to be supporting themselves and remaining 2 respondents which constitute 1% described vulnerabilities as “ someone who don’t have but want to go to school and self-supporting students.

Communities Health Problems



■ Malaria ■ Typhoid ■ Fever ■ Running stomach/Diarrhea ■ Other, specify ■ TB ■ Epilepsy ■ HIV

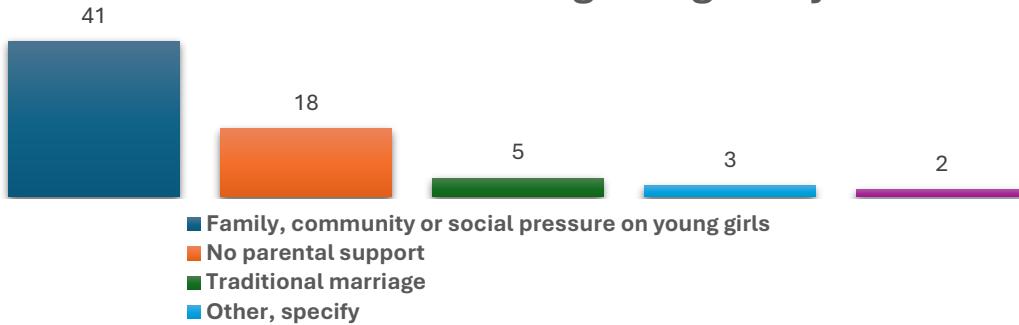
25% of the respondents (50) said malaria is their major health problem in their communities. While 21% (42), 13% (26) and 10% (20) of respondents said typhoid, fever and running stomach/diarrhea respectively are their health problems and other health problems named were 5.5% (11).

LEVEL OF TEEN-AGE PREGNANCY



Teenage pregnancy in Nimba county is 13.5% (27) high, 9% (18) medium and 2.5% (5) low. It shows that there is a high rate of teenage pregnancy in the County at the community level.

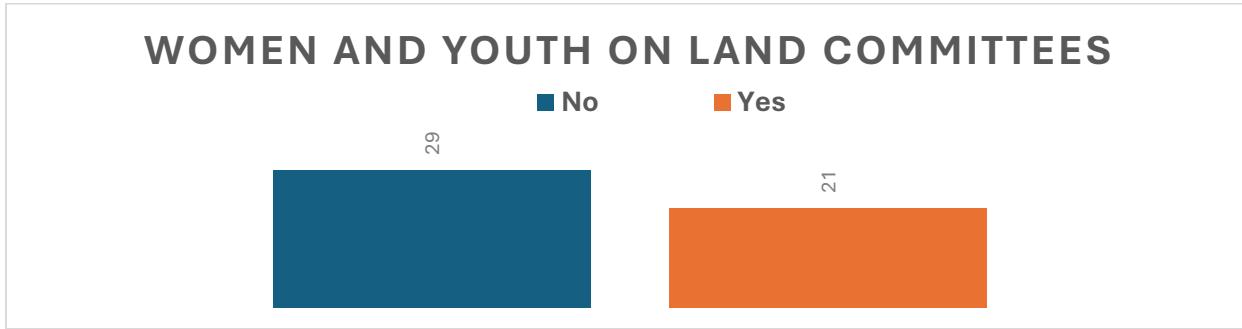
Reasons for Teen-age Pregnancy



The reasons given for the high levels of teenage pregnancy in the county were 21% (41) Family, community or social pressure on young girls 9% (18) no

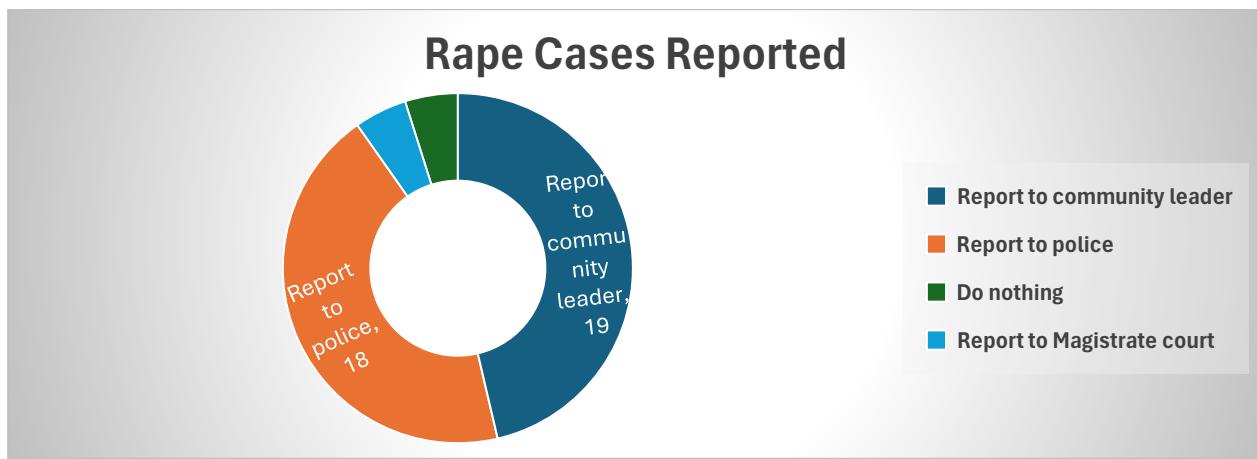
parental support, and 3% (5) traditional marriage, while other reasons 2% (3) and 1% (2) lack of information on sexual and reproductive health messages.

About 25% (50) of respondents reported having community Health Volunteers, 25% (50) with established Community Health Committees with 24.5% (49) established Health Facility Development Committees.



Results showed that only 10.5% (21) of the respondents are on land committees in their communities. 14.5% (29) of the respondents reported they were not servicing on any land committees out of a total of 50 respondents interviewed in Grand Gedeh County. 4% (8) of respondents shared land with 4% (8) documents while 22% (44) of respondents, youth and women are involved into land matters. Out of the 8 respondents, 2.5% (5) didn't show documents because it was not around and some refused to show documents, while only 1% (2) showed documents to our enumerators during data collections.

There were 50 respondents who we talked to regarding Access to Justice as one of ERDI's program pillars for interventions progress level. A total of 27 cases which constitute 48% reduction in sexual gender-based violence (SGBV) against the baseline 56 cases were reported in the last three months of the MTR in May 2025. Rape, Gender-Based Violence (GBV) and SGBV cases witnessed or heard about in those selected communities responded 10.5% (21) Yes and 3% (6) responded No. Outcome of SGBV based on steps taken have been 4% (8) victims taken for treatment, 4.5% (9) perpetrators sent to jail, 2% (4) nothing were done. Opinions on actions taken, if they were the best, were reported to be 11% (22) correct and 2% (4) not correct. Results shows that 10% (20) drinking alcohol as reason for rape/GBV/SGBV, 8% (16) breakdown of rule of laws, 4% (8) poverty.



While they have reported 9.5% (19) of the cases to the Town Chief/community Leader, 9% (18) reported to Liberia National Police and only 1% (2) of those cases was reported to the Magisterial court, while 1% (2) of those cases nothing was done.

Table 3. Distribution of respondents according to selected pillars characteristics

Characteristics	Frequency	Percent
Education	50	25
Health Education	50	25
Land Rights	50	25
Access to Justice	50	25

5. Project activities

Respondents were asked to indicate the improvements, challenges, challenges, challenges, experiences, and knowledge they have seen or engaged with in their communities and the main purpose of those activities i.e. for school management, there were an established PTA that some members received training from ERDI. Participants were then asked about the main problems they faced with the functionality of PTA since the training and the reactivation. Only 6 respondents (3%) said they don't know if there is an established PTA in their school. However, 44 respondents, which constitute 22%, cited that there are PTA established in their schools. 36 respondents, 18% said the established PTAs are functional while 8 respondents, 4% said the

PTAs are not functional. 16.5% (33) said the primary functions of the PTA are to check on teachers during school sessions and regular meetings while 11.5% (23) provided school grown feeding and 8.5% (17) said resolve issues raised by the school, parents and students.

Many respondents engaged in some sort of personal hygiene activities mainly for the purpose of self-health. Contrary to widely held views that it is women who tend to be marginalized more in land matters, the baseline and MTR studies found that a similar percentage of youth and women are marginalized- 38.5% (77) of youth males compared to 37.5% (75) of females. Nevertheless, given that a large percentage of women and youth were reported marginalized during baseline, the developed land rights advocacy tools for intervention provided are allowing them to participate in land matters. The MTR results showed that 19% (38) youth (males & Females) and 18.5% (37) women attended and participated in land discussion from the 50 respondents talked to as compared to the baseline results.

The main problems respondents faced before in addressing the challenges they faced with were lack of information, lack of advocacy materials, lack of awareness raising on challenges faced with (see Table 4). Although the proportion of respondents that express these concerns vary among project communities, these challenges tend to be the most important in the project county. Interestingly, poor, or insufficient awareness, which was one of the main reasons respondents did not know how to deal with those many challenges during baseline, for example, was only considered a problem by around 10% of the respondents. This suggests that respondents have little understanding of the potential benefits of their challenges when addressed properly by a well-designed advocacy tool by ERDI. It also indicated at the time that respondents have limited hope of receiving adequate benefits. Based on the advocacy tools developed by ERDI and launched through the District Land Advocacy Groups (DLAGs) in three districts (Tchein, B'hai and Cavalla) in Grand Gedeh County, this is now considered as a problem for 0.5% respondents out of the 50 respondents talked to.

Table 4. Main problems faced by respondents related to the four thematic areas County.

Rank	Problem	Bong		Grand Gedeh		Nimba		Total	
		#	%	#	%	#	%	#	%
1	Limited awareness of teen-age pregnancy					27	13.5	27	13.5
2	Limited advocacy information on customary land rights			6	3			6	3
3	Limited of seeking justice for the fear of culture marginalization					2	1	2	1
4	Limited information regarding school management					6	3	6	3
5	Identification of neediest students to be selected to benefit ERDI sponsorship program	25	12.5			25	12.5	50	25

6. Interventions

The midterm review revealed issues in thematic areas which respondents' responses in using both methodologies expressed need for continuing interventions and adjustment of interventions based on funding availability. Respondents were asked to select, from a pre-designed list, all areas in which things were working one way or another and were then asked to indicate their perceived current knowledge and experiences. The interventions were then ranked according to participants' responses and are presented in the findings. The highest rankings are considered the most important interventions of the respondents.

The highest-ranking areas identified for continuing intervention, as determined by the mean weighted discrepancy score (MWDS).

Rule of law and Access to Justice

Regarding Rule of law and Access to Justice, interventions emerged as the most important issue, with 27 SGBV cases reported from targeted communities in Nimba County from 2023-2025 (UNDP Rule of Law and Access to Justice 2023 to 2025 Narrative Reports) with respondents expressing interest in continuing massive awareness and advocacy in this area where 50 respondents were surveyed during the MTR: 20 respondents were community leaders, 15 women leaders and 15 were community members. This was followed by an expressed need to reactivate and support Community Watch Team (CWT) to intervene properly in handling of GBV/SGBV cases at community level in aiding the Liberia National Police (LNP). This clearly shows an area where more emphasis can be placed to help empower the community against violence in all forms.

Of the 27 reported cases, 6.5% of the respondents said the victims were satisfied with the outcome of the case, 2% of the respondents said the victims were not satisfied with the outcome of the case whereas 2% didn't know how the respondent felt. A significant number of females tend to have witnessed more SGBV cases than males among the total respondent surveyed for Access to Justice and Rule of Law with the difference of 20%. In addition, 10% of the respondents blamed the drinking of alcohol as the primary reason for SGBV, 8% blamed this on breakdown of rule of law.

Out of the 27 SGBV cases, only 17 of these cases were reported to the police, accounting for 63%, whereas 15, 56% of the cases were reported to the community leaders and the remaining 1% (2) were either reported to the magistrate or the district Commissioner. This speaks of continuing creation of awareness to keep engaging communities on the negative effects of SGBV/GBV and to as well keep creating awareness on the existence of Criminal Court E in the county for handling SGBV/GBV cases. 11% of the respondents agreed that reporting SGBV cases to local community leadership is the best actions required taken. This speaks of lack of information across some communities on the available resources and other pathways through the judiciary systems in handling matters of SGBV/GBV. 16% of respondents who

witnessed SGBV/Rape in community took some actions which mainly centered around reporting the cases to police and community leaders.

Of the total reported cases, 8 respondents said that the victims received treatment. Since only 4.5% of the reported cases resulted in the perpetrators sent to jail, this could be one of the contributing factors that are impacting low reports on SGBV/Rape cases to the local authorities.

Education

Looking in more detail at the designed interventions, respondents in the education category, the MTR showed that is the most sought after by respondents in the two counties (Bong and Nimba), followed by activeness for the established PTAs (see Table 6). Continuing supporting the work of the PTAs and their functionalities remains key to the intervention. This is reflected on how respondents self-assess their knowledge and experience in what they know about PTAs functionality in their various communities. Which is reflected in the Weighted Discrepancy Score (WDS) rank. It is also interesting to note how all the schools ERDI is working in administration are engaging in and encouraging the functionalities of their established PTAs.

During the MTR, respondents were asked about reasons for students' dropout in schools. 16% (32) of respondents alluded to the lack of economic activities as key factors for high drop-out-schools, followed by lack of school fees or learning materials 16% (32) and 4.5% (9) cited teenage pregnancy as reasons for high dropout.

Health Education

On the side of Health education, the findings showed among respondents the need to keep working with the established and reactivated health structures at the community level. That ERDI continues working with those structures in raising awareness on the use of family planning, infant mortality, sexual and reproductive health etc. (see Table 7). 25% of respondents alluded to having established the Community Health Committee (CHC) and Community Health Assistant (CHA)/Community Health Volunteer (CHV) while 24.5% of the 50 respondents said they are aware of the community Health Facility Development Committee (HFDC) member.

15% of the respondents reported accessing health facilities in the County but not in their communities while 10% respondents reported having access to health facilities in their communities. Of the 25% who said they have access to health facilities in the county, 5.5% said the facilities are accessible at a distance between 5-20 minutes away, 3% said 21-30 minutes away and 1% said 31-50 minutes while 0.5% said the health facility is located 1-2 hours away. This shows how communities in the county are gradually accessing basic health services with most of the facilities in a close range of community dwellers. Those (15%) who do not have access to health facilities in their communities go seeking medication in clinics/hospitals in other communities within the same district.

About 25% of respondents said there are health problems within their communities with malaria being the common health problems in the communities, followed by typhoid, fever and diarrhea. These speaks to the continuing need for more awareness of hygiene practices and as well need for access to safe drinking water in these communities.

When asked about the incidence of teenage pregnancy, more than half of the respondents reported a high rate of teenage pregnancy at 13.5% whereas 9% reported the medium prevalence of teenage pregnancy in their communities. This calls for more awareness in health education and prevention of teenage pregnancy. 20.5% of respondent alluded the case of teenage pregnancy to Family, community or social pressure on young girls, lack of parental support, 9% considered traditional marriage at 2.5%. All communities where the MTR was conducted reported at least a case of teenage pregnancy despite the presence of various health workers: Community Health Volunteer (CHV), Community Health Committee (CHC), and Health Facility Development Committee (HFDC). The MTR shows that there are established health structures in the communities but requested for training of those various health groups on the National Community Health Policy, increase in awareness on teenage pregnancy in the county as well as continually monitoring those donated drugs at the various facilities.

Customary Land Rights

Customary Land Rights respondents will need continue awareness using the advocacy tools designed on land rights to keep educating many women and youth about their land rights and their participation in land matters at family, group, and community levels. See (Table 8). This may be because in many cases some respondents careless to know what their rights are as it relates to land that were known to be men matters not women and youth matters.

The respondent surveyed for this category constituted 20.5% females and 4.5% males. 16.5% of the respondents said they have family land, 6% said they own individual land, 1.5% said community land and 1% have group land. Those who own land, either individual or family or group or community, 20% meet sometimes to discuss land matters. However, 18.5% of females are involved into land matters discussion while 19% youth (Males & Females) are reported in attendance when discussing land matters, which speaks of high women and youth participation in land rights issues. Consequently, 18% of the respondents said they have some documents for the land they possessed which speaks of potential reduction in future conflicts. 1.5% could present the land documents during the time of the MTR. However, since land ownership seems like a sensitive topic, some respondents do not feel secure showing legal documents for land they possess.

7. Recommendations and Conclusion

The findings revealed that the interventions designed by ERDI for the implementation of its four pillars in the three counties under study still have some gaps that need continue engagement at community and schools' levels, suggesting a continue need for robust approaches in addressing the needs for most vulnerable and marginalized populations. The study also found that respondents lack many basic needed services and appropriate approaches in addressing their needs at community levels. There are several reasons for these patterns of responses. Firstly, many respondents had received direct awareness in those thematic program areas (as expressed during both qualitative and quantitative data collections as compared to others who have not received any direct or indirect awareness), hence the strong belief in the

need for more advocacy and awareness in implementing those designed interventions if funding are available. Secondly, respondents may have scored their own knowledge and experience in most areas as medium or low and the importance as high under the assumption that this will lead to more benefits. In probing for details, most respondents stated they were directly or indirectly receiving those needed services or accepting them because of cultural belief in communities before. As a result, some of those believe that they tend to endanger their health and some points marginalize them from actively participating in handling their rights are now gradually being addressed by ERDI designed interventions.

The MTR also showed that respondents were before unaware of several issues that can have positive contribution on their lives (they do not know what they do not know before the interventions), such as the national health policy, education acts, land rights policy, and an established criminal court E for adjudication of rape and other domestic violence cases in all counties in Liberia. Behavior change communication (BCC) are also processes, although respondents are sometimes reluctant to adopt successful practices when they have been done with significant support from a project.

Based on the findings of the study, the following recommendations are suggested:

- **Education Pillar:** ERDI should reconsider targeting all 100 students continuing from year 3 (August to September 2025) to ensure that all the students have effective quality education instead of dividing the students over the strategic years from 2024 to 2027. Particularly with marginalized/neediest groups to enhance learning opportunities and outcomes for underserved communities. The midterm review assessed current levels of access to quality education, resources, enrollment, and completion rates at a medium level. It also explored challenges faced by communities in accessing quality education and potential areas of improvement, such as infrastructure (mainly the renovation of hand pumps and latrines on campuses and in some communities) development and schools' management system levels with the full

involvement of parents and continue support to the established home-grown school feeding project by ERDI funded by All We Can.

- **Health Education:** As communities would benefit from exposure to new technologies and practices that are being tested/used by other communities with similar health literacy and preventive healthcare practices among communities, ERDI should encourage experience sharing among communities. The midterm review showed common health issues at community level still, access to healthcare services, prevalence of diseases, and health-seeking behaviors, ERDI should continue with their designed health education interventions when supported All We Can or other donor partners. It identified a few gaps in health education to be conducted through community health structures and potential strategies to address them, including awareness campaigns, training programs for community health structures which will include the National Community Health Policy and community health initiatives at all levels, ERDI should get involved in addressing those issues with her designed interventions. ERDI should keep engaging the Ministry of Health to share their approved national health messaging tools.
- **Customary Land Rights:** Land Rights as a thematic program area which aims to promote customary land rights for marginalized populations including women and youth, the midterm review will recommend that land ownership patterns, and legal awareness regarding land rights and ownership for youth and women, there should be more engagement at both at districts and community levels with the full involvement of County Liberia Land Authority in creating awareness through the established District Land Advocacy Groups (DLAGs) and the use of community radio stations. The MTR as it also identified opportunities for legal support, advocacy and creating continues awareness using the 2018 Land Right Act, ERDI should engage the DLAGs to continue with the awareness even as the project is phasing off in Grand Gedeh. ERDI should support the already established DLAGs to carry out awareness in other communities and villages through the provision of transportation,

T-shirts, DLAG banners with Land Rights messages on them and to provide financial support to survey those land advocated for already for some women and youth in Grand Gedeh County.

- **Rule of Law and Access to Justice Pillar:** Access to Justice and Rule of Law pillar go as it goes all-out to ensure equal access to legal services and fair treatment under the law, ERDI should increase the number of women CSOs to continue creating awareness on SGBV/GBV and the existing of criminal court E. ERDI should continue creating awareness on legal rights, availability of legal aid and psychosocial support, trust in the justice system and barriers to accessing justice using her experiences with dispute resolution mechanisms. The findings also recommended that ERDI should advocate for legal empowerment programs, advocacy efforts, and institutional reforms through the continue creation of awareness as designed by ERDI for victims.

Recommendation regarding ERDI's sustainability plan

- **Social Enterprise:** As regards ERDI's Social Enterprise that is meant to sustain the Organization at all levels, the MTR recommend ERDI get fully involved with vegetables production, fish, pig, goat, chicken farming including casava farming and processing as recommended by some staff talked to regarding the sustainability plan. ERDI should recruit 2 farm technicians and periodically contract other casual laborers to work on the farm as a means of maintaining the farm overtime. ERDI should work to complete its headquarters building and establish the DenVer Aqua water factory to be constructed adjacent to the main office according to the sustainability plans. ERDI should quarterly review its sustainability plan so to properly adjust the plans looking at what's working and what's not working.

In conclusion, the midterm review emphasizes the critical need for continue interventions and readjusting some of the interventions based on funding availabilities in Education, Health Education, Land Rights, Access to Justice and Rule of Law and ERDI's Social Enterprise programs in Liberia to address existing challenges and improve the well-being of the targeted communities and the Institution. Monitoring and evaluation of key performance indicators remain essential in tracking progress and ensuring the effectiveness of the programs over time.

8. References

- 6.1: UN Convention on the Rights of the Child (UNCRC) and the Children's Law of 2012. The Law and the Education Reform Act of 2013.
- 6.2: Joint Monitoring Programmed (JMP) of UNICEF on Liberia WASH systems and the level of teenage pregnancy.
- 6.3: Truth and Reconciliation Commission (TRC) Report on Liberia, ownership and access to land. Land Rights Act (LRA) in 2018.
- 6.4: The 2005 Rape Law that was enacted to establish a specialized court, Criminal Court "E" to adjudicate all sexual offense cases. The 2019-2020 Liberian Demographic Health Survey revealed that prevalence of sexual offense in the year prior to the survey was at 6.5% though actual figures are difficult to obtain because some rape cases are never reported.

9. Appendices

9.1 Appendix 1: Questionnaire

Introduction to the survey

Informed Consent:

The following consent is to be read by the Enumerator to each selected survey participant.

I would like to briefly introduce myself, explain the purpose of this survey and provide some information about the survey.

My name is (enumerator's Name) and we are conducting this survey in Bong, Grand Gedeh and Nimba Counties.

I am part of a team from the Efficient Research and Development Institute (ERDI for short) that is responsible for conducting its Midterm Review on Education, Health Education, Access to Justice and Land Rights in selected communities in Nimba, Grand Gedeh and Bong Counties. The survey aims to better understand the study respondents' knowledge on functional school system with the involvement of PTA, community health issues, GBVs & SGBVs issues at community level and women and Youth participation in Land matter at community and home levels.

The information collected through this research will be used to develop workable programs interventions to address the knowledge gaps and challenges faced by community dwellers at different levels.

You have been chosen randomly to participate in this survey. The answers that you provide will be kept confidential. We will ask for your name and contact information just in case we want to contact you in the future. However, your name and phone number will not be shared with anyone outside the study and will not be used for any analytical purposes. Your participation in the survey is voluntary and you are free to stop the survey at any time or skip any questions you do not want to answer.

This survey is divided into five sections. The first section asks about your basic information, including age, education, marital status, and your household

size. The second section asks about the educational activities in the community and if there is PTA established to run the affairs of the school and if there should be assistance for needy students, who do you refer to as needy students in this community. The third section looks at health condition of the overall community and if there are CHA, CHC and HFDC members in the community. The fourth section asks in detail about Access to Justice regarding GBVs & SGBVs cases in the community and how they are handled. And the final section asks for women and youth participation in land matter and any additional information that you would like to share with us about your community.

I will go through the survey with you step by step to help you complete it. Some of the questions are multiple choices and some are single choice, which means there are several answers provided, and you need to select those ones that are relevant to you and on the other hand, Yes or No. Here is an example [Enumerator, *give example*]. Sometimes you will be asked to select only one, but sometimes you will be asked to select several. We will tell you this at the beginning of each question.

Some questions also provide a space for you to add another option if there is anything else that applies to you. Here is an example [Enumerator, *give example*]. If you have any doubts or questions during the survey, please ask me and I will be happy to help. If you have any questions about the right to take part in this survey, please feel free to contact Mr. Daniel N. Gboe of ERDI on +231 776917146/886917146 or send an email to: erdi.liberia@gmail.com.

The survey will take about 20-30 minutes. We really appreciate your time, and we thank you in advance for your valuable contribution to our study.

Do you have any questions before we start?

Do you agree to take part in the survey?

Yes or No

Introduction to the survey

Module 1: Basic Information

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
Region	1.1. Enumerator, please select the <i>County</i> of the survey.	Single response	1. Bong 2. Nimba 3. Grand Gedeh	All	None
District	1.2. Enumerator, please select the <i>district</i> of the survey.	Single response	1. Bain-Garr 2. Meinpea-Mahn 3. Yarwin-Mehnsonnoh 4. PantaKpaai 5. Suakoko 6. Tchein 7. Cavalla 8. B'hai	All	None
Clan	1.3. Enumerator, please select the <i>Clan</i> of the survey.	Single response	1. Bain 2. Garr 3. Meinpea-Mahn		
Community	1.4. Enumerator, please select the <i>Community</i> of the survey.	Single response	Nengbein, Zuluyee, Gbedin, Kpein, Diagamon, Tonwin, Tuudin, Venn Town, Waintia, Dukpuyee, Palala, Tomato Camp, Baila, Jinpleta, Gorlehma, Naii, Wilmont's Town & SKT		

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
	1.5. Enumerator, please enter your name	Single response	<ol style="list-style-type: none"> 1. Jean Murray 2. Jerry Teakpue 3. Albertha Saybay 4. Allen Kollie 5. Kelvin Gboe 6. Amelia Kardea 7. Marcus Boley 8. Oliver Cheah 9. Patience Dweh 10. Justina 	All	None
	1.6. Enumerator, please type your mobile phone number.	Number	Integer	All	None
	1.7. Enumerator, please enter the ID number of the respondent.	Number	Integer	All	None
	1.8. Enumerator, please select the gender of the respondent.	Single response	<ol style="list-style-type: none"> 1. Male 2. Female 	All	None
	1.9. What is your full name?	Free Text	Free Text	All	None
	1.10. What is your contact numbers?	Number	Integer	All	None
	1.11 What age group do you belong to?	Single response	<ol style="list-style-type: none"> 1. Under 30 2. 30 to 39 3. 40 to 49 4. 50 above 	All	None
	1.12 What is the highest level of education you have completed?	Single response	<ol style="list-style-type: none"> 1. No formal education 2. Not finished 	All	None

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
			primary school 3. Completed primary school (grade 6) 4. Completed secondary school (grade 9) 5. Completed high school (grade 12) 6. Higher than high school		
	1.13 What is your marital status?	Single response	1. Married 2. Not Married 3. Divorced 4. Widowed	All	None
	1.14 How many household members do you have?	Single response	1. 1 2. 2 3. 3 4. 4 5. 5 6. 6 or above		

Module 2: Education

In this section, we want to know how parents are involved in the management of the school and to identify vulnerable students' needs that will enable them to remain in school.

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
	3.1 Do you have a school in this community?	Single Response	1. Yes 2. No	All	None

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
	3.2 What is the name of the school?	Free Text	Free Text	If yes, to 2.1	None
	3.3 Is the school functional?	Single Response	1. Yes 2. No	If yes, to 2.1	None
	2.4 Do you have a parents Teachers Association (PTA) established in this school?	Single Response	1. Yes 2. No	If yes, to 2.1	None
	2.5 Is the PTA functional?	Single Response	1. Yes 2. No	If yes, to 2.4	
	2.6 How functional is the PTA?	Single Response	1. Regular meeting 2. Regularly check on teachers during school session 3. Help resolve issues raised by school administration and students. 4. Provide school feeding. 5. Other, specify	If yes, to 2.5	
	2.6 Why is there no PTA?	Single Response	1. Parents are busy. 2. School Administration doesn't need PTA. 3. PTA members are not united. 4. Other, specifiy	If No, 2.4	
	2.7 Why is the PTA not functional?	Single Response	1. Parents are busy. 2. School Administration doesn't need PTA. 3. PTA members are not united.	If No, 2.5	

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
			4. Other, specifiy		
	2.8 Do you know how many students enrolled in the school last year?	Integer	Integer		
	2.9 How many students completed the school year?	Integer	Integer		
	2.10 What are the reasons for the others not completing the school year? [Select all that applies]	Multiple Response	1. Parents not alive 2. Most of the dropped-out-students are disabled. 3. Parents don't have money. 4. No economic activities 5. Other, specify		
	2.11 Who do you consider vulnerable/needy students in this community?	Multiple Response	1. Disabled children 2. Children who parents not alive 3. Children who parents don't have money to send them to school. 4. Other, specify		

Module 3: Health Education

Let me ask you some more questions about the provision of health education to community members and households on good hygiene practices.

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
	3.1 Do you have access to health facilities in this community?	Single Response	1. Yes 2. No	All	None
	3.2 How far does it take you to get there?	Single Response	1. 5-20 minutes 2. 21-30 minutes 3. 30-50 minutes 4. 1-2 hours 5. 3 hours and above	If yes,3.1	
	3.3 What is the name of the health facility?	Free Text	Free Text	If yes, 3.1	None
	3.4 Where do you go for treatment when sick?	Single Response	1. Clinic in another district 2. Clinic in another County 3. Hospital in another District 4. Hospital in another County 5. Herbs 6. Other, specify	If No, 3.1	None
	3.5 Are you aware of any health problem that affect people in this community?	Multiple Response	1. Yes 2. No	All	None
	3.6 What are the health problems/sicknesses that affect people in this community?	Multiple Response	1. Malaria 2. Typhoid 3. Running Stomach	If yes, 3.5	None

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
			4. Fever 5. Epilesy 6. TB 7. HIV 8. Other, specify		
	3.7 Why there is no health problem/sickness in this community? Select the <u>three</u> most important	Multiple Response	1. We regularly clean our community. 2. We don't raise cattle in our community. 3. Our children regularly take vaccine. 4. We have safe drinking water from the pump 5. Other, Specify	If no. 3.5	None
	3.8 What is the level of teen-age pregnancy in this community?	Single Response	1. High 2. Medium 3. Low 4. No teen-age pregnancy here	All	None
	3.9 What are some of the contributing factors to teen-age pregnancy in this community? Select <u>all</u> that applies	Multiple Response	1. No parental support 2. Parents not alive 3. Teachers loving to female students. 4. Traditional marriage	If high, medium, or low from 3.8	None

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
			5. Other, specify		
	3.10 Do you know how many teenagers are currently pregnant here now?	Integer	Integer	All	
	3.11 Do you have community health volunteer (CHV) or community health assistant (CHA) in this community?	Single Response	1. Yes 2. No	All	
	3.12 Do you have a Community Health Committee (CHC) established for this community?	Single Response	1. Yes 2. No	All	
	3.13 Do you have an established Health Facility Development Committee (HFDC) members from this community?	Single Response	1. Yes 2. No	All	

Module 4: Land Right

In this section, I will be asking you some questions about, awareness among community members on the rights of women and youth about their customary land ownership. Feel free to tell me what you know.

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
	4.1 Do you have Customary Land in this community as an individual, family, group, or community? (hint to be added)	Single Response	1. Yes-individual. 2. Yes-Family 3. Yes-Group 4. Yes-Community 5. No 6. Other, Specify	All	None

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
	4.2 Do you sometimes meet to discuss issues relating to this land?	Single Response	1. Yes 2. No	If yes, 4.1	None
	4.3 How many times do you meet in a year?	Single Response	1. Once in a year 2. Twice in a year 3. Quarterly in a year 4. Monthly 5. Every two weeks 6. Every week 7. Other, specify	If yes, 4.2	None
	4.4 Who can attend the meeting?	Multiple Response	1. Youth (male & Female) 2. Women 3. Men 4. Chiefs 5. Traditional land leaders 6. Other, specify	If yes, 4.1	
	4.5 Are you on any land committee?	Single Response	1. Yes 2. No	All	
	4.6 Are women and youth involving with Land matter in	Single Response	1. Yes 2. No	All	

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
	this Community?				
	4.7 Do you have your share of the Land with documents?	Single Response	1. Yes 2. No	All	
	4.8 What type of document do you have?	Single Response	1. Tribal Certificate 2. Deed 3. Purchased-Receipt 4. Other, specify	If yes, 4.7	
	4.9 Can you show me the document?	Single Response	1. Yes-See document. 2. Yes- document not around. 3. Yes- document is still in process. 4. No-Can't show you, my document. 5. No- document with my partner. 6. Other, specify	If yes, 4.8	

Module 5: Rule of Law & Access to Justice

In this section, I will be asking you some questions about your knowledge of the Rule of Law and Access to Justice. Feel free to share with me what you know about it.

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
	5.1 Are there rape or other SGBV or GBV cases happening in this community that you know?	Single Response	1. Yes 2. No	All	None
	5.2 How many times has this happened in the last three months?	Integer	Integer	If yes, 5.1	
	5.3 What are the causes you know?	Multiple Response	1. Drugs 2. Drinking-alcohol 3. Other, specify	If yes, 5.1	
	5.4 What did you do when it happened?	Multiple Response	1. Report to the town chief. 2. Report to the police. 3. Report to Magistrate court. 4. Report to District Commissioner 5. Report to other family members for home settlement. 6. Do nothing. 7. Other, specify	If yes, 5.1	
	5.5 Was it the best thing to do?	Single Response	1. Yes 2. No		
	5.6 Why are SGBV or GBV cases not in this community?	Multiple Response	1. Government creating awareness on SGBV & GBV		

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
			2. NGOs creating awareness on SGBV & GBV 3. Traditional norms regarding SGBV & GBV 4. Other, specify		
	5.7 Have you witnessed or heard of SGBV or GBV cases in this community?	Single Response	1. Yes 2. No	All	
	5.8 What were the next steps you witnessed or heard were taken?	Multiple Response	1. Report to the town chief. 2. Report to the police. 3. Report to Magistrate court. 4. Report to Commissioner 5. Report to other family members for home settlement. 6. Do nothing. 7. Other, specify	If yes, 5.7	
	5.9 Based on the step taken, what was the outcome?	Single Response	1. Victims were taken for treatment. 2. Perpetrators were sent to jail 3. Other, specify		
	5.10 Do you think the victims were		1. Yes		

A	B	C	D	E	F
Variable Name	Question	Response type	Answer choices	Relevance	Constraint
	satisfied with the outcome?		2. No		

Qualitative Data Collection Tools

KII and FGD in Bong, Grand Gedeh and Nimba Counties (Midterm Review)

Desk Review: reviewing reports etc. to understand:

- How has ERDI used: The Education reform, Land Rights, Health and Access to Justice Acts as its tools for determining successes and challenges?
- How has ERDI engaged Government Ministries, Governmental sectors and communities focusing on Education, Education Services deliveries, Land Rights and Rule of Laws and Access to Justice and ERDI's Sustainability plan to collect needed information to inform the MTR.
- ERDI's 2024 year-end Monitoring and Evaluation Report on Land Rights.

CSOs Focus Group Discussions in Grand Gedeh County on Land Rights:

- Has your community accessed information on Rule of laws and Access to Justice with the support of ERDI? How did ERDI support your work?
- How has your community used this information?
- What was the outcome of this? What worked? What didn't work?
- What is Access to Justice in your community? What is the impact of Access to Justice activities on your lives? (looking for increased awareness)
- What changes, if any, have been observed in the Access to Justice within your community since ERDI's intervention?
- To what extent do you feel that leaders, especially Community Leaders, are accountable to your community as it relates to Access to Justice in your community?

Achievements:

- What were achievements that you can point out?

- What changed in your community because of the project?
- What has changed for women in terms of land ownership?
- What has changed for young people in terms of landownership?

Moving forward:

- What new ideas can you suggest for future interventions?

Key Informant Interviews & Focus Group Discussion with Women COSSs, WCPD, MGCP & LLA

The following questions could be asked of relevant Authorities where ERDI has engaged/advocated for changes. These questions use the Qualitative Research methodology. The idea is that these questions can help evaluate the extent to which the policy changes ERDI has worked for.

- How has ERDI worked with your office?
- What has worked well? And not so well in these engagements with ERDI?
- How effective has ERDI been in promoting human rights/Land management?
- Can you provide examples of specific initiatives or projects undertaken by ERDI to address issues of human rights and Land Rights?

Achievements:

- What were achievements that you can point out?
- What changed in your community because of the project?
- What has changed for women in terms of land ownership?
- What has changed for young people in terms of landownership?

Moving forward:

- What new ideas can you suggest for future interventions?

Key Informant Interviews with MoGCSP and Civil Society Organizations

- How has ERDI collaborated with your office/organization in your work?
- How successful has you and ERDI been in promoting and protecting human rights, rule of law, and Access to Justice?
- Can you provide examples of ERDI's initiatives to address challenges within the criminal justice system, including SGBV/GBV?
- How has ERDI's gender-based violence (GBV) education initiatives impacted communities, especially women and girls?

- In what ways have ERDI and your office contributed to women's economic empowerment and the advancement of women's rights in Nimba and Liberia large?

Achievements:

- What were achievements that you can point out?
- What changed in your community because of the project?
- What has changed for women in terms of land ownership?
- What has changed for young people in terms of landownership?

Moving forward:

- What new ideas can you suggest for future interventions?

Key informant interview specifically with PTA, Community Leader, School's Principal:

The following questions could be asked of Community Leader, PTA, School's Principal and Community chief elder as of ERDI engagement/advocacy for changes in Education. These questions use qualitative methodology. The idea is that these questions can help evaluate the extent to which ERDI has worked to promote needed information for policy making.

- How has ERDI collaborated with your office as it relates to promoting education?
- How successful has you and ERDI been in promoting education in your community?
- Can you provide examples of ERDI's initiatives to address challenges within the educational sector?
- How has ERDI's education initiative impacted the community, especially young people?

Achievements:

- What were achievements that you can point out?
- What changed in your community because of the project?
- What has changed for women in terms of land ownership?
- What has changed for young people in terms of landownership?

Moving forward:

- What new ideas can you suggest for future interventions?

Key informant interviews specifically with Health Workers:

The following questions could be asked of Community Health Workers as of ERDI engagement/advocacy for changes in the Health Sector. These questions use qualitative methodology. The idea is that these questions can help evaluate the extent to which ERDI has worked to promote needed information for policy making.

- How has ERDI collaborated with your office as it relates to promoting Health Education?
- How successful has you and ERDI been in promoting health education in your community?
- Can you provide examples of ERDI's initiatives to address challenges within the health sector?
- How has ERDI's education initiatives impacted the community, especially your community?

Achievements:

- What were achievements that you can point out?
- What changed in your community because of the project?
- What has changed for women in terms of land ownership?
- What has changed for young people in terms of landownership?

Moving forward:

- What new ideas can you suggest for future interventions?

Key informant interview specifically with PTA, Community Leader, School's Principal:

The following questions could be asked of Community Leader, PTA, School's Principal and Community chief elder as of ERDI engagement/advocacy for changes in Education. These questions use qualitative methodology. The idea is that these questions can help evaluate the extent to which ERDI has worked to promote needed information for policy making.

- How has ERDI collaborated with your office as it relates to promoting education?
- How successful has you and ERDI been in promoting education in your community?
- Can you provide examples of ERDI's initiatives to address challenges within the educational sector?
- How has ERDI's education initiative impacted the community, especially young people?

Achievements:

- What were achievements that you can point out?
- What changed in your community because of the project?
- What has changed for women in terms of land ownership?
- What has changed for young people in terms of landownership?

Moving forward:

- What new ideas can you suggest for future interventions?

Focus Group Discussion with Students:

The following questions could be asked about school going kids as of ERDI engagement/advocacy for changes in the Education Sector. These questions use qualitative methodology. The idea is that these questions can help evaluate the extent to which ERDI has worked to promote needed information for policy making.

- How has ERDI collaborated with your school as it relates to promoting Education?
- How successful has you and ERDI been in promoting education in your community/School?
- Can you provide examples of ERDI's initiatives to address challenges within the Education sector?
- How has ERDI's education initiatives impacted the community, especially your community?
- Do you know the students that are supported by ERDI in this school? How do you know ERDI supporting them?

Achievements:

- What were achievements that you can point out?
 - What changed in your community because of the project?
 - What has changed for the students in terms of Education?
 - What has changed for the parents you think?
- Moving forward:**
- What new ideas can you suggest for future interventions?

Data Collection Gallery:



Focus Group Discussions with Women CSOs from Sanniquellie City, Parents in Busie Town in Nimba County and Parents in Tomato Camp in Bong County.



Focus Group Discussions with students in Busie Public School, Busie Town, Nimba County and students in Tomato Camp Public School, Tomato Camp, Bong County.



During and after ERDI's MTR data validation one day session at Pool Palace in Ganta City, Nimba County.