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LIBERIA CIVIC EDUCATION
IMPACT EVALUATION DESIGN REPORT

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ACRONYMS

DI	Democracy International
DRG	Center for Democracy, Human Rights, and Governance
EDA	Elections and Democracy Activity
EQ	Evaluation question
ET	Evaluation team
ICCS	International Civic and Citizenship Education Study
IE	Impact evaluation
IP	Implementing partner
IRB	Institutional Review Board
LEAD	Liberia Elections and Democracy
MDES	Minimum detectable effect size
MoE	Ministry of Education
PTA	Parent-teacher association
RFP	Request for proposal
SD	Standard deviation
ToC	Theory of change
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

This evaluation design report outlines the recommended design for an impact evaluation (IE) of a new civic education curriculum in Liberia. The new curriculum (hereon, the "program" or "intervention"—used interchangeably) will be implemented in public primary schools by the country's Ministry of Education (MoE) in partnership with Democracy International (DI) and its local subgrantee, UMOVEMENT through the Elections and Democracy Activity (EDA). The IE will be led by an evaluation team (ET) of researchers at New York University and Cloudburst. The rollout of the curriculum and the IE are supported by the United States Agency for International Development (USAID).

The civic education intervention—which includes teachers receiving textbooks, teacher guides, and training on the new civic education curriculum and students receiving textbooks and classroom instruction—will last five years and aims to ultimately reach 10 percent of Liberian primary school students. After a pre-pilot of the intervention beginning in September of 2022, DI and UMOVEMENT will then pilot the intervention for the full 2023–2024 school year in 100 public primary schools in three counties: Gbarpolu, Montserrado, and Nimba. This pilot will be the subject of the IE.

The IE will evaluate the effectiveness of the program to answer the primary evaluation question (EQ): *What is the impact of the civic education intervention on students' civic knowledge, skills, attitudes, and behaviors?* The evaluation will also explore several secondary questions related to pre-intervention conditions, the students that benefit most from the curriculum, and the parts of the theory of change (ToC) that worked the most/least as expected. The evaluation aims to inform further scale-up of the program in Liberia. The review of existing literature conducted during design development also demonstrates the wider need to better understand the impact of civic education in low-income emerging democracies and post-conflict settings, especially at the primary school level.

This report describes the IE design to evaluate the effectiveness of the civic education program through a randomized controlled trial. The ET will select 100 schools to participate in the IE from a sampling frame that includes all public primary schools in Gbarpolu, Montserrado, and Nimba (excluding schools that are not accessible and potentially schools that are supported by Bridge Liberia). The evaluation sample will include all of the 100 schools that take part in the pilot and, specifically, one randomly selected grade three classroom and one randomly selected grade four classroom per school. In each school, one grade will be randomly assigned to the treatment group and one grade will be randomly assigned to the control group. Within each classroom, the ET will randomly select 20 students to complete assessments and surveys at baseline and endline for an estimated total sample size of 4,000 students per data collection round. UMOVEMENT will also collect monitoring data on intermediate outcomes as well as possible moderating factors throughout the intervention.

This report provides details on the intervention background; the ToC (which outlines the expected pathways between the intervention and expected outcomes); the key EQs, hypotheses, and outcomes of interest related to student knowledge, skills, attitudes, and behaviors; the proposed IE design; the data collection approach; and the analytical strategy. The report also includes information on the study's dissemination and use plan, human subjects protection, possible limitations, and the proposed timeline and ET. The appendices include details on the assessment framework, draft baseline instruments, and cost analysis.

1. BACKGROUND

1.1. MOTIVATION

Like many emerging democracies, Liberia continues to face setbacks to democratic consolidation and its democratic processes and systems face a host of challenges, including weak institutions, corruption, weak rule of law, marginalization of minorities, and limitations on the exercise of basic democratic rights (Freedom House, 2021; Mainwaring & Bizzarro, 2019). Scholars have long argued that citizens with strong democratic values are needed to build and sustain a democracy (Almond and Verba, 1963; Dewey, 1916; Lipset, 1959) and highlighted the specific role education can play in promoting political attitudes and beliefs that encourage democracy (Dewey, 1916; Inglehart & Welzel, 2005; Lipset, 1959). Civic education has been specifically developed and delivered with this goal in mind, aiming to develop in students the civic knowledge, skills, attitudes, and behaviors that will allow them to actively engage in a democratic society (Carnegie Corporation of New York & CIRCLE, 2003; Torney-Purta et al., 2001). In post-conflict societies, civic education is often also expected to foster peace, stability, and social cohesion by building a collective civic identity (Levine & Bishai, 2010; Quaynor, 2012). In the Liberian context, the MoE and implementing partners (IPs) hope that introducing the new civic education curriculum into primary schools will increase students' understanding of democratic systems, instill in students a sense of civic responsibility, and ultimately fortify Liberian democracy through increased civic participation and social cohesion and reduced lawlessness and political violence.[1]

Previous research on civic education provides insight into what impacts may be expected and what factors may increase the effectiveness of Liberia's civic education program. While several studies across established and emerging democracies have found strong links between the level of civic education students receive and students' civic knowledge, skills, attitudes, and behaviors (Bachner, 2010; Callahan et al., 2010; Niemi & Junn, 1998; Keating et al., 2010; Saha, 2000; Schulz et al., 2010; Torney-Purta et al., 2001), their observational design limits the ET's ability to draw conclusions on civic education's causal effects. A growing evidence base arising from program evaluations on the impact of civic education interventions on student civic knowledge, skills, attitudes, and behaviors—mostly quasi-experimental in nature—has found more mixed results. This existing literature suggests that civic education programs can effectively improve student civic knowledge (Finkel & Ernst, 2005; Maheo, n.d.; McDevitt & Kiousis, 2004; Owen, 2015; Pasek et al., 2008), but their impact on student civic skills, attitudes, and behaviors is less consistent. While some studies found civic education effectively impacted student skills (Soule, 2002), shifted attitudes (Slomczynski & Shabad, 1998), and changed behaviors (Center for Civic Education, 2005; Gill et al., 2018; Owen, 2015), other studies found little to no effects of civic education on student skills, attitudes, or behaviors (Finkel & Ernst, 2005; Manning & Edwards, 2014; NORC, 2019). Studies have consistently found, however, that ensuring civic education is delivered to students using participatory approaches, such as role-playing and dramatizations, in an open classroom environment that encourages students to openly express themselves and promotes discussions on controversial topics can increase civic education's influence on student skills, attitudes, and behaviors, especially when delivered by well-trained, high-quality teachers whom students consider to be competent and credible (Campbell, 2008; Claire, 2004; Finkel & Ernst, 2005; Hahn, 1998; Hoskins et al., 2021; Niemi & Junn, 1998; Soule, 2002; Torney-Purta, et al, 2001). Past research also suggests that emerging post-conflict democracies face special

[1] MoE and DI representatives expressed these aims for the civic education intervention during the IE workshop session held on November 23, 2021.

challenges in the implementation of civic education and its effectiveness (Levine & Bishai, 2010; Mason, 2009; Quaynor, 2012).[2]

1.2. INTERVENTION

The EDA civic education component[3] will support the Liberian MoE in introducing the 2014 National Curriculum on Citizenship Education for "lower basic" (i.e., primary) grades one to six. The program will deliver the curriculum using textbooks developed by WAHALA Publishing House in 2021 and approved by the MoE (MoE & GC, 2014).[4] The textbooks have been finalized.[5] DI will work with local subgrantee UMOVEMENT and the MoE to finalize remaining materials (i.e., teacher guides and potentially student workbooks), train teachers, pilot the program, adapt it based on the results of an IE, and support its scale-up.

The civic education intervention to be evaluated includes four components: a) teaching and learning materials developed by WAHALA (i.e., textbooks, teacher guides, and potentially student workbooks); b) training for targeted teachers and district/county education officers on the curriculum conducted by UMOVEMENT; c) monthly or bi-monthly school visits by UMOVEMENT to monitor teachers' adherence to the curriculum and determine where additional teacher training or support may be needed; and d) training for leaders of parent-teacher associations (PTAs) on the curriculum and support for civic advocacy and awareness activities in the broader community, conducted by UMOVEMENT.

1.3. EVALUATION PURPOSE & USE

The randomized evaluation of the pilot of the civic education program, which will evaluate the effectiveness of the program with an estimated 4,000 students in grades three and four, could inform a subsequent nationwide scale-up of the curriculum under the EDA, which aims to reach 10 percent of Liberian primary school students (an estimated 60,000 students) by year five of the program. The extent to which results will be able to inform scale-up, however, is dependent on the timeline of the pilot stage and IE, as well as the ability of the implementation team to adapt programming and implementation approaches at later stages.

Given the dearth of experimental evidence of the effectiveness of civic education programs from low-income emerging democracies and post-conflict contexts, particularly with primary school students, the proposed IE would also address significant gaps in the existing literature (USAID, 2021) and thus be of wider use to practitioners and scholars.

The ET wrote this evaluation design report in March and April 2022, building upon prior design recommendations and informed by a review of existing evidence on the effectiveness of civic education, by feedback from local stakeholders and USAID in an IE workshop in November–December 2021, and by

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[2] For a more extensive review of relevant literature, see the Liberia civic education evidence review of school-based civic education among primary school children in emerging democracies, which informs the IE.

[3] The EDA has a number of other program components that are not subject to this evaluation that seek to nurture diverse, strong, forward-thinking leaders in Liberia; support citizens to demand accountability and support leaders that represent their interests; and instill trust in the electoral processes to elect accountable leaders. The primary civic education component subject to this IE takes place under Objective 2.1.

[4] As of April 2022, the ET had received draft textbooks for students in grades one and three to six and is working with local IPs to secure copies of the now final published textbooks. Receiving these textbooks is crucial for finalizing the draft instruments.

[5] One set has been printed by another donor-funded project as of April 2022

the ET's assessment of the evaluability of this intervention. The ET gathered additional information during scoping work in Liberia from February–March 2022, which informed the final design included in this report.

2. THEORY OF CHANGE

Previous Research: Diversity across programs means that there is no single ToC across all civic education programs, although civic instruction is consistently expected to impact civic **knowledge**, **skills**, **attitudes**, and **behaviors** (Donbavand, 2021). Despite the diverse programs and ways civic outcomes are operationalized, some common pathways emerge across programs. In most descriptions, knowledge and skills develop first. The ET expects simple exposure to civic curricula through traditional teaching methods to improve political knowledge (Finkel & Ernst, 2005) and more interactive and participatory methods to improve civic skills (Finkel & Ernst, 2005; Soule, 2002). Attitudes and behaviors are typically theorized to follow from knowledge and skills, although the pathways are murkier. Greater civic knowledge and skills may directly induce pro-democratic attitudes (Galston, 2004; Youniss, 2011) which may, in turn, encourage greater civic engagement (Finkel & Ernst, 2005; Niemi & Junn, 1998; Owen, 2015; Pasek et al., 2008). The impact of civic education on learning outcomes may, however, not follow linearly from knowledge and skills to attitudes and behaviors. Research in psychology has increasingly argued that the relationship between these learning outcomes is reciprocal and dynamic (Shrader & Lawless, 2004). While the aspired outcomes of Liberia's civic education may follow a rough order (knowledge and skills, then attitudes, then behaviors), the pathways could thus also be more complex. Attitudes or behaviors need not come after knowledge or skills; students may simply adopt democratic norms and values by being socialized in a democratic classroom and school climate (Finkel & Ernst, 2005; Galais, 2018; Torney-Purta et al., 2001). The ET slightly updated the ToC figures from previous iterations to more accurately reflect the complex inter-relationship among civic knowledge, skills, attitudes, and behaviors.

Program ToC: The ToC for the Liberia civic education intervention complements this wider literature. The ToC presented in Figures I–3 is based on the evidence review conducted by the ET, including the insights into civic education's ToC presented above, the IE workshop discussion, and the themes, learning objectives, contents, learning activities and materials, and evaluation objectives in the national curriculum (MoE & GC, 2014). The fundamental ToC underlying the intervention is that if 1) teachers complete training on the new civic education curriculum and access the new civic education teacher guides and textbooks and 2) students receive civic education instruction from trained teachers and access the new civic education textbooks (both at school and at home), then students' civic knowledge, skills, attitudes, and behaviors will improve. The ToC also specifies the expectation that the intervention include training on participatory teaching methods, as this element is key in increasing the intervention's impact on student civic skills, attitudes, and behaviors.

The four components of the program focus primarily on children, teachers, and parents; the ET and workshop attendants identified the *needs* that the program is addressing for these three groups (i.e., the problem that these components are trying to solve), the *inputs* that the program allocates to tackling these needs (i.e., the materials and activities being offered), how those ought to translate into *outputs* (i.e., the actions that would indicate that the materials and activities were delivered as intended), and how those affect *outcomes* (i.e., the outcomes that the ET expects to be affected directly through the program components) and long-term *impacts* (i.e., the outcomes that the ET expects to be affected indirectly through the program components, through downstream effects in the longer-term) (see Glennerster & Takavarasha, 2013). Figure I shows the program needs, inputs, outputs, outcomes, and impacts. Figure 2

shows, in greater detail, the expected pathways through which the ET expects the intervention to influence student outcomes. Figure 3 shows the associated risks and assumptions. While there are separate rows for the ToC for students, teachers, and parents, the proposed ToC indicates that the trajectories among these groups are interrelated. For example, teachers must first train on the curriculum, increase their knowledge of the curriculum, and deliver the curriculum to students for the program to influence outcomes and impacts for students. The ET also believes that the parent and student outcomes are mutually interdependent.

Figure I: Liberia civic education program TOC

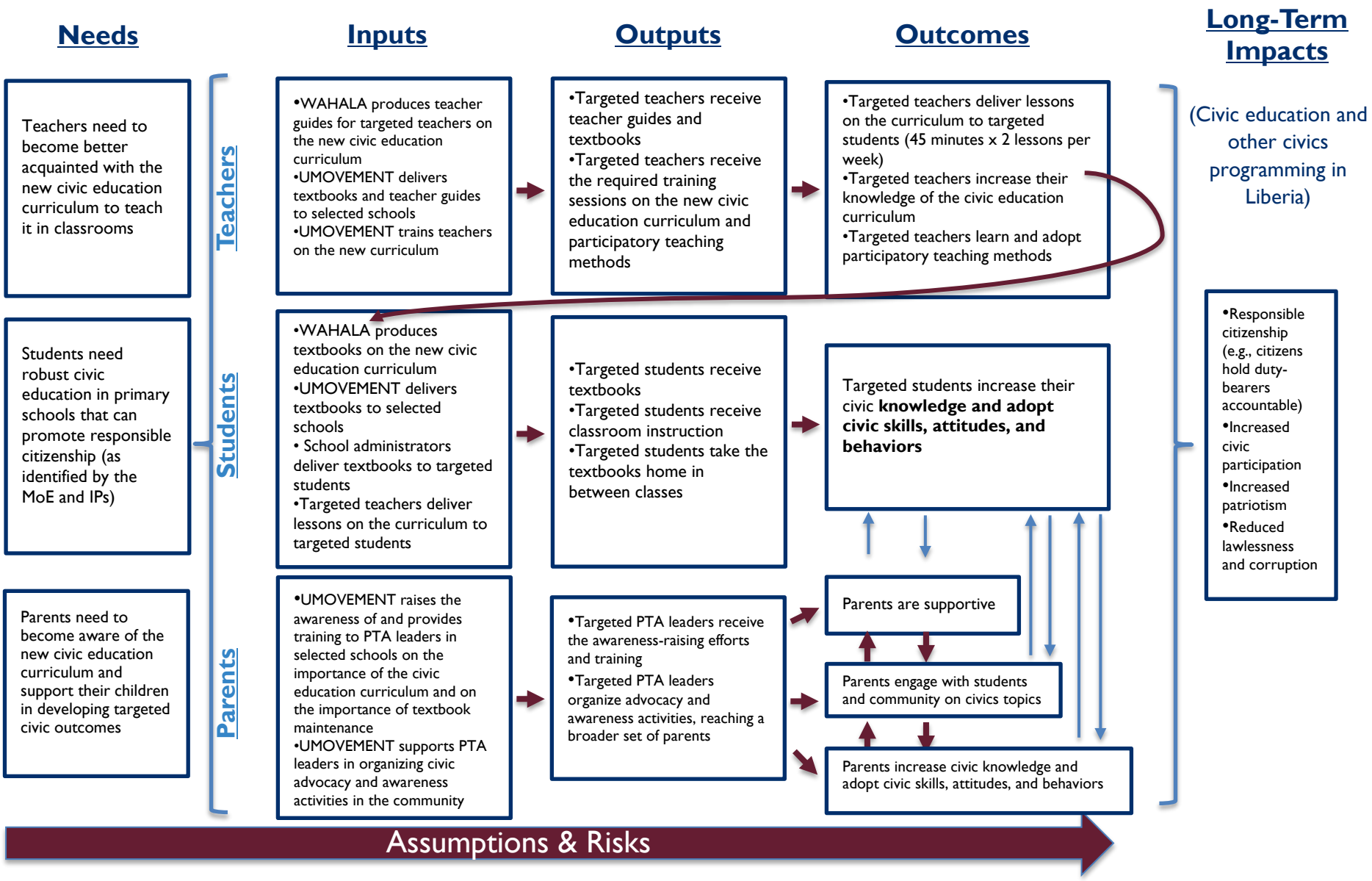


Figure 2: Theorized causal pathways of student outcomes

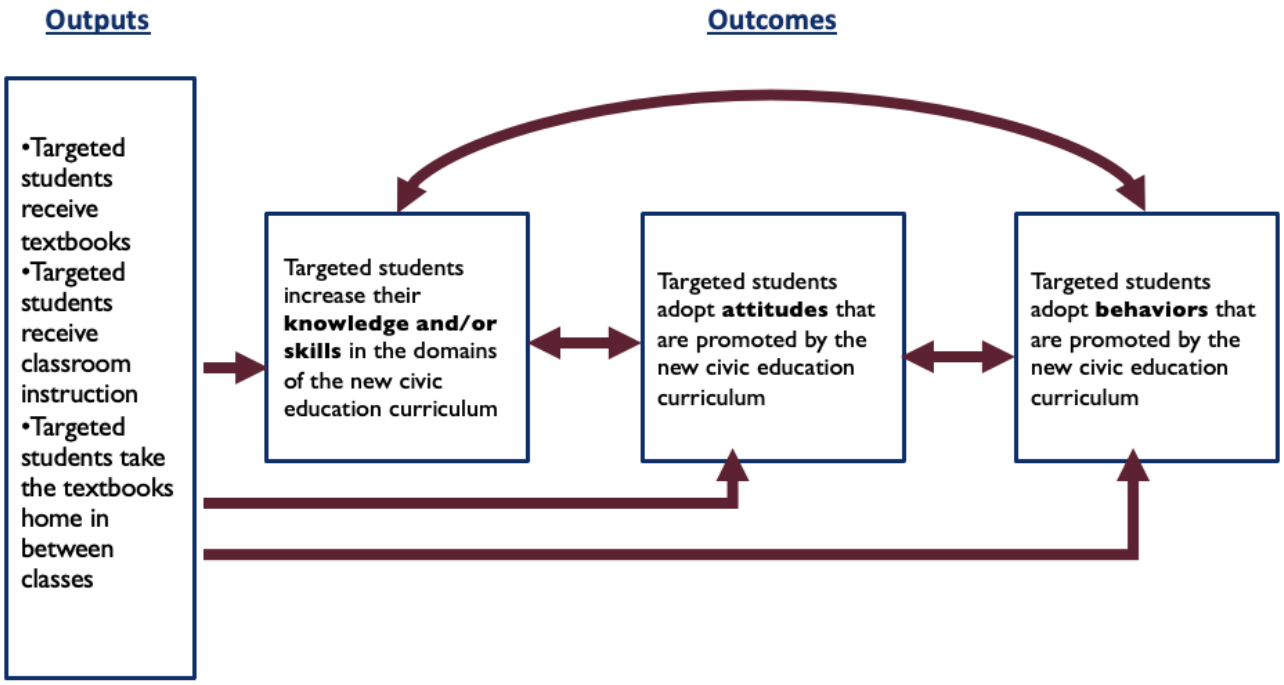
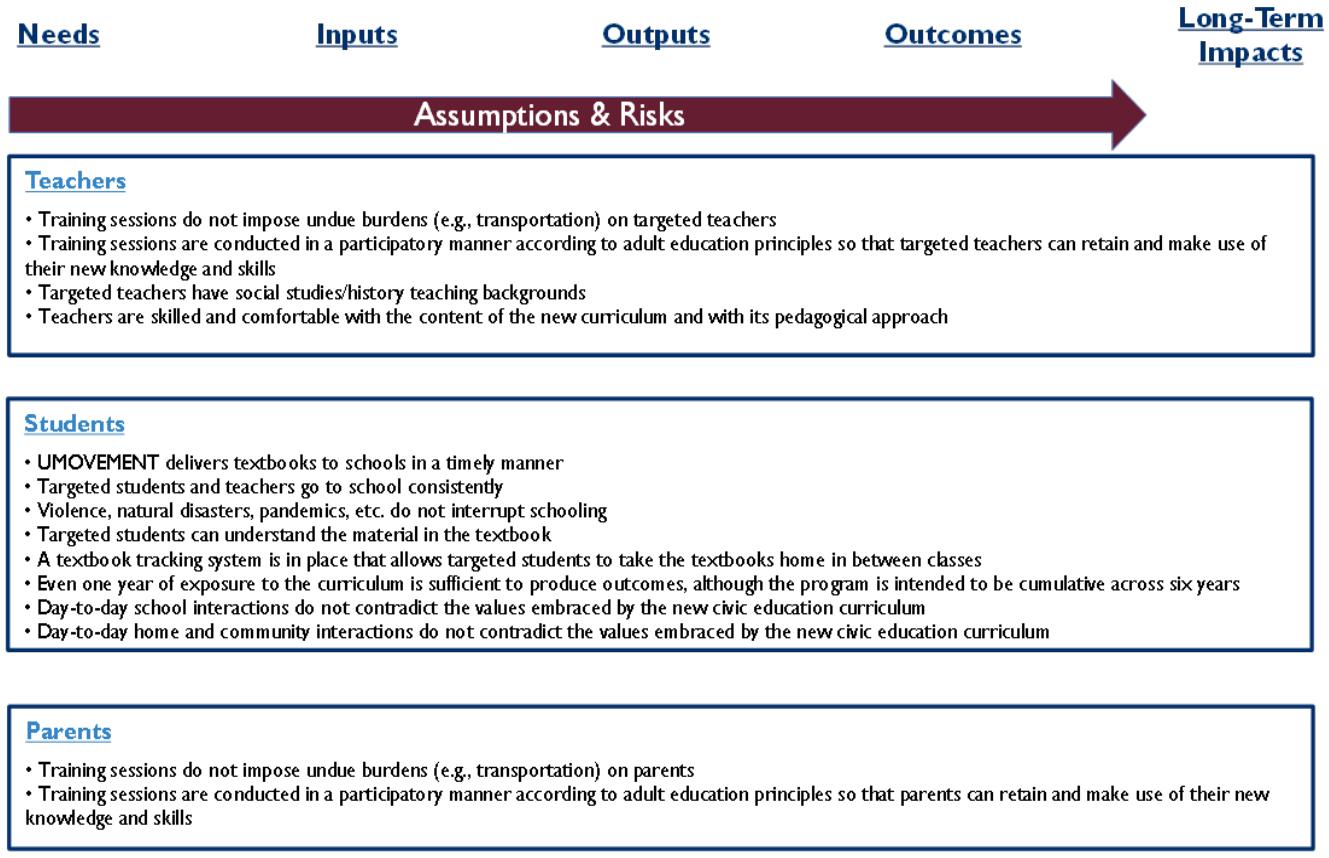


Figure 3: Liberia civic education ToC assumptions and risks



3. IE OBJECTIVES

3.1. EVALUATION QUESTIONS

The principal aim of this IE is to test the impact of the new primary school civic education intervention in Liberia on student outcomes. As described in the teacher and student "inputs" and "outputs" of the ToC in Figure 1, "intervention" or "civic education intervention" in this context means the combination of 1) teachers receiving textbooks, teacher guides, and training on the new civic education curriculum and 2) students receiving textbooks and classroom instruction.[6] Policy-makers and scholars know little about the effects of civic education on children, especially in developing democracies and post-conflict contexts such as Liberia, which prompted these EQs.[7]

The primary EQ asks:

> **EQ1. What is the impact of the civic education intervention on students' civic knowledge, skills, attitudes, and behaviors?**

In addition to assessing the impact of the civic education program on student civic outcomes, the IE will also assess initial variation in these student outcomes, explore potential differential effects on student subgroups, and consider how some moderating factors in the proposed ToC may have contributed to the final observed impacts.

The secondary EQs ask:

> **EQ2. What are students' initial levels of civic knowledge, skills, attitudes, and behaviors? Which student characteristics predict variation in these outcomes?**
>
> **EQ3. Which students benefit the most from the intervention?**
>
> **EQ4. Based on both implementation and impact data, which parts of the ToC seem to have worked the most/least as expected? What are the lessons learned from this pilot and what are the policy implications of the results for the Government of Liberia, USAID/Liberia and its IPs, and the broader, global civic education community?**

While the program team also expects that the intervention may affect teacher and parent civic outcomes, the IE will explore these outcomes only indirectly as they pertain to EQ1 and EQ4.

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[6] In March 2022, the MoE printed 24,000 civic education textbooks (4,000 sets of grades one through six textbooks) with United Nations Children's Fund funding. The distribution plan is not yet clear, but the current stated goal of the MoE is to provide one set of textbooks to each primary school in Liberia. If teachers in all or a large part of primary schools receive civic education textbooks before the IE begins, the IE will measure the impact of 1) teachers receiving training on the new civic education curriculum and 2) students receiving textbooks and classroom instruction.

[7] The ET updated the order of the questions from previous iterations. The content of the questions remains unchanged.

3.2. HYPOTHESES

The IE will test two research hypotheses that follow the EQs and are derived from the ToC. The ET will examine outcomes at the student level.

Following EQ1, the ET hypothesizes that:

Research hypothesis 1: The civic education intervention will result in improvements in students' civic knowledge, attitudes, skills, and behaviors. The ET expects that the intervention's impact on student knowledge will be stronger than the impact on student skills, attitudes, and behaviors.[8]

The ET also expects that the skills, attitudes, and behaviors most directly related to the textbooks are most likely to materialize and that others should be considered exploratory outcomes. In consultation with stakeholders, the ET will make a final determination as to which outcomes of interest (as listed in section 3.3 below) should be considered main or primary outcomes and which should be considered exploratory or secondary outcomes in the pre-analysis plan for this evaluation after reviewing the final civic education textbooks (a copy of which, as of April 2022, the ET has not been able to secure).

Following EQ2, the ET hypothesizes that:

Research hypothesis 2: Students' initial levels of civic knowledge, skills, attitudes, and behaviors may vary by gender, socioeconomic status, urban/rural status, and ethnicity.[9]

Following EQ3, the IE also plans to explore heterogeneous effects for students among particular subgroups, though it is likely that at least some of these analyses will be suggestive, as the ET will likely lack statistical power to determine the statistical significance of effects. The ET included subgroups to analyze variation in students' initial level of civic outcomes (per EQ2) as previous research predicts differential outcomes.[10] The specific subgroups of interest include:

- Male vs. female students
- Low-income students vs. high-income students
- Urban students vs. rural students
- Grade three students vs. grade four students

The IE will also collect implementation and impact data on specific factors that the ET expects to moderate the impact of the intervention as stipulated by the ToC. While these factors will help explore varying levels of impact, the ET does not have a hypothesis derived from EQ4.

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[8] This expectation is consistent with the findings of previous civic education studies as presented in the Literature Review section of this report.

[9] Previous civic education studies have found differential impacts of civic education based on socio-economic status, family background, gender, and minority status. The influence of these factors is, however, inconsistent, so the ET does not hypothesize the direction of expected variation based on these factors.

[10] As the ET already expects these analyses to likely lack statistical power, exploring heterogeneous effects (EQ3) among subgroups with different ethnicities is excluded, as the ET expects even smaller subgroup sample sizes.

3.3. Outcomes of Interest

ASSESSMENT FRAMEWORK: The ET will answer EQ1, EQ2, and EQ3 by measuring the outcomes of interest: student civic knowledge, skills, attitudes, and behaviors. The ET developed an assessment framework to provide a conceptual map for these targeted student civic learning outcomes. The assessment framework is informed by the International Civic and Citizenship Education Study's (ICCS's) assessment framework (Schulz et. al., 2016), which identifies the concepts (or "content domains") that are considered important learning outcomes in civic education. These content domains describe civics concepts about which students may develop knowledge or toward which they may also develop attitudes and dispositions. The ICCS assessment framework thus also identifies the cognitive domains (which include the knowledge domains of "knowing" and "analyzing and reasoning") and affective-behavioral domains (which include "attitudes" and "engagement") which may relate to each content domain. The ICCS is the largest international study of student civic education learning outcomes, which surveyed students in 24 different countries during its last round (Schulz et al., 2018) and offers the Liberia civic education IE a reliable conceptual framework through which the findings can be more broadly contextualized. The ET adapted the ICCS assessment framework to include the content domains and sub-domains that are relevant to Liberia's context and covered in the content of the new civic education textbooks. The ICCS definitions for these domains and associated sub-domains, as well as the definitions for the cognitive and affective-behavioral domains, are included in Appendix A: ICCS Assessment Framework Domain Definitions.

In the Liberia civic education IE assessment framework, the ET defined the content domains and sub-domains largely in the same way as ICCS. Based on the review of the grade three and four textbooks, these civic domains map well to the content in the textbooks. The ET also made four minor modifications. First, the ET combined the ICCS "equity" and "freedom" sub-domains and broadened the definition to encompass all aspects of "rights"—that is, to include not only aspects related to fundamental human rights and the right for all groups to fair and just treatment but also the rights granted through citizenship and the government's role in protecting those rights. Second, the ET broadened the definition of the ICCS "civic connectedness" sub-domain to include the aspect of "peace" as it relates to promoting peace in one's community, being tolerant and accepting of diversity, and appreciating the importance of social cohesion. Paying special attention to civic outcomes that relate to peace is especially relevant for the Liberian context and is often considered a part of civic education in conflict-affected contexts. This aspect of civic education also appears prominently in the grade three and grade four civic education textbooks in the "peace education" sections. Third, while ICCS does not explicitly measure civic skills, the ET also included this additional domain as it is common in the literature, addressed by the textbook content and expected teaching approaches, and relevant to the priorities of stakeholders. Finally, the ET also referred to the ICCS "engagement" domain as "behavior," consistent with wider literature. Table I below presents the Liberia civic education IE assessment framework content domains and sub-domains, and Appendix B: Liberia Civic Education Student Assessment Framework contains the full assessment framework.

TABLE I: LIBERIA CIVIC EDUCATION IE ASSESSMENT FRAMEWORK: CONTENT DOMAINS

CONTENT DOMAINS	CIVIC SOCIETY AND SYSTEMS	CIVIC PRINCIPLES	CIVIC IDENTITIES	CIVIC PARTICIPATION
Sub-domains:	Citizens State Institutions Civil Institutions	Equity & Freedom Rule of Law	Civic Self Image Civic Connectedness	Decision-Making Influencing

CIVIC KNOWLEDGE OUTCOMES: The ET will measure student civic knowledge outcomes through a student assessment. The student assessment will measure student civic knowledge across all four domains from the Liberia Civic Education IE Assessment Framework, as illustrated in Table 2 below. The student assessment will thus include the following specific outcome measures: student knowledge of civic society and systems, student knowledge of civic principles, student knowledge of civic identities, and student knowledge of civic participation. Students will be assessed across two knowledge cognitive domains. Items in the "knowing" domain will measure students' recall of civic concepts, while items in the "reasoning and applying" domain will measure students' ability to apply this civic knowledge to new situations and reach broader conclusions, a more difficult and higher-level cognitive process. A further explanation as to how the assessment framework guided the development of the student assessment instrument is in section 5 of this report.

TABLE 2: LIBERIA CIVIC EDUCATION IE ASSESSMENT FRAMEWORK: CIVIC KNOWLEDGE OUTCOMES: KNOWLEDGE DOMAIN

CONTENT DOMAINS	CIVIC SOCIETY AND SYSTEMS	CIVIC PRINCIPLES	CIVIC IDENTITIES	CIVIC PARTICIPATION
Cognitive Domains				
Knowledge: "knowing"	X	X	X	X
Knowledge: "reasoning and applying"	X	X	X	X

CIVIC SKILLS, ATTITUDES, AND BEHAVIOR OUTCOMES: The ET will measure student civic skills, attitudes, and behaviors through a student survey. The ET drew on the assessment framework to guide the development of the student survey to ensure that the student outcomes measured in the survey map to the key concepts that civic education is expected to influence. Table 3 below shows how survey outcome measures map to the assessment framework content domains. These skills, attitudes, and behavior outcome measures are described in more detail in Table 4. The outcome measures have been identified as key outcomes of interest by principal stakeholders and by previous literature and represent concepts covered in the civic education textbooks.

TABLE 3: LIBERIA CIVIC EDUCATION IE ASSESSMENT FRAMEWORK: CIVIC SKILLS, ATTITUDES, AND BEHAVIOR DOMAINS

CONTENT DOMAINS	CIVIC SOCIETY AND SYSTEMS	CIVIC PRINCIPLES	CIVIC IDENTITIES	CIVIC PARTICIPATION
Affective-Behavioral Domains				
Skills	X		X	
Attitudes	X	X	X	
Behaviors				X

TABLE 4: LIBERIA CIVIC EDUCATION IE SKILLS, ATTITUDES, AND BEHAVIOR OUTCOME MEASURES

OUTCOME NAME	OUTCOME MEASURES
Student civic skills: Civic skills that are promoted by the new civic education curriculum	• Communication skills • Conflict management skills
Student civic attitudes: Civic attitudes that are promoted by the new civic education curriculum	• Pro-democratic attitudes and values • Institutional trust • Sense of civic duty • Respect for group-based rights • Sense of national identity • Positive attitudes toward Liberia • Tolerance • Sense of social cohesion • Civic self-efficacy
Student civic behaviors: Civic behaviors that are promoted by the new civic education curriculum	• In-school civic engagement • Community civic engagement • Future civic engagement

MODERATING FACTORS: To answer EQ4, the ET will also collect data on the moderating factors listed in Table 5 to understand which parts of the ToC worked the most/least as expected. These factors are derived directly from the ToC and the associated assumptions and risks. The ET will measure these moderating factors by contributing additional measures through UMOVEMENT's already planned monitoring, by contributing additional items to their instrument, and through the student survey as appropriate.[11]

[11] A different budget option, presented in the cost analysis, includes collecting additional data on moderating factors through systematic classroom observations and teacher interviews. Please see Appendix F: Cost Analysis.

TABLE 5: LIBERIA CIVIC EDUCATION IE MODERATING FACTORS AND MEASURES

MODERATING FACTOR CATEGORY	MODERATING FACTOR MEASURES	DATA SOURCES
Teacher characteristics that may moderate the impact of the intervention on primary outcomes	• Teacher receipt of teacher guides	• UMOVEMENT monitoring instrument
	• Teacher training session attendance	• UMOVEMENT monitoring instrument
	• Teacher implementation of the new curriculum as directed (planned frequency and length)	• UMOVEMENT monitoring instrument
	• Teacher use of pedagogical approaches that have been shown by previous research to increase the impact of civic education (i.e., participatory approaches, open classroom discussion, etc.)[12]	• UMOVEMENT monitoring instrument • Student survey
	• Teacher school attendance	• Student survey
	• Teacher support of civic education (as perceived by students)	• Student survey
Student characteristics that may moderate the impact of the intervention on primary outcomes	• Student receipt of textbook	• UMOVEMENT monitoring instrument • Student survey
	• Rate at which students take textbooks home	• UMOVEMENT monitoring instrument • Student survey
	• Student school attendance	• Student survey
Parent characteristics that may moderate the impact of the intervention on primary outcomes	• Parent civic behaviors (as perceived by students)	• Student survey
	• Parent support of the civic education program (as perceived by students)	• Student survey
	• Parent engagement with students on civic topics (as perceived by students)	• Student survey

[12] We expect that teacher's use of appropriate pedagogical approaches may be difficult to measure during UMOVEMENT's planned monitoring activities. While the ET will provide suggested items for UMOVEMENT's monitoring instrument which could attempt to measure this moderating factor, the ET recommends administering classroom observations at endline in a sub-sample of 30 classrooms from each experimental group to more accurately measure pedagogical approaches, as this is a key factor in the program's ToC. Endline classroom observations are beyond the current budget and part of additional option B.

4. IMPACT EVALUATION DESIGN

4.1 SAMPLING

SAMPLING FRAME: The sampling frame for the study will include public primary schools in the counties of Gbarpolu, Montserrado, and Nimba. Local stakeholders selected these three counties to maximize variability in factors that are likely to affect the implementation of the new curriculum.[13] As of 2020, there are a total of 6,113 total primary schools in Liberia and the ET estimates that 44 percent of them are public. There are a total of 139 primary schools in Gbarpolu (~88 percent of which are public) 2,210 primary schools in Montserrado (~10 percent of which are public), and 797 primary schools in Nimba (~68 percent of which are public).[14] In each of these counties, and based on consultation with IPs, the ET will exclude from the sample frame schools that are not reasonably accessible by car, motorbike, or walking and schools that are supported by the Bridge Liberia program.[15]

SAMPLE: The ET recommends that the sample for the study include 100 schools to be stratified by county and, within each county, by urban or rural status (i.e., for a total of six strata) using administrative data from the MoE to increase "statistical power" (the chances of finding an effect that would replicate with similar samples). The ET understands that several operational constraints would preclude local stakeholders from expanding the sample beyond this number (e.g., capacity to train teachers and monitor implementation fidelity, number of textbooks available for students, etc.), which is why the ET has settled on this target sample. With this target sample, the ET expects to be able to detect average differences between experimental groups (see the section on randomization below) but understands that such a sample may be insufficient to detect differences between sub-groups of schools or students (see section 6 in this report).

Given that the randomization will be conducted within schools and across grades (see the sub-section on randomization below) and that information on which schools share teachers across grades is not maintained at a central level, the ET plans to draw a "backup list" of 100 schools, following the same procedures outlined above regarding stratification. Once the sample has been drawn, the ET will call schools to ask whether each selected school shares a civic education teacher across the two grades to be included in the IE (see the sub-section on grades below). If a school shares a teacher across these grades, the school will be removed from the sample and a school from the backup list will replace it until all 100 schools in the IE sample can be assured not to share a civic education teacher across the IE grades.

If each of the 100 schools can devote two classrooms to the IE, the sample for the study would include 200 classrooms. If each of the 200 classrooms has at least 20 students who can participate in the evaluation, the sample would include 4,000 students, roughly half of whom will be assigned to each group. Additional

[13] Based on communications with DI, the ET understands that the program team considered the following factors when selecting the three counties: overall population density and concentration of student populations, poverty index, current levels of trust in public institutions, level of information consumption, and literacy rates.
[14] Total primary schools across Liberia and by county are reported in the Liberia Education Statistics Report 2019–2020 (MoE, 2020) but the total public primary schools by county are not reported. The ET thus estimated these figures based on the portion of total schools that were reported to be public in these counties in the Liberia Education Statistics Report 2015–2016 (MoE, 2016b).
[15] A final decision on the exclusion of Bridge-supported schools has not been made. The necessity of this exclusion criteria will be explored further during the "pre-pilot" implementation stage.

details on how the ET will select classrooms, classrooms by grade, and the number of students are provided below.

POWER: The proposed IE seeks to estimate the impact of an intervention on civic education outcomes, for which there has been relatively little prior experimental research in low- and middle-income countries or with primary school students, and (to the ET's knowledge) none in Liberia. Owing to the lack of previous, relevant studies, the ET does not have all the requisite information to estimate the power for all outcomes in the IE (e.g., the standard deviation [SD] of each outcome in the control group or the expected effect size). Therefore, the ET has performed statistical power calculations for standardized outcomes, which by construction have a mean of 0 and an SD of 1. The ET plans to standardize some main outcomes of the study (e.g., scores on the student assessments) in this fashion. For those outcomes, with 200 "clusters" (classrooms) and a "cluster size" (number of students per classroom) of 20, equal probability of assignment to control and treatment groups, and standard assumptions (0.05 significance level and 0.8 statistical power), a correlation between baseline and endline outcomes of 0.4 and an intra-cluster correlation of 0.1, the study would be powered to detect average treatment effects of 0.14 SDs. This is a relatively large effect size in the student achievement literature, but it seems plausible in this context, given that the ET will measure the impact on the materials students are expected to learn during their civic education in school (see section 3.3 on outcomes for more information).

There are two parameters in these statistical power calculations on which the ET has relatively little visibility at this juncture that could considerably affect the team's capacity to detect "statistically significant" effects (i.e., effects that would be observed in a replication study, with a similar number of schools, classrooms, and students and a similar composition of the sample). One parameter is the correlation between baseline and endline performance on the outcomes: the larger it is, the smaller the minimum detectable effect size (MDES, i.e., the smallest statistically significant effect the ET could detect in the IE) will be and vice versa. For example, with a correlation of 0.5, the MDES would be 0.13 SDs; with a correlation of 0.6, the MDES would be 0.12 SDs. Both correlations seem to be plausible, but the ET cannot anticipate what the correlation will be until the baseline and endline rounds of data collection are complete. The second parameter is the "intra-cluster correlation" (i.e., the share of variability in an outcome that is attributable to within-group differences): the larger it is, the larger the MDES will be and vice versa. For example, with an ICC of 0.2, the MDES would be 0.16 SDs; with an ICC of 0.3, the MDES would be 0.18 SDs. Given the importance of obtaining a precise estimate of the ICC for this context, the ET proposes to pilot the student assessment and survey prior to baseline to adjust calculations accordingly.

It is important to consider that none of these statistical power calculations factor in the possibility of stratifying the sample, which is likely to increase power in the impact estimation.

GRADES: The ET recommends that the sample for the study includes two grades per school. In selecting which grades to include, the ET considered several criteria and recommends including grades three and four in the IE. First, the ET recommends including grades that are likely to be able to complete written assessments/surveys with guidance and support from enumerators to keep costs manageable. This recommendation would exclude students in grades one and two, which are likely to require orally administered assessments. One of the members of the ET has previously successfully administered written assessments/surveys with students in grades three and six in Liberia (IPA Liberia, 2021). The February 2022 scoping trip confirmed that this approach appears feasible for grades three and four. Second, local stakeholders have requested that the sample for the study include at least one lower-primary school grade

(which includes grades one to three) and at least one upper-primary school grade (which includes grades four to six) to provide the MoE with information on how the deployment of the new civic education curriculum differs across these sub-levels of primary school. Finally, given the scarcity of prior causal research on civic education interventions—and thus, the potential of the proposed IE to contribute to existing evidence—the ET recommends including grades that cover content that could be indicative of other civic education programs in developing settings. The grades three and four textbooks cover the most relevant material. To summarize, based on all four considerations, the ET recommends including grades three and four in the IE. The section on randomization below describes how treatment would be assigned across grades.

SECTIONS: The ET recommends that the sample for the study includes one section per grade and that such a section be randomly selected within each school. For example, if a school has two grade four classrooms, only one of those two classrooms will be randomly selected for the IE. With 100 schools, two grades per school, and one section per grade, as stated above, the IE sample would include 200 classrooms in total.

The ET is agnostic as to whether all sections in a grade selected for the treatment receive the intervention (e.g., teacher training, textbooks, etc.) or if only the randomly selected section receives the intervention. This is a decision that USAID and local stakeholders should make based on both cost considerations and local implementation capacity. What is crucial for the IE is that the sections assigned to the treatment group receive the intervention.

STUDENTS: The ET recommends that the sample for the study includes 20 students per section and that such students be randomly selected within each section. For example, if a school has 40 students in grade four, section A, 20 of them will be randomly selected for the IE and evaluated both at baseline (i.e., before the intervention is rolled out) and endline (i.e., after the intervention). With 100 schools, two grades per school, one section per grade, and 20 students per grade, the IE sample would include 4,000 students in total.

RANDOMIZATION: The ET recommends randomly assigning the intervention across grades within each school. Specifically, within each school, one section per grade will be assigned to the "treatment" group (which will receive the intervention) and one section of the other grade will be assigned to the "control" group (which will not receive it). If the IE proceeds with grades three and four as recommended by the ET, in 50 of the 100 schools in the IE sample, grade three students would receive the intervention (and be part of the treatment group) and grade four students would not receive it (and be part of the control group); in the other 50 schools in the IE sample, grade three students would not receive the intervention and grade four students would receive it. With 100 schools and two grades per school, this strategy would yield 100 treatment classrooms (50 from grade three and 50 from grade four) and 100 control classrooms (50 from grade three and 50 from grade four) as illustrated below in Table 6. To estimate the impact of the intervention, the ET would compare the 50 grade three and 50 grade four classrooms that received the intervention to the 50 grade three and 50 grade four classrooms that did not get it.

TABLE 6: GRADE-LEVEL RANDOMIZATION STRATEGY

GROUP	GRADE THREE	GRADE FOUR
Group A (50 schools)	Receives the intervention	Does not receive the intervention
Group B (50 schools)	Does not receive the intervention	Receives the intervention

This randomization strategy, first pioneered by the 2019 Economics Nobel laureates Abhijit Banerjee and Esther Duflo (Banerjee et al., 2007) and subsequently employed by one of the members of the ET (Ganimian & Mbiti, 2020), seeks to ensure that all schools have comparable incentives to participate in all rounds of data collection. Specifically, this strategy addresses the issue that when utilizing school-level randomization, in which some schools receive the intervention and others do not, control schools may be less likely to want to participate in the endline round of data collection. The main assumption of within-school randomization is that grade three and grade four students would not differ considerably in their improvement in the main outcomes from baseline to endline. This is not an assumption that the ET can test prior to the IE, but the team plans to improve the comparability of the progress across grades by using common items across the grade three and four assessments to put them on the same scale (see sections on data collection/analysis for more details on how this will be achieved). Ultimately, the ET believes that the risk of "differential attrition" (i.e., control-group schools being more likely to drop out of the study than treatment-group schools) from a school-level randomization is both higher and more detrimental to estimating the causal effect of the intervention than the possibility that the grades differ slightly in their progress. This within-school randomization approach also has the benefit of being less costly—important given budget constraints—since the total number of schools is half what would be required to attain the same statistical power in a school-based randomization strategy.

5. DATA COLLECTION

5.1. ROUNDS OF DATA COLLECTION

The ET recommends two rounds of data collection: a baseline prior to the deployment of the intervention and an endline after one full school year of the intervention.[16] If the intervention were piloted in the 2023–2024 school year, the baseline would take place at the start of that school year (fall 2023) and the endline would take place at the end (spring 2024).

The ET also strongly recommends piloting the baseline instruments (described below) to ensure that they are appropriate for the Liberian context and study participants. The ET recommends piloting instruments in the spring of 2023 during the "pre-pilot" implementation stage.

The recommended rounds of data collection and associated outcomes, instruments, and EQs are listed below in Table 7.

[16] The ET also explored the possibility of adding a third (midline) round of data collection at USAID's request, though this increases the total cost of the evaluation with little anticipated gain for understanding impact. Please refer to Appendix F: Cost Analysis for more information about this option.

TABLE 7: LIBERIA CIVIC EDUCATION IE DATA COLLECTION SUMMARY

DATA COLLECTION ROUND	TIMING	TARGET OUTCOMES	INSTRUMENT	ASSOCIATED EQS
Instrument piloting	Spring 2023	Civic knowledge	Student assessment	N/A
		Civic skills, attitudes, and behaviors	Student survey	
Baseline	Fall 2023	Civic knowledge	Student assessment	EQ1, EQ2, EQ3
		Civic skills, attitudes, and behaviors	Student survey	
Endline	Spring 2024	Civic knowledge	Student assessment	EQ1, EQ2, EQ3, EQ4
		Civic skills, attitudes, and behaviors; Moderating factors	Student survey	
Monitoring throughout		Moderating factors	UMOVEMENT monitoring	EQ4

5.1.1 BASELINE DATA SOURCES

One of the main goals of the baseline data is to allow the ET to account for students' initial conditions when estimating the impact of the intervention (to increase "statistical power"; see the previous section on sampling for a detailed discussion of this term). The baseline data will also help check that groups are comparable prior to the introduction of the new curriculum and will allow the ET to answer EQ2. Two data collection tools will be administered at baseline: student assessments and student surveys.

STUDENT ASSESSMENTS: The assessments seek to measure students' knowledge of the civic education curriculum. First, the ET identified the content and cognitive domains that ought to be included by drawing on the assessment framework of the ICCS (Schulz et. Al., 2016). Specifically, the ET compared the content and cognitive domains in the ICCS to the grade three and four textbooks from the civic education curriculum in Liberia to identify areas of overlap and create a Liberia civic education assessment framework (please refer to Tables 1 and 2 in section 3 of this report). For example, one cognitive domain that is included in the ICCS assessment framework and that is also covered in Liberia's textbooks is civic society and systems defined as "the formal and informal mechanisms and organizations that underpin both the civic contracts that citizens have with their societies and the functioning of societies themselves" (Schulz et al., 2016, p.15). This domain, in turn, includes three sub-domains: citizens (i.e., "civic relationships between individuals and groups of citizens and their societies" (Schulz et al., 2016, p.16)), state institutions (i.e., "institutions central to the processes and enacting of civic governance and legislation in the common interest of the people they represent and serve" (Schulz et al., 2016, p.16)), and civil institutions (i.e., "institutions that can mediate citizens' contact with their state institutions and allow citizens to actively pursue many of their roles in their societies" (Schulz et al., 2016, p.16)).

The ET then took several additional steps. First, the ET developed criteria for each sub-domain based on how they were covered in the textbooks. For example, the first criterion for the citizens sub-domain is to "know what a citizen is and how one becomes a citizen (e.g., birth, naturalization, and dual/multiple citizenships)." Next, the ET decided on the proportion of items that ought to be allocated to each of the domains and sub-domains based on their coverage in the textbooks. For example, for grade three, the domain civic principles, which includes the sub-domains equity and freedom (rights) and rule of law (responsibilities), was allotted nearly half of the items because those two sub-domains receive considerable attention in the grade three textbook. Finally, the ET drafted the items for each assessment, drawing largely on the language from the textbooks. At this stage, the only information the ET has about how the curriculum will be implemented is from the textbooks. As such, the questions in these assessments are lifted directly from the textbooks, with few extensions beyond. The assessment framework is in Appendix B: Liberia Civic Education Student Assessment Framework and drafts of the grade three and four baseline assessments are in Appendix C: Draft Data Collection Instruments.

Student assessments in IEs fulfill a very specific purpose: to allow the ET to distinguish whether one group that does not receive an intervention (control) performs better or worse than another group that receives the intervention (treatment). The main concerns in assessment design are that no student gets all questions wrong (there are multiple easy questions to guard against this possibility), no student gets all questions right (there are several more difficult questions to guard against this possibility), and the ET is best able to distinguish between students in the more relevant parts of the distribution (there are a majority of easier items to discriminate between lower-scoring examinees and fewer difficult items to discriminate between higher-scoring examinees). Students should not be expected to answer most of the questions correctly as they would in a class test, especially not at baseline and prior to them being exposed to the actual material. At endline, however, treatment students should display greater improvement than control students.

The draft assessment tools are presented in Appendix C: Draft Data Collection Instruments for stakeholder review. Before deployment, the assessments will be piloted and refined to ensure questions and flow are easily understandable. The ET would advise against adjusting the instruments now based on personal impressions on what would be appropriate in the Liberian context, which may not pan out as expected and may be hard to reconcile with such an inclusive and diverse array of stakeholders. Rather, the ET recommends using the instrument pilot as a way to ensure the appropriateness of instruments.

STUDENT SURVEYS: The survey will measure student civic skills, attitudes, and behaviors that are promoted by the civic education curriculum. The ET selected the outcome measures to be included in the survey by reviewing previous literature and associated instruments from similar or relevant studies (these included: Afrobarometer, 2021; Chi, 2006; Finkel & Ernst, 2005; Maheo, n.d.; NORC, 2019; Schulz et al., 2018; Slomczynski & Shabad, 1998; Quaynor, 2012). From this broader list of outcome measures across numerous similar studies, the ET selected the outcome measures which are related to the content of the grade three and four civic education textbooks and which were identified as key outcomes of interest by principal stakeholders. To finalize the items to be included, the ET reviewed which items from similar instruments were used to measure the same constructs and borrowed as much as possible, then updated these items as needed based on the context, age group, and textbook content. The final outcome measures in the student survey are listed below as well as the associated survey items as they appear in the draft baseline student survey instrument (Appendix C: Draft Data Collection Instruments).

- Student civic skills:
  - Communication skills (Q39, Q40)
  - Conflict management skills (Q41, Q42)
- Student civic attitudes:
  - Pro-democratic attitudes and values (Q25)
  - Institutional trust (Q26)
  - Sense of civic duty (Q27)
  - Respect for group-based rights (Q28, Q29)
  - Sense of national identity (Q30)
  - Positive attitudes toward Liberia (Q31)
  - Tolerance (Q32, Q33)
  - Sense of social cohesion (Q34)
  - Civic self-efficacy (Q35)
- Student civic behaviors:
  - In-school civic engagement (Q36)
  - Community civic engagement (Q37)
  - Future civic engagement (Q38)

The survey also includes questions measuring student background characteristics, including student gender, age, ethnicity, language spoken at home, parental education, and socioeconomic status, which the ET can use as covariates in the final analysis and to answer EQ2 (initial variation in outcomes among students) and EQ3 (heterogeneous effects of intervention).

The ET Liberian subject matter expert further edited the survey to ensure the concepts and language are appropriate in the Liberian context for primary students. The ET will also pilot these surveys to further refine them and determine the appropriate order of items, which has not been finalized.

5.1.2. ENDLINE DATA SOURCES

The purpose of the endline data is twofold: to compare the progress of the control group (which will not receive the intervention) and the treatment group (which will receive it) concerning baseline measures and to identify aspects that correlate with differences favoring the treatment group (i.e., to try to explain such differences, even if such analyses are correlational and not causal). To achieve the first purpose, the ET recommends administering assessments of students' knowledge of the civic education curriculum that will be linked to the baseline assessments (see the sub-section below on student assessments for more details on the link) and surveys of students' skills, attitudes, and behaviors, which will be nearly identical to the baseline measures.[17]

The ET advises against administering surveys to teachers because, given that there are fewer teachers than students, any quantitative comparison between the control and treatment groups at the teacher level would be "underpowered" (i.e., there will be too few teachers in the IE to detect "statistically significant" differences or, put differently, differences that would replicate upon a similar sample).

STUDENT ASSESSMENTS: The student assessments at endline will mimic those from baseline in the content and cognitive domains to be assessed and the distribution of items across them. They will also

[17] To further achieve the second purpose, and if budgets allow, the ET recommends administering classroom observations in a sub-sample of 30 classrooms from each experimental group where enumerators would also collect monitoring data on additional potential moderating factors and conduct interviews with teachers. These activities are beyond the current budget and part of additional option B. Please see Appendix F: Cost Analysis for details.

include common items with the baseline assessments to allow the ET to fit a common Item Response Theory model across them to put the results on the same scale. Item Response Theory models allow researchers to calculate the total score in an assessment considering differences across items, such as their difficulty or capacity to distinguish between similarly performing examinees. This linking is called "non-equivalent anchor testing" because it leverages common items across assessments to calibrate the scoring of the non-common items (Kolen et al., 2004). The endline assessments are not included in the appendix because the ET expects to make considerable adjustments to the current drafts of the baseline assessments based on piloting.

STUDENT SURVEYS: The endline student survey will include all items that will be administered in the baseline student survey. The ET will also adjust the endline student survey to address issues that may arise during baseline and to add some measures of factors that may moderate the intervention according to the ToC. Please see Table 5 in section 3 of this report for a full list of moderating factors that will be included in the student survey at endline. These moderating factors include teacher, student, and parent characteristics that the ToC predicts may moderate the impact of the civic education intervention on primary outcomes. To measure teacher characteristics, the endline survey will ask students about their teachers' use of different pedagogical approaches and their perceptions of teachers' support of civic education. To measure parent characteristics, the endline survey will ask students about their perceptions of their parents' civic behaviors, support of the civic education program, and level of engagement with the student on civic topics. To measure student characteristics, the endline survey will ask the students whether they received the civic education textbook and classroom instruction in the planned frequency and length, how often they take the textbook home, and their school attendance. The draft of the baseline student survey instrument included in Appendix C: Draft Data Collection Instruments includes only the items that would be administered at baseline and therefore does not currently include items measuring moderating factors. The ET will draft the additional endline survey items after analyzing the baseline data.

5.2. MONITORING ACTIVITIES AND DATA SOURCES

UMOVEMENT MONITORING OF IMPLEMENTATION FIDELITY**:** UMOVEMENT monitors plan to visit IE classrooms once or twice a month throughout the civic education program implementation. Monitors will observe classrooms to assess what the teachers are teaching, see whether they are on track with the curriculum, and evaluate teachers' pedagogical approaches. If monitors determine that the teacher may require some extra training, they will try to provide this during the next visit. The current monitoring approach is preliminary and based on previous monitoring completed by UMOVEMENT, so these are only expected activities.

ADDITIONAL IE MONITORING INDICATORS: The ET recommends adding a set of additional monitoring indicators to UMOVEMENT's instrument in order to measure additional teacher and student characteristics that may moderate the impact of the intervention on student outcomes. Please see Table 5 in section 3 of this report for a full list of moderating factors that the ET recommends including in the UMOVEMENT monitoring instrument. To measure teacher characteristics, the instrument would measure whether teachers received the teacher guides, whether they attended all training sessions, if they attend school regularly, their implementation of the civics material in class, and their use of participatory

teaching methods.[18] To measure student characteristics, the instrument would measure whether students received the civic education textbook and classroom instruction in the planned frequency and length, how often they take the textbook home, and student school attendance. The ET will also work with partners to understand and make the best use of the monitoring data they collect.

DATA COLLECTION APPROACH: The ET recommends that UMOVEMENT adopt an integrated (classroom observation, monitoring indicators, textbook distribution tracking) tablet-based electronic monitoring data collection system.

5.3. DATA QUALITY ASSURANCE

To ensure the integrity and reliability of data, the ET will provide significant oversight at each phase of data collection. Cloudburst will engage a local organization to conduct data collection through an open request for proposal (RFP) process, with qualifications vetted through a review of experience, proposed personnel, and references. This process ensures transparency and market-based incentives for firms to provide competitive rates. The RFP will be shared directly with potential firms like the ADARA Research Management Consultancy and in local papers and job boards.

The ET recommends that all data, including student assessment and student survey data, be collected electronically. Electronic data collection offers numerous well-established benefits over paper data collection. Electronic data collection allows the ET to enforce a wide range of constraints, validations, skip logic, and back-end quality control tools to ensure high-quality data collection. It also enables the upload of data daily from the field which allows for near real-time monitoring and faster turnaround for data cleaning and analysis. For this IE, the ET recommends that student assessments and student surveys be conducted electronically using SurveyCTO, an electronic data collection program built upon the Open Data Kit platform, which is administered using Android devices in the field. The ET will program all survey instruments and perform multiple rounds of testing in-house, before enumerator training. Cloudburst's data collection partner will be able to download the survey on their devices for further desk-testing. Adjustments to the survey tool and programming will be made during enumerator training and pre-testing to improve and finalize the logic, constraints, and any other aspect of the programming.

After identifying a firm and completing contracting procedures, the ET will work closely with the firm to collaborate on writing and reviewing training plans, manuals, field plans, and data quality plans. The ET will work with Cloudburst's local data collection partner to translate instruments and protocols into Liberian English (a.k.a. Liberian Koloqua). While instruction is in Standard English in all primary schools in Liberia, the ET's scoping trip confirmed that students sometimes understand certain concepts better in Liberian English. It is thus important that the enumerator can read each question both in Standard English and Liberian English to ensure all students understand. Each enumerator must use the same translation. This approach will be finalized based on instrument piloting. The instrument pilot is an important opportunity to refine the data collection tools and protocols. The student assessment and student survey will be piloted and refined prior to baseline data collection, ideally in a subset of pre-pilot schools where students are receiving EDA's civic education instruction. All data collection tools will be administered during the instrument pilot exactly as the ET intends to administer them at baseline. The ET will also include cognitive

[18] UMOVEMENT may already measure this during classroom observation without additional indicators from the ET, but the ET and UMOVEMENT will collaborate on finalizing these indicators once UMOVEMENT has fully developed their own monitoring approach.

interviewing as part of instrument piloting to understand how students are understanding and answering difficult questions.

Comprehensive training is also an important part of error prevention. The ET will oversee in person all rounds of data collection training, including the instrument pilot prior to the baseline data collection launch. Cloudburst employs a training-of-the-trainers' method for enumerator training. This training will be led by local data collection partner personnel, such as the project manager, and will include supervisors and any other field-level leaders to ensure all local partner staff have an in-depth understanding of the study objectives and all data collection tools. Following this, the enumerator training is completed with Cloudburst presence as well. This training will include instruction on administering in-person assessments and surveys in the classroom context, using SurveyCTO and the tablets used for data collection, surveying best practices, role-playing exercises, instructions on research ethics and Institutional Review Board (IRB) compliance, and performing a question-by-question review of all instruments that will be administered as part of the survey effort.

The training concludes with a field practice where enumerators complete practice surveys with a group of students. One enumerator will guide the entire group through the survey while a second enumerator will assist students one-on-one as needed, as they will do in the data collection. Supervisors observe all enumerators during this practice to ensure they administer the informed consent and instruments appropriately, act professionally and ethically in the field, and are otherwise prepared to carry out the assignment. Feedback is also given to enumerators on ways to improve the administration of the assessment and survey, establish rapport with respondents, etc. Enumerators may also provide feedback on ways to strengthen the instruments and maximize their relevance to the local context, although most of this will have been completed during the earlier instrument pilot.

The ET will employ multiple data quality strategies in the field. The ET will instruct the local partner firm to carefully manage the assessment tool, making sure no schools receive it ahead of time. The ET will also ensure that they do not leave assessment questions behind after the baseline so as not to affect the endline. Cloudburst will also work with the data collection partner to ensure that data is comprehensively monitored during fieldwork to make sure that any issues can be raised and addressed while teams are still in the field. For example, Cloudburst mandates that assessment and survey data be checked on a nightly basis before the forms are uploaded to the server. In addition, 5–10 percent of assessments and surveys must be observed directly by supervisors and documented using an accompaniment form. Further, Cloudburst will require that the data collection partner also conduct surprise drop-ins and observation of enumerators in classrooms during the duration of data collection.

Cloudburst will conduct data quality monitoring for the duration of data collection. Once data collection is underway, field teams must upload quantitative data to a shared server daily. Cloudburst adapts a high-frequency quality check Stata .do file and runs it on 100 percent of this data through these high-frequency checks—twice weekly at the start and once weekly thereafter—to establish a set of standard checks to monitor progress, interview duration, problematic response patterns, outliers, and other issues. Findings are fed back using standard templates to the local firm for reconciliation. Data is not considered accepted until all quality checks are fully reconciled. Cloudburst may also monitor other back-end quality control measures such as speed limits to catch instances where enumerators/respondents are speeding too quickly through the tool.

5.4 EVALUATION/IP COORDINATION

Throughout all stages of the evaluation, the ET will collaborate and communicate with the civic education rollout IPs, DI and UMOVEMENT. This coordination will include regular monthly check-in calls and reviews of all draft deliverables. DI has appointed a point of contact for the ET and regular calls will ensure that the ET is aware of program progress, prompt problem-solving, consensus-building, and development of advocates for the research findings within the implementing organizations, which is essential for utilization. The final ongoing component of the ET's approach to coordination is capacity-building. Cloudburst is committed to providing training and technical support to DI and UMOVEMENT and will collaborate with counterparts on developing the program monitoring strategy. The ET can also conduct an in-person workshop on the principles of IEs or evaluation findings (depending on the timing) while in the country on data collection or dissemination Missions. In other evaluations, the ET has found these sessions to be popular with IPs who are eager to learn more about research methods and insights.

6. DATA ANALYSIS

This section presents an overview of the strategy that the ET expects to use to estimate program impacts. Prior to data analysis, the ET will register a full pre-analysis plan with Evidence in Governance and Politics.

6.1. AVERAGE INTENT-TO-TREAT EFFECT

The ET plans to estimate the impact of the *offer* of the new civic education curriculum (which is frequently referred to as the "intent-to-treat" effect) on student-level outcomes (e.g., knowledge based on the student assessments and skills, attitudes, and behaviors based on the student surveys) by fitting the following model:

$$Y_{ijk}^{t} = \alpha + \beta T_{jk} + \gamma Y_{ijk}^{t} + \theta X_{ijk} + \varepsilon_{ijk}^{t}$$

where Y_{ijk}^{t} is the outcome of interest for student *i* in grade *j* and school *k* at time *t* (endline), α are randomization-strata fixed effects, T_{jk} is an indicator variable for grades within schools that were assigned to the treatment group, Y_{ijk}^{t-1} is the outcome of interest at time *t - 1* (baseline), X_{ijk} is a vector of student-level covariates collected at baseline, and ε_{ijk}^{t} is the idiosyncratic error term. The parameter of interest is β, which measures the effect of the intervention relative to the control group, pooled across grades three and four. The implicit assumption in this estimation strategy is that the progress between baseline and endline will not differ across grades (to be clear, this does not imply that the level of baseline levels of the outcomes of interest ought to be the same). To the ET's knowledge, there is no evidence suggesting that progress should differ across grades. The ET will use cluster-robust standard errors to account for within-school correlations across students in outcomes and test the sensitivity of its estimates to the inclusion of X_{ijk}.

6.2. HETEROGENEOUS INTENT-TO-TREAT EFFECTS

The ET also plans to estimate how the impact of the offer of the intervention affects four sub-groups of students: female students, students who have previously repeated a grade, overage students, and students from low-income families (defined as those below the median in the first principal component extracted from a principal-component analysis of a set of dichotomous indicators of household assets) by fitting the following model:

$$Y_{ijk}^{t} = \alpha + \beta T_{jk} + \gamma Y_{ijk}^{t} + \phi I_{ijk} + \delta T_{jk} * I_{ijk} + \varepsilon_{ijk}^{t}$$

where I_{ijk} is an indicator variable for students in each of the groups above and everything else is defined as above. The parameter of interest is δ, which measures the interaction effect of the intervention and belonging to one of the groups above. Importantly, the ET expects these effects to be "underpowered" (i.e., to lack sufficient statistical power to distinguish between effects that emerge in the IE sample from effects that would replicate on a similar sample; for a detailed discussion of this concept and its implication for the study, please see the section 4.1 in this report). However, the ET still sees merit in estimating these effects to understand whether the direction (i.e., sign) of the interaction effect suggests that these disadvantaged groups benefit more than, or at least just as much as, their counterparts (e.g., for female students, the counterparts are males).

6.3. MULTIPLE HYPOTHESIS TESTING

Since multiple outcomes will result in multiple hypothesis tests, statistically significant results may occur by chance. The ET is taking several approaches to guard against the possibility of "false positives." In section 5, the ET outlines all outcomes of interest and the possibility of distinguishing between main and exploratory outcomes. The second approach will be to create indices for all the skills, attitudes, and behaviors measured through the student survey. This approach, which was first used in economics and is now prevalent within that discipline (Kling et al., 2007), can be achieved by using a principal component analysis to maximize variation in the indicators that make up an index. It is preferable compared to simply taking the average of the indicators that make up an index because some indicators may vary less in the sample and unnecessarily attenuate differences in the underlying construct of interest. The third approach will be to report not just the p-values for each of the outcomes specified above, but also for each of the "families" of outcomes (i.e., groups of related indices), the false discovery rate-adjusted q-values (which limit the expected proportion of rejections within a hypothesis that are Type I errors), or the family-wise error rate adjusted p-values (which limit the probability of making a Type I error for any specific outcome within the hypothesis) (Anderson, 2008; Benjamini et al., 2006). The ET will assess the optimal strategy to group indices into families after piloting the instruments and knowing all outcomes to include in the student surveys.

7. DISSEMINATION AND USE PLAN

The ET will be attuned to the interests and expectations of a wide range of audiences for this work, including policymakers, local government representatives, technical practitioners, and beneficiary stakeholders. All reports and data collection instruments are subject to review by stakeholders, including the Evidence and Learning team at the USAID Center for Democracy, Human Rights, and Governance (USAID/DRG), USAID/Liberia, and DI prior to release. This sequential review process with stakeholders and USAID will facilitate feedback on drafts of each of the major deliverables, promote evaluation buy-in, and ensure the utility of results for diverse stakeholders. Table 8, below, summarizes the dissemination and use plan in this evaluation.

TABLE 8: LIBERIA CIVIC EDUCATION IE DISSEMINATION AND USE PLAN

AUDIENCE	GOAL	TOOL/MEDIUM	TIMING
USAID/DRG	Technical oversight of evaluation. Ensure alignment with USAID policies and other DRG IEs.	Review of draft deliverables. Evaluation design meeting and results presentation (with 2-pager).	Ongoing (throughout evaluation)
USAID/Liberia	Inform oversight/goals of EDA activity and Mission education strategy and portfolio writ large. Potentially contribute insights to textbook revisions and activity scale-up. Ensure appropriateness of evaluation to Liberian context.	Review of draft deliverables. Evaluation design meeting and results presentation (with 2-pager).	Ongoing (throughout evaluation)
DI and UMOVEMENT	Inform goals of EDA activity. Potentially contribute insights to textbook revisions and activity scale-up. Ensure appropriateness of evaluation to Liberian context.	Review of draft deliverables. Evaluation design meeting and results presentation (with 2-pager). Monthly team meeting.	Ongoing (throughout evaluation)
MoE	Apply evidence to national civic education scale-up and strategy.	Evaluation design meeting and results presentation (with 2-pager).	Ongoing (throughout evaluation)
Academics and development practitioners	Contribute to the body of evidence on civic education programming.	Evaluation reports, 2-pager, and data posted publicly. Potential broader evaluation results presentation. Potential academic publication.	Post-endline (once results are finalized)

The ET will share the Evaluation Design Report, including the draft data collection tools, with local stakeholders and USAID and may also conduct a meeting to discuss the proposed design with stakeholders. This meeting would take place in a virtual or hybrid format for safety in the COVID-19 context and allow participation by international members of the ET. The ET will collect and respond to one round of feedback on the proposed design. The IP will also have an opportunity to comment on the data collection tools in early 2023 once the pre-pilot intervention is underway, before the field pilot of the instruments.

After baseline and endline analyses are complete, the ET will share the baseline and final evaluation results with the same group of stakeholders. The ET will also develop a set of materials in consultation with USAID to communicate endline evaluation findings. This will include PowerPoint presentations and a 2-pager (designed to enhance the presentations) for dissemination and presentation. The ET will share the results with a variety of stakeholders, including USAID/Liberia, USAID/DRG, DI, UMOVEMENT, in-country stakeholders (e.g., Liberia MoE), and potentially development partners and academic audiences via two virtual presentations of baseline and endline results for USAID and any desired development partners. To the extent possible, dissemination products (such as presentations) will be tailored to the intended audiences, while reaching a broad audience. Presentations will also be interactive to engage the

audience. In addition, the ET may present the results at academic and policy conferences, as well as attempt to publish at least one peer-reviewed journal article based on the research. Ms. Acris also plans to use the data in her doctoral dissertation.

When cleared for public release, documents will be available on the USAID Development Experience Clearinghouse and de-identified data will be available in the Development Data Library. At the close of the evaluation, the ET will produce a draft post-evaluation action plan to assist USAID in developing a plan to adopt and implement evaluation recommendations. Finally, four months from the completion of the IE, Cloudburst will send a follow-up message via email to key stakeholders to understand how the IE findings were or were not used thus far.

8. HUMAN SUBJECTS PROTECTION

The ET will ensure appropriate ethical clearance review of evaluation materials and research protocols used in the evaluation, including developing protocols to document the informed consent of research participants and obtaining IRB clearance for all data collection instruments and research protocols.[1] In addition to obtaining assent from students prior to being surveyed, a student consent participation statement will also be reviewed and signed by the school principal. The ET will obtain IRB approval for the data collection through the University of Liberia and New York University IRBs prior to any data collection efforts.[1] The ET, with assistance from the local data collection partner and USAID, will also secure any additional permissions needed from government officials prior to the start of any data collection exercise.

9. RISKS AND LIMITATIONS

PROGRAM IMPLEMENTATION: The implementation of a program of this scale in Liberia may encounter challenges, especially with the geographic dispersal of the three targeted counties and the goal of reaching both urban and rural schools. Implementation fidelity will depend in great part on the capacity of the IPs and the (unforeseen) challenges that they encounter.

Program implementation also depends on teachers and schools and associated factors over which IPs have limited or no influence. Risks to implementation fidelity include irregular student attendance, which may reduce the "intensity" of the treatment students receive. According to HIES 2014 (LISGIS, 2014), approximately 12 percent of children enrolled in primary school do not attend school regularly, with the most common reported reasons given being illness, the school being closed, and not having money for school-related costs. The ET will rely on UMOVEMENT's monitoring visits to monitor student attendance to then understand if low student attendance may have moderated the impact of the intervention. Irregular teacher attendance or turnover is also a risk to implementation fidelity. The ET has encouraged USAID and DI to engage the MoE about prioritizing adding EDA-trained volunteer teachers to the payroll since volunteer teachers are generally more likely to be absent or leave the school than payroll teachers.

There are also a host of assumptions that underlie the actualization of the ToC and the expected outcomes and impacts as described in Figure 3 in section 2 of this report (e.g., high-quality teaching, participatory pedagogical approaches, an open classroom climate, etc.). These are not likely to be common in Liberia, although they may be an important part of the teacher training component of the intervention.

ATTRITION: While reliable data on student dropout in Liberia is not readily available, the World Bank estimates that 17 percent of students drop out of primary school after grade one (MoE, 2016a). The ET thus expects there to be some attrition of students from schools and from the study, which would reduce the statistical power by reducing the sample size. The ET will attempt to collect student information at baseline with which the student could be tracked even if he/she is no longer at school during the endline. Additionally, the within-school, across-grade randomization should minimize the chances of differential attrition (i.e., students in one group being more likely to drop out of the study), which is the main threat to the internal validity of the IE because it gives schools, teachers, and students in both experimental groups equal incentive to remain engaged in the study. The ET will nevertheless check for differential attrition after the endline.

IE AND PROGRAM TIMING: The pre-pilot is currently expected to begin in September 2022 and the IE is currently expected to begin in September 2023. DI and UMOVEMENT will then scale the program in the subsequent 2024–2025 and 2025–2026 academic years to ultimately reach 10 percent of primary students in Liberia. This presents a short timeframe in which the results of the IE can inform further program scale-up, but the ET will endeavor to make results available to IPs as quickly as feasible.

GENERALIZABILITY AND SCOPE CONDITIONS: The ET also recognizes that, like any study, there will be scope conditions that will help frame the findings. The three counties of focus have been selected by the IPs in part as they believe them to be qualitatively representative of broader Liberia, but the ET cannot be confident of the extent to which results will be generalizable to the rest of Liberia. In addition, as the IE will focus on grades three and four, all results may not generalize to all primary grades; however, evaluating both a lower and upper primary grade does improve applicability. The IE will also only evaluate one year of the civic education program, which intends to impact student civic values throughout primary school from grades one to six. The impacts of the full civic education program received for 6 years are thus likely to be stronger than the impacts detected by this IE. Nonetheless, the ET believes that this design could meaningfully aid an understanding of civic education in primary schools in Liberia.

10. TIMELINE

The below Gantt charts (Tables 9–11) summarize the expected evaluation timeline by week.

TABLE 9: LIBERIA CIVIC EDUCATION IE TIMELINE 2023

| ACTIVITY | ILLUSTRATIVE DELIVERABLE DATES | 2023 | | |

TABLE 11: LIBERIA CIVIC EDUCATION IE TIMELINE 2025

| ACTIVITY | ILLUSTRATIVE DELIVERABLE DATES | 2025 | | |

11. RESEARCH TEAM

Below is the proposed composition of the ET:

PRINCIPAL INVESTIGATOR: Elisabeth King

SUBJECT MATTER EXPERT: Alejandro Ganimian

PHD STUDENT: Sorana Acris

TASKING MANAGER/EVALUATION SPECIALIST: Kate Marple-Cantrell

RESEARCH ASSISTANTS: Cori Eriksen, Ryan Hatano, Miyah Powe

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APPENDIX A: ICCS ASSESSMENT FRAMEWORK DOMAIN DEFINITIONS

The following ICCS domain definitions are included in the IEA ICCS 2016 International Report (Schulz et al., 2018). The definitions are reproduced verbatim and can be found on pp.10–11 of the report.

"The four content domains in the ICCS assessment framework are civic society and systems, civic principles, civic participation, and civic identities (Table 1.1). Each of these contains a set of sub-domains that incorporate elements referred to as 'aspects' and 'key concepts.'

- **CIVIC SOCIETY AND SYSTEMS (THREE SUB-DOMAINS):** (i) citizens (roles, rights, responsibilities, and opportunities), (ii) state institutions (those central to civic governance and legislation), and (iii) civil institutions (the institutions that mediate citizens' contact with state institutions and allow citizens to pursue many of their roles in their societies).
- **CIVIC PRINCIPLES (FOUR SUB-DOMAINS):** (i) equity (all people having the right to fair and just treatment), (ii) freedom (of belief, of speech, from fear, and from want), (iii) sense of community (sense of belonging, connectedness, and common vision among individuals and communities within a society), and (iv) rule of law (equal and fair application of the law to all; separation of powers and legal transparency).
- **CIVIC PARTICIPATION (THREE SUB-DOMAINS):** (i) decision-making (organizational governance and voting), (ii) influencing (debating, demonstrating, developing proposals, and selective purchasing), and (iii) community participation (volunteering, participating in organizations, keeping informed).
- **CIVIC IDENTITIES (TWO SUB-DOMAINS):** (i) civic self-image (individuals' experience of their place in each of their civic communities), and (ii) civic connectedness (sense of connection to different civic communities and the civic roles individuals play within each community). ICCS also includes global citizenship as a key concept relating to students' civic identities.

The two cognitive processes in the ICCS framework are:

- **KNOWING:** This refers to the learned civic and citizenship information students use when engaging in the more complex cognitive tasks that help them make sense of their civic worlds.
- **REASONING AND APPLYING:** This refers to the ways in which students use civic and citizenship information to reach conclusions that are broader than the contents of any single concept. This process also refers to how students use these conclusions in real-world contexts.

The assessment framework identified the different types of student perceptions and behaviors relevant to civics and citizenship. Two affective-behavioral domains were identified: (i) attitudes, and (ii) engagement.

- **ATTITUDES:** These refer to judgments or evaluations regarding ideas, persons, objects, events, situations, and/or relationships. They include students' beliefs about democracy and citizenship, students' attitudes toward the rights and responsibilities of groups in society, and students' attitudes toward institutions.

- **ENGAGEMENT**: This refers to students' civic engagement, students' expectations of future civic-related action, and students' dispositions to actively engage in society (interest, sense of efficacy). The notion of engagement includes concepts such as preparedness to participate in forms of civic protest, anticipated future political participation as adults, and anticipated future participation in citizenship activities."

APPENDIX B: LIBERIA CIVIC EDUCATION STUDENT ASSESSMENT FRAMEWORK

CONTENT DOMAINS
Civic society and systems
Citizenship
Know what a citizen is and how one becomes a citizen (e.g., birth, naturalization, and dual/multiple citizenships)
Understand that citizens have responsibilities toward their government and other citizens, why such responsibilities exist, and the implications of eschewing/violating such responsibilities
State institutions
Know what democracy is, its defining characteristics (e.g., voting, free speech, right of assembly), differences with other forms of government (e.g., monarchy), and types (e.g., direct and representative)
Identify the three branches of government (i.e., legislature, executive, judiciary), their duties and responsibilities, equality and interrelatedness under the constitution
Know the composition of the legislature (i.e., lower/upper houses), number and assignment of representatives, responsibilities, and interrelatedness in the law-making process
Know the composition of the executive (i.e., president and cabinets), its responsibilities, and how members are elected and for how long
Know the composition of the judiciary (including the supreme court), its responsibilities, and how members are appointed and for how long
Know the country's division into administrative jurisdictions/political subdivisions, their different levels (i.e., counties, cities, districts, townships, chiefdoms, clans, towns, and boroughs), and how they are managed
Civil institutions
Know what a political party is, its objectives/roles in a democracy, and how they may be organized into systems (e.g., single or multiparty system)
Understand Liberia's multiparty system, its main political parties, and the role of opposition political parties
Civic principles
Equity & freedom (Rights)
Understand what rights are, the different types of rights that exist, how they are codified, and their implications for citizens and governments
Know all individuals have certain inalienable rights by virtue of being human

Understand citizens have additional rights by virtue of belonging to a country (e.g., fundamental rights enshrined in the constitution)
Understand some groups (e.g., children, women, disabled) have special rights because of their vulnerability/historical disadvantage in society
Recognizing the roles of individuals and the government in enforcing rights
Rule of law (Responsibilities)
Understand what rule of law/responsibilities are, the types of responsibilities that citizens have, how they are codified, and their implications for citizens and governments
Understand citizens have responsibilities by virtue of belonging to a country (e.g., paying taxes, participating in the democratic process, defending the country)
Recognize the roles of individuals and government in enforcing responsibilities, including the potential for the abuse of the rule of law
Civic participation
Decision-making
Know what elections are, what their objectives/purposes are in a democracy, and their different types (e.g., primary, general, local, by-elections)
Identify the characteristics of successful elections (e.g., free and fair elections, trust in the process and results, voting as a right and responsibility, informed voters)
Understand Liberia's elections system (e.g., officials to be elected, frequency, use of secret ballots, eligibility of candidates and voters) and the role of the National Elections Commission
Know what governance is, how the three branches of government are supposed to work together and with the people, and the characteristics of good governance (e.g., accountability, inclusion, participation)
Influencing
Know what civil society and civil society organizations are, their roles in a democracy, how they are established, their different types (e.g., community-based organizations, non-governmental organizations, international non-governmental organizations, faith-based organizations), and how they work with government
Civic identities
Civic self-image
Understand how individuals influence and are influenced by their relationships with others (e.g., family, neighbors, other citizens, citizens of other countries)
Know that citizens of the same country may differ along multiple dimensions (e.g., sex, ethnicity, religion, citizenship)
Civic connectedness (Peace)

Appreciate the importance of tolerance toward diversity on both principled (e.g., moral) and pragmatic grounds (e.g., safety, peace)
Know what peace is, how it is constructed/maintained (e.g., among family, friends, schoolmates, and neighbors), and the implications of breaking it (e.g., bullying, gossip)
Know what peace education is, how it can be fostered (e.g., listening, speaking clearly, being honest), and its relationship to self-esteem
COGNITIVE DOMAINS
Knowing
Define: Identify statements that define concepts and content (e.g., recognize definitions of citizenship, rights, democracy, etc.)
Describe: Identify statements that describe the key characteristics of concepts and content (e.g., distinguish between general aspects of citizenship and specific aspects of democratic citizenship)
Illustrate: Identify examples that support or clarify statements about concepts and content (e.g., voting as an example of exercising choice over leaders)
Reasoning and applying
Relate: Use the key defining aspects of a concept to explain or recognize how an example illustrates a concept (e.g., similarities between citizenship and membership in a family)
Justify: Use evidence and concept to construct or recognize a reasoned argument to support a point of view (e.g., why citizens should be nice to each other)
Integrate: Identify connections between different concepts across themes and content domains (e.g., how citizenship is related to rights)
Generalize: Identify conceptual principles manifested as specific examples and explain how they apply in other contexts (e.g., how a student group may choose a leader much like a country chooses a president)
Evaluate: Identify judgments about the advantages/disadvantages of alternative points of view/approaches (e.g., understand the consequences of littering for a community)

APPENDIX C: DRAFT DATA COLLECTION INSTRUMENTS

The draft data collection instruments are presented below for stakeholder review. Before deployment, the instruments will be reviewed by the IP and piloted and refined to ensure questions and flow are easily understandable. The ET would advise against adjusting the instruments now based on personal impressions on what would be appropriate in the Liberian context, which may not pan out as expected and may be hard to reconcile with such an inclusive and diverse array of stakeholders. In addition, for the assessments in particular, each item draws largely on the language from the textbooks. Rather, for both the student assessments and student survey, the ET recommends using the instrument pilot as a way to ensure the appropriateness of instruments.

6.4. GRADE 3 STUDENT ASSESSMENT

STUDENT ASSESSMENTS—GRADE 3 (BASELINE)

Impact Evaluation of Liberia's Civic Education Curriculum

I. GENERAL INFORMATION

1. Date of the test *[Complete in mm/dd/yy format]*:
    a. ____ /____ /____
2. Name of the school:
    a. _____
3. ID of the school:
    a. _____
4. First and last name of the student:
    a. First name: _____
    b. Last name: _____
5. Grade *[Select one option]*:
    a. Grade 3
    b. Grade 4
6. Section:
    a. _____

II. QUESTIONS FOR STUDENTS

1. Who is a citizen?

a. Any person living in a country.
b. A member of a country who was born there or became naturalized.
c. A member of the government.
d. A member of a civil society organization.

2. **A _____ is a rule or principle that tells us what is owned by a group of people, what is owed to a person or group of people, and what a person or group of people are allowed to do.**
    a. Right.
    b. Responsibility.
    c. Tradition.
    d. Freedom.

3. **Which of the following is an example of a responsibility of Liberian citizens?**
    a. Having integrity.
    b. Seeking information.
    c. Respecting the rights of others.
    d. All of the above.

4. **A woman finds a cell phone while buying at a shop. If she is a good citizen, she will:**
    a. Take it home with her.
    b. Give it to her sister who needs one.
    c. Turn it over to the shopkeeper.
    d. Leave it where she found it.

5. **A teenager named Beyan hears that his neighborhood is organizing a clean-up campaign. He decides not to participate because he learns that they will clean the street where his house is located anyway. What could happen if others react similarly?**
    a. Nothing. Someone will clean up the neighborhood eventually.
    b. Next time, more neighbors might join.
    c. Their streets may remain unclean, but other streets will be clean.
    d. Eventually, few neighbors will want to participate in clean-ups if others opt out.

6. **Daniel meets Isiah on his first day of school. When they start talking, Daniel realizes Isiah belongs to a different ethnic group than his. What should he do?**
    a. Politely say goodbye and step away.
    b. Continue getting to know Isiah and, if they like each other, become friends.
    c. Make another friend from his same ethnic group.
    d. Finish the conversation and not talk to Isiah again.

7. **What do citizens of other countries who live in Liberia have in common with Liberians?**
    a. They have human rights, which must be respected and protected.
    b. They have some of the same interests.
    c. They want to live in clean, healthy, and safe neighborhoods and communities.
    d. All of the above.

8. **Until recently, all children from a small community attended the same school and they got along very well. This year, several new students arrived from a neighboring town. Fortunate, one of the most popular children at the school, wants to persuade his friends to bully the new students. What could happen if he does?**
    a. The new students might leave the school, which would restore peace at the school.
    b. The new students might retaliate, which would result in more violence at the school.
    c. The new students will feel unwanted and be unable to make friends at the school.
    d. B or C

---

9. **Which of the following is NOT a good way to make peace?**
    a. Disobey your parents and teachers.
    b. Let others say what they think and how they feel.
    c. Obey the rules at your school and the laws of your country.
    d. Tell the truth, even if it will not help you or someone you like.

---

10. **Which of the following is responsible for enforcing the rights of disadvantaged or vulnerable groups (for example, children, women, and disabled people) in Liberia?**
    a. The Ministry of Justice.
    b. The Ministry of Gender, Children, and Social Protection.
    c. The Liberian National Police.
    d. All of the above.

---

11. **Can a person who is a citizen of one country become a citizen of another country?**
    a. No, you can only be a citizen of one country at a time.
    b. It depends on the country. Some allow citizens to hold more than one citizenship.
    c. Yes, but you have to give up your previous citizenship.
    d. Yes, you can have a dual citizenship.

---

12. **A good citizen is: _____.**
    a. Indifferent.
    b. Disrespectful.
    c. Tolerant.
    d. Selfish.

---

13. **Which of the following statements is correct?**
    a. Only the citizens of a country have rights.
    b. The citizens and non-citizens of a country have the same rights.
    c. All human beings have rights, but citizens have additional rights in their country.
    d. Non-citizens typically have more rights than the citizens of a country.

---

14. **Which of the following is an example of a human right?**
    a. Right to freedom and equal dignity.
    b. Right to education.

c. Right to play.
d. All of the above.

---

15. Why should women and girls have the same rights as men and boys?

a. To prevent discrimination.
b. To protect their health and dignity.
c. Because society will benefit as a result.
d. All of the above.

---

16. George has stolen something from his brother and lied to his parents about it. This is an example of _____.

a. Corruption.
b. Duty.
c. Discrimination.
d. Convention.

---

17. Others have the right to hold religious beliefs…

a. …only if they are the same as yours.
b. …only if they keep those beliefs to themselves.
c. …even if they are different from yours.
d. …only if they are consistent with yours.

---

18. The key rights given in the Constitution of Liberia are called _____ rights.

a. Human.
b. Fundamental.
c. Equal.
d. Important.

---

19. Often, the rights that citizens enjoy come with certain responsibilities. For example, the right to free speech comes with the responsibility to be honest and speak the truth. Similarly, the right to justice comes with the responsibility to…

a. …be honest.
b. …pay our taxes.
c. …register to vote.
d. …obey the law.

---

20. A young woman sees an older woman walking home with her groceries, struggling to hold all bags while walking. As a good citizen, the young woman should:

a. Do nothing. The older woman probably does not want to be bothered.
b. Help her with the bags, but only if she is not in a rush.
c. Offer to help her with the bags, even if she is in a rush.
d. Wait and see if someone else offers to help.

---

21. Emmanuel and his schoolmates are trying to get on the school bus, but there are too many children trying to get in at once. Which of these actions would be the BEST way to demonstrate that he is a good citizen?

a. He should say "excuse me" if he wants others to move out of the way.
b. He should push others out of the way to get in.
c. He should say "please" if he wants others to move out of the way.
d. He should suggest that he and others form a line or a queue.

---

22. Musu's father just learned that his neighbor's home is flooded after a heavy rain. He decides to help his neighbor, even though they have never spoken before. Why do you think that Musu's father helped his neighbor?

a. Because helping neighbors is the right thing to do.
b. Because next time, it might be Musu's father who needs help from his neighbors.
c. To establish a good relationship with his neighbors.
d. All of the above.

---

23. Peace…

a. …is the beginning of all good things for you and your family, for your neighbors, and for all those who live in your country and the world.
b. …means living in a home and neighborhood where people respect each other, where they can resolve conflicts, and where all can be safe and happy.
c. …means you can study without confusion, make friends, and play.
d. All of the above.

---

24. Which of the following is a challenge to enforce human rights?

a. Cultures and traditions that may not accept women, children, or people with disabilities.
b. Not enough organizations carry out programs to make sure that the rights of women, children, and people with disabilities are recognized and respected.
c. Maintaining peace to have the rights of any person or group of people respected and protected.
d. All of the above.

---

25. The right to _____ means that everyone has the freedom to express himself or herself in public and to receive knowledge from other people and provide knowledge to other people.

a. Life, liberty, security, and property.
b. Freedom of expression.
c. Freedom of movement.
d. Freedom of thought, conscience, and religion.

---

26. When can the government limit the right to freedom of thought, conscience, or religion?

a. When citizens exercising that right create security or health problems for others.
b. When citizens exercising that right stop others from enjoying their rights.
c. When citizens exercising that right break the law in some way.

d. All of the above.

---

27. _____ indicates that any person arrested by the police or security people and put in jail must be taken to court within 48 hours and the court will decide whether that person must be tried or not.

a. Habeas corpus.
b. The right not to be subjected to martial law.
c. The right to an open and fair trial.
d. The right to legal representation.

---

28. _____ helps all citizens to learn and practice good behavior that can keep peace in our homes, neighborhoods, communities, and country.

a. Citizenship.
b. Peace education.
c. The Universal Declaration of Human rights.
d. The United Nations.

---

29. Just like a member of a neighborhood has the right to get water from the local well or pump and the responsibility to keep the well or pump clean, a _____ also has rights and responsibilities toward other members of his or her country.

a. Politician.
b. Citizen.
c. Legislature.
d. Foreigner.

---

30. Which international agreement focuses on protecting the rights of women?

a. The Universal Declaration of Human Rights.
b. Convention on the Rights of the Child.
c. Convention on the Elimination of all Discrimination Against Women.
d. Convention on the Rights of People with Disability.

---

31. Which of the following freedoms are important in helping citizens become informed about the issues affecting them at the community, national, and international levels?

a. Freedom of mass media.
b. Freedom of thought and expression.
c. Freedom to assemble and discuss the common good.
d. All of the above.

---

32. Which of the following are examples of how Liberians are related and connected?

a. Food.
b. Accent.
c. Handshake.
d. All of the above.

33. Which of the following is the BEST way to be a good neighbor?

a. Playing loud music at a religious ceremony.
b. Forming a neighborhood watch to keep the neighborhood safe.
c. Sharing common kitchens to cook their food.
d. Being affiliated with different political parties.

---

34. In which of the following situations should neighbors help each other?

a. When disasters, such as floods or fires, happen.
b. When a neighbor is sick or in the local clinic or hospital.
c. When a house is broken into and property is stolen.
d. All of the above.

---

35. According to the law, in which of the following situations should Liberians pay taxes?

a. Owning cook shops, restaurants, or entertainment centers.
b. Owning land or houses.
c. Earning income.
d. All of the above.

STUDENT ASSESSMENTS—GRADE 4 (BASELINE)

Impact Evaluation of Liberia's Civic Education Curriculum

I. GENERAL INFORMATION

1. Date of the test *[Complete in mm/dd/yy format]*:

    a. ___ /___ /___

2. Name of the school:

    a. _____

3. ID of the school:

    a. _____

4. First and last name of the student:

    a. First name: _____
    b. Last name: _____

5. Grade *[Select one option]*:

    a. Grade 3
    b. Grade 4

6. Section:

    a. _____

II. QUESTIONS FOR STUDENTS

1. Democracy is…

a. A word that combines two words in Greek: "the people" and "to rule."
b. A system of government in which the power to set up and operate a government is entrusted to the citizens of the country.
c. A system of government in which citizens have the authority to influence the policies of the government they establish.
d. All of the above.

---

2. A _____ is a form of government in which one member of a family rules—usually, a king or a queen.

a. Democracy.
b. Monarchy.
c. Oligarchy.
d. Dictatorship.

3. **In a direct democracy, all the citizens participate directly in making laws. In a _____ democracy, citizens choose the leaders who make and implement the laws.**
    a. Representative.
    b. Electoral.
    c. Functional.
    d. Constitutional.

4. **How many branches of government did the Constitution of Liberia establish?**
    a. 1 branch.
    b. 2 branches.
    c. 3 branches.
    d. 4 branches.

5. **The House of Representatives and the Senate differ in:**
    a. The number of representatives.
    b. The process by which representatives are elected.
    c. The role in approving a bill to become law.
    d. All of the above.

6. **The Executive branch of the government is headed by _____.**
    a. The Speaker of the House.
    b. The President.
    c. The Chief Justice.
    d. None of the above.

7. **Who is the Commander-In-Chief of the Armed Forces of Liberia?**
    a. The President.
    b. The Vice-President.
    c. The Minister of Defense.
    d. The Minister of Justice.

8. **Which of the following statements about the Supreme Court is NOT true?**
    a. It is the highest court in Liberia.
    b. It consists of the Chief Justice and five Associate Judges.
    c. It has the final say on how the law is interpreted.
    d. Its members are appointed by the President.

9. **Which of the following are jurisdictions of Liberia?**
    a. Counties.
    b. Cities.
    c. Districts.

d. All of the above.

---

10. A _____ is an organization whose major objective is to put forward candidates to contest elections and to form or participate in the government after elections.

a. Political party.
b. Democracy.
c. Election.
d. Coalition.

---

11. Which of the following is a role of a political party?

a. Give citizens a choice between groups of people who want to run the government.
b. Help narrow the number of candidates that contest for elected positions.
c. Bring together the voices and ideas of citizens and make them heard by political leaders.
d. All of the above.

---

12. Which of the following is a role of an opposition political party?

a. Serve as a watchdog, bringing attention to the policies and activities of the government that are not in the interest of the public.
b. Report on illegal acts (e.g., corruption).
c. Hold the government accountable to the citizens.
d. All of the above.

---

13. A _____ election is the one that is held throughout the country for president and vice president and for members of the legislature at the same time.

a. Primary.
b. General.
c. Local.
d. Special.

---

14. Free and fair elections are those in which:

a. All eligible voters are allowed to vote.
b. All elections are by secret ballot.
c. Voters believe no cheating was done.
d. All of the above.

---

15. Which of the following is an example of a responsibility of Liberian citizens?

e. Having integrity.
f. Seeking information.
g. Respecting the rights of others.
h. All of the above.

---

16. Which of the following freedoms are important in helping citizens become informed about the issues affecting them at the community, national, and international levels?

a. Freedom of mass media.
b. Freedom of thought and expression.
c. Freedom to assemble and discuss the common good.
d. All of the above.

---

17. In Liberia, how often must elections for president be held?

a. Every year.
b. Every six years.
c. Every nine years.
d. Whenever necessary.

---

18. **To be eligible to run as a presidential candidate, a person must:**

a. Be at least 35 years old.
b. Be born in Liberia.
c. Own property worth at least $25,000.
d. All of the above.

---

19. George has stolen something from his brother and lied to his parents about it. This is an example of _____.

a. Corruption.
b. Duty.
c. Discrimination.
d. Convention.

---

20. Emmanuel and his schoolmates are trying to get on the school bus, but there are too many children trying to get in at once. Which of these actions would be the BEST way to demonstrate he is a good citizen?

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a. …be honest.
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---

22. When can the government limit the right to freedom of thought, conscience, or religion?

a. When citizens exercising that right create security or health problems for others.
b. When citizens exercising that right stop others from enjoying their rights.
c. When citizens exercising that right break the law in some way.
d. All of the above.

---

23. Which of the following statements is true?

a. The Legislature ought to listen to the views of the Executive when making laws because the Executive will have to enforce such laws.
b. If the Supreme Court decides a law is wrong, the Legislature will have to accept the decision of the court and correct the law accordingly.
c. The Executive can veto a bill passed by the Legislature and it will not become law.
d. All of the above

---

24. One of the key elements of good governance is _____: the expectation that leaders must be honest and open about their work.

a. Inclusion.
b. Participation.
c. Transparency.
d. Equity.

---

25. Emine's community has no clinic. She decides to organize members of her community to ask her local government for a clinic. She could do so by forming a:

a. Civil society organization.
b. Ministry.
c. Election.
d. House of representatives.

---

26. A teenager named Beyan hears that his neighborhood is organizing a clean-up campaign. He decides not to participate because he learns that they will clean the street where his house is located anyway. What could happen if others react similarly?

a. Nothing. Someone will clean up the neighborhood eventually.
b. Next time, more neighbors might join.
c. Their streets may remain unclean, but other streets will be clean.
d. Eventually, few neighbors will want to participate in clean-ups if others opt out.

---

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a. …only if they are the same as yours.
b. …only if they keep those beliefs to themselves.
c. …even if they are different from yours.
d. …only if they are consistent with yours.

---

28. Daniel meets Isiah on his first day of school. When they start talking, Daniel realizes Isiah belongs to a different ethnic group than his. What should he do?

a. Politely say goodbye and step away.
b. Continue getting to know Isiah and, if they like each other, become friends.
c. Make another friend from his same ethnic group.
d. Finish the conversation and not talk to Isiah again.

---

29. In which of the following situations should neighbors help each other?

a. When disasters, such as floods or fires, happen.
b. When a neighbor is sick or in the local clinic or hospital.
c. When a house is broken into and property is stolen.
d. All of the above.

---

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b. …means living in a home and neighborhood where people respect each other, where they can resolve conflicts, and where all can be safe and happy.
c. …means you can study without confusion, make friends, and play.
d. All of the above.

---

31. Which of the following is NOT a good way to make peace?

a. Disobey your parents and teachers.
b. Let others say what they think and how they feel.
c. Obey the rules at your school and the laws of your country.
d. Tell the truth, even if it will not help you or someone you like.

---

32. _____ helps all citizens to learn and practice good behavior that can keep peace in our homes, neighborhoods, communities, and country.

a. Citizenship.
b. Peace education.
c. The Universal Declaration of Human rights.
d. The United Nations.

---

33. Musu's father just learned that his neighbor's home is flooded after a heavy rain. He decides to help his neighbor, even though they have never spoken before. Why do you think that Musu's father helped his neighbor?

a. Because helping neighbors is the right thing to do.
b. Because next time, it might be Musu's father who needs help from his neighbors.
c. To establish a good relationship with his neighbors.
d. All of the above.

---

34. Until recently, all children from a small community attended the same school and they got along very well. This year, several new students arrived from a neighboring town. Fortunate, one of the most popular children at the school, wants to persuade his friends to bully the new students. What could happen if he does?

a. The new students might leave the school, which would restore peace at the school.
b. The new students might retaliate, which would result in more violence at the school.
c. The new students will feel unwanted and be unable to make friends at the school.
d. B or C.

---

35. Sonia does not think she can do well in school. What could result from this problem?

a. She may not see any point in working hard at school.
b. She may suspect others think poorly of her.
c. She may be less willing to trust and socialize with others at school.
d. All of the above.

STUDENT SURVEY

STUDENT SURVEY (BASELINE)

Impact Evaluation of Liberia's Civic Education Curriculum

I. GENERAL INFORMATION

[Complete this section before you enter the school.]

1. Enumerator Name
   a. _____
2. Enumerator ID :
   a. _____
3. Date of the survey
   a. _____/_____/_____
4. Time of the survey
   a. ___:_____:_____
5. School name:
   a. _____
6. School EMIS code
   a. _____
7. Is the school rural or urban?
   a. Rural
   b. Urban
8. District name:
   a. _____
9. Town/village name:
   a. _____
10. County:
    a. _____
11. Student grade:

a. Grade 3
b. Grade 4

12. GPS location *(*if using tablets*):

a. Record GPS location
b. No network

II. INFORMED ASSENT

[Completed by student.]

Hello. My name is [------] and I work for an organization called the XXXX. I want to invite you to participate in a survey for a study that we are conducting to understand civic education in Liberia.

If you agree to be part of the study, I will ask you to complete a brief survey, which will take you about XX minutes to complete. There are no right or wrong questions, so I will ask you to answer honestly.

There are no known risks or benefits from this survey.

If you do not want to be part of the study, you do not have to participate. We have asked your principal to give us permission to invite you to participate, but you can still decide not to do it. Being in this study is up to you and no one will be upset if you do not want to participate or even if you change your mind later and want to stop. It will not affect your grade at school in any way.

You can ask any questions that you have about the study now or after you've answered all the questions in the survey.

If you agree to participate in the study, I will start asking you questions.

13. Do you agree to participate in this study?

a. Yes
b. No

14. What is your first, middle, and last name?

a. First name: _____
b. Middle name: _____
c. Last name: _____ _____

III. STUDENT CHARACTERISTICS

[Ask the student the following questions. In all multiple-choice questions, select only one option unless indicated otherwise.]

15. Are you a girl or a boy?

a. Boy
b. Girl

16. How old are you?

a. _____ years old

17. What ethnic group or tribe do you belong to?

a. Bassa
b. Belle
c. Dei
d. Gbandi
e. Gio
f. Gola
g. Grebo
h. Kissi (or Gisi)
i. Kpelle
j. Krahn
k. Kru
l. Lorma
m. Mandingo
n. Mano
o. Mende
p. Sapo
q. Vai
r. Americo-Liberian
s. I don't want to answer
t. I don't know
u. Other (Specify)

18. What language do you speak at home most of the time?

a. Standard English
b. Liberian English (Liberian Koloqua)
c. Bassa
d. Belle
e. Dei
f. Gbandi
g. Gio
h. Gola
i. Grebo
j. Kissi (or Gisi)
k. Kpelle
l. Krahn
m. Kru
n. Lorma
o. Mandingo
p. Mano
q. Mende
r. Sapo
s. Vai
t. I don't want to answer
u. I don't know

v. Other (Specify)

19. How much education has your mother completed?

a. No education
b. Some primary school
c. Finished primary school
d. Some secondary school
e. Finished secondary school
f. Higher
g. I do not know

20. How much education has your father completed?

a. No education
b. Some primary school
c. Finished primary school
d. Some secondary school
e. Finished secondary school
f. Higher
g. I do not know

21. Do you or anyone in the home where you live have any of the following? (*select all that apply)*

a. Refrigerator
b. Television
c. Mobile phone
d. Computer (desktop computer or laptop)
e. Mattress
f. Car or motorbike
g. Radio
h. Table
i. Chair

22. What type of roof does your home have?

a. Iron/metal sheets (not zinc)
b. Zinc
c. Concrete/cement
d. Plastic/tarpaulin
e. Thatch/palm leaf
f. Wood/boards
g. Tiles
h. Other (specify)
i. I don't know

23. What type of walls does your home have on the outside?

a. Cement/concrete/stone blocks
b. Zinc
c. Iron/Metal sheets (not zinc)

d. Brick mud/mud/wattle
e. Baked burnt bricks
f. Wood/boards
g. Grass/fiber/straw
h. Other (specify)
i. I don't know

24. How much do you care about the news and politics?

a. I don't care at all
b. I don't care too much
c. I care a little
d. I care a whole lot

IV. ATTITUDES

25. How much do you agree or disagree with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree
a. As long as the president does what's best for the people, we don't need elections.				
b. Everyone should always be able to say what they feel about the government.				
c. People in the minority can say what they feel about people that are in the majority.				
d. If you don't support the party that wins the elections, you don't have to follow the laws that they make.				
f. Some groups and people should not be allowed to protest.				
g. If people think something that I don't agree with, I think they should keep their opinions to themselves.				

26. How much do you trust the following organizations, groups, or people to do what is best for you and other people in Liberia?

	I don't trust them at all	I don't trust them too much	I trust them a little	I trust them a lot
a. The national government of Liberia				
b. The president				
c. The legislature				
d. The courts of law				
e. Religious leaders				
f. The police				
g. Traditional leaders				
h. The press and media (what you hear on the radio or read in newspapers)				
i. Civil society organizations				

27. How important is it to do the following things as a good citizen?

	Not important at all	Not really important	A little important	Very important
a. Voting in national elections				
b. Obeying the laws				
c. Expressing your opinions when you disagree with the government				

d. Reporting a crime to the police if you see one				
e. Peacefully protesting government laws and policies that you think are not fair				
f. Learning about the news and politics in the newspaper, on the radio, on tv, or on the internet				
g. Working on projects that help people in your community				
h. Paying taxes				

28. People have different views about the roles of women and men in society. How much do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
a. Men and women should have equal opportunities to take part in government.				
b. Men and women should have the same rights in every way.				
c. Women should stay out of politics.				
d. Men are better political leaders than women.				

29. People have different views on the rights and responsibilities of different ethnic groups or tribes in society.

	Strongly disagree	Disagree	Agree	Strongly agree
a. All ethnic groups or tribes should have an equal chance to get a good education in Liberia.				
b. All ethnic groups or tribes should have an equal chance to get good jobs in Liberia.				
c. Members of all ethnic groups or tribes should be encouraged to run for president.				
d. Members of all ethnic groups or tribes should have the same rights and responsibilities.				

30. Let us suppose that you had to choose between being a Liberian and being a _____[R's ethnic group]. Which of the following statements best expresses your feelings?

a. I feel only Liberian
b. I feel more Liberian than _____ [insert R's ethnic group]
c. I feel equally Liberian and _____ [insert R's ethnic group]
d. I feel more _____ [insert R's ethnic group] than Liberian
e. I feel only _____ [insert R's ethnic group]
f. I don't know

31. How much do you agree or disagree with the following statements about Liberia?

	Strongly disagree	Disagree	Agree	Strongly agree
a. The flag of Liberia is important to me.				
b. I have great respect for Liberia.				

c. In Liberia, we should be proud of what we have achieved.				
d. I am proud to live in Liberia.				

32. Liberia has many different ethnic groups or tribes. Think about people that are from a different ethnic group or tribe from you...

	I wouldn't like it at all	I wouldn't really like it	I wouldn't care	I would like it a little	I would like it a lot
a. Would you like to have people from a different ethnic group or tribe as your neighbor?					
b. Would you like to be friends with someone from a different ethnic group or tribe?					
c. Would you like it if the president was someone from a different ethnic group or tribe?					
d. Would you like it if your brother or sister married someone from a different ethnic group or tribe?					

33. People in Liberia have different religions. Think about people that have a different religion from you...

	I wouldn't like it at all	I wouldn't really like it	I would like it a little	I would like it a lot

a. Would you like to have people from a different religion as your neighbor?				
b. Would you like to be friends with someone from a different religion?				
c. Would you like it if the president was someone from a different religion?				
d. Would you like it if your brother or sister married someone from a different religion?				

34. Liberians are very diverse. They come from different religions, ethnic groups, political parties, and economic and social backgrounds. Overall, do you think that there is more that unites all Liberians as one people or more that divides them?

a. A lot more that divides us.
b. A little more that divides us.
c. A little more that unites us.
d. A lot more that unites us.
e. I don't know.

35. How well do you think you would do the following activities?

	Not at all well	Not very well	Pretty well	Very well
a. Discuss a newspaper article about a conflict between countries.				
b. Argue your point of view about a controversial political or social issue.				
c. Run as a candidate in a school election.				
d. Organize a group of students in order to achieve changes at school.				

e. Follow a radio debate about a controversial issue.				
f. Write a letter or email to a newspaper giving your view on a current issue.				
g. Speak in front of your class about a social or political issue.				

I. BEHAVIORS

36. At school, do you do the following things?

	No	Maybe	Yes
a. I express my opinions if I disagree with a school rule.			
b. I take school problems or concerns to my teacher or principal.			
c. I teach things to other students in my school.			
d. I help keep the classroom and school clean.			
e. I am part of the student government at my school.			
f. I encourage my parents to come to PTA meetings.			
g. I am a member of my School Health Team.			

37. In your community, do you do the following things?

	No	Maybe	Yes
a. I volunteer my time to help other people in my community.			
b. I express my opinions if I disagree with a rule.			
c. I stay informed about the local news.			
d. I take community problems or concerns to a traditional leader.			
e. I teach things to others in my community.			

38. In the future, when you are an adult, do you plan to do the following things?

	No	Maybe	Yes
a. I plan to vote in national elections.			
b. I plan to learn about the candidates before voting in an election.			
c. I plan to volunteer my time to help other people in my community.			
d. I plan to join an organization that fights for a political or social cause that I believe in.			
e. I plan to call or write to a politician to tell him or her what I think about a political issue.			
f. I plan to attend a peaceful protest if I disagree with something that the government is doing.			

II. SKILLS

39. How often do you do the following things?

	I don't ever do this	I do this really rarely	I do this sometimes	I do this all the time
a. I try to think before I say something.				
b. I make sure I listen and understand what someone else is trying to say before I say something back.				
c. I try to watch other people's body language to help me understand what they are trying to say.				

40. In general, how well do you communicate your ideas to others?

a. Better than other students in my grade.
b. Worse than other students in my grade.
c. The same as other students in my grade.

41. How often do you do the following things?

	I don't ever do this	I do this really rarely	I do this sometimes	I do this all the time
a. If friends are fighting, I try to get them to talk to each other and stop fighting.				
b. If a friend is mad at me, I try to understand why.				
c. I know how to avoid a fight when I need to.				

42. In general, how well do you work or get along with others?

a. Better than other students in my grade.
b. Worse than other students in my grade.
c. The same as other students in my grade.

APPENDIX D: DRAFT STATEMENT OF EVALUATION STAKEHOLDER ROLES

Statement of Evaluation Stakeholder Roles between Cloudburst, USAID (USAID/DRG and USAID/Liberia), and DI on the Liberia Civic Education Impact Evaluation

I. PURPOSE AND SCOPE

The purpose of the Statement of Evaluation Stakeholder Roles is to confirm the roles, responsibilities, and commitments of the ET (fielded and managed by Cloudburst), USAID (USAID/DRG and USAID/Liberia), and DI as they relate to the implementation of an IE of USAID-funded civic education rollout activities for the EDA. The scope of these activities is outlined in Appendix E: Evaluation Scope of Work. The period of performance of this evaluation is June 3, 2022, to April 15, 2025.

II. BACKGROUND

The DRG Center is committed to promoting evidence-based programming for DRG sub-sectors through the implementation of rigorous IEs. In accordance with USAID's evaluation policy, an essential DRG Center objective is to measure the impact of various development approaches for enhancing DRG and to incorporate these findings into USAID policies and programs through updated resources for program design, outreach, training, and field support.

The EDA implemented by DI aims to cultivate accountable elected representatives who govern in the interest of their constituents. Objective 2 of this activity is improved civic knowledge and sense of civic duty, and result 2.1 is improved civic education of students in grades one through six. EDA will support the Liberia MoE's rollout of a 2014 National Curriculum on Citizen Education. DI and UMOVEMENT will finalize the proposed civic education curriculum, support piloting the curriculum, and following adaptations, support scale-up. This "pilot to scale" IE aims to inform adaptation and scaling decision-making.

III. JOINT ROLES AND RESPONSIBILITIES OF THE PARTIES

The parties will provide each other with all such information as may be necessary to facilitate the implementation of the IE. The IE will require close coordination between Cloudburst, USAID, and DI. Any issues concerning the interpretation, administration, or implementation of this statement will be resolved by timely consultation between the parties.

IV. INDIVIDUAL ROLES AND RESPONSIBILITIES OF THE PARTIES

A. RESPONSIBILITIES AND COMMITMENTS OF CLOUDBURST

- Design the overall evaluation strategy and baseline and endline surveys in identified sites:
  - Select the schools for project location in coordination with USAID and DI.
  - Define protocols necessary to measure changes resulting from program/project interventions.
  - Assign treatment and control status to grades within participating schools.
  - Design the survey instrument and protocols (including field testing).
  - Design the sampling strategy.

  - Design the survey questionnaire and related manuals for the survey.
  - Identify and select survey firms to carry out data collection.
  - Analyze survey data and produce baseline and final report representing findings.
  - Provide regular and timely updates on the progress of evaluation activities.
- Ensure confidentiality of all information and documentation shared with the researchers over the course of the evaluation. In particular, Cloudburst will:
  - Obtain human subjects approvals from all required ethics review boards/IRBs before beginning data collection activities.
  - Ensure that all ET members do not engage in unauthorized sharing or dissemination of any proprietary or confidential information related to the Mission's activities as well as any personal records or identifiable information of individuals participating in the study.
- Disseminate evaluation results to promote utilization and learning.
  - Share with USAID and DI preliminary baseline and endline findings from the IE for inputs and comments before final versions of the reports are made public. Remove all personal identifiers before any such release.
  - The ET may use the data from this evaluation in academic publications, including journal articles and/or PhD dissertations.

B. RESPONSIBILITIES AND COMMITMENTS OF USAID

- Provide technical oversight to the overall evaluation strategy and evaluation activities.
- Provide timely feedback on all deliverables shared for comment.
- USAID/Liberia will be responsible for securing the firm commitment of all stakeholders involved in the program/project to do a rigorous IE and to fully cooperate with Cloudburst and the DRG Center's Evidence and Learning Team on all aspects of the evaluation process.
- USAID/Liberia will liaise with the Liberia MoE about this IE to ensure host government ownership and buy-in.
- Support Cloudburst in obtaining all needed permissions to conduct data collection, for example by producing an official letter of support for the evaluation.
- Ensure that Cloudburst has access to the relevant (not classified) program or project information to design the study adequately.
- Allow Cloudburst to operate with complete independence to ensure the integrity of the evaluation process and results.
- USAID/Liberia will ensure that every IP understands that a rigorous IE requires that project activities be rolled out according to specific protocols and procedures that must be strictly followed and that partners work closely with researchers to develop work plans that enable the IE. In particular:
  - Ensure that the rollout of program and project activities takes place in sites as determined by the IE protocol rollout sequencing.
  - Ensure that IPs and their staff do not carry out any activities that could adversely affect the evaluation process or influence in any way the outcomes of the evaluation—in particular, do not change IE or survey protocols or disseminate project benefits or information in grades that have not yet been targeted for intervention.
- Should the parties determine that necessary adjustments in program/project implementation are necessary for the success of the IE, commit to requesting and securing such changes with IPs.

C. RESPONSIBILITIES AND COMMITMENTS OF DEMOCRACY INTERNATIONAL AND UMOVEMENT

- Provide timely feedback on all deliverables shared for comment.

- Commit to supporting a rigorous IE and fully cooperate with Cloudburst and the DRG Center's Evidence and Learning Team on all aspects of the evaluation process.
- Appoint a point of contact to communicate regularly with the ET and provide programming progress updates, problem-solving, and consensus-building on program and evaluation activities.
- Ensure that Cloudburst has access to relevant (not classified) program or project information in order to design the study adequately.
- Allow Cloudburst to operate with complete independence to ensure the integrity of the evaluation process and results.
- Follow all evaluation protocols and procedures and ensure that partners work closely with Cloudburst to develop work plans that enable the IE. In particular:
    - Ensure that the rollout of program and project activities takes place in sites as determined by the IE protocol rollout sequencing.
    - Ensure that IPs and their staff do not carry out any activities that could adversely affect the evaluation process or influence in any way the outcomes of the evaluation—in particular, do not change IE or survey protocols or disseminate project benefits or information in grades that have not yet been targeted for an intervention.
- Incorporate indicators requested by Cloudburst into monitoring data collection plans and provide the ET with timely access to all program monitoring information.
- Oversee UMOVEMENT's implementation of activities, ensuring fidelity with all evaluation protocols, procedures, and data-sharing agreements.

V. Modifications

This statement may only be amended through the written agreement of the parties. Items within this statement can be added and subtracted through mutual agreement and a record of changes will be kept in an accompanying knowledge management document.

APPENDIX E: EVALUATION SOW

Scope of Work:

Tasking CB033 Liberia Civic Education Impact Evaluation (IE)

1. SUMMARY

This tasking is divided into a base tasking and two options for a potential IE of a civic education program in Liberia. For the base tasking, the learning partner will complete an evidence review and evaluability assessment, help lead an IE workshop, and produce an evaluation design memo. Separate options may be exercised to (1) conduct a scoping trip and produce a formal evaluation design and (2) carry out the evaluation.

ACTIVITY NAME	Liberia Elections and Democracy (LEAD) Activity
IMPLEMENTER	DI Subgrantee UMOVEMENT will support civic education activities
AGREEMENT NUMBER	72066921CA00003
TOTAL ESTIMATED CEILING OF THE ACTIVITY	$15,999,640 Civic education is only a portion of the total activity
ACTIVITY START/END DATE	May 7, 2021–May 6, 2026

2. INTRODUCTION

BACKGROUND: USAID's LEAD activity implemented by DI aims to cultivate accountable elected representatives who govern in the interest of their constituents. Objective 2 of this activity is improved civic knowledge and sense of civic duty, and result 2.1 is improved civic education for grades 1–6 students. LEAD will support the Liberia MoE's rollout of a 2014 National Curriculum on Citizen Education. DI and UMOVEMENT will finalize the proposed civic education curriculum, support piloting the curriculum, and following adaptations, support scale-up. Additional detail on the intervention can be found in the cooperative agreement.

EVALUATION PURPOSE AND USE: This is a "pilot to scale" IE to inform adaptation and scaling decision-making. The evidence review and baseline data should also provide valuable information to inform the pilot implementation.

LEARNING FROM PAST EVALUATIONS: A rapid evaluability assessment suggests both an opportunity for an IE and important obstacles to overcome. Furthermore, recent retrospective studies of IEs in DRG, in the former Economic Growth, Education, and Environment (E3) Bureau, and a PPL study of IE quality

highlight the many potential pitfalls of IE efforts. The learning partner's work should aim to build on these past lessons learned and ensure evaluation risks and challenges are appropriately mitigated.

3. TASKS AND DELIVERABLES

This tasking will occur in three phases: an initial base tasking and two potential options that are outlined below.

BASE TASKING: EVIDENCE REVIEW, EVALUABILITY ASSESSMENT, WORKSHOP, AND DRAFT DESIGN

CONCEPT NOTE: The concept note should include any clarifications or additional details on the items below, a timeline for the base tasking and first option, and the bios, roles and responsibilities, and CVs of ET members.

KICKOFF MEETING: An initial kick-off meeting will occur following approval of the concept note and budget with the learning partner, ET, IP, USAID/DRG, and USAID/Liberia. At the time of the kickoff meeting, the implementer should identify an evaluation specialist to work with the ET in developing the subsequent deliverables. The learning partner and principal investigator will retain ultimate responsibility for the content of the deliverables and for ensuring the objectivity of the evaluation.

EVIDENCE REVIEW: The evidence review should summarize the evidence on civic education for young cohorts. The review should 1) note divergent theories of change in civic education for young cohorts, 2) identify what we know works or does NOT work (if anything), 3) identify important key contextual/intervening variables that might explain variation in impact effectiveness, and 4) offer recommendations to USAID/Liberia and DI on the proposed intervention. To increase the utility of this review, the document should be short: limited to five pages, although additional pages may be included as an annex. The annex should also include an annotated bibliography of a few key "essential readings." The review should include both experimental and observational research and peer-reviewed and grey literature. The evidence need not be specific to Liberia; however, contextual relevance should be considered in presenting the findings.

EVALUABILITY ASSESSMENT: The primary goal of this evaluability assessment is to ensure that the intervention is a good fit for an IE, more specifically that stakeholders can be confident in the IE results and that the IE will be useful to inform decision-making. There are many approaches to evaluability assessments; however, this assessment should at a minimum 1) confirm that the intervention has an adequately robust ToC and identify potential challenges with the intervention's ToC that could affect results, 2) explore outcome variables, the feasibility of measurement, and potential measurement concerns, 3) identify the population of interest, the feasibility of randomization, adequacy of expected sample size, and challenges in randomization and sampling, and 4) explore opportunities for how the evidence generated through the IE can be used. If the ET does not consider the intervention to be a good fit for an IE, then this should be clearly stated.

Additional content may be added based on USAID evaluability assessment guidance and a planning guide; however, this is not intended to be a heavy level of effort activity. A rapid evaluability assessment was conducted in March based on the Notice of Funding Opportunity; however, it has not been updated to reflect the final cooperative agreement. To increase the utility of this assessment, the document should be short (limited to five pages, although additional pages may be included as an annex). The assessment

need not resolve all issues; however, it should raise issues to be addressed during the IE Workshop. The evaluability assessment should be updated periodically, including at the draft and final evaluation design phases.

IMPACT EVALUATION WORKSHOP: The learning partner will host a virtual IE planning and design workshop with the Activity IP DI and its subgrantee UMOVEMENT, USAID/Liberia, and USAID/DRG. In addition to determining a design approach, an equally important goal of the workshop is to build strong relations between stakeholders.

The agenda for the workshop will be developed by the learning partner with input from the IP and USAID. During the workshop, the learning partner will present findings from the evidence review, conclusions from the evaluability assessment, potential IE design options, and expected challenges and proposed solutions in implementing the evaluation. The IP will likely present on their experience in civic education, their planned approach to civic education interventions, important details from the Liberian education context, and expected challenges in implementing the evaluation. Additional sessions of the workshop will focus on developing a workable draft design that matches IE needs with implementation realities. The workshop should also clearly identify how the evaluation data and results will be used during and after the evaluation.

EVALUATION DESIGN MEMO: As an output of the IE workshop, the ET should develop a memo outlining the key details of the proposed evaluation design or evaluation design options and the issues to be further investigated or confirmed during scoping activities. The memo is expected to follow a similar structure to the evaluation design report; however, it need not provide the same level of detail. The design memo will be revised based on comments and serve as the decision point to exercise option 1.

OPTION 1: SCOPING AND EVALUATION DESIGN

SCOPING: Following the evaluation workshop, the ET, including the IP representative, will undertake scoping activities to ground-truth the draft evaluation design and to develop detailed randomization, sampling, and measurement strategies. For budgeting purposes, this is envisioned as no more than two weeks of fieldwork and may include a mix of remote and in-person scoping activities given COVID-19 safety precautions.

DRAFT AND REVISED IMPACT EVALUATION DESIGN: The IE design should follow USAID technical guidance. Please note that 2020 revisions to the ADS require the inclusion of cost analysis in evaluation designs (201.3.6.4). The draft will be revised based on stakeholder feedback.

The evaluation design should include the following sections, only subject to change if an adequate rationale is provided. Highly technical content should be shifted to technical annexes to maintain the readability of the evaluation design.

- Executive summary
- Background, evaluation purpose, evaluation use
- Results framework and the ToC
- Output and outcome indicators
- Identification strategy (design and randomization)
- Sampling
- Data sources

- Monitoring implementation/fidelity and evaluation/IP coordination plan
- Analysis plan
- Dissemination and use plan
- Human subjects protection
- Assumptions and limitations
- Timeline
- Research team
- References
- Annexes: including any technical annexes, an updated evaluability assessment, this SOW, a draft MOU between evaluation stakeholders, and draft instruments and data collection protocols.

OPTION 2 EVALUATION IMPLEMENTATION

The evaluation will be implemented in accordance with the evaluation design document and the stakeholder MOU. This should entail regular communication and information sharing between the IE stakeholders. Changes to the design should be noted with an evaluation change memo. Major changes may require a revision to the evaluability assessment and design document.

Data collection approaches and tools will be reviewed by an IRB.

Prior to data analysis, an analysis plan will be registered with open registries network or another similarly reputable registration platform.

The ET will aim to maximize the relevance, timeliness, and use of evaluation data and analysis not just at the completion of the evaluation but throughout the data collection and analysis process.

4. PERSONNEL

For the base tasking, the impact ET should include no more than three individuals, including at least one principal investigator. Collectively the team must have:

- Expertise on measurement and survey work with youth in the targeted age group.[21]
- IE methodological expertise.
- A proven track record of successful implementation of IEs.
- Willingness to work with and coordinate closely with the IP to find a workable design that meets both the needs of the evaluation and matches the implementation realities.
- Expertise in Liberian civics and familiarity with the Liberian education system.

5. BASE TASKING TIMELINE

DELIVERABLE	TIMING (TOTAL TIME)
Concept note and budget	2 weeks (2)
Review period	2 weeks (4)

[21] This criteria cannot be emphasized enough. Past evaluations of young cohorts have produced inconclusive findings largely attributable to inadequate measurement tools.

DELIVERABLE	TIMING (TOTAL TIME)
Evidence review	4 weeks (8)
Evaluability assessment	Same (8)
Impact evaluation workshop	2 weeks (10)
Impact evaluation design memo	3 weeks (13)
Review period	2 weeks (15)
Revised impact evaluation design memo	2 weeks (17)
Total time for base tasking	17 weeks

6. KEY DOCUMENTS

- Cooperative agreement
- DRG IE retrospective
- LEAD Rapid evaluability assessment

APPENDIX F: COST ANALYSIS

The evaluation design presented in the body of this design report is a streamlined approach to this research customized to conform as closely as possible to the budget parameters for the evaluation set by USAID (Option A). However, if additional funds are identified, USAID may choose an alternate design option that incorporates additional data collection. Specifically, Option B includes all activities described in the preceding report, as well as classroom observation and two interviews with teachers in a subset of evaluation schools (30) at endline.

TABLE 10: LIBERIA CIVIC EDUCATION IE BUDGET OPTIONS

DATA COLLECTION METHOD	TIMING	OPTION A	OPTION B
Student assessments and surveys[22]	Baseline	Yes	Yes
	Endline	Yes	Yes
Classroom observations	Endline	No	Yes (30 schools)
Interviews with parents and/or teachers	Endline interviews with teachers	No	Yes (30 schools)

[22] The ET does not recommend adding a midline round of data collection, as it may not be possible to measure differences in student achievement at midline. The curriculum is intended to run for a full school year and the limited value of the additional data at midline does not warrant the efforts or costs associated with this extra round of data collection. Instead, the team recommends adding classroom observation by local data collection partner in evaluation schools, as well as additional qualitative data collection, at endline, if additional funds are identified.