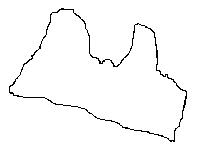
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**Ministry of Gender and Development**

Republic of Liberia

**Economic Empowerment for Adolescent Girls and Young Women (EPAG) Project**

*Government of Liberia in Partnership with*

***World Bank, NIKE Foundation, and the Government of Denmark***

**Monitoring and Evaluation Plan**

September 2009 – March 2011

**TABLE OF CONTENTS**

[1.0 Introduction 4](#_Toc255354366)

[**2.0** **Alignment with Global Frameworks** 5](#_Toc255354367)

[**2.1** **Poverty Reduction Strategy (PRS)** 5](#_Toc255354368)

[2.1.1 Economic Revitalization Pillar 5](#_Toc255354369)

[2.1.2 Peace and Security Pillar 5](#_Toc255354373)

[2.2 Millennium Development Goals (MDGs) 5](#_Toc255354374)

[3.0 Project Overview 6](#_Toc255354376)

[*3.1* *Purpose* 6](#_Toc255354377)

[***3.2*** ***Project Components*** 6](#_Toc255354378)

[3.2.1 Job Skills Training for Wage Employment 6](#_Toc255354379)

[**3.2.2** **Business Develop Service and Links to Micro-Credits** 6](#_Toc255354380)

[**3.2.3** **Impact Evaluation** 6](#_Toc255354381)

[**3.2.4** **Institutional Strengthening** 7](#_Toc255354382)

[*3.3* *Project Phases* 7](#_Toc255354383)

[*3.4* *Target Population and Communities (Round One)* 7](#_Toc255354384)

[***4.0*** ***Project Results Framework*** 8](#_Toc255354385)

[*5.0* *Purpose of Monitoring and Evaluation* 10](#_Toc255354386)

[*6.0* *Design of the M&E System* 10](#_Toc255354387)

[*6.1* *Monitoring definition* 10](#_Toc255354388)

[*1.1.* *System definition* 11](#_Toc255354389)

[6.2.1 Conditions 11](#_Toc255354390)

[**6.6.6** **Criteria** 11](#_Toc255354391)

[6.2.3 Tools 12](#_Toc255354392)

[7.0 Scope of Monitoring and Evaluation 12](#_Toc255354393)

[7.1 Levels of Performance Monitoring 12](#_Toc255354394)

[7.1.1 Service Providers 12](#_Toc255354395)

[7.1.2 Project Implementation and Coordination Team 13](#_Toc255354396)

[*7.2* *Focus of Project Performance Monitoring* 14](#_Toc255354397)

[7.2.1 Design Phase – 5 Months 14](#_Toc255354398)

[7.2.2 Training Phase – 6 Months 14](#_Toc255354399)

[7.2.3 Mentoring and Support Phase – 6 Months 15](#_Toc255354400)

[7.2.4 Evaluation Phase – 1 Month 15](#_Toc255354401)

[8.0 Communication and Utilization of M&E Results 16](#_Toc255354402)

[9.0 Key Performance Indicators 18](#_Toc255354403)

[2. ANNEXES 20](#_Toc255354404)

[A. Information Flow 20](#_Toc255354405)

[B. Schedule for Key Monitoring Activities 21](#_Toc255354406)

[C. EPAG Organizational Chart 22](#_Toc255354407)

[D. Data Management 23](#_Toc255354408)

**Acronyms**

AGs Adolescent Girls

AGWG Adolescent Girls Working Group

CWIQ Core Welfare Indicators Questionnaire

EAC Employers Advisory Committee

EPAG Economic Empowerment of Adolescent Girls Project

IE Impact Evaluation

IM-PAC Inter-Ministerial Project Advisory Council

M&E Monitoring and Evaluation

MDGs Millennium Development Goals

MIS Monitoring Information System

MoGD Ministry of Gender and Development

PDO Project Development Objective

PFMU Project Financial Management Unit

PICT Project Implementation and Coordination Team

PRS Poverty Reduction Strategy

SPs Service Providers

STIs Sexually Transmitted Infections

WB World Bank

# 1.0 Introduction

A background assessment for the Economic Empowerment of Adolescent Girls and Young Women (EPAG) Project was conducted to identify the risks that make girls and young women vulnerable, limiting their successful participation and performance in training and other activities envisioned by the project.

The evidence presented in the Girls Vulnerability Assessment report (July 10, 2008) shows that girls and young women in Greater Monrovia ***live in a very fragile environment fraught with risks and problems which make them extremely vulnerable***. The report identified the following factors keeping young women (aged 16-24) from entering wage employment:

1. lack of productive skills;
2. lack of contacts to help in job search;
3. poor life skills (e.g., lack of punctuality and poor inter-personal skills);
4. Sexual harassment from employers that dissuades young women from seeking paid work.

Limited labor demand also plays an important part. Reported barriers impeding young women’s entry into self-employment include:

1. lack of start-up capital ;
2. lack of contacts; and
3. lack of business skills.

Recent analysis of Core Welfare Indicators Questionnaire (CWIQ) data has showed that women’s labor force participation rates are significantly lower than men’s in Greater Monrovia (51.3% versus 65.4%)[[1]](#footnote-1). Behind these lower rates for women are a complex list of factors, including individual preferences, cultural norms and other factors.

There have been very few initiatives in Liberia to promote the successful entry of girls and young women into productive employment. Therefore, the Government of Liberia, the World Bank (WB), the Nike Foundation and the Government of Denmark have joined to work together to enhance the economic empowerment of adolescent girls (AGs) and young women in Liberia.

This partnership’s pilot project will enable AGs and young women to take advantage of entrepreneurship opportunities and enter wage employment in the private and public sectors. Thus, the project endeavors to forge a unique public-private partnership in promoting the social and economic well-being of AGs and young women in Liberia.

**2.0 Alignment with Global Frameworks**

* 1. **Poverty Reduction Strategy (PRS)**

### *2.1.1 Economic Revitalization Pillar*

Of the four pillars of the PRS, the EPAG project contributes directly to the Economic Revitalization pillar. It is aligned with Strategic Objective 2, “to create more and better jobs for Liberian men, women and youth.” Additionally, the project contributes to the realization of one of the critical cross-cutting issues for Gender Equity under this pillar, “implementing skills training for 5,000 women and girls in areas with clear market demand, including non-traditional sectors.”[[2]](#footnote-2) It also addresses another cross-cutting issue for Children and Youth under this pillar, “enhancing access to credit for both the formal and informal sectors in order for youth to access employment and business opportunities.”[[3]](#footnote-3) To operationalize this pillar in the PRS, the Government of Liberia specifically purposes to, inter alia, introduce several targeted programs, each of which the EPAG project directly addresses:[[4]](#footnote-4)

* Skills training; to expand and modernize traditional apprenticeship and other short-term programs in the informal economy;
* Opportunities for women; to develop business skills, improve access to microfinance, and enhance functional literacy;
* Opportunities for youth; to access employment

### *2.1.2 Peace and Security Pillar*

The EPAG Project also indirectly addresses priority issues under the Peace and Security pillar of the PRS. Through its zero tolerance policy for sexual exploitation and abuse, development of policy notes on adolescent girls and young women, and implementation of the GBV Task Force’s GBV referral mechanisms, the project is in line with one of the cross-cutting issues for Children and Youth under the Peace and Security pillar, “developing clear guidelines for referral and case management of Gender Based Violence cases for medical and psychosocial support.[[5]](#footnote-5)”

### 2.2 Millennium Development Goals (MDGs)

The EPAG project also contributes directly to the achievement of MDG 3, to “promote gender equality and empower women.” With the aim to “to increase by at least 10% the average [wage employment and entrepreneurship] incomes for adolescent girls and young women,” the EPAG project delivers on the third indicator, “share of women in wage employment in the non-agricultural sector” for the performance target of MDG 3.

# 3.0 Project Overview

## *3.1 Purpose*

***Goal*:** To enhance the well-being of young women in Liberia

***Development Objective*:** To increase employment and incomes for adolescent girls and young women in Greater Monrovia, and Margibi County.

***Strategic Objective*:** To increase business and job skills, employment and incomes among the 2,500 adolescent girls and young women trained for entrepreneurship and wage employment in 9 communities in Greater Monrovia, Montserrado County and Margibi County from 2009 - 2012.

* 1. ***Project Components***

### *3.2.1 Job Skills Training for Wage Employment*

**Objective:** To empower 35% of targeted adolescent girls and young women in 7 communities in Greater Monrovia, Montserrado County and Margibi County with the skills, experience and support networks necessary to enter productive employment.

* + 1. ***Business Develop Service and Links to Micro-Credits***

**Objective:** To increase business skills, employment and incomes among the 65% of targeted adolescent girls and young women trained for entrepreneurship in 9 communities in Greater Monrovia, Montserrado County and Margibi County.

* + 1. ***Impact Evaluation***

**Objectives**:

1. To identify the impacts of the training programs on participants, in comparison to those who do not participate (control group) and
2. To determine whether training provided to AGs in pairs/small groups is more effective than training provided to AGs as individuals.

Answering these two questions will provide information that can improve the design and implementation of initiatives in Liberia and elsewhere that are intended to promote the economic empowerment of AGs and young women.

* + 1. ***Institutional Strengthening***

**Objectives:**

1. To build and improve Ministry of Gender and Development’ (MoGD) technical capacity and the enabling environment for effective project coordination and implementation;
2. Ensure sustained transfer of knowledge from the project to MoGD staff.

## *3.3 Project Phases*

The project is divided into two rounds of training, each of which lasts for 18 months. Each round of the training is divided into the following phases:

1. Design Phase (5 Months)
2. Training Phase (6 Months)
3. Mentoring and Support (6 Months)
4. Evaluation (1 Month)

## *3.4 Target Population and Communities (Round One)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Names of Communities** | **Job Skills** | | **Business Development Skills** | | **Total** |
| Bassa Community |  | 56 |  | 75 | 131 |
| Battery Factory | 56 |  |  | 75 | 131 |
| Bentol |  |  | 75 |  | 75 |
| Doe Community | 56 |  | 75 |  | 131 |
| Kakata | 56 |  |  | 150 | 206 |
| New Kru Town |  | 56 | 75 |  | 131 |
| Old Road |  | 56 |  | 75 | 131 |
| Redlight | 112 |  | 75 |  | 187 |
| West Point |  |  | 75 | 75 | 150 |
| **TOTAL** | **280** | **168** | **375** | **450** | **1,273** |

Four organizations, comprising both local and international non-governmental organizations (NGOs) have been contracted on a cost-quality basis to provide the training services. Two service providers (SPs) will deliver the job skills training and the other two will deliver the business development skills. Each of the two international NGOs has sub-contracted two local NGOs to deliver the training services.

***4.0 Project Results Framework***

|  |  |  |
| --- | --- | --- |
| **PDO** | **Project Outcome Indicators** | **Use of Project Outcome Information** |
| To increase improve employment and increase incomes for adolescent girls and young women participating in the training offered by the project.  **Outcomes**:  Increased income among girls participating in this project?? | * At least an average increase in income of 10% among girls participating in this project. | * Examine the success of the program in achieving its overall objectives to enhance the well-being of young women in Liberia. |
|  |  |  |
| **Intermediate Outcomes** | **Intermediate Outcome Indicators** | **Use of Intermediate Outcome Monitoring** |
| **Component 1**  **Skills Training for Wage Employment**  Increased employment among participating girls.  Improved skills among participating girls. | * 80% of enrolled girls complete the training program. * 50% of participating girls are employed six months after ending training. * 20% more of participating girls than those in the control group report that they themselves have decision-making power over own resources. * 30% more of participating girls than those in the control group say that they seek the advice of business mentors or role models | * Monitor the outcomes of the wage skills training component. * Understand reasons for success or failure of component to achieve its objectives. |
|  |  |  |
| **Component 2 Business Development Services and Links to Micro-Credits**  Improved business skills among participating girls.  Increased access to credit among participating girls. | * 80% of enrolled girls complete the training program. * At least 75% of graduates establish or continue to operate a micro-enterprise after training is completed. * At least 75% of graduates of the business development services program (who form a micro-enterprise) maintain accounting records to show income, expenses, and profits or losses. * 20% of the graduates of the business development service have obtained credit. * 20% more of participating girls than those in the control group report that they themselves have decision-making power over own resources. * 30% more of participating girls than those in the control group say that they seek the advice of business mentors or role models | * Monitor the outcomes of the business development services training component. * Understand reasons for success or failure of component to achieve its objectives. |
|  |  |  |
| **Component 3 Impact Evaluation**  Analysis to show impact of the program on participants relative to a control group. | * Evaluation plan and design delivered, complete with questionnaires. * Baseline data delivered, raw and cleaned. * Follow-up data delivered, raw and cleaned. * Descriptive statistics and preliminary analysis of each round of data. | * Understand the impact of participation in these programs on the lives and well-being of the participants and their families, relative to those who do not participate. |

|  |  |  |
| --- | --- | --- |
| **Component 4 Institutional Strengthening of Government Partners and Implementing Agencies**  Project tasks and reports submitted on time and within budget.  Effective performance management.  Capacity of targeted organizations to formulate, implement and monitor skills development programs for adolescent girls increased. | * Project launch, quality enhancement workshops and two rounds of training completed within project timeframe. * All monitoring logs submitted by training providers are verified and used for assessments and bonus payments. * 80% of training providers meet all performance criteria specified in the contract. * National Youth and Labor Policies reviewed to assess implications for adolescent girls’ economic empowerment. * Inter-ministerial Project Advisory Council reviews and acts on annual reports prepared by the project team * Annual reports to Parliament on adolescent girls’ empowerment | * Examine the development of capacity among government and allied agencies to develop, implement, and analyze policies and programs related to the economic empowerment of adolescent girls. * Examine growth in the commitment by government and civil society partners to the development of opportunities for adolescent girls. |

# *5.0 Purpose of Monitoring and Evaluation*

The objectives of this M&E Plan cover project processes and results (output and outcomes) rather than impact evaluation, indicated in Component 3. The main objectives are:

1. Ensure that procedures carried out are in compliance with the Grant Agreement, project implementation manual, service providers operational manual, etc.;
2. Provide regular information on progresses toward results;
3. Identify and address risks, bottlenecks and problems so that continuous project redesign and improvement become standard operating procedures;
4. Feed evidence on activities and results to transparent systems for communicating progresses, thus enhancing stakeholders and public confidence in their overall transparency.

# *6.0 Design of the M&E System*

## *6.1 Monitoring definition*

Project monitoring designates the regular follow up of current activities and their progresses. It will be used to:

* Measure activities’ progresses and the efficiency of the implementation mechanisms;
* Systematically record the actions undertaken by all organizations participating in the project, including all consulting firms; and
* Quickly identify bottlenecks and emerging problems.

Monitoring will include:

* The physical follow-up of activities by the responsible entities (field visits, review of activities and progress reports, etc);
* The operation of the EPAG technical monitoring information system (MIS) that will support verification of activities’ progress (against the timeline of planned activities) and provide quantitative data (number of beneficiaries, sub-contractors, activities, etc.);
* Through the PFMU, the EPAG computerized financial MIS will record the disbursements, procurements activities and allow cross comparisons with the technical data figures.

Monitoring should not be confused with impact evaluation. The project’s impact evaluation, to be conducted by an external organization, is designed to measure the change in project beneficiaries’ (Treatment group) welfare compared to a group of Control group with very similar characteristics, as well as assess the change in attitudes and behaviors of families towards girls. Unlike other interventions, the Control group will, however, be enrolled in the second round of training.

Some of the surveys conducted by the IE Survey firm, however, will be very useful for project monitoring, particularly in conducting process evaluation of the various phases. Particularly useful will be the exit pool survey administered to trainees immediately upon completion of training, since they will gather information on the perceived usefulness of training and suggestions from trainees on improving training; these suggestions could be incorporated in the second round of training offered by the project.

## *System definition*

### 6.2.1 Conditions

To insure the success of M&E the following conditions need to be met:

* Support and commitment of the MoGD and other stakeholders;
* Receptive and responsive decision-making process;
* Provision of PICT with the necessary tools for the implementation of the monitoring activities such as computer equipment and software, cameras, transportation for field visits, etc.;
* Recruitment of the necessary and qualified M&E/ management information system staff both at the PICT and at the MoGD levels;
* Active role of IE firm in the development and carrying out of M&E activities;
* Incentive and capacity for MoGD staff to ensure effective use of M&E tools in the future.
  + 1. ***Criteria***

Some of the criteria to measure the success of M&E will be:

* Extent of MoGD ownership of M&E activities,
* Ability to better monitor and report on project activities and results,
* Ability to distill lessons learned,
* Ability of MoGD to sustain the use of M&E procedures and update them when necessary,
* Extent to which the M&E activities have been institutionalized and
* Ability to transfer knowledge and ownership.

SPs and the IE survey firm will play a major role in the facilitation of M&E by focusing on the direct contact with beneficiaries. They will also play a vital role in and contribute to developing a sustainable methodology and ensuring that lessons learned on the ground are fed back into the planning process.

### 

### 6.2.3 Tools

The following tools would be used for project M&E:

* Detailed project logical framework with a developed set of performance, results and impact indicators;
* Computerized management information system data : collected, analyzed, and delivering all the information needed;
* Regular and special reports;
* Financial, management, procurement and technical audits. Financial/ management audits will be carried out on annual basis. Special audits will be carried out upon completion of grant;
* Regular monitoring of training and institutional strengthening activities;
* Participatory M&E activities;
* Special studies, including inter alia, the impact assessment study.

# 7.0 Scope of Monitoring and Evaluation

The key strategies for monitoring and evaluation include:

1. The physical follow-up of activities by the responsible entities (field visits notes and reports, activities reports, etc);
2. The operation of the EPAG technical Management information system (MIS) that will support verification of activities’ progress (against the timeline of planned activities) and provide quantitative data (number of beneficiaries, sub-contractors, activities, etc.);
3. Through the PFMU, EPAG computerized financial MIS will record the disbursements, procurements activities and allow cross comparisons with the technical data figures.

## 7.1 Levels of Performance Monitoring

### 7.1.1 Service Providers

Routine, random field monitoring visits will be carried out to all training sites to monitor quality of training provision. A team comprising members of the AGWG will be recruited by the PICT to conduct quality monitoring of training services. Staff from the PICT will frequently accompany these monitors on their visits to training sites. Using the data generated from the random field visits, the Monitoring and Evaluation Director will verify the reports provided by Service Providers on the number of enrolled and participating students in order to make approval of invoices payment for attendance, transport/food allowances, and completion bonuses. The PICT management information system will be used to generate monthly and quarterly quantitative performance reports on each service provider, disaggregated by training sites.

The similar strategy will be used to monitor the performance of the service providers in the mentoring and support phase of the project in order to verify job place and business start up initiatives.

### 7.1.2 Project Implementation and Coordination Team

The PICT performance monitoring will consist of continuous and regular follow-up activities of current operations and their progress according to a set of pre-defined performance indicators. These activities will include the assessment of technical and financial progresses, facilitated by the MIS and covering operational, technical, and financial management aspects of the project.

Performance monitoring will be carried-out at:

* The PICT level;
* The consultants level (Survey Firm, IE Field Supervisor, etc.)
* The beneficiary level

The PICT performance will be monitored by:

**Ministry of Gender and Development**: on-going monitoring will be done through: (i) regular analysis of data entered into the MIS ; (ii) reports of the PICT; and (iii) regular supervision visits of the PICT staff;

**Inter-Ministerial Project Advisory Committee**: periodic supervision and monitoring will be done through receipt and review of periodic reports provided by the PICT, independent auditors’ reports, yearly work plans, and other reports;

**World Bank/donors**:through regular PICT management reports, supervision missions, independent auditors’ reports, reports on special studies, mid-term review.

Contracted SPs, IE survey firm and consultants performance will be monitored by PICT staff through:

* field supervision and reports;
* reports of local consultants and
* regular analysis of data entered into the MIS system during reporting periods;

Particular emphasis will be placed on monitoring the quality of training provided to AGs. The MoGD, working together with members of the AGWG will be responsible for monitoring the quality of training.

## *7.2 Focus of Project Performance Monitoring*

### *7.2.1 Design Phase – 5 Months*

PICT to ensure the necessary preparation is made before the training commences in order to reach the following milestones:

* Service Providers contracts are signed
* Training Curricula developed – EAC and others inputs
* Quality Monitors recruited
* IE Survey firm and Supervisor contracted
* Ideal training venues identified by Service providers
* Adolescent girls and young women recruited through an unbiased process
* Baseline survey conducted

**Main M&E Activities**

The PICT will be responsible of the monitoring of training preparation and implementation, including (i) approving the inception report and all other reports; (ii) identifying at an early stage any technical or financial difficulties; and (iii) proposing modifications to implementation strategies or procedures if necessary. PICT will:

* Ensure compliance with WB procurement procedures for all contracts
* Identify and train quality monitors
* Support IE firm and Supervisor in AG recruitment processes and procedures, ensuring compliance with recruitment guidelines
* Provide logistical and technical support to SPs and IE Survey firm
* Collect and approve all training venues reports and the inception reports

### *7.2.2 Training Phase – 6 Months*

The PICT will support SPs to provide job skills and business development services trainings to AGs and young women in 9 communities.

**Main M&E Activities**

* Inspect any site, equipment, documents and financial reports financed through or related to the contract;
* Conduct quality monitoring visits
* Interview the beneficiaries on services provided and quality of training;
* Prepare monthly service providers quality performance reports
* Verify monthly attendance logs to certify reimbursement for transport allowances
* Review training progress reports
* Approve training completion reports

Any decision to annul a service provider’s contract due to quality performance deficit will be transmitted by the PICT to the IM-PAC for revision and endorsement. The contracts of the SPs may be annulled for the following reasons:

* The firm does not provide the required services and reports by their required deadlines or has provided unsatisfactory services;
* There has been proven embezzlement (including falsification of attendance logs), as demonstrated by an external audit;
* There have been two or more cases of sexual relations between trainers and students.

### 

### 7.2.3 Mentoring and Support Phase – 6 Months

SPs will conduct less-intensive, follow-up on trainees for a six-month period after graduation from the classroom training to help AGs get placed into jobs, and open and expand their businesses. This follow-on will include regularly-scheduled group training (facilitating network development) and on-demand individual training. An important aspect of this period is providing mentoring support to the trainees.

**Main M&E Activities**

#### Write SP Performance Report

The PICT M&E Director will be responsible, within six weeks of the completion of training, for preparing a report on the performance of each SP, based on the exit poll conducted with training graduates, monthly reports of SPs, and training completion reports.

* Follow up and review of SPs employment reports on the progress of girls in the job and business markets. This will also involve conducting verification exercises on reports about job placement, and business start up and operations.

### *7.2.4 Evaluation Phase – 1 Month*

**Main M&E Activities**

* Lesson Learned Workshop

The MoGD will hold a lessons learned workshop with all stakeholders at the end of the first round of training. It will also focus on the overall training evaluation report submitted by SPs and the Performance Report prepared by the PICT.

* **Midline Survey**

This will be conducted by the IE survey team.

* **Internal Mid Term Report**

At least four weeks prior to the mid-term review, the PICT will also prepare and submit to World Bank a specific internal midterm report including details on each component’s state of implementation.

* **Mid Term Review**

The PICT will prepare and submit draft TORs for the mid-term review (MTR) that will cover the objectives, scope, key issues to be addressed, MTR team composition and a timeframe for completion of the review. Within four weeks following this review, the PICT will prepare and submit to World Bank a work plan that will be considered satisfactory. This work plan will be based on the mid-term review observations and will, upon approval, guide the further implementation of EPAG.

* **Final Round One Report**

The PICT Coordinator will prepare a consolidated completion report and submit it to the IM-PAC and donors within 6 weeks after the end of the project. The report will analyze the overall performance of the project and each component outputs and impact. It will include, among others:

* An analysis of the overall budget, disbursements and implementation performance as compared to the project work plan and budget;
* A presentation of an aggregated overall financial report showing distribution and balances, overruns and savings, procurements reports;
* Training reports showing (i) the number of trainees, the sectors on which training was given, location, results and impacts, (ii) overall performance according to indicators;
* A summary of the IE study reports including assessment of impacts on beneficiaries, nature of benefits, degree to which AGs are active in the labor market, etc.;
* PICT’s effectiveness report including staff turnover, staff costs related to operational performances, institutional strengthening programs that result in capacity building, etc.;
* Summary of latest internal audit reports.

# 8.0 Communication and Utilization of M&E Results

#### Information Users and Respective Needs

The users of M&E data are essentially:

* IM-PAC and donors,
* The MoGD, other ministries of the Government and local authorities,
* SPs and the IE firm,
* Civil society groups and organizations.

Their respective needs should be taken into account in the M&E information gathering and dissemination. The following table identifies the type of information needed by the different stakeholders and the source of information that the PICT is to consult to provide this information.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monitoring needs** | | **Evaluation needs** | | **Source** |
| **A- Institutional structure** | | | | | |
| 1***. Oversight and decision levels:***   * IM-PAC * EAC * MoGD senior staff | * State of implementation of components’ activities and disbursements | * Results evaluation * Progresses towards EPAG target indicators * PICT and SPs performance evaluations (external) | | * Annual work plan and budget * Quarterly and annual reports from PICT with MIS data up to date; * Reports from sub contracted SPs and other organizations/firms * PICT/Project evaluation report | |
| 2. ***Implementation level***:   * PICT * MoGD technical staff * PFMU | * Current and planned activities * Evolution of disbursements (component, SP, etc.) * Activities undertaken by sub-contracted organizations/ firms or contractors activities; accordance with OM specifications. | * Evaluation of training (by beneficiaries, SPs, PICT) * Results evaluation * PICT and SPs evaluation (external) * Other studies and results of capacity building activities | | * Annual work plan and budget * Internal quarterly reports * Reports from SPs and consultants, * MIS data on training and financial state * PICT/project evaluation report | |
|  | **Monitoring needs** | **Evaluation needs** | | **Source** | |
| **B- Stakeholders** | | | | | |
| **Focal points** | * Implemented activities related to their sectors * Policies and issues relevant to their sector | * Evaluation of activities or results related to their sector | | * Annual work plan and budget * MIS data on their sector | |
| Service Provider and consultants, networks, NGOs, beneficiaries | * Training implementation; * Impact evaluation results | * Results evaluation * Results evaluation | | * Training reports (attendance logs, transportation/food allowance logs, student performance reports) * Annual reports and work plan * IE data and reports | |

# 9.0 Key Performance Indicators

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Data Collection and Reporting** | | | | | | |
| **Project Outcome Indicators** | **Baseline** | **2009** | **2010** | **2011** | **Frequency and Reports** | **Data Collection Instruments** | **Responsibility for Data Collection** |
| At least an average increase in income of 10% among girls participating in this project | Baselines will be established as participants enter the program | n/a | n/a | >10% | Annual, plus one final report at program end. | Baseline survey at program initiation and repeated follow-up surveys | Impact evaluation firm |
|  |  |  |  |  |  |  |  |
| **Intermediate Outcome Indicators** |  |  |  |  |  |  |  |
| 80% of girls enrolled in wage training and business development services training complete the program |  | 80% | 80% | n/a | Annual, plus one final report at program end. | Surveys of service providers and official records | Project monitoring specialist |
| 50% of participating girls are employed six months after ending training |  | n/a | 50% | 50% | Annual, plus one final report at program end. | Baseline survey at program initiation and repeated follow-up surveys | Impact evaluation firm |
| 20% more of participating girls than those in the control group report that they themselves have decision-making power over own resources |  | n/a | 20% | 20% | Annual, plus one final report at program end. | Baseline survey at program initiation and repeated follow-up surveys | Impact evaluation firm |
| 30% more of participating girls than those in the control group say that they seek the advice of business mentors or role models |  | n/a |  |  | Annual, plus one final report at program end. | Baseline survey at program initiation and repeated follow-up surveys | Impact evaluation firm |
| At least 75% of graduates establish or continue to operate a micro-enterprise after training is completed |  | n/a | 75% | 75% | Annual, plus one final report at program end. | Baseline survey at program initiation and repeated follow-up surveys | Impact evaluation firm |
| At least 75% of graduates of the business development services program (who form a micro-enterprise) maintain accounting records to show income, expenses, and profits or losses |  | n/a | 75% | 75% | Annual, plus one final report at program end. | Baseline survey at program initiation and repeated follow-up surveys | Impact evaluation firm |
| 20% of the graduates of the business development service have obtained credit |  | n/a | 20% | 20% | Annual, plus one final report at program end. | Baseline survey at program initiation and repeated follow-up surveys | Impact evaluation firm |
| Evaluation plan and design delivered, complete with questionnaires | n/a |  | n/a | n/a | Materials to be delivered prior to baseline survey. | n/a | Impact evaluation firm |
| Baseline data delivered, raw and cleaned | n/a |  | n/a | n/a | To be delivered following baseline survey. | n/a | Impact evaluation firm |
| Follow-up data delivered, raw and cleaned | n/a | n/a |  |  | To be delivered following follow-up surveys. | n/a | Impact evaluation firm |
| Descriptive statistics and preliminary analysis of each round of data | n/a |  |  |  | To be delivered following each survey round. | n/a | Impact evaluation firm |
| Project launch, quality enhancement workshops and two rounds of training completed within project timeframe | n/a |  |  |  | Annual, plus one final report at program end. | Surveys of service providers and official records | Project monitoring specialist |
| All monitoring logs submitted by training providers are verified and used for assessments and bonus payments | n/a |  |  |  | Annual, plus one final report at program end. | Surveys of service providers and official records | Project monitoring specialist |
| 80% of training providers meet all performance criteria specified in the contract | n/a |  |  |  | Annual, plus one final report at program end. | Surveys of service providers and official records | Project monitoring specialist |
| National Youth and Labor Policies reviewed to assess implications for adolescent girls’ economic empowerment | n/a |  |  |  | Report at program end. |  | Project monitoring specialist |
| Annual reports to Parliament on adolescent girls’ empowerment | n/a |  |  |  | Annual, plus one final report at program end. |  | Project monitoring specialist |
| Inter-ministerial Project Advisory Council reviews and acts on annual reports prepared by the project team | n/a |  |  |  | Annual, plus one final report at program end. |  | Project monitoring specialist |

# ANNEXES

## A. Information Flow

PICT/

MoGD

Service Providers

Quality Monitors

World Bank, Partners

PFMU

IMPAC; Civil Society

IE Firm

## B. Schedule for Key Monitoring Activities

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***ACTIVITIES*** | **MONTHS (September 2009 – March 2011)** | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Development of M&E Plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Recruit and train monitors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Recruit adolescent girls |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conduct Baseline Survey |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Training Venue Inspection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conduct training monitoring visits |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conduct exit polls |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Prepare performance reports |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conduct Mentoring and support monitoring visit |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conduct Mid line survey |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Employment verification visit |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mid Term Evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lessons Learned Workshop |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## C. EPAG Organizational Chart



## D. Data Management

**Service Providers (IRC, ARC, CEP, LEED) deliver training services to adolescent girls and young women in 9 local communities**

**Data Sources:**

***PRIMARY – Data will be collected from***

* SPs regular reports
* Quality Monitors report
* Baseline Survey
* Exit polls
* Mid line Survey
* End line Survey

***SECONDARY – Data from other actors***

* Girls Vulnerability Assessment report
* DHS reports
* Core Welfare Indicators Questionnaire
* Stakeholders’ reports
* GoL/UN agencies reports

**Data Analysis**

* Number of AGs recruited
* % of AG that complete training
* % of AG employed
* % of AG that start micro-enterprise, etc.

**Data Reporting**

PICT regularly reviews and discusses report internally, as well with the MoGD management before the reports are communicated to various external audiences.

**Project Implementation and Coordination Team (PICT)**

**Ministry of Gender and Development**

World Bank

**Reporting schedules**

***DESIGN PHASE***

***Financial Reports***

* 10th of each month, or next working day

***Training Venue Reports***

* January 18, 2010

***Inception Reports***

* February 15, 2010

***TRAINING PHASE***

***Attendance Logs, Transport Allowance, Training progress reports, Financial reports***

* 10th of each month or next working day

***Curriculum Report***

* ***April 12, 2010; June 10, 2010***

***Completion/Savings Account Report***

* *September 10, 2010*

***MENTORING AND SUPPORT***

***Financial Report***

* *10th of each month, or next working day*

***Employment reports***

* *December 10, 2010*
* *March 10, 2011*

***Final Training Report***

* *March 10, 2011*

***MID TERM EVALUATION***

* ***March, 2011***

**PICT**

***Semi Annual Report***

* Not later than 1 month

***Annual Report***

* Not later than 1 month after project calendar year

***Financial Report***

* Unaudited financial report not later than 45 days after each quarter
* Audited annual financial report not later than 6 months after each year

***Project Complete Report***

* Not later than 6 months after closing date of the project

Inter- Ministerial Project Advisory Council

MoYS, MoE, MoCT, MoL, MoF etc.

Stakeholders:

AGWG, SPs, civil society

1. Girls Vulnerability Report, 2008 [↑](#footnote-ref-1)
2. *Liberia Poverty Reduction Strategy* – p.166 [↑](#footnote-ref-2)
3. *Ibid* – p. 187 [↑](#footnote-ref-3)
4. *Ibid* – p. 74 [↑](#footnote-ref-4)
5. *Ibid* – p. 186 [↑](#footnote-ref-5)