

LIBERIA LEARNING FOUNDATIONS PROJECT (LLF- P172705)

Ministry of Education, World Bank Education Portfolio



RAPID SOCIAL IMPACT ASSESSMENT (RSIA)

For the Ongoing Construction and Expansion of Fifty-Two (52) Early Childhood Education (ECE) Classrooms in Six Counties

Prepared by:

Project Delivery Team | Liberia Learning Foundations Project

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ACRONYMS

CESMP	Contractor's Environmental and Social Management Plan
DLI	Disbursement Linked Indicators
DPE	Division of Physical Environment
ECCN-SLE	Education in Crisis and Conflict Network Safe Learning Environment
ECE	Early Childhood Education
EPA	Environmental Protection Agency
ESCP	Environmental and Social Commitment Plan
ESMF	Environmental and Social Framework
FAQ	Frequently Asked Questions
FM	Financial Management
G2B-ESP	Getting to Best in Education Project and the Education Sector Plan
GoL	Government of Liberia
GPE	Global Partnership for Education
LLA	Liberia Land Authority
LLF	Liberia Learning Foundations Project
LQAS	Lot Quality Assurance Sampling
M&E	Monitoring and Evaluation
MIA	Ministry of Internal Affairs
MoE	Ministry of Education
MoGCSP	Ministry of Gender and Children's Social Protection
MPW	Ministry of Public Works
PBC	Performance-Based Conditions
PDT	Project Delivery Team
RSIA	Rapid Social Impact Assessment
SEA/SH/GBV	Sexual Exploitation and Abuse, Sexual Harassment, or Gender-Based Violence
SIA	Social Impact Assessment
TLM	Teaching and Learning Materials
WASH	Water Sanitation and Hygiene

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1.0 INTRODUCTION

1.1 Project Background

The Government of the Republic of Liberia, through the Ministry of Education (MOE), received a grant funding of US\$ 5.61 million United States Dollars for the Liberian Learning Foundations Project from the Global Partnership for Education (GPE) with a Development Objective Statement, “to improve access to early childhood education in targeted counties with improved teacher deployment” in six targeted counties of Liberia to include Bomi, Grand Kru, Maryland, Rivercess, River Gee and Sinoe. The counties were selected given the high incidence of poverty and low access to Early Childhood Education (ECE) and primary education services. This grant is an additional financing to the ongoing GPE-funded Getting to Best in Education (G2B) Project. With the World Bank as the grants agent and because of the addition of construction activities, the project is *stand-alone* and abides by both World Bank and GPE operational guidelines including the World Bank’s new *Environmental and Social Framework (ESF)* requirements. The project consists of three components as follows:

- **Component 1: Improving access to early childhood education (ECE) in targeted counties** aims to strengthen ECE foundations in the six targeted counties, in alignment with the Getting to Best in Education Project and the Education Sector Plan’s (G2B ESP) objectives. To achieve this objective, the project has three subcomponents (a) construction of fifty-four (54) ECE classrooms, latrines, and water systems; (b) provision of ECE Teaching and Learning Materials (TLMs); and (c) accelerated education for overage students.
- **Component 2: Improving learning outcomes through increased equity, efficiency, and accountability** provides financing through three Performance based Conditions (PBCs) to incentivize improvements in equity, efficiency, and learning outcomes in the education system. The selected PBCs are also consistent with the Disbursement Linked Indicators (DLIs) in the GPE-funded G2B Project.
- **Component 3: Strengthening project management and sector support and coordination** aims to support the MOE in the areas of project management, coordination, monitoring and evaluation (M&E including IVA), financial management (FM), procurement, and environmental and social management. It finances operational costs for managing the project, training, recruitment of short and long-term technical expert, and surveys and evaluations.

The RSIA activity is aligned with Subcomponent 1.1: (*Construction of ECE classrooms, latrines and water systems*) that seeks to address a priority need identified in the G2B-ESP for additional ECE classrooms and WASH facilities in a select number of schools with severe overcrowding or that lack ECE infrastructure, as well as reducing overcrowding, and improving the quality of infrastructure quality (18) selected school sites, three each in the six targeted counties.

1.2 Purpose and Scope of the Assignment

The high-level objective of RSIA is to meet the contractual requirements of Section 1.2 of the approved February 2021- Environmental and Social Commitment Plan (ESCP) of the LLF Project signed between the Government of Liberia (GoL), through the Ministry of Finance and Development Planning (MFDP) and the World Bank Group, for which the Ministry of Education (MoE) is the implementing agency. Section 1.2 (Page 4) of the ESCP mandates the implementing agency to “Conduct A Rapid Social Impact Assessment” for the construction and extension of the ongoing 54 (fifty-four) ECE classrooms. The goal of a RSIA is to identify, predict, and propose responses to the predicted impacts for the ongoing construction of 18 ECE school projects (54 Classrooms) across the six targeted counties in order to maximize the positive effects and minimize the negative effects on the selected project communities in an anticipatory and proactive way. The term, “Social Impacts” in a general, refers to “everything that affects people”. More specifically, it considers changes from the baseline or normal conditions of a particular geographic setting, as a result of a project intervention or action, to individuals and communities in the way they live, work, play, relate to one another, organize, and manage themselves with particular focus on people with disability, women and children, communities, or organizations within the eighteen project communities in the six targeted counties

1.3 Rationale and Justification

Before the commencement of the construction projects at the 18 sites in the six targeted counties, an Environmental and Social Screening and Community Engagement exercise was conducted by the Project Delivery Team (PDT) as a pre-requisite requirement for approval of the project aligned with the Environmental and Social Framework (SEMF) that providing a clear comparison between the social part of the ESMF and the ground reality of the anticipated adverse environmental and social impacts and recommended appropriate mitigation measures. The RSIA is relevant to further investigate critical project-related activities/issues such as environmental, health, and safety impacts, labor influx, child labor, people with disability, and gender-based violence, gender mainstreaming, labor mobility, support on the project while implementing measures to address such risks and impacts.

Since the commencement of civil works in January, 2023, construction works have progressed – some contractors have completed foundations while others have reached the roof level, giving the need to re-assess the social impacts due to the “changes” created in the community as a result of the ongoing construction works that, in most cases will last for the next five to six months.



Figure 1: ECE School Construction Works at P.G. Neh, Gbanken; Grand Kru County - God Trust Construction Company



Figure 2: Ongoing ECE School Construction in Geetroh Togbaville in Sanquin District, Sinoe County being implemented by Classical Group of Companies.

1.4 Description of ECE School Facility

According to the approved Architectural Design Package developed jointly by the Division of Physical Environment (DPE) of the Ministry of Education and Division of Public Buildings for the Ministry of Public Works (MPW), each ECE is an independent building comprised of three ECE classrooms (one per ECE Grade) – Nursery/ ABC, Kindergarten 1 (KG1) and KG2. The classrooms (20ft x 16ft) can accommodate up to 25 students and are designed to international standards. The facility also has an administrative Office (12ft x 12ft), a spacious corridor for circulation and waiting, toilet facilities consisting of four age and gender-appropriate toilets for the students and a disabled toilet stall, and two additional stalls for the staff, teachers, and visitors. **Essential to the functionality of the ECE facility is the installation of a sustainable and functional water system; and having the classrooms fully furnished with basic equipment, visual aids, toys, and storage cabinets – all provided for in the project design.**



Figure 3: Architectural Rendering - Facade View of Proposed ECE Building

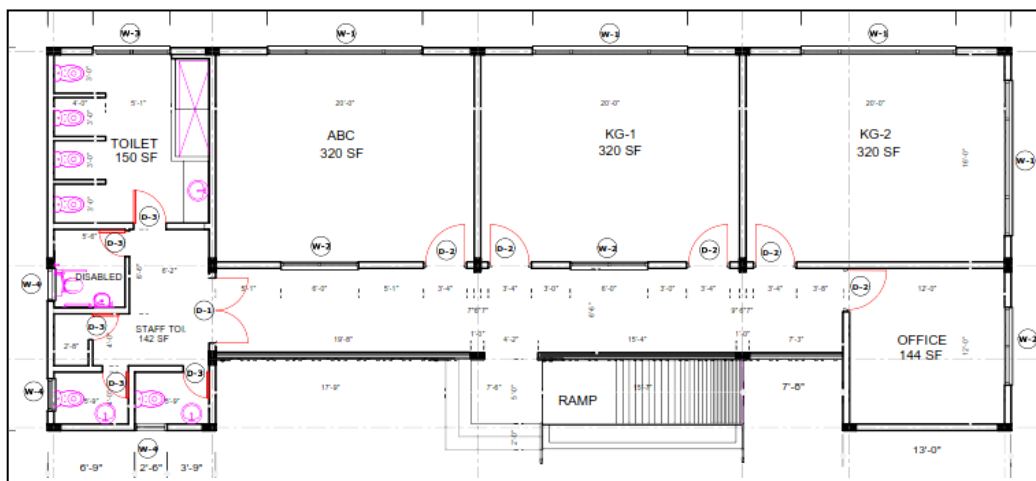


Figure 4: Floor Layout Plan of 3 - Classroom ECE School



Figure 5: Typical 3D Perspective Rendering of ECE School

1.5 Project Locations and Contractual Arrangements

The Rapid Social Impact Assessment was conducted for the ongoing school construction civil works in the 18 project communities as follows:

Table 1: Name and Location of Project Sites; Name and Contact Details of Contractors

No.	Name of Community (Town)	County	District Name	Contractor and Contact
1	Gbah Public School	Bomi	Senjeh	Elite Contractors and Global
2	Gbai Town Public School	Bomi	Suehn Mecca	Services, (Abdul A. Sheriff
3	Dagweh's Town Public School	Bomi	Dowein	+231770531290) ecagslibinc@gmail.com
4	Yarpah Town Public School	Rivercess	Central C1	Augustine Enterprise
5	Zammie Town Public School	Rivercess	Kploh, C2	(Gurley
6	Gbortoe Town Public School	Rivercess	Monweh	Ogingba/+231770118030) girleywogamba@gmail.com
7	James Boygeh	Maryland	Barrobo #2	Royal Construction and
8	Gboloken	Maryland	Sodoken	Engineering Company (Elvis
9	Paul R. Jeffy, Juluken #1	Maryland	Barrobo #1	Dweh) rocec07@gmail.com
10	Chea Chea-poe	Rivergee	Sarbo	Afro Construction
11	Gbaweleken Demonstration	Rivergee	Webbo	(Morris Kaliva)
12	Cheboken Public School	Rivergee	Tienpo Cheboken	afroconstruction14@gmail.com
13	Troh Public School	Sinoe	Sanquin	Classical Group of Companies
14	Dejela Public School, Numopoh	Sinoe	Lower Kpanyan	(Adebolu T. Martin, +231775893271)
15	Pataye Public School	Sinoe	Central Kpanyan	classicalgroupofcompanies@gmail.com
16	Fredrick W. Dagbe	Grand Kru	Sass Town	God Trust Construction Company
17	Betu Town	Grand Kru	Jloh	(Kokou Agbobli)
18	P. G. Neh	Grand Kru	Wadebo	godtrustgtc@gmail.com

2.0 METHODOLOGY

The Rapid Social Impact Assessment considered only the '*ongoing construction project activities*' from the perspectives of the community and people, considering the essential social elements of value to people. The assessment investigated how the construction implementation has affected the following value systems of: 1) Their Way of Life and Decision Making, 2) The Structure of the Community, 3) Livelihood 4) Health and Well-being and Culture 5) Accessibility and Surroundings.

2.1 RSIA Approach

There were three teams of five and in some cases six members dispatched in the field to conduct the Social Impact Assessment (SIA) each covering in two counties. Team one visited Bomi and Rivercess, team two was assigned to Sinoe and Grand Kru, while team three covered Maryland and River Gee Counties. Each team was comprised of a representation of the Project Delivery Team, the Grievance Redress Office (Call Center), the Ministry of Education's Early Childhood Division, Ministry of Gender and Children's Social Protection (MoGCSP), and the Environmental Protection Agency (EPA). In accordance with best practice, RSIA for the LLF Project will help to improve the management, tracking and monitoring of social safeguards performance while implementing the sub-project activities, through the following steps:

- **Step 1: Understanding the Context of the Sub-Project Activity:** First, there was a process of fully understanding the context of the project clearly described in the Project Appraisal Document, the approved Environmental and Social Management Framework (ESMF), and the Environmental and Social Safeguards Screening Reports. All potential project environmental and social risk were identified and mitigation measures were proposed. Contractor's Environmental and Social Management Plans were developed by the contractors, and a functional Grievance Redress Mechanism was instituted by the Ministry of Education.
- **Step 2: Stakeholder Engagement and Community Consultation:** Also, as prerequisite to approving the civil works, there were adequate stakeholder consultations conducted spearheaded by the LLF Project Delivery Team of the MoE and its local structures with technical assistance from the MPW, MoGCSP, EPA, Ministry of Internal Affairs (MIA), and the Liberia Land Authority (LLA).
- **Step 3: Assessing Potential Social Impacts.** As a follow up to the mitigation measures proposed in the Environmental and Social Screening Reports and captured in the CESMPs of the contractors, the Rapid Social Impact Assessment was conducted (referring to this report) to gather active feedback on potential

social impacts from key stakeholders of the project community while the project is being implemented. Apart from using the RSIA tool to gather relevant social impact data, the team also engaged the Local Grievance Redress Committee to gather other issues, complaints, problems and grievances for the project's action.

- **Step 4: Managing Social Risks Identified.** The RSIA Report provides recommendation on mitigation strategies to be considered by the key project stakeholders (Project Delivery Team, Educational Stakeholders, the Contractor and the Community) to manage the impacts identified by the RSIA. The mitigation techniques provided are intended to maximize the potential positive benefits of development and minimize negative impacts.
- **Step 5: Monitoring for Continuous Improvement.** SIAs are predictive tools but the success of the SIA is ensuring that the risks identified are controlled and mitigated. Moreover, the SIA process provides the opportunity to identify potential impacts of future development projects with similar project activities.

2.2 RSIA Tool

The PDT adapted a mix the 'Education in Crisis and Conflict Network Safe Learning Environment (ECCN-SLE) toolkit as well as recognized standards from the International Association for Impact Assessment to the context of the project. This provides the opportunity for MoE to build on a large body of research globally as well as adapt lessons to the local context. The RSIA activity has identified items from the ECCN toolkit that address risk areas prioritized by the PDT to principally include their **way of life and decision making, structure of the community, livelihoods, health and well-being and culture, and accessibility and surroundings.**

2.3 Sampling Design

Based on the nature and scope of the assessment, aligned with the project activity, construction of 54 classrooms in six targeted counties, the Lot Quality Assurance Sampling (LQAS) methodology¹ was used to determine a small random sample. **A total of 162 participants were targeted, and for each of the 18 schools, a total number of 4 students, 2 teachers, 1 principal, 1 member of the community or a PTA member, and a representative of the contractor – making it 27 participants per county. From the sample size, the member**

¹ The LQAS method was developed in the 1920s and widely used in the manufacturing industry for quality control of goods produced on a production line. The idea was to divide a production line into a number of lots and then examining a small sample of units from each lot. If the number of defective units tested in that sample exceeded the predetermined and allowable number of defects, then the lot was discarded, otherwise it passed the quality control check.

of the community could be a PTA member, women’s representative, or a representative of people living with disability. However, during the assessment, none of the participants were found to be with disability.

Table 2: Sample Design of Expected Participants

County	Number of ECE Schools	Number of Student	Number of teachers	Number of principals	Number of PTA/ Community	Number of Contractor	Grand Total
Bomi	3	12	6	3	3	3	27
Rivercess	3	12	6	3	3	3	27
Sinoe	3	12	6	3	3	3	27
Rivergee	3	12	6	3	3	3	27
Grand Kru	3	12	6	3	3	3	27
Maryland	<u>3</u>	<u>12</u>	<u>6</u>	<u>3</u>	<u>3</u>	<u>3</u>	27
Total	18	72	36	18	18	18	162

2.4 Assessment Dates

The Rapid Social Impact Assessment was undertaken between May 18 – June 6, 2023.

2.5 Distribution of Flyers (Information about the LLF Project)

In addition to conducting the actual survey, flyers showing relevant information about the project were distributed at all the communities reached. A set of Frequently Asked Questions (FAQ) showing essential information including the aim of the project; list of targeted counties and reasons why those counties were selected, the number of project beneficiaries among others.

2.6 Ethical Considerations

The data collection for the assessment adhered to strict rules of confidentiality and ethical guidelines, guided by informed consent and voluntary participation. Necessary precautions were taken to ensure compliance with the other ethical considerations including safety and security.

2.7. Assumptions and Limitations

For the purpose of the study, it is assumed that all information provided to the assessment team by the participants were all *correct and valid*. The scope of this study is limited to assessing the potential social impacts arising after the ECE Buildings are constructed during the operation phase. It only considers those social impacts during the time of project implementation.

3.0 SUMMARY OF FINDINGS

3.1 Survey Demographics and Home Situation of Participants

3.1.1 Planned Versus Actual Number of Participants

Referenced to the sample design as shown in Section 2.3, Table 2, the assessment was planned to target 162 participants but only **153 participants constituting 94% of the total were involved in the RSIA** process while 9 of the proposed participants amounting to 6% did not participate, as shown in the graph, and details presented in the Table 3 below.

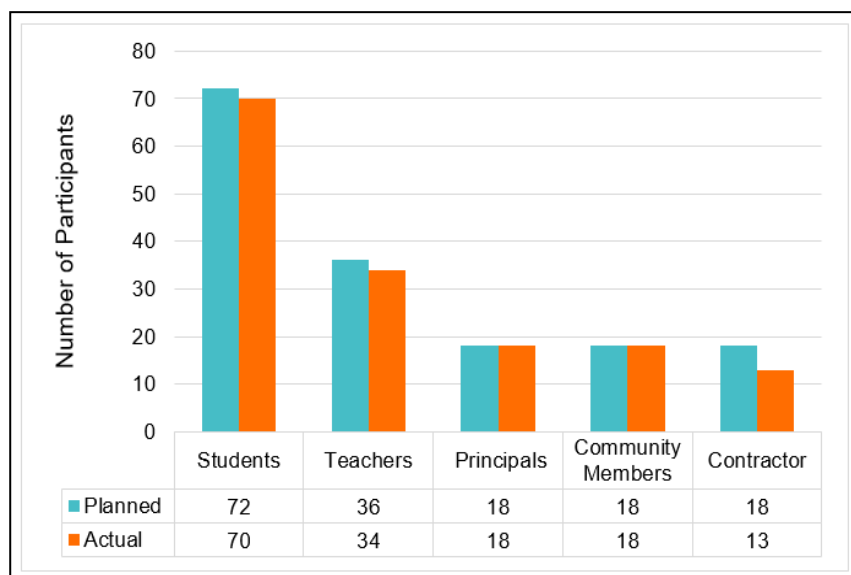


Figure 6: Planned Versus Actual Number of Participants.

Table 3: Detailed Number of Participants by Stakeholder Category per County

County	Number of ECE Schools	Number of Student	Number of teachers	Number of principals	Number of PTA/ Community	Number of Contractor	Grand Total
Bomi	3	12	5	3	3	3	26
Rivercess	3	12	6	3	3	2	26
Sinoe	3	12	6	3	3	1	25
Rivergee	3	12	6	3	3	2	26
Grand Kru	3	10	6	3	3	3	25
Maryland	3	12	5	3	3	2	25
Total	18	70	34	18	18	13	153

3.1.2 Distribution of Stakeholders Reached

From the 153 persons interviewed, a total of 18 persons constituting 12% were principals, 34 amounting to 22% were teachers, 70 making up 46% were students, 18 comprised of 12% were members of the community including PTA and 13 representing 8% were the contractor’s representatives.

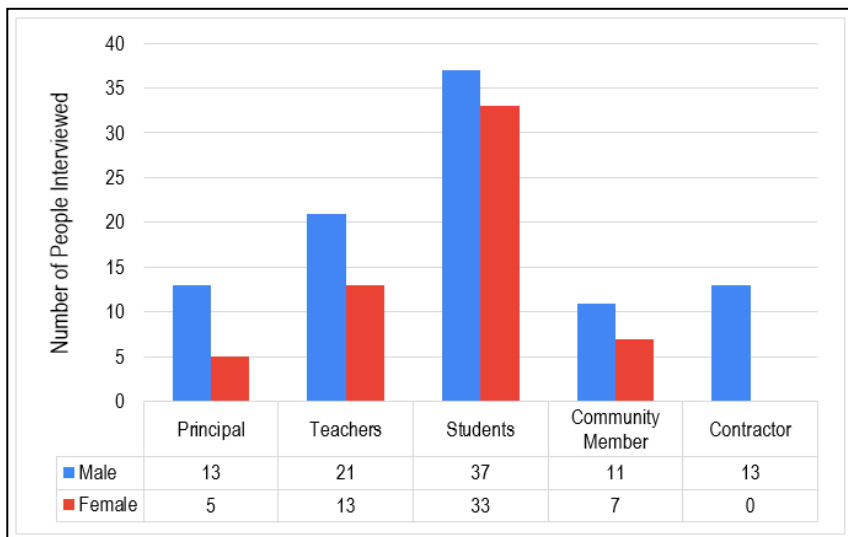


Figure 7: Type of Stakeholders Reached - Disaggregation by Sex

3.1.3 Profile of Students

A majority of the students representing to 53% who participated in the survey were of the Junior Secondary grade range and 42 of them making up 60% of the were above the age of 18. About 30% of the students (21 in number) were senior high students, and 17 % (21 of the students) were primary or elementary students. There were no ECE students interviewed.

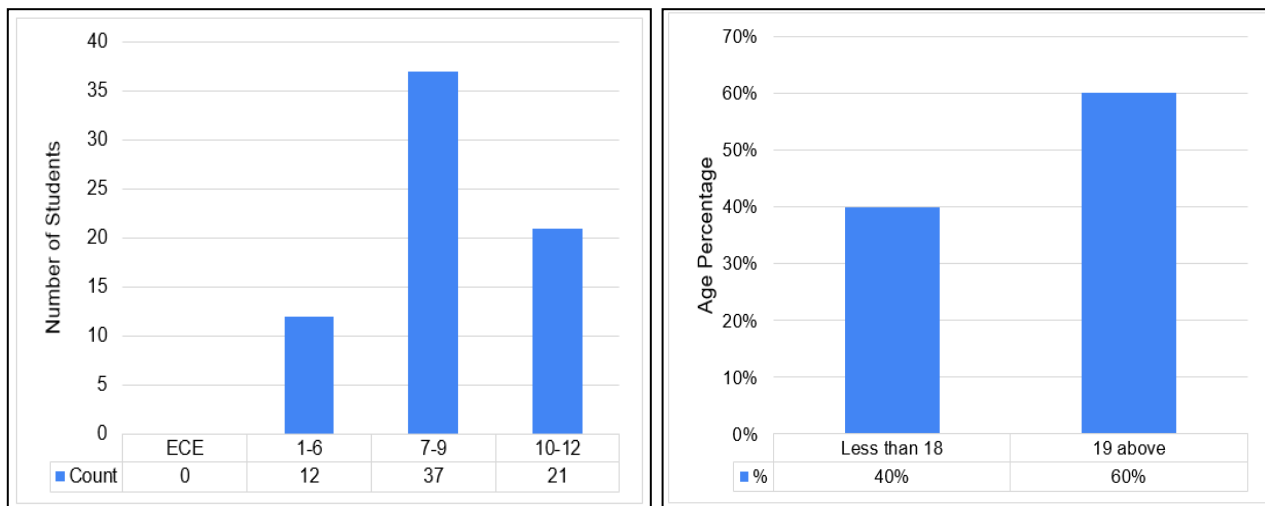


Figure 8: Grade level and Age Distribution of students

3.1.4 Residential Profile of Participants

When the participants were asked whether they lived or resided in the community in which the ECE school project was being constructed, out of the 153 participants, about 140 making up 92% confirmed that they resided within the community. Only 13 of the participants comprising 8% lived in a nearby community or elsewhere. **This validates the fact that the information gathered mostly representative of the communities themselves.**

3.2 Accessibility and Surroundings

3.2.1 Means of Travel to School

How students commute to school, especially for teen age girls, could pose a risk of Sexual Exploitation and Abuse, Sexual Harassment, or Gender-Based Violence (SEA/SH/GBV); or even in some cases become life threatening as many would walk on isolated roads for hours before reaching the school premises. Out of the 70 students interviewed, 54 (77%) travel by means of walking while about 16 (23%) confirmed they often use motorbike to reach the school from nearby village.

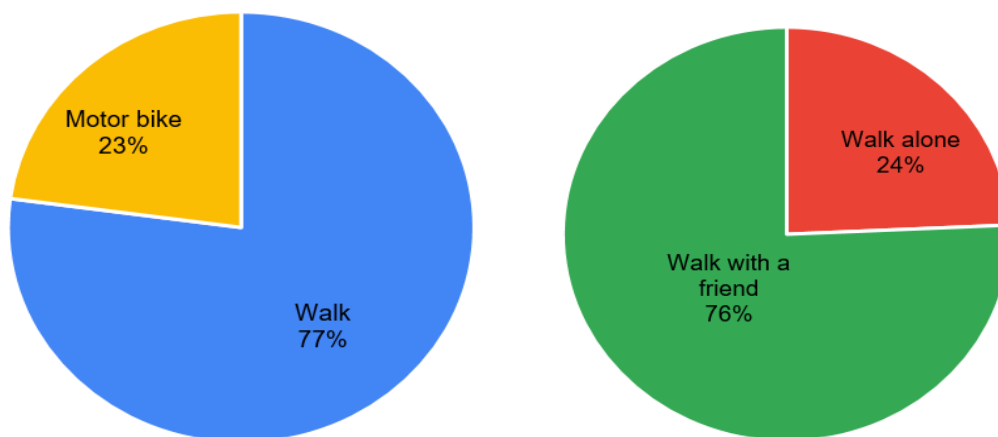


Figure 9:: Pie charts showing the means by which students travel, and whether they walk to school alone or in groups

Despite the risk that majority of the students commute to school by means of walking, about 53 (76%) of them walk with a friend while about 17 (23%) responded that they would normally walk alone, thus reducing the likelihood of attacks. And in most cases, for even those that walk alone, the distances are below 30 minutes. In cases where students used motor bikes to travel to school, about 70% of the time, they would not be the only riders.

The research therefore showed that over 75% of the students commute to school by walking and when they do, they mostly walk in groups and in the event they would use a motor bike it would be from a nearby village. Therefore, there is a low risk of harm to students because majority of the students enrolled are from the communities where the school is situated. The school authorities must therefore ensure to create awareness to all students, especially students who come from nearby villages about their safety while riding with commercial bikes. The school authorities must ensure to have a register of motorcycles that bring students to school on a regular basis – the names, telephone numbers, areas of residence, family details, and description of the motorcyclists must be known to enable them trace the riders in the event of an unfortunate situation.

3.2.2 Commute Distance to the School Premises

Already established that majority of the students walk to school, the survey showed that out of the 70 students reached, about 43 (61%) live directly within the communities reaching the school campuses within 15 minutes. Only about 3 (4%) of the students had to walk above 1 hour to reach the school. It can be concluded that about 85% of the students commute to the school premises below 30 minutes, and for the remaining 15% that commute above 30 minutes or have to walk longer distances, there must be additional attention and support given to them by the school administration about their safety, performance, and attendance. In the event that a student travels more than one hour daily, the school administration must meet up with the parents and investigate the possibility of improving the situation and working out a solution with the parents to help the student's development.

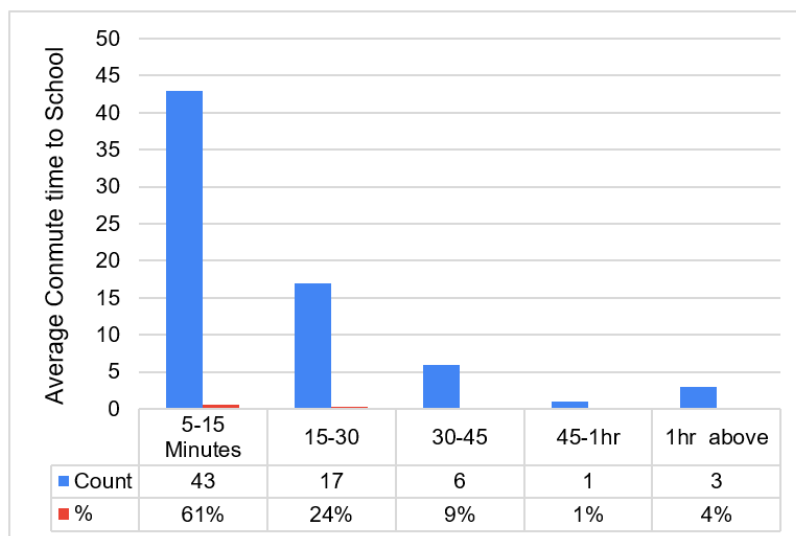


Figure 10: Graph showing average commute time to school premises

3.2.3 Source of Drinking Water

The source of obtaining drinking water is essential to community health and safety due to the risk of water borne diseases, and the still pertinent rural practices of open defecation. Out of the 153 participants interviewed, about 101 (66%) confirmed to get their drinking water from hand pumps that are not often treated as shown below.

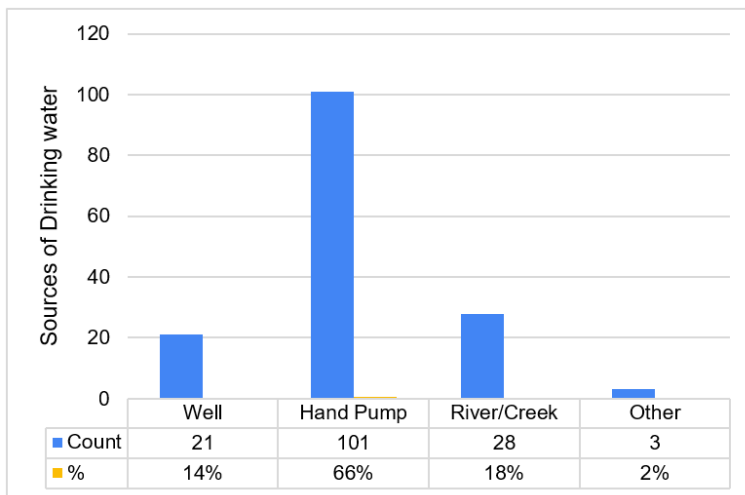


Figure 11: Sources of Drinking Water at ECE School Communities

3.2.4 Emergency Preparedness

An emergency is a duly proclaimed condition of disaster, threat to safety of persons or property, cause by flood, fire, natural elements (storms for example), epidemics, air pollution, intruders, riots, or other causes. When asked about whether the school has a plan or some form of preparedness for fire disasters or emergencies like fire, riot, tribal conflicts or violent political outbreaks, about 90% (137) of the participants said “No” and the rest did not know or have any idea of what the team as talking about. In all of the schools visited, and probably in majority of the public schools in Liberia, there are no education sector disaster management policies, school emergency operations plan, or any levels of emergency preparedness.

The Ministry of Education needs to see the need to enhance public awareness and introduce disaster preparedness measures in schools by firstly developing a School Safety Policy that incorporates the Grievance Redress Mechanism, placing school safety on the education agenda, increase SEA/SH/GBV awareness in schools, sensitizing the communities on risk management and importance of action plans, providing preparedness and mitigation activities in schools, and developing tailored safety plans for each school working with the local structures of the Ministry of Education in the counties.

3.3 Structure of the Community and Livelihood

3.3.1 Contractor's Interference with community leadership and structure

Regarding the contractor's interference in the community structure and based on the responses from the students, principals, community representatives including PTA, and teachers, it was confirmed by approximately 90% of the participants that the contractors have not been concerned or involved with assuming local leadership roles, engaging in arguments about issues concerning the community or inciting people against each other, or proposing any change in the leadership of the community for their own gains. **This, we believe can be strongly attributed to the pre-deployment engagements and environmental and social safeguards trainings offered to the contractors, and measures put in place, particularly the Code of Conduct.**

3.3.2 Socio-economic impact of the presence of the contractors

When asked whether the contractor has been engaged in any type of economic activities like trading goods and services to the community, buying or mining gold, or acquiring land for other purposes, over 95% of the respondents outrightly said "No", and the rest "Did Not Know". Before the deployment of the contractors, as mitigation measures of some of these social impacts, the PDT had strictly warned the contractors about how to conduct themselves.

3.4 Way of Life and Decision Making

3.4.1 Contractor's Interference with Decision Making and Cultural Practices

Regarding the contractor's interference in the community structure and based on the responses from the principals and community representatives including PTA, it was confirmed by over 80% of the participants that the contractors have not been engaged with any forms of violence or confrontation with the community, using their financial influence to request favors, or in any way impeded existing cultural practices, or engaged in any cult or religious practices; and the rest responded "Don't Know"..

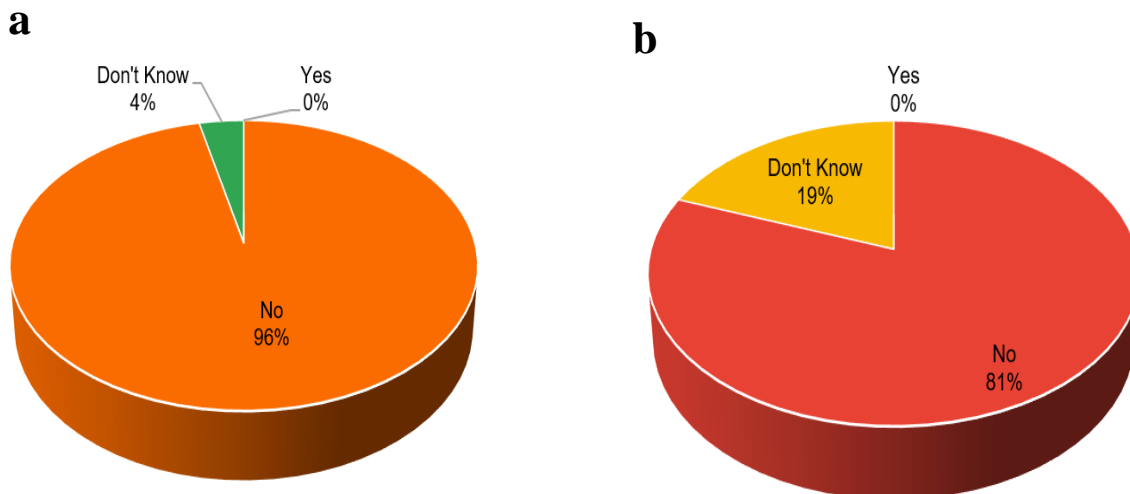


Figure 12: a) Participants response when asked whether the Contractor or any of the workers involved in the construction taken any leadership role in the community ; b) Responses when asked whether the Contractor or any workers involved in the construction been noticed going around asking community leaders for favors in exchange for benefits?

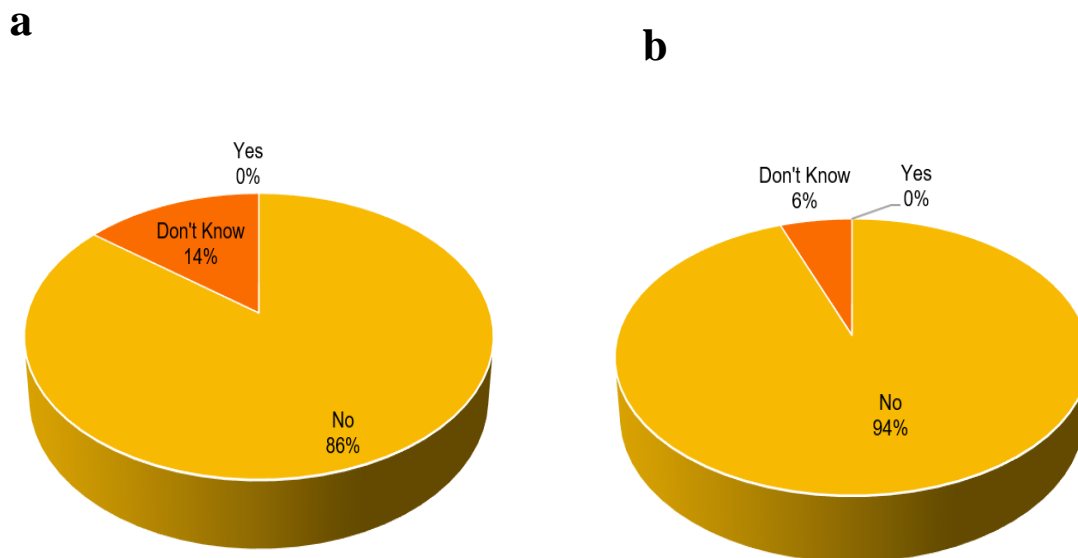


Figure 13: a) Community's response to whether the presence of the project in any way impeded the way of worship, or other cultural practices; b) Responses whether the contractor or any of the workers involved in the construction engaged in religious practices influencing the community for example preaching, having prayer groups.

3.4 Community Health and Safety

3.4.1 Sexual Violence and Victimization

The prevention and mitigation of SGBV has been one of the critical and robust measures tailored on the project. From the onset of the project, a SEA/SH/GBV Action Plan was developed and all stakeholders including the contractors and community were adequately informed about the risks associated with SGBV and the referral chain just in the event someone gets victimized. These are also captured within the Ministry's Grievance Redress Mechanism. In all of the project communities, there are Gender Focal Persons on the Local Grievance Redress Committee, and at the level of the Project Delivery team, a designated staff from the MoGCSP serves as the National Gender Focal Point. Additionally, all construction workers, contractor's representatives or employees were trained and made to sign the "Code of Conduct" to prevent SGBV related incidences. Since the commencement of civil works, there have been no incidences of SGBV reported. Results from the assessment relevant to the feedback from the students showed that over 95% of the participants admitted that they have not experienced or encountered contractors offering material items or favors in exchange for sex has there been any sexual advances from any of the contractors or contractor's representatives, including the Ministry of Education assigned site engineers. The remaining 5% stated that they "Do Not Know".

3.4.2 First Aid Kits

About the presence of First Aid Kits, out of the six Contractors, only three contractors namely God Trust Construction Company in Grand Kru, Augustine Enterprise in Rivercess and Elite Construction in Bomi counties had First Aid Kits visible at the time of the assessment.

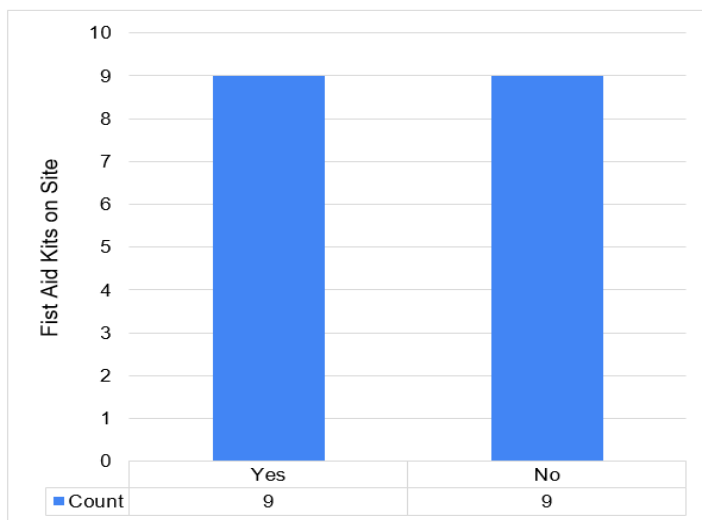


Figure 14: Number of First Aid Kits present on site at the time of the assessment

3.4.3 Labor Influx

The presence of contractors due to the influx of workers and followers may lead to adverse social and environmental impacts on the local communities, especially in our case that the communities are rural, remote and small. Such adverse impacts may increase the demand for competition for goods and services which could lead to price hikes, social conflicts between the community and contractors, illicit behavior and crime, or increased risk of spread of communicable diseases. The assessment sought to address find out whether the contractor or any of the workers been found of selling medication to community - something which is very common but could risk the lives of community dwellers; whether they have been engaged in illicit behavior or any acts of violence. Over 94% of the respondents admitted that they have not seen or heard the contractors engaged in any of these acts and the remaining 6% claimed to “not know”. There were no migrant workers found to be involved with any of the ongoing construction works.

3.4.4 Child Labor

The use of child labor as a major project risk is a critical social impact because it does not only harm the child’s mental and physical development, but also have a reputational risk to the Contractor, the Ministry of Education and the Government of Liberia by extension; and can lead to legal sanctions, a loss of productivity, disruptions in production, and lost orders. **Based on the responses from the participants and onsite evidence gathered by the assessment team, there were incidences of child labor observed at some of the project sites, particularly in Sinoe, Rivergee, Rivercess, and Maryland counties.**

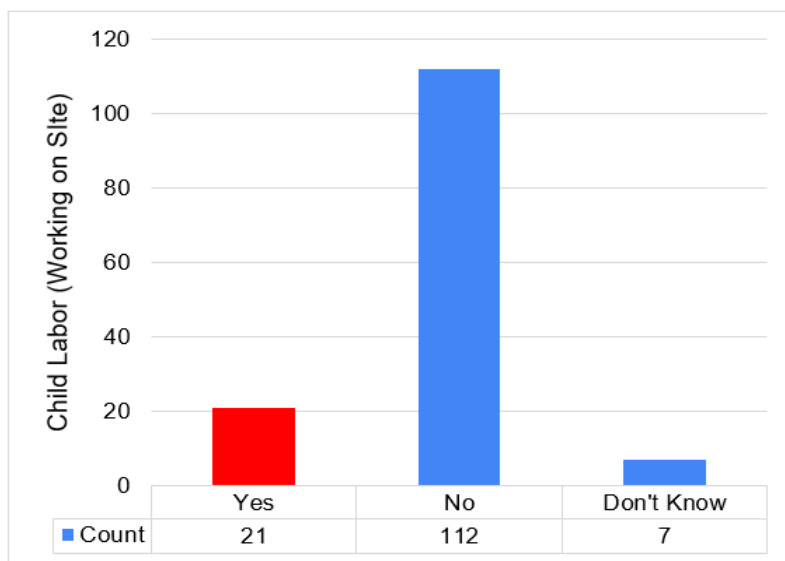


Figure 15: participant's response to the use of Child Labor on the construction site

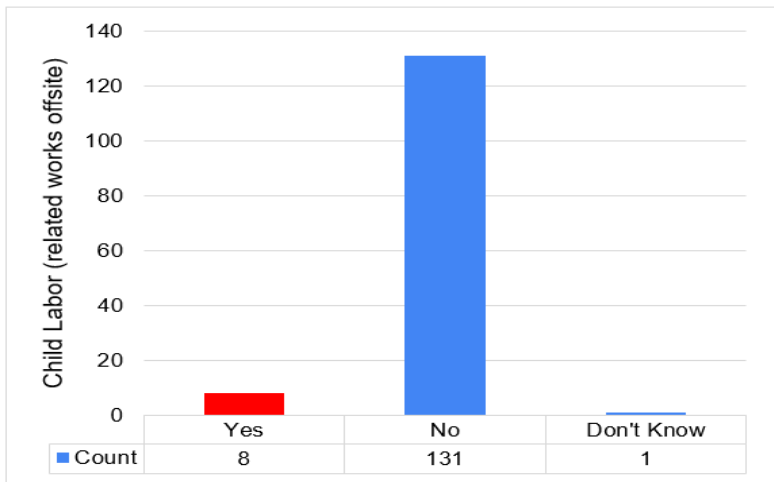


Figure 16: participant's response to the use of Child Labor in other related works outside of the construction site

Regarding the use of child labor works on the site, when asked whether were children observed to be involved with the construction works on site (for example, working as manual labor, selling to workers, washing dishes or drawing water for workers) 15% of the respondents confirmed that children have been involved with the work; and another 6% also confirmed that children have also been involved in other works related to the project. The following picture below, not particularly captured the LLF Project, was at Gibsonville, Butaw District in Sinoe County where the IRSE Project is expanding the existing Gibsonville Public School. A child is seen here in the pick-up offloading sand. This confirms the responses from 15% of the community participants that children are being involved with the construction works.



Figure 17: Photo showing children off loading sand from a pickup

Child labor is a violation of fundamental human rights. The International Labor Organization (ILO) Worst Forms of Child Labor Convention (No. 182) defines a child as all persons under the age of 18; and defines child labor as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. Child labor, therefore can be one or more of the following: work done by a child who is under the minimum age of admission to employment for the type of work concerned; work that interferes with compulsory education; work that is likely to jeopardize a child's health, safety or morals, known as hazardous work; or other "worst forms of child labor" besides hazardous work. The use of child labor as a major project risk is essential because it does not only harm the child's mental and physical development, but also have a reputational risk to the World Bank, the Ministry of Education and the Government of Liberia at large; and can lead to legal sanctions, a loss of productivity, disruptions in production, and lost orders.

The Ministry of Education through the joint Quality Assurance Team of the LLF PDT, Division of Physical Environment of the MoE and the Ministry of Public Works must ensure that the contractor strictly complies with all relevant international human rights and national regulations on the use of child labor as outlined in the Contractor's Environmental and Social Management Plan and the Code of Conduct. Particularly, international conventions ratified by Liberia including the ILO C138 on Minimum Age, ILO C182 Worst Forms of Child Labor, the UN Conventions on the Rights of a Child (CRC) protocols, and the Palermo Protocol on Trafficking in Persons. At the local and national level, there are many relevant laws and regulations on child labor that must be adhered to including the Section 74 of the Labor Law and Article 21.2 of the decent Work Act (17,18) that provides the Minimum Age for Work at 18 years old. Other legislations that speak to the Prohibition of Forced Labor (aligned with Article 12 of the Constitution of Liberia, Section 8 of the Children's Law, Article 2.2 of the Decent Work Act), Prohibition of Child Trafficking (pursuant to Article 7 Section 8 of the Children's Law and section 5 of the Act to Ban Trafficking Persons with the Republic of Liberia), and Prohibition of Commercial Sexual Exploitation of Children (in accordance to Article 3 Section 21 of the Children's Law, Article 2.3 of the Decent Work Act, and Article 1 Sec. 5 Act to Ban Trafficking Persons with the Republic of Liberia).

In addition, the contractor MUST do the following:

- Ensure that their hiring procedures and processes for services associated with the project must include a robust age verification mechanism, which includes checking if available, National Identification Cards, passports, or National Election Commission Voting Cards to verify the age; conduct in-person interviews and if not sure, contact the parents; and in the worst case, if there is a doubt about a person's age, do not employ the person.

- Be aware of the institutional mechanisms for the enforcement of laws and regulations on child labor to include the following stakeholders, the Ministry of Labor (MoL), Ministry of Gender and Children Social Protection (MoGCSP) and Ministry of Justice (MoJ).

3.4.5 People living with disabilities

When asked whether the construction works have in any way blocked access routes or impeded movement of people with disabilities, about 96% of the participants stated that people living with disabilities have not been affected by the project and the remaining 4% stated that they “Did Not Know”. However, no one with disability was interviewed because there were none available and the sample design of the assessment accounted for representatives of the community to participate in the survey. This assessment was made speaking with the members of the community that were mostly of the Parent-teachers association, the community leader, a women’s leader or a representative of the community. With that assumption, the students and principals were also asked this question. Moreover, all of the construction sites are being implemented not close to any existing access routes linking the community to the school – they are all being built within the school premises for which there are valid and probated land deeds.

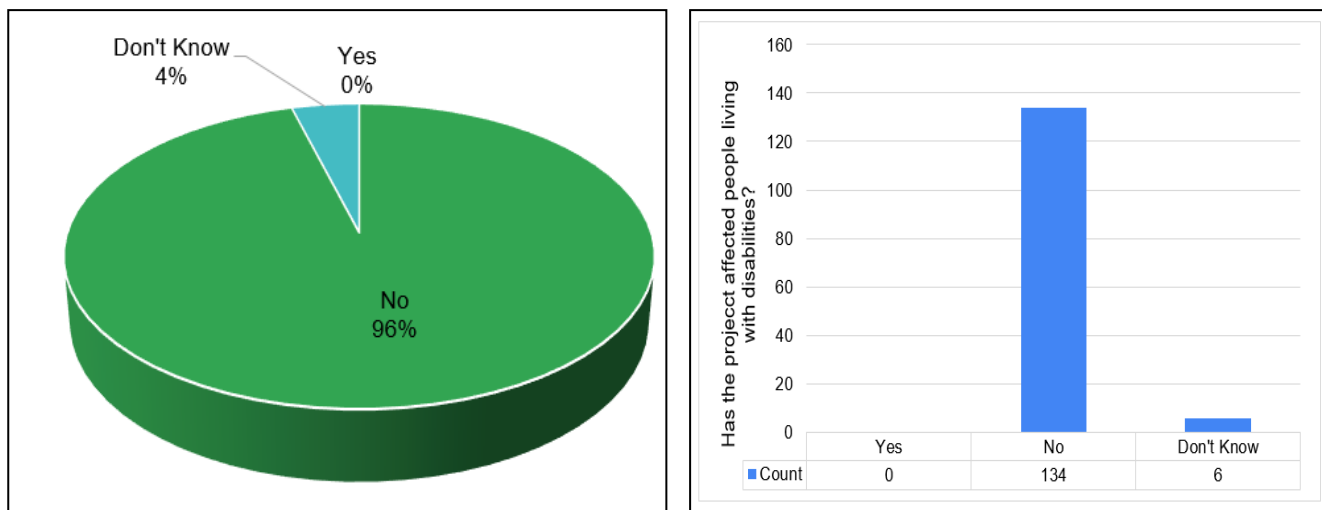


Figure 18: Impact on People Living with Disabilities

4.0 ISSUES RAISED BY THE COMMUNITY

At many of the construction project sites visited, the communities were concerned:

- **Employment Opportunities.** Community confirmed that the project intervention (construction phase) benefited the community by bringing economic relief to the community to certain extent by temporarily hiring members of the community as casual laborers.
- Community members also anticipate the influx of students in the school that will be newly constructed. They believe when completed, all necessary requirements for learning as it relates to the construction will be available at the school and the environment will be safe and attractive to students.
- **Delay of construction works.** Some of the project sites, according to the community have been abandoned by the contractors for two to three months because, according to them, the contractor had informed the Local Grievance Redress Committee that there has been of delay in payment from the Ministry.
- **Stalling of construction works during the rainy season.** Except for few of the project sites in Grand Kru, Maryland, Rivercess, and Bomi, the communities were concerned that there are not adequate materials supplied to the project sites to enable the contractors continue works during the heat of the rainy season at which time the roads would be difficult to access.

5.0 CHALLENGES

As the rainy season approaches, the roads have become a major challenge. It took the collective effort of the assessment team in many instances to ride on motorbikes, sleep over in cars, and walk in some instances to reach the destinations.



Figure 19: Road conditions worsening, especially in the South East

Also, the team also could not reach to Betu in Niffu District in Grand Kru County because of the rise in water levels of the two rivers, but however, facilitated the representatives of the community to meet with at Sass Town where the interviews were conducted. And finally, five of the construction sites, there were no contractors or any of the contractor's representatives. As a result, only two students from Betu were interviewed. At Gbortoe Town in Rivercess County and Gbah Town in Bomi County, the team met with the community on a Saturday and the teachers were not present.

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

The RSIA exercise was to a large extent successful, despite the worsening conditions of the roads in the South East and the absence of contractor's representative at some of the sites. On the overall, as regards the management of social risks for the ongoing construction of 18 Early Childhood Education schools in the six targeted GPE counties, is a satisfactory.

However, with the project's approved ESMF there were many social risks identified. The table below presents those risks and the current ground reality (compliance level, corrective actions taken or required and time frame).

No.	Social Risks Identified in the ESMF	Current Level of Compliance	Corrective actions taken by contractors and timeframe
1	Hygiene, health and safety of workers, residents and users Accidents caused by construction machinery traffic and possible non-compliance with safety instructions.	As far as community health and worker's safety is concerned, there has been no incidences of accidents reported at any of the sites	Contractors are abiding by speed limits and driving with care to deliver materials
2	Risk of accidents around unreported excavations and open trenches, unmarked and poorly marked	No accidents reported, however there were opened trenches observed at many of the sites	Contractors were issued Non Conformance and instructed to properly seal or cover all opened pits dug for septic tanks and wells. All NCRs were to be corrected in 15 days.
3	Safety of school staff and students due to poor organization of work sites and work areas	All of the work areas are isolated from the school premises with temporary fencing and control measures to access the site	In areas where the temporary fencing is damaged by storms, contractors have been advised to repair and in the main time get someone to secure the site.

4	Accidents of workers (scaffolding falls, misuse of equipment, electrocutions, etc.	No health and safety incidences have been reported. Management of all H&S risks are captured in the CESMPs	Continuous improvement, training of workers, risk assessment and monitoring needed
5	Risks of conflicts between the workers and local populations	The contractors signed up to a Code of Conduct not only for SEA/SH/GBV but also advised to avoid confrontation with the community. The community also has a Local Grievance Redress Committee empowered by the Ministry of Education to investigate all grievances.	Continued awareness and monitoring of the Grievance Redress Mechanism needed.

In all of the schools visited, and probably in majority of the public schools in Liberia, there are no education sector disaster management policies, school emergency operations plan, or any levels of emergency preparedness. Moreover, the following are concluded from the assessment:

- About 94% comprising 153 of the 162 targeted sample size were involved in the RSIA
- On a positive note, approximately 200 or more jobs have been created using a mix of skilled (construction engineers and technicians), semi-skilled (equipment operators, vehicle drivers, masons, steel benders, and carpenters) and non-skilled (manual laborers) positions. At an average of 10 workers per site and about 30% of the workforce are locals from the communities. Additionally, considering other offsite and part-time contractual employment activities for sand and rock mining, excavation, timber sawing, and offloading tasks, are outsourced to the community benefitting an additional 50 – 75 persons involved with the construction works.
- A majority of the students interviewed were from the Junior Secondary School grades
- A wide range of stakeholders were involved in the assessment to include the students, principals, community representatives, teachers and the contractor.
- The assessment exercise proved for the most part that the contractors are very aware of the Code of Conduct and are adhering to the trainings against SEA/SH/GBV. Responses from the communities show that the contractors are quite focused on delivery of the construction project and not interfering with the way of life and decision making, structure of the community, and concerned about the community health as well.
- **Finally, on the down side, there are evidence of child labor being practiced on the project.**

6.2 Recommendations

Acknowledging that the Rapid Social Impact Assessment (RSIA) was intended to investigate key social impacts at the civil works implementation stage of the project, while the projects are ongoing, the following are recommended:

- The Ministry of Education needs to see the need to enhance public awareness and introduce disaster preparedness measures in schools by firstly developing a School Safety Policy that incorporates the Grievance Redress Mechanism, placing school safety on the education agenda, increase SEA/SH/GBV awareness in schools, sensitizing the communities on risk management and importance of action plans, providing preparedness and mitigation activities in schools, and developing tailored safety plans for each school working with the local structures of the Ministry of Education in the counties.
- Regarding accessibility and means of travel to school, the school authorities must therefore ensure to create awareness to all students, especially students who come from nearby villages about their safety while riding with commercial bikes. The school authorities must ensure to have a register of motorcycles that bring students to school on a regular basis – the names, telephone numbers, areas of residence, family details, and description of the motorcyclists must be known to enable them trace the riders in the event of an unfortunate situation
- As for the commute distances, it is established that about 85% of the students commute to the school premises below 30 minutes, and for the remaining 15% that commute above 30 minutes or have to walk longer distances, there must be additional attention and support given to them by the school administration about their safety, performance, and attendance. In the event that a student travels more than one hour daily, the school administration must meet up with the parents and investigate the possibility of improving the situation and working out a solution with the parents to help the student's development.
- As regards the use of child labor, the Ministry of Education through the joint Quality Assurance Team of the LLF PDT, Division of Physical Environment of the MoE and the Ministry of Public Works must ensure that the contractor strictly complies with all relevant international human rights and national regulations on the use of child labor as outlined in the Contractor's Environmental and Social Management Plan and the Code of Conduct
- There must be continuous quarterly monitoring to ensure adherence to Environmental and Social Safeguard issues until construction is completed.
- That the RSIA report be shared with the County Education Officers and District Education Officers

7.0 ANNEXES

7.1 Annex 1: RSIA Tool

Document	Rapid Social Impact Assessment Questions for the LLF Project
Date	April 14, 2023
RSIA ELECTRONIC TOOL LINK	https://ee.kobotoolbox.org/x/ywGdjxVn

Question ID	Question	RESPONDENT	Responses
A	Name		
B	Date of questionnaire administration (dd/mm/yyyy)		
C	Consent: Say:		<1> Yes
	"I am _____ and I work with the Ministry of Education. The purpose of this assessment is to help the Liberia Learning Foundations Project assess the social impact of construction on the community and environment. The Liberia Learning Foundations Project is a Government of Liberia Education Project that funds adding 3 Early Childhood Education Classrooms at 18 existing schools along with functional latrines and water systems. Your school is one of the chosen construction sites. We are seeking your participation in an interview regarding the safety of your learning environment and the potential impact of this Project. This will take about 30 minutes. During the interview, you will be asked to provide information about your school and community. Please stop me if any question is not clear. This interview is voluntary, and if you do not feel comfortable, you don't have to answer any questions. This information will be handled in a way that does not identify you personally. So, please feel free and answer based on what you know.		<2> No
	Do you have any questions?" [<i>Wait and answer any questions.</i>]		

	"Do you agree to participate?" (Yes/No)		
D	County		POPULATE THESE FIELDS FROM THE SAMPLE LIST
E	District		
F	School Name		
G	Community Name		
H	Stakeholder: Student, Teacher, Principal, Contractor, Community Member		
DEMOGRAPHICS AND HOME SITUATION			
DEM1	Indicate whether the person is a male or female		M / F/ Prefer not to say
DEM2	How old are you?		_____ (in complete years)
DEM3	Grade if the person is a student		
DEM4	Do you reside in the Community in which the school is being constructed?	ALL	Yes / No / Don't know
ACCESSIBILITY AND SURROUNDINGS			
ACS1	How do you normally travel to school?	STUDENTS	Walk Motor bike Taxi Other: Specify
ACS2	If you walk, do you walk alone or with a friend?	STUDENT	Alone/ With a Friend
ACS3	If you travel by motor bike/taxi, do you travel alone or with a friend	STUDENT	Alone/ With a Friend
ACS4	On average, how long does it take for you to reach this school (in minutes, walking)	STUDENT	5-15Mins 15-30Mins 30-45Mins
			45-1hr 1hr-above
ACS5	Where do you get your water for Drinking, washing and bathing at home? From a...	ALL	Well Hand pump River/Creek
			Other: Specify
ACS6	Does this school have a plan that tells you what should be done in the event of an emergency (e.g., fire, riot or strong wind)?	ALL	Yes/No/Don't know
ACS7	Have you participated in any sort of drills (practice what to do when there is a disaster such as a strong wind or fire) in the past school year?	ALL	Yes/No/Don't know

ACS8	[If yes] what sorts of drills? [indicate all mentioned]	ALL	Yes/No/Don't know
STRUCTURE OF THE COMMUNITY & LIVELIHOODS			
SCL 1	Has the contractor or any worker of the team assumed, campaigned or sought to assume any community leadership role? For e.g. Community Chairman, Youth Chairman, etc.?	COMMUNITY MEMBER/PRINCIPAL	Yes / No / Don't know
SCL 2	Has the Contractor or any of the workers involved in the construction been involved in arguments about issues concerning the community?	COMMUNITY MEMBER/PRINCIPAL	Yes / No / Don't know
SCL 3	Has the Contractor or any of the workers involved in the construction proposed any change in the leadership of the community or the way things work, for his own interest?	COMMUNITY MEMBER/PRINCIPAL	Yes / No / Don't know
SCL 4	Is the Contractor or any of the contractor's workers engaged in any business (selling of materials or items to the community or buying land) in the community?	COMMUNITY MEMBER/PRINCIPAL	Yes / No / Don't know
SCL 5	If so, is the Contractor or any of his workers selling anything already being sold by someone in the community?	COMMUNITY MEMBER/PRINCIPAL	Yes / No / Don't know
SCL 6	Has the Contractor or any of the workers involved in the construction been involved with stealing or taking things from people's farms causing it to affect their livelihood?	COMMUNITY MEMBER/PRINCIPAL	Yes / No / Don't know
WAY OF LIFE AND DECISION MAKING			
WDM1	Has the Contractor or any of the workers involved in the construction engaged in any violence or confrontation with the community?	COMMUNITY MEMBER/PRINCIPAL/ TEACHERS/ STUDENTS	Yes / No / Don't know
WDM 2	Has the Contractor or any workers involved in the construction been noticed going around asking community leaders for favors in exchange for benefits?	COMMUNITY MEMBER/PRINCIPAL/ TEACHERS/ STUDENTS	Yes / No / Don't know
WDM 3	Has the presence of the project in any way impeded the way of worship, or other cultural practices?	COMMUNITY MEMBER/PRINCIPAL/ TEACHERS/ STUDENTS	Yes / No / Don't know

WDM 4	Has the Contractor or any of the workers involved in the construction engaged in religious practices influencing the community for example preaching, having prayer groups etc?	COMMUNITY MEMBER/PRINCIPAL/TEACHERS/STUDENTS	Yes / No / Don't know
HEALTH AND WELL-BEING AND CULTURE			
HWC1	Does the contractor have a first aid kit on site?	CONTRACTOR	Yes/No (Count)
	Sexual Violence Victimization		
HWC2	Has anyone offered to give you a ride in their car, motorbike or bicycle if you did something sexual, like kissing or bad touching, in exchange?	STUDENTS/COMMUNITY MEMBER	Yes / No / Don't know
HWC3	Has anyone offered to give you food or a drink if you did something sexual, like kissing or bad touching, in exchange?	STUDENTS/COMMUNITY MEMBER	Yes / No / Don't know
HWC4	Has anyone offered to give you something like a cell phone, scratch card, radio or jewelry if you did something sexual, like kissing or bad touching, in exchange?	STUDENTS/COMMUNITY MEMBER	Yes / No / Don't know
HWC5	Have you experienced someone at school, home or community who touched you in a bad way?	STUDENTS/COMMUNITY MEMBER	Yes / No / Don't know
HWC6	If someone touched you in a bad way, who did you tell?	STUDENTS/COMMUNITY MEMBER	I told a friend I told a parent/guardian I told some school personnel I told someone in the community I didn't tell anyone
HWC7	Has the contractor or any of the workers been found of selling medication to community people?		Yes / No / Don't know
Labor Influx			
HWC8	Have you noticed the contractors or any of the workers engaged in bad behavior such as smoking, selling drugs or alcohol etc?	COMMUNITY MEMBER/ PRINCIPAL	Yes / No / Don't know
HWC9	Have any of the contractors or workers been engaged in any form of crime or violence such as stealing, fighting or robbery?	COMMUNITY MEMBER/ PRINCIPAL	Yes / No / Don't know

Child Labor			
HWC11	Are children observed to be involved with the construction works on site? For example, working as manual labor, selling to workers, washing dishes or drawing water for workers?	COMMUNITY MEMBER/ PRINCIPAL	Yes / No / Don't know
HWC12	Apart from the construction site, are children involve in other works related to the project such as mining sand, crushing of rocks and toting wood/timber from the bush?	COMMUNITY MEMBER/ PRINCIPAL	Yes / No / Don't know
People living with Disabilities			
HWC13	Has the construction works in any way blocked access routes or impeded movement of people with disabilities (visually impaired or the physically disabled)?	COMMUNITY MEMBER/ PRINCIPAL	Yes / No / Don't know
OTHERS			
1	What impacts do you anticipate on the students, people & community after construction of the classrooms, toilets and water system?	ALL	TEXT
2	How the project intervention (construction phase) benefited the community and what are negative impacts on the individual and communities living around?	ALL	TEXT
3	Kindy feel free to tell us any other way the construction work has or is affecting you or the people of your community. <i>(Please type in summary of information gathered)</i>	ALL	TEXT

7.2 Annex 2: Consent and Ascent Forms

Consent Form for Parents/Guardians For Students (under 18 years old) Project Title: *Liberian Learning Foundation Project* Rapid Social Impact Assessment (RSIA)

Hello, my name is _____, I work with the Ministry of Education. The purpose of this assessment is to help the Liberia Learning Foundations Project assess the social impact of construction on the community and environment. The Liberia Learning Foundations Project is a Government of Liberia Education Project that funds adding 3 Early Childhood Education Classrooms at 18 existing schools along with functional latrines and water systems.

Your child is invited to take part in a 30-minute interview at his/her school. Your child will be interviewed by an assessor. About 12 other students will be interviewed. During the interview, your child will be asked to provide their opinions on the safety of the school and any risks faced by students. We are asking you (parent/guardian of the child) for permission to participate in the interview. Please verify your relationship to the child and that you have the authority to give permission.

We will also ask the child if they agree to participate. Your consent and your child's participation in this exercise are voluntary. Your child can withdraw from the assessment at any time without consequences of any kind, and you can withdraw your consent at any time without consequences of any kind. We will intervene if any of the rules on privacy is violated or if we see that child exhibits discomfort or appear to be reluctant to participate.

We do not have any money or gifts to give you or your child for his/her participation, but we know that his/her participation may provide information that can help improve programs for your community. Although the interview will be recorded in a tablet, your child's answers will be confidential, unidentifiable, and secured. The report produced from these discussions will not include your name or that of your child or any other individual information by which you could be identified. If you feel that you or/and your child's rights are being violated, you may report your grievance to the Ministry of Education using the contacts below:

MOE Call Center 1416

Olivia Manneh, Call Center Manager 0886758578/ 0770144245

Would you like your child to participate in the interview? Yes No *If no, politely thank the parent and move to the next parent.*

CONSENT

I voluntarily agree to allow my child _____ (Aged: _____) to participate in the activities under the conditions described above.

Signature or Thumb Print _____ Date _____

Name _____

Name of Person Obtaining Consent _____ Date _____

Statement of Assent
For Students (under 18 years old)
Project Title: *Liberian Learning Foundation Project*
Rapid Social Impact Assessment (RSIA)

Hello, my name is _____, I work with the Ministry of Education. The purpose of this assessment is to help the Liberia Learning Foundations Project assess the social impact of construction on the community and environment. The Liberia Learning Foundations Project is a Government of Liberia Education Project that funds adding 3 Early Childhood Education Classrooms at 18 existing schools along with functional latrines and water systems. Your school is one of the chosen construction sites. We are seeking your participation in an interview regarding the safety of your learning environment and the potential impact of this Project. This will take about 30 minutes. During the interview, you will be asked to provide information about your school and community. Please stop me if any question is not clear. This interview is voluntary, and if you do not feel comfortable, you don't have to answer any questions. This information will be handled in a way that does not identify you personally. So, please feel free and answer based on what you know.

Would you like to participate in the interview? Yes No *If no, politely thank the child and move to the next child.*

WRITTEN ASSENT

I agree to participate in the study.

Child Signature/Initial/Thumb Print _____ Date _____

OR VERBAL ASSENT

I asked the child if he/she wishes to participate. I received child's permission to participate in the study.

Child Name _____ Date _____

Name of Person Obtaining Consent _____

Ten (10) Frequently Asked Questions (FAQs) of the Liberia Learning Foundations (LLF) Project

Q1. What is the aim of the Liberia Learning Foundation Project which is commonly called LLF?

The LLF is a GPE-funded Liberia Learning Foundations (LLF) Project aims to improve access to Early Childhood Education (ECE) Services in the targeted counties with improved teachers' deployment. To ensure that young people can learn, thrive and succeed, the LLF Project complements the GPE-funded Getting to Best in Education Project activities with a focus on building ECE classrooms and WASH facilities, providing teaching and learning materials, and expanding an accelerated learning program (ALP) for overage ECE students.

Q2 What are the targeted Counties of the LLF Project?

Bomi, Grand Kru, Maryland, Rivercess, River Gee and Sinoe Counties.

Q3: Why were the six targeted counties selected?

These were selected based on poverty, stunting and education indicators and, at the request of MoE this did not include counties receiving substantial investments from the U.S Agency for International Development (USAID). With high poverty rates and low education outcomes within these six counties, the need for multiple and sustained interventions is warranted.

Q4: Who are the Project Beneficiaries?

The primary project beneficiaries are ECE students in the six targeted counties (approximately 40,000). A sub- set of these 40,000 will benefit from the ALP (targeting 5,600 students) and ECE classroom construction (targeting approximately 2,500 students⁵). Additional beneficiaries include the 1,400 teachers targeted to receive Teaching and Learning Materials (TLMs) and the 300 public school teachers and principals to be trained as ALP teachers under the Project.

Q5: Who is funding the LLFP?

The LLF is a Global Partnership for Education (GPE)/World Bank funded project

Q6 : What are the Components of the LLFP?

The Project consists of three components: (i) improving access to ECE in targeted counties; (ii) improving learning outcomes through increased equity, efficiency and accountability; and (iii) strengthening Project management and sector support and coordination.

7.3 Annex 3: LLF Project Information (Frequently Asked Questions)

Q7: What will the Project Components deliver?

Component 1 will deliver the construction of 54 ECE classrooms, 72 latrines and water systems; Sub-component 1.1 aims to reduce ECE overcrowding and improve infrastructure quality at 18 school sites each of which will receive a package of three ECE classrooms, furnishings and basic equipment, one latrine (consisting of four age-appropriate toilets) and one water system. The construction of toilets will take into account international guidance on best practice for ensuring sanitation facilities for girls are safe and girl-friendly (this includes locks on the inside of the latrine door, well-lit, and not far from the main school building).

(ii) provision of ECE Teaching and Learning Materials. This sub-component will address the widespread lack of curriculum materials for play-based learning and emergent literacy and numeracy and will further enhance the impact of the ECE school grants under the G2B Project. **To promote reading at home, digital copies of the reading books will be shared with parents through a free reading app.** A new app will not be created as it is easier and more efficient to use one of the existing, proven apps. Finally, to support the development of emergent literacy skills and student-centered learning, each classroom will also be provided with a Talking Pen, which has audio triggered by the supplied reading books.

and (iii) **Accelerated education for 5600 overage students carried out by 300 trained ALP Teachers** and 10 Master Trainers with support from the Alternative Education Division. **This sub-component will promote age-appropriate enrollment by supporting MOE's plans to expand its accelerated learning program (ALP) for overage ECE students. ALP Level 1 will be extended to 100 public primary schools in 3 counties.** The counties targeted under the program are Rivercess, Sinoe and Maryland which have the highest percentage of overage students at the ECE level, based on the 2016/17 ASC. MOE is targeting at least 4,480 overage ECE students to transition to Grade 3 by the third year of project implementation, enabling space for at-age students to enroll in ECE.

Q8: What is the Costs of the Project by Component?

Table 9: Estimated Costs by Component

Component	US\$ million
1. Improving access to ECE in targeted counties	3.14
2. Improving learning outcomes through increased equity, efficiency, and accountability	1.77
3. Strengthening project management and sector support and coordination	0.69
TOTAL	5.60

Note: A supervision fee of US\$295,000 has been deducted from the total grant envelope of US\$5.9 million to cover grant agent supervision costs, representing 5 percent of the total project envelope.

Q9: What are the roles and responsibilities under the project?

The **Ministry of Education (MoE)** is the implementing agency with full responsibility for all aspects of the LLF Project implementation. The Ministry is mandated by the GoL for oversight of the education sector in the country, including the National Curriculum, standards, and policy for all schools and educational programs, and is responsible for implementation of the education sector strategies. It comprises personnel at central, county, and district levels, as well as staff (teachers and principals) working at the school level. The **Senior Management Team (SMT)** located at headquarters in Monrovia is the executive body of the MoE. The SMT is responsible for overall policy direction and implementation decisions regarding the sector and, therefore, is the main decision-making body for LLF implementation in collaboration with other Governmental and non-Governmental agencies as needed.

The **Local Education Group (LEG)** consists of major development partners, including the Coordinating Agency (USAID). The LEG meets monthly, the last Tuesday of the Month and is chaired by the Ministry of Education. The responsibilities of the LEG are: review, and provide feedback on, policy initiatives and related activities in line with the G2B-ESP and the GPE funded projects; ensuring the Grant Agent and MoE report to GPE in a timely manner; endorse independent verification report of the project variable part; ensure harmonization and alignment of sector support; and contribute to the annual JESRs; disseminate implementation reports and other important papers to interested education stakeholders;

The **World Bank (WBG) is the Grant Agent (GA) for the project.** The Education Task Team Leader/s (TTLs) are responsible for: overseeing the MoE implementation of the project; Providing “No Objection” to all project related implementation requests including Human Resource and Financial management where required; Providing reasonable technical advice to the MoE and PDT on project activities and offering support in areas requiring capacity development; management of external consultants deployed to support the project activities; monitoring whether the project complies with WBG and GPE policy and procedures; Reviewing high-level draft outputs and reports; reviewing requests for variation; and, reviewing the Independent Verification Reports required for the Variable Part.

The **Project Financial Management Unit (PFMU)** of the Ministry of Finance and Development Planning will manage the project funds and oversee the Designated Account. The PFMU will provide input to the Annual Work Plan and Budget (AWP&B), mainly on the issues related to budgeting and expenditures. The PFMU will be responsible for preparing the quarterly unaudited IFRs and will submit the IFRs to the World Bank one month after the end of each quarter. The PFMU will provide hands-on capacity building to the FM specialist in the PDT with the objective of building FM capacity in the MoE for the MoE to be able to manage World Bank-assisted projects in the future.

The **Project Delivery Team (PDT)** will leverage the existing PDT team formed under the G2B-GPE project. The PDT is established under the Senior Management Team (SMT) of the MOE, led by the Project Coordinator. The Deputy Project Coordinator (DPC) is the technical lead who coordinates and manages day to day operations for Project implementation and work in tandem with the Project Coordinator and report to the SMT.

The existing PDT is comprised of a Portfolio Coordinator, Deputy Project Coordinator, a National Procurement Specialist, a Project Financial Management Officer, a Monitoring and Evaluation (M&E) Specialist, an E&S Safeguards Specialist and an Administrative Assistant. All PDT staff will receive training in prevention of gender-based violence (GBV).

Q10: What is the Overall Project Implementation Arrangement?

The Project will be implemented over a period of Thirty-three (33) Months by the MoE supported by the existing G2B-GPE Project Delivery Team (PDT).

Bank Approval Date: 02-Apr-2021

Effectiveness Date: 13-Jul-2021

Original Closing Date: 31-Dec-2023

BONUS: WHERE CAN WE FIND ADDITIONAL INFORMATION?

In the LLF Project Appraisal Document(PAD) and the Project Implementation Manual(PIM) also available online at <https://projects.worldbank.org/en/projects-operations/document-detail/P172705?ty=projects> or at the Ministry of Education Office— Ministerial Complex Congo Town

The purpose of the PAD and PIM is to serve as a Policy Guide and operational tool for the implementation of the LLF project.

7.5 Annex 4: Pictures from Assessment



Photo 1: ECE Director Jestina Sartee conducting RSIA interview



Photo 2: Conversation with cross section of girls



Photo 3: Sometimes, more than just work, is needed. M&E Specialist and E&SS Specialist provide helping had to stranded motorcyclist



Photo 4: Where there are no garages along the road, the team has to improvise. One of many breakdowns.



Photo 5: Meeting with community representatives at P G Neh, Grand Kru County



Photo 6: RSIA Team vehicle stuck over bridge. Sometimes, while managing project risks, there are residual risks to consider.