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LIBERIA CIVIC EDUCATION IMPACT EVALUATION

Endline Report

Written and prepared by Elisabeth King, Alejandro Ganimian, and Sorana Acris (New York University), with contributions from Kate Marple-Cantrell (The Cloudburst Group), Ryan Hatano (The Cloudburst Group), and Robert Shand (American University).

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Prepared by:

The Cloudburst Group
8400 Corporate Drive, Suite 550
Landover, MD 20785-2238
Tel: 301-918-4440

ABSTRACT

This impact evaluation (IE) assessed the effectiveness of Liberia's new civic education program for primary schools in improving students' civic knowledge, attitudes, and behaviors. Implemented by the Ministry of Education with support from local implementing partners (IPs), the intervention was piloted in 70 public schools across three counties. The IE, led by New York University and The Cloudburst Group, used a randomized controlled trial (RCT) design to measure program impact in grades three and four, comparing students in treatment schools (who received civics instruction) with those in control schools (who did not).

The evaluation revealed high implementation fidelity, with strong adherence to key components, including teacher training, textbook distribution, civics instruction, and ongoing monitoring. Results showed a significant positive impact on students' civic knowledge, with treatment students scoring 0.313 standard deviations higher on the civic knowledge assessment compared to their peers in control schools. The greatest knowledge gains were observed in the areas of civic participation and understanding civic societies and systems. The program appeared to have the greatest impact in Grand Bassa and Nimba counties, whereas Montserrado did not see statistically significant improvements, and among students who speak Liberian English or local languages at home, whereas Standard English speakers did not see statistically significant improvement.

However, the program's effects on civic attitudes and behaviors were more modest. While there were small, statistically significant improvements in students' support for girls' education and political tolerance of ethnic groups, no significant changes were found in students' sense of national identity, tolerance of children with disabilities or other ethnic groups, or civic engagement behaviors. This is consistent with findings from previous research on civic education, which rarely finds attitudes and behaviors to be statistically significantly impacted by civics programs.

For instructional practices, while textbook use and student engagement increased significantly, the program did not result in significant changes in the use of participatory teaching methods or how teachers allocated instructional time. Additionally, several program facilitators, such as high teacher attendance, low turnover, and positive teacher and parent beliefs about civic education, were present and likely contributed to the program's success. These findings provide actionable insights for future scale-up efforts in Liberia and contribute to broader discussions on the role of civic education in post-conflict democracies.

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ACRONYMS

CEA	Cost-Effectiveness Analysis
CEO	County education officer
DEO	District education officer
DI	Democracy International
DRG	Democracy, Human Rights, and Governance
EQ	Evaluation question
ET	Evaluation team
FGD	Focus group discussion
ICCS	International Civic and Citizenship Education Study
IE	Impact evaluation
IPs	Implementing partners
IRB	Institutional review board
KII	Key informant interview
LEAD	Liberia Elections and Democracy
MoE	Ministry of Education
PTA	Parent-teacher association
RCT	Randomized control trial
SD	Standard deviation
SES	Socioeconomic status
ToC	Theory of change
UMOVEMENT	Youth Movement for Collection Action
USAID	United States Agency for International Development

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district education officers, and parents who took part in interviews and focus groups. Without their participation and valuable insights, this evaluation would have been impossible. They are also the population for whom we most hope the findings of this research will make a significant impact.

This report would not have been possible without the collaboration of all these partners, and we are grateful for their ongoing commitment to learning about, and improving, civic education outcomes in Liberia.

EXECUTIVE SUMMARY

BACKGROUND

The Ministry of Education (MoE) in Liberia, supported by implementing partners (IPs) Democracy International (DI) and Youth Movement for Collection Action (UMOVEMENT), are implementing a new civic education curriculum in public primary schools. The IPs piloted the program during the 2023–2024 school year in 70 schools across three counties: Grand Bassa, Montserrado, and Nimba. The program included textbook distribution to teachers and students, teacher training, student civics instruction, and monitoring visits to teacher classrooms by the IPs to ensure teachers' lessons adhered to the textbook content and that content was delivered effectively. The program aims to ultimately reach 10 percent of primary school students. New York University and The Cloudburst Group conducted an impact evaluation (IE) of the 2023–2024 program pilot to assess the program's effectiveness and inform future scale-up. The rollout of the curriculum and the IE are supported by the United States Agency for International Development (USAID).

EVALUATION QUESTIONS

The primary evaluation question (EQ) asks:

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

The secondary EQs ask:

EQ2. What are students' initial levels of civic knowledge, attitudes, and behaviors? Which student characteristics predict variation in these outcomes?

EQ3. Which students benefit the most from the intervention?

EQ4. Based on both implementation and impact data, which parts of the ToC seem to have worked the most and least as expected? What are the lessons learned from this pilot and what are the policy implications of the results for the Government of Liberia, USAID/Liberia and its IPs, and the broader, global civic education community?

RESEARCH METHODS

The IE employed a randomized controlled trial (RCT) to assess the civic education program's impact on students in 140 public primary schools across three counties: Grand Bassa, Montserrado, and Nimba. Schools were randomly assigned to either the treatment group (70 schools) or control group (70 schools), and the evaluation team (ET) collected baseline and endline data from students. The ET collected data from grade three and four students at selected schools, for a total sample of 1,784 students at endline.

To examine impact and performance outcomes, the evaluation draws upon seven main sources of primary and secondary data:

- *Student assessments* and *student surveys* administered at baseline and endline,
- Endline classroom observations,

- *Key informant interviews (KIs)* with teachers, principals, county and district education officers (CEOs and DEOs),
- *Focus group discussions (FGDs)* with parents, and
- *Secondary monitoring data and administrative data* to track aspects of program implementation.

FINDINGS

Table I below provides a summary of the key evaluation results pertaining to program outputs, the main outcomes of interest, intermediate outcomes that are expected to mediate program impacts, and additional program facilitators that are also expected to mediate program impacts.

Table I: IE Results—Program Outputs, Main Outcomes, Intermediate Outcomes, and Additional Facilitators¹

OUTPUT OR OUTCOME	INDICATOR	EVALUATION FINDING	DIRECTION OR SIGNIFICANCE
PROGRAM OUTPUTS [INDICATORS OF IMPLEMENTATION FIDELITY]			
Textbooks	Program teachers receive textbooks	✓	NA
	Program teachers receive teacher guides	X	NA
	Program students receive textbooks	✓	NA
	Program students take textbooks home	✓	NA
	Increase in the proportion of lesson time that teachers use textbooks	✓	+***
	Increase in the proportion of lesson time that students use textbooks	✓	+***
Teacher Training	Program teachers receive training sessions on the new civic education textbooks	✓	NA

¹ The evaluation finding column shows a ✓ if the ET finds the indicator to have been successfully met or a positive impact, an X if the ET finds the indicator was not successfully met or no impact, and a ~ if the ET cannot draw a clear conclusion based on the available data. To provide more specific detail on the level of success for each indicator, these results are also color-coordinated with green indicating a positive finding, light green indicating a positive finding that is small in magnitude, gray indicating a null finding, and red indicating a negative finding. The direction / significance column (only relevant for certain indicators) shows the direction of change attributed to the program, and the level of statistical significance; * indicates significant at 10 percent; ** indicates significant at 5 percent; *** indicates significant at 1 percent.

OUTPUT OR OUTCOME	INDICATOR	EVALUATION FINDING	DIRECTION OR SIGNIFICANCE
Civics Instruction	Civic lessons are taught twice a week for 45 minutes	✓	NA
IP Monitoring	IPs monitor program classrooms twice a month	✓	NA
MAIN OUTCOMES OF INTEREST			
Student Civic Knowledge	Increased scores on student assessment	✓	+***
Student Civic Attitudes	Increased sense of national identity	X	+
	Increased support for girls' education	✓	+***
	Increased tolerance of children with disabilities	X	-
	Increased tolerance of other ethnic groups	X	+
	Increased political tolerance of other ethnic groups	✓	+*
Student Civic Behaviors	Increased civic engagement	X	+
PROGRAM INTERMEDIATE OUTCOMES [EXPECTED TO DRIVE PROGRAM EFFECTIVENESS]			
Teacher Pedagogical Practices	Increase in the time allocated to learning activities during the lesson	X	-
	Increase in the time allocated to participatory methods during the lesson	X	+
	Increase in the level of student engagement during lessons	✓	+***

OUTPUT OR OUTCOME	INDICATOR	EVALUATION FINDING	DIRECTION OR SIGNIFICANCE
ADDITIONAL PROGRAM FACILITATORS [EXPECTED TO DRIVE PROGRAM EFFECTIVENESS]			
Teacher Attendance	Teachers regularly attend class	✓	NA
Teacher Turnover	Trained teachers do not leave their schools	✓	NA
Teacher Payroll Status	Volunteer teachers are not more likely to miss class or leave the school	~	NA
Teacher & Principal Beliefs About Civic Education	Teachers and principals are supportive of the program's teaching goals	✓	NA
Parent Beliefs About Civic Education	Parents are supportive of the program's teaching goals	✓	NA
Parent Engagement with Students on Civics Topics	Parents and students engage on civics topics present in the textbooks	✓	NA

IMPLEMENTATION FIDELITY: Implementation fidelity refers to the extent the program was delivered as designed, encompassing textbook distribution and use, teacher training, civics instruction, and ongoing monitoring by IPs. **Most major program components were implemented at relatively high rates, indicating strong overall implementation fidelity.** All (100 percent) of treatment schools reported that teachers received the new civic education textbooks, and 96 percent of students reported receiving textbooks, with 94 percent reporting taking them home regularly. Teachers and students were also observed during classroom observations to use textbooks for 55 percent and 63 percent of class time, respectively, indicating a high reliance on textbooks during lessons. According to IP administrative data, almost all treatment schoolteachers (95 percent) attended training. All the treatment schools reported teaching civics, with classroom observations concluding that the average duration was 42 minutes (very close to the planned duration of 45 minutes), and a subset of 99 (out of 120) program teachers self-reported that they teach civics on average twice a week. During KIs with teachers and principals, most respondents indicated that monitoring visits occurred at least twice a month as intended. However, one implementation component that was missing was the provision of teacher guides, an omission about which teachers and principals expressed concern during KIs.

INITIAL LEVELS OF STUDENT KNOWLEDGE, ATTITUDES, AND BEHAVIORS (EQ2): The typical student was able to answer one in three questions on the baseline assessment

correctly. Initial levels of civic knowledge varied by county, grade, gender, and socioeconomic status (SES). These differences were small in magnitude. Some baseline civic attitudes varied by county and language spoken at home. Some baseline civic behaviors varied by county, grade, and SES.² Such findings are consistent with broader civic education research, which shows that changing attitudes and behaviors is generally more difficult than improving knowledge, as these are often deeply rooted and influenced by broader social, cultural, and structural factors. While participatory approaches—such as open discussions, role-playing, and debates—are shown to be effective in fostering these changes, implementing such methods is particularly challenging in Liberia due to resource limitations, large class sizes, a lack of teacher training, and the authoritarian teaching styles common in many schools which limits open discussions.

PROGRAM IMPACTS ON STUDENTS' CIVIC KNOWLEDGE, ATTITUDES, AND BEHAVIORS (EQ1): The civic education program had a notable impact on students' civic knowledge, as measured by their performance on the student assessment. After one school year of implementation,³ students in treatment schools scored higher than their peers in control schools overall and across several content and cognitive domains. Treatment students scored 4 percentage points higher on the assessment than control students (45 percent in the control group vs. 49 percent in the treatment group, $p < 0.01$). For standardized scores, treatment students scored 0.31 standard deviations (SDs) higher on the overall civic knowledge assessment compared to control students ($p < 0.01$).

The intervention also had positive effects on students' civic knowledge across several domains. The ET observed statistically significant improvements in the civic participation domain, where treatment students scored 9 percentage points higher (44 percent in the control group vs. 53 percent in the treatment group, $p < 0.01$). In the society and systems content domain, treatment students also outperformed control students by 5 percentage points (51 percent in the control group vs. 56 percent in the treatment group, $p < 0.01$). When examining cognitive domains, the treatment group showed gains in the knowing domain, with scores 6 percentage points higher than the control group (43 percent in the control group vs. 49 percent in the treatment group, $p < 0.01$). In contrast, the effects in the civic principles and civic identities content domains and the reasoning and applying cognitive domains were smaller and not statistically significant.

The civic education program had limited effects on students' civic attitudes and behaviors, with small effects on students' support for girls' education and political tolerance of ethnic groups, and no effects on the remaining attitudes and behaviors measured, including sense of national identity, tolerance of children with disabilities, tolerance of other ethnic groups, or civic engagement.

VARIATION IN IMPACTS (EQ3): The ET finds evidence of differential treatment effects by county and the language spoken at home by the student. The program had statistically significant impacts on students in Grand Bassa and Nimba and on speakers of Liberian English and local languages, while it did not statistically significantly improve civic knowledge outcomes in Montserrado and for Standard English speakers. **The ET finds no evidence of heterogeneity in treatment effects by student grade, gender, SES, or attending a Bridge partner school.**

² More details on these findings can be found in the Liberia Civic Education IE Baseline Report. These findings are not covered at length in this report.

³ As noted in the Limitations section of this report, the effective implementation period was likely shorter than a full school year.

FINDINGS ON THEORY OF CHANGE (EQ4): Student engagement improved, teacher attendance was relatively high, turnover was not an issue, and teachers and principals were aligned with program goals, all of which likely contributed to the positive effects in student outcomes. However, the program did not statistically significantly impact how teachers allocated instructional time or employed participatory methods, which are essential for fostering civic attitudes and behaviors.

RECOMMENDATIONS

Based on these findings, the ET makes several recommendations for program stakeholders to inform the wider roll-out of the civic education program in Liberia.

- Continue scaling civic education to primary schools to inculcate civic knowledge early.
- Maintain high implementation fidelity by ensuring timely textbook delivery, training, and consistent monitoring.
- Continue promoting the use of textbooks to enhance instruction and student engagement.
- Focus on participatory teaching methods in training to foster civic attitudes and behaviors.
- Extend the duration and frequency of teacher training for greater reinforcement.
- Ensure textbook delivery happens earlier to avoid instructional gaps.
- Distribute teacher guides and textbook activities that follow the national curriculum to improve lesson planning and alignment with textbooks. . If not included in the teacher guides, provide necessary materials for teachers to implement interactive methodologies in the classroom.
- Align the curriculum and textbooks for more structured lesson delivery.
- Continue supporting research and IEs and fostering strong collaboration between researchers and stakeholders to support effective program implementation and scaling for this and similar programs.
- Develop a community of practice among educators to share best practices, innovative curriculums, and lesson plans.
- Create a system of mentor teachers to provide advice and support to less experienced teachers.
- Encourage stronger collaboration between the program and Parent Teacher Associations (PTAs) to bridge classroom teaching and the home environment, fostering civic engagement and supporting positive behavior change among students.

BACKGROUND

STUDY OVERVIEW

A new civic education curriculum is being implemented in public primary schools in Liberia by the country's Ministry of Education (MoE) and is supported by two implementing partners (IPs), international partner Democracy International (DI) and local subgrantee UMOVEMENT.

The civic education intervention⁴—which includes teachers receiving textbooks and training on the new civic education curriculum and students receiving textbooks and classroom instruction—will last five years and aims to ultimately reach 10 percent of Liberian primary school students. IPs piloted this program in grades one through six in 70 public primary schools during the 2023–2024 school year in three counties: Grand Bassa, Montserrado, and Nimba.

An evaluation team (ET) from New York University and The Cloudburst Group conducted an impact evaluation (IE) using a RCT to assess the program's impacts on students' civic outcomes in grades three and four. The evaluation aims to inform further scale-up of the program in Liberia. The evaluation also addresses pressing needs to better understand the impact of civic education in low-income emerging democracies and post-conflict settings, especially at the primary school level (USAID, 2021). The rollout of the curriculum and the IE are supported by the United States Agency for International Development (USAID).

MOTIVATION

Like many emerging democracies, Liberia continues to face setbacks to democratic consolidation. Liberia's democratic processes and systems face a host of challenges, including weak institutions, corruption, weak rule of law, marginalization of minorities, and limitations on the exercise of basic democratic rights (Freedom House, 2021; Mainwarring & Bizzaro, 2019). Scholars have long argued that building and sustaining a democracy requires citizens with strong democratic values (Almond and Verba, 1963; Dewey, 1916; Lipset, 1959) and have highlighted the specific role education can play in promoting political attitudes and beliefs that encourage democracy (Dewey, 1916; Inglehart & Welzel, 2005; Lipset, 1959). Civic education has been developed and delivered with this goal in mind, aiming to develop in students the civic knowledge, attitudes, and behaviors that will allow them to actively engage in a democratic society (Carnegie Corporation of New York & CIRCLE, 2003; Torney-Purta et al., 2001). In post-conflict societies, civic education is often also expected to foster peace, stability, and social cohesion by building a collective civic identity (Levine & Bishai, 2010; Quaynor, 2012). In the Liberian context, the MoE and IPs hope that introducing the new civic education curriculum into primary schools will increase students' understanding of democratic systems, instill in students a sense of civic responsibility, and ultimately fortify Liberian democracy through increased civic participation and social cohesion and reduced lawlessness and political violence.⁵

Previous research on civic education provides insight into what impacts may be expected and what factors may increase the effectiveness of Liberia's civic education program. While several studies across established and emerging democracies have found strong links between receiving civic education and students' civic knowledge, attitudes, and behaviors (Bachner, 2010; Callahan et al., 2010; Niemi & Junn,

⁴ The intervention will be hereafter referred to as “intervention,” “civic education program,” or “program.”

⁵ MoE and DI representatives expressed these aims for the civic education intervention during the IE workshop session held on November 23, 2021.

1998; Keating et al., 2010; Saha, 2000; Schulz et al., 2010; Torney-Purta et al., 2001), their observational design limits the ability to draw conclusions on civic education’s causal effects. A growing evidence base arising from program evaluations on the impact of civic education interventions on student civic knowledge, attitudes, and behaviors—mostly quasi-experimental in nature—has found more mixed results. This existing literature suggests that civic education programs commonly improve student civic knowledge (Finkel & Ernst, 2005; Mahéo, n.d.; McDevitt & Kioussis, 2004; Owen, 2015; Pasek et al., 2008), but their impact on student civic attitudes and behaviors is less consistent. While some studies found civic education effectively shifted attitudes (Slomczynski & Shabad, 1998), and changed behaviors (Center for Civic Education, 2005; Gill et al., 2018; Owen, 2015), other studies found little to no effects of civic education on student attitudes or behaviors (Finkel & Ernst, 2005; Manning & Edwards, 2014; NORC, 2019). However, studies have consistently shown that delivering civic education to students using participatory approaches, such as role-playing and dramatizations, in an open classroom environment that encourages students to express themselves and promotes discussions on controversial topics, can increase civic education’s influence on student attitudes and behaviors, especially when delivered by well-trained, high-quality teachers whom students consider competent and credible (Campbell, 2008; Claire, 2004; Finkel & Ernst, 2005; Hahn, 1998; Hoskins et al., 2021; Niemi & Junn, 1998; Soule, 2002; Torney-Purta, et al, 2001).⁶

INTERVENTION

The Liberia civic education program includes four components: a) civic education textbooks⁷ distributed to teachers and students; b) training on the textbooks by the IPs for targeted teachers and DEOs/CEOs; c) civic education instruction delivered to students bi-weekly by trained teachers; and d) monthly or bi-monthly school monitoring visits by IPs to monitor teachers’ adherence to the curriculum and to provide additional teacher training or support when needed.

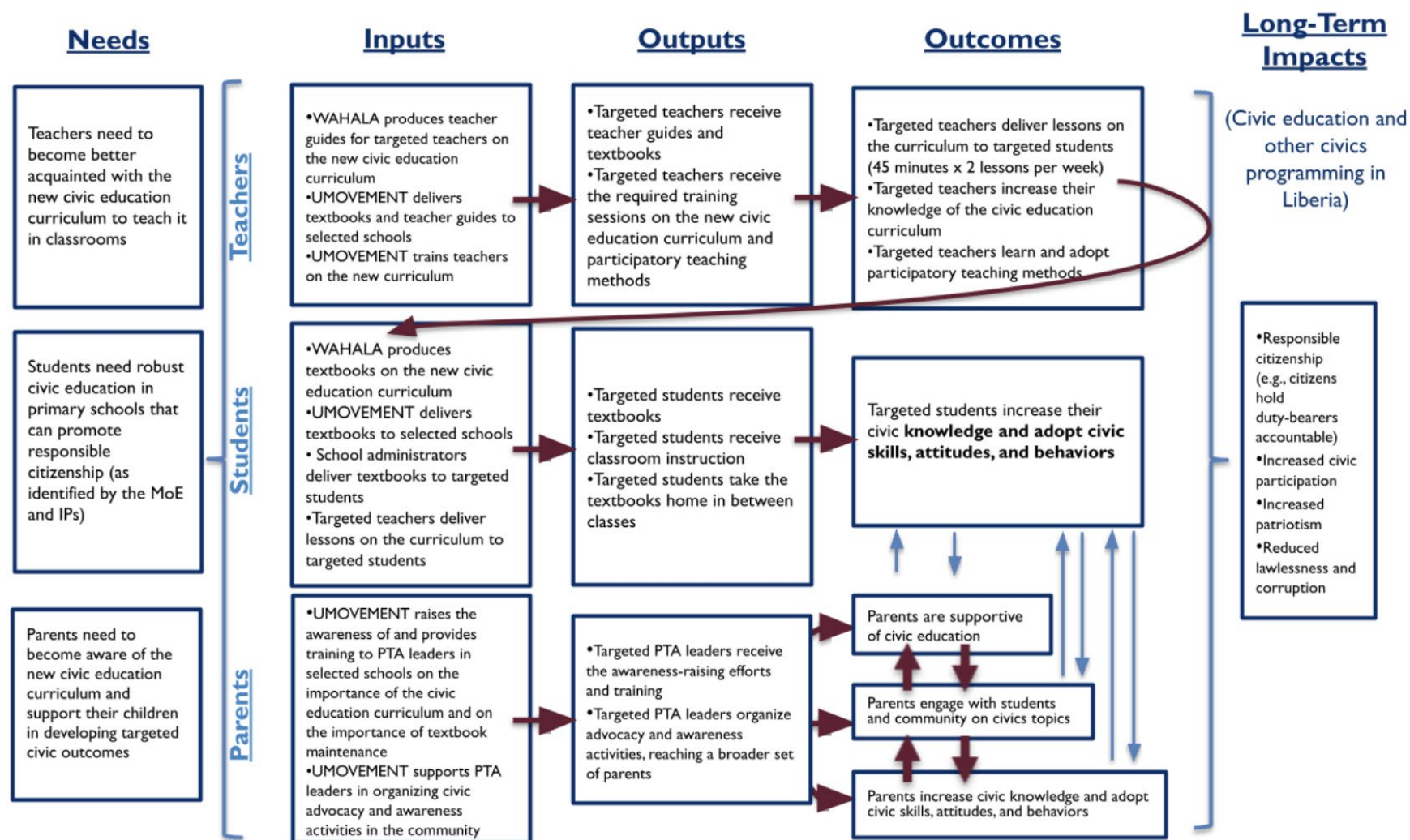
Figure 1 presents the Theory of Change (ToC) for the civic education program, which is based on the evidence review conducted by the ET (citation). The fundamental ToC underlying the intervention is that if 1) teachers complete training on the new civic education curriculum and access the new civic education teacher guides and textbooks and 2) students receive civic education instruction from trained teachers and access the new civic education textbooks (both at school and at home), then students’ civic knowledge, attitudes, and behaviors will improve. The ToC also specifies the expectation that the intervention include training on participatory teaching methods, as scholarly literature suggests this element is key in increasing the intervention’s impact on student civic skills, attitudes, and behaviors.

Annex A: Timeline contains a timeline of civic education rollout intervention components and evaluation activities.

⁶ For a more extensive review of relevant literature, see the [Liberia civic education evidence review](#) of school-based civic education among primary school children in emerging democracies, which informs the IE.

⁷ Developed by WAHALA Publishing House.

Figure 1: Liberia civic education program ToC



EVALUATION QUESTIONS AND HYPOTHESES

EVALUATION QUESTIONS

The IE evaluated the impact of the new primary school civic education program in Liberia on student civic outcomes. The primary EQ asks:

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

The evaluation also explored several secondary questions related to pre-intervention conditions, the students that benefit most from the program, and the parts of the theory of change (ToC) that worked the most and least as expected. The secondary EQs ask:

EQ2. What are students' initial levels of civic knowledge, attitudes, and behaviors? Which student characteristics predict variation in these outcomes?

EQ3. Which students benefit the most from the intervention?

EQ4. Based on both implementation and impact data, which parts of the ToC seem to have worked the most and least as expected? What are the lessons learned from this pilot and what are the policy implications of the results for the Government of Liberia, USAID/Liberia and its IPs, and the broader, global civic education community?

While the ET also expects that the intervention may affect teacher and parent civic outcomes, the IE explored these outcomes only indirectly as they pertain to EQ4.

HYPOTHESES⁸

Following EQ1 and drawing on existing literature, the ET hypothesized that:

Research hypothesis 1: The civic education intervention will result in improvements in students' civic knowledge, attitudes, and behaviors. The ET expects that the intervention's impact on student knowledge will be stronger than the impact on student attitudes and behaviors.⁹

Following EQ2, the ET hypothesized that:

Research hypothesis 2: Students' initial levels of civic knowledge, attitudes, and behaviors may vary by gender, socioeconomic status, and ethnicity.¹⁰

⁸ The study was pre-registered with the American Economic Association's (AEA) Registry for Randomized Controlled Trials under RCT ID AEARCTR-0013817. The [pre-analysis plan](#), registered before the completion of data collection and prior to any data analysis, outlined the hypotheses and analysis strategies used in the evaluation. The hypotheses presented in this section are consistent with those specified in the pre-analysis plan.

⁹ This expectation is consistent with the findings of previous civic education studies as presented in the Motivation section of this report.

¹⁰ Previous civic education studies have found differential impacts of civic education based on socio-economic status, family background, gender, and minority status. The influence of these factors is, however, inconsistent, so the ET does not hypothesize the direction of expected variation based on these factors.

Following EQ3, the ET also explores heterogeneous effects for students among particular subgroups.^{11,12} The specific subgroups of interest include:

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

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

¹¹ In the Design Report, the ET also intended to explore heterogeneous effects between urban students and rural students. However, the final primary school dataset provided by the MoE and used for sampling for the IE did not include the urban/rural status of schools and the evaluation is thus unable to analyze differential impacts based on urban/rural status.

¹² Exploring heterogeneous effects (EQ3) among subgroups with different ethnicities is excluded, since the ET lacks statistical power due to even smaller subgroup sample sizes.

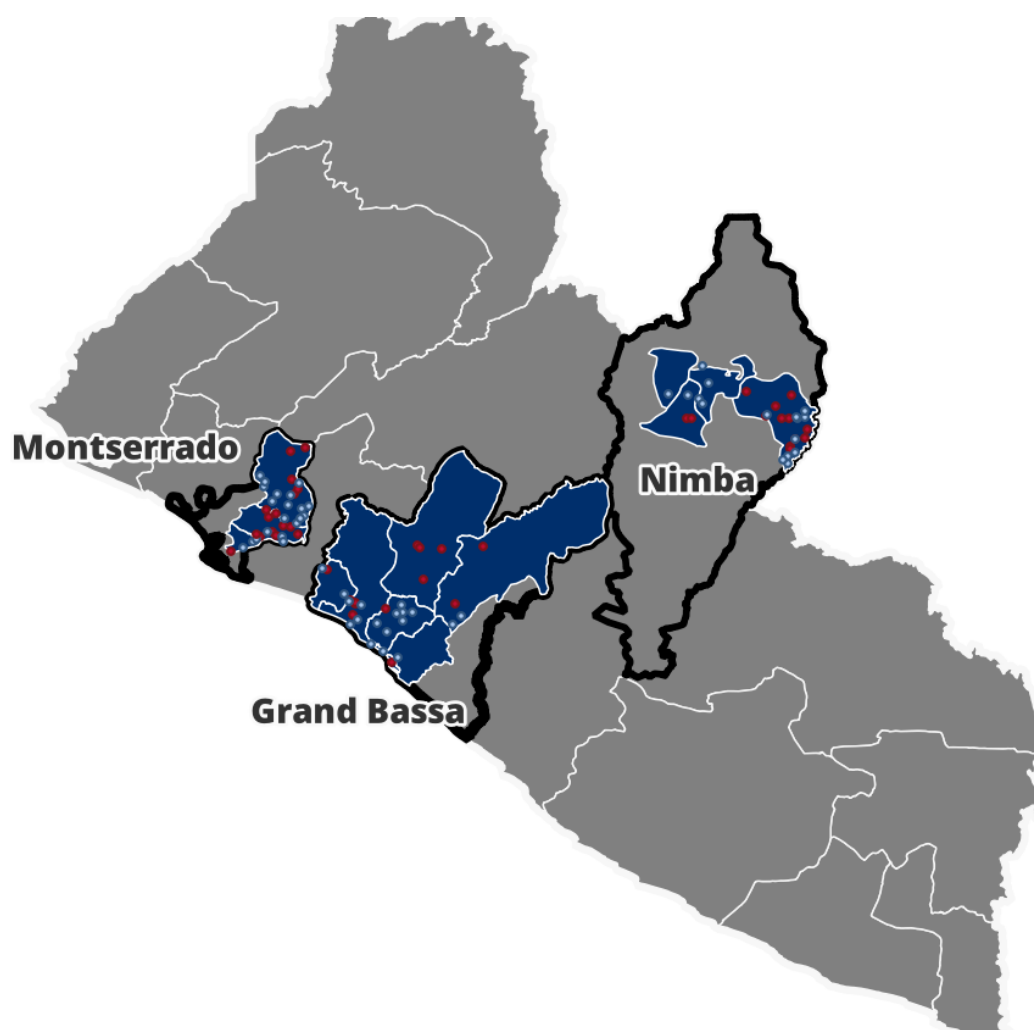
RESEARCH METHODS

This IE employed a RCT design to assess the effectiveness of the civic education intervention. Schools were randomly assigned to either receive the civic education intervention (treatment) or not (control), and students in both groups were assessed before (baseline) and after (endline) the intervention. This design makes it possible to causally assess the program's impact on student civic outcomes. The following sections describe the sampling and randomization process in greater detail.

SAMPLE

The sampling frame for the study includes public primary schools in the counties of Grand Bassa, Montserrado, and Nimba (Figure 2).¹³

Figure 2: Map of Liberia Civic Education IE Counties, Districts, and Schools



¹³ The ET estimates there are a total of 122 public primary schools in Grand Bassa; 221 public primary schools in Montserrado, and 542 public primary schools in Nimba. More details on these estimates is available in Annex B.

Local stakeholders selected these three counties to maximize variability in factors that are likely to affect the implementation of the new curriculum.¹⁴ In each of these counties, and based on consultation with IPs, the ET excluded from the sample frame schools that are not reasonably accessible by car, motorbike, or walking. Schools were also selected from adjacent districts within each county to facilitate program implementation and data collection. During a verification process, the IPs identified 145 eligible schools in selected counties and districts. All 44 eligible schools in Grand Bassa were included, and 96 schools were randomly selected from the eligible schools in Montserrado and Nimba, with 48 schools chosen from each county. More details on the sampling and verification process are available in Annex B: Additional Details on Sampling.

In selected schools, the ET randomly selected one grade three classroom and one grade four classroom, for a total of 280 classrooms. In each classroom, the ET aimed to randomly select 10 students for data collection for a total of 2,800 students.

RANDOMIZATION

The ET randomly assigned the 140 schools in the sample either to a treatment group (70 schools that are receiving the intervention in the 2023–2024 school year) or to a control group (70 schools that are not receiving the intervention in the 2023–2024 school year), as illustrated below in Table 2. In the 70 treatment schools, all students in grades one through six received the intervention. In the 70 control schools, no students received it. IPs intend to implement the civic education program in the 70 control schools during the 2024–2025 school year.

Table 2: School-Level Randomization Strategy

GROUP	GRADE THREE	GRADE FOUR
Treatment (70 schools)	Received the intervention	Received the intervention
Control (70 schools)	Did not receive the intervention	Did not receive the intervention

The ET collected baseline data from September 25, 2023–December 4, 2023.¹⁵ The ET collected data at a total of 140 schools (70 treatment and 70 control)¹⁶ and assessed a total of 2,116 students. Due to low enrollment and/or attendance in many schools, selecting 10 students per classroom (i.e., 20 students per school) was not always possible. When one grade did not have at least 10 students, enumerators selected additional students from the other grade if available. In some schools, grades three and four are combined as one classroom with the same teacher. In these cases, enumerators followed the same selection approach, aiming to select 10 grade three and 10 grade four students from the classroom. On average, the ET assessed 15 students per school.

¹⁴ Based on communications with DI, the ET understands that the program team considered the following factors when selecting the three counties: overall population density and concentration of student populations, poverty index, current levels of trust in public institutions, level of information consumption, and literacy rates.

¹⁵ Due to low enrollment and attendance in many schools due to the presidential election, many schools had to be revisited in order to sample enough students, extending the data collection period. Additionally, baseline data collection was interrupted for two weeks due to the presidential election and a run-off election, as schools were closed during this time.

¹⁶ During the baseline data collection, enumerators ultimately collected data from 141 schools, as four control schools were dropped from the sample due to no longer being in operation, and enumerators visited all five control replacement schools the ET provided. However, 1 control school that was visited during the baseline was dropped at endline as it had ceased operating.

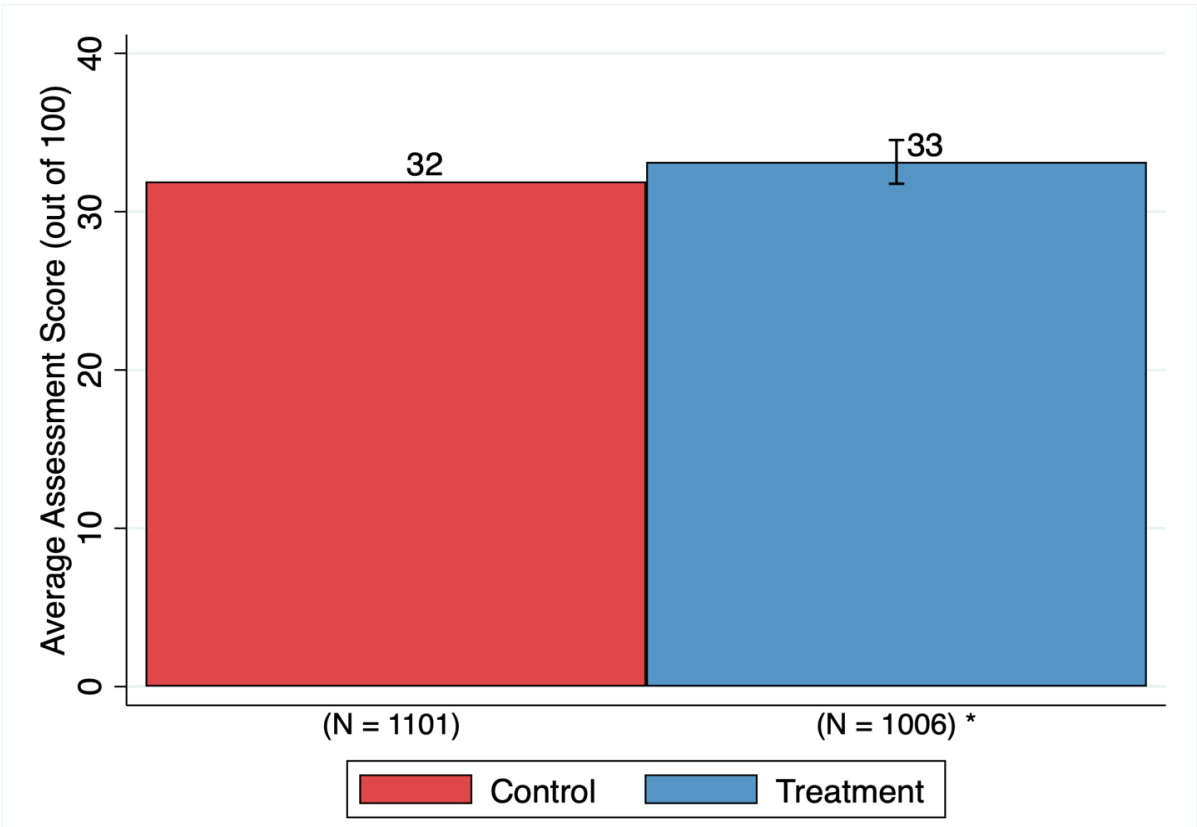
The ET collected endline data from April 16, 2024–June 24, 2024, seeking to collect data from the same students that were included in the baseline sample. The ET collected endline data at a total of 140 schools (70 treatment and 70 control) and assessed a total of 1,784 students.

More details on IE sampling and randomization can be found in Annex B: Additional Details on Sampling.

BASELINE BALANCE

At baseline, there were no statistically significant differences in demographic characteristics between experimental groups. The average age of assessed students was about 13, around 47 percent were in grade four, and around 54 percent were male. In terms of ethnic background, around 34 percent of students identified as Gio, 25 percent as Bassa, and 17 percent as Kpelle, with remaining students identifying with smaller ethnic groups. As shown in Figure 3 below, the baseline analysis finds a very small (1 percentage-point) statistically significant difference in baseline assessment scores between students in control and treatment schools. Students in control schools scored 32 percent and students in treatment schools scored 33 percent on the baseline assessment that tested students’ civic knowledge. Random variations can sometimes lead to slight differences between groups, even when assignment is randomized. Given that the schools were randomly assigned, it is likely that the observed difference in baseline scores is due to chance. Nevertheless, all analysis controls for students’ baseline assessment scores, as well as randomization-strata fixed effects, in all program effect calculations to account for this small imbalance and ensure any differences in endline levels of civic knowledge can be attributed to the civic education program. The full baseline balance table is available in Annex C: Baseline Balance Table.

Figure 3: Baseline Assessment Scores by Treatment Status

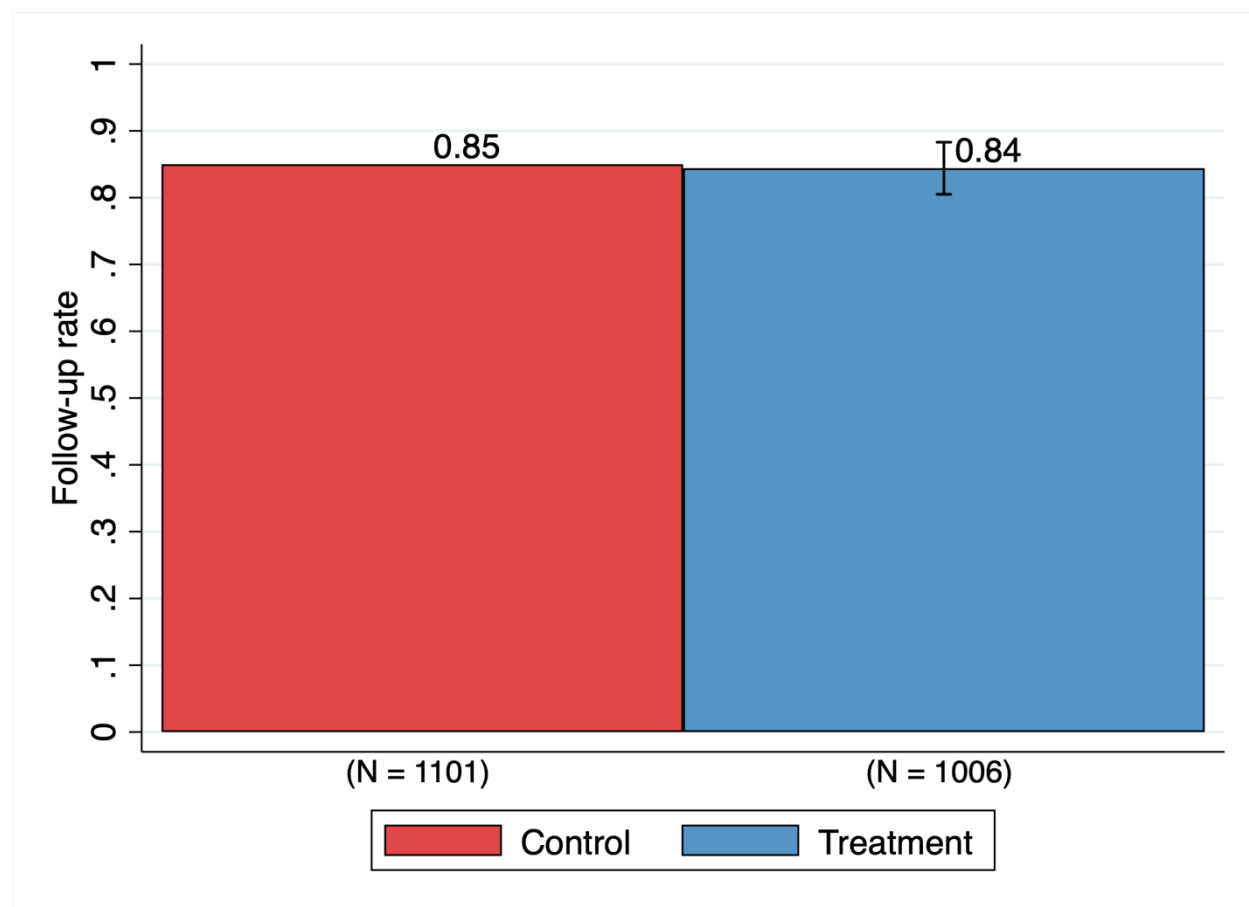


* ($p < 0.10$), ** ($p < 0.05$), *** ($p < 0.01$).

ATTRITION

During the endline, enumerators were able to reassess 85 percent of the students who participated in the baseline assessment. As shown in Figure 4 below, there was no statistically significant difference between the treatment and control groups in the rate students were reassessed—meaning similar proportions of students from both groups were present for the endline. The ET also did not find statistically significant differences in follow-up rates based on characteristics like grade level, gender, socioeconomic status, or baseline test scores. The ET does, however, find some evidence of differential attrition between the treatment and control groups based on age. Older students in the treatment group were slightly less likely to be reassessed at the endline than younger students, with the likelihood of reassessment decreasing by about 1.5 percentage points for each year of age. Although this difference is statistically significant, it is relatively small in size. A joint test, which considers all background characteristics together, confirmed that the treatment and control groups were not statistically significantly different in the types of students who were lost to follow-up. Annex D: Follow-up Rate in Endline Assessments presents the detailed results of regressions which predict the likelihood of being reassessed during the endline.

Figure 4: Follow-up Rate in Endline Assessments by Treatment Status



* ($p < 0.10$), ** ($p < 0.05$), *** ($p < 0.01$).

DATA COLLECTION

ROUNDS OF DATA COLLECTION

The study used several instruments during two rounds of data collection. The *student assessment* and *student survey* were administered to students at both baseline and endline to measure civic knowledge, attitudes, and behaviors. At endline, additional instruments included *classroom observations* to capture teacher pedagogical practices, KIs with teachers, principals, CEOs and DEOs to gather qualitative feedback on program implementation, and FGDs with parents to capture their views on civic education. The IP also collected *monitoring data* and *administrative data* during the school year to track aspects of program implementation.

The ET completed all IE data collection with the support of a local data collection subcontractor, The Khana Group. The ET field-tested the student assessment and student survey in May 2023 to ensure the data collection protocol was feasible and that the baseline instruments were appropriate and reliable for the target students. The field test was conducted with third and fourth graders in six schools in Montserrado and Nimba counties. Based on findings from the field test and feedback from the IPs and USAID, the ET updated the instruments prior to baseline data collection. The ET conducted two rounds of data collection: a baseline at the beginning of the school year during which the program was being implemented (2023–2024), and an endline near the end of that same school year. The IPs collected monitoring data during visits to the 70 treatment schools during the school year. All rounds of data collection and associated instruments are listed below in Table 3.

Table 3: IE Data Collection Summary

DATA COLLECTION ROUND	TIMING	INSTRUMENT
Baseline	September–December 2023	Student assessment (141 schools) Student survey (141 schools)
Endline	April–June 2024	Student assessment (140 schools) Student survey (140 schools) Classroom observations (60 schools) KIs with teachers (30 schools), school principals (30 schools), CEOs (3 counties), and DEOs (7 districts) FGDs with parents (6)
Monitoring	January–March 2024	IP monitoring instrument (99 teachers at 64 schools)
Administrative	Provided to ET by IP in March & April 2024	IP data collection during program implementation

STUDENT ASSESSMENT

BASELINE STUDENT ASSESSMENT: The assessment measures students' knowledge of key ideas from the new grade three and grade four civic education textbooks. When developing the assessment, the ET identified which content domains—specific civic topics covered in the curriculum—and cognitive domains—skills related to how students think about or engage with that content—should be included in

the assessment. To achieve this, the ET drew on the domains used by the International Civic and Citizenship Education Study (ICCS)¹⁷ (Schulz et. Al., 2016) when assessing students' civic knowledge, and then tailored these to fit the grade three and four civic education textbooks in Liberia. The assessment included four content domains: civic society and systems, civic principles, civic identities, and civic participation, and two cognitive domains: knowing, and reasoning and applying. The ET drafted assessment items for each domain by drawing heavily on the language used in the textbooks. The full Liberia Civic Education IE Assessment Framework, which details the final domains and subdomains and their definitions, is available in Annex F: Liberia Civic Education Student Assessment Framework. The ET developed one baseline assessment with civics topics that cut across both grade three and four textbooks to assess students in both grades together.

ENDLINE STUDENT ASSESSMENT: The student assessment at endline mimicked the baseline assessment in the content and cognitive domains included and the distribution of items across them. It also included items in common with the baseline assessments to allow the ET to fit a common item response theory model across them and put the results on the same scale.¹⁸ Based on the ET's analysis of the baseline assessment results, the ET shortened the assessment from 40 questions at baseline to 30 questions at endline. The ET also updated 10 of the questions, keeping 20 of the endline questions identical to baseline items. The full endline student assessment is available in Annex G: Data Collection Instruments.

STUDENT SURVEY

BASELINE STUDENT SURVEY: The survey measures student civic attitudes and behaviors that are promoted by the new civic education textbooks. The ET selected the outcome measures to be included in the survey by reviewing previous literature and associated instruments from similar or relevant studies (these included Afrobarometer, 2021; Chi et al., 2006; Finkel & Ernst, 2005; Mahéo, n.d.; NORC, 2019; Schulz et al., 2018; Slomczynski & Shabad, 1998; and Quaynor, 2012). From this broader list of outcome measures across numerous similar studies, the ET selected the outcome measures related to the content of the grade three and four civic education textbooks and that were identified as key outcomes of interest by principal stakeholders. To finalize the included items, the ET reviewed which items from similar instruments were used to measure the same constructs and borrowed as much as possible, then updated these items as needed based on the context, age group, and textbook content. The ET's Liberian subject matter expert, the IPs, and The Khana Group, edited the survey to ensure the concepts and language were appropriate for primary school students in Liberia. The fact that few studies of civic education globally focus on primary school students posed a challenge, making this study an important contribution to the field.

In May 2023, the ET conducted a field test of the survey before starting baseline data collection. The field test showed the survey was too long, so the ET shortened it by 75 percent. The field test also revealed that many students were often choosing the highest possible responses on questions about their attitudes or behaviors, known as a ceiling effect, limiting the ET's ability to detect improvements during the endline. Due to these issues, the ET removed several measures from the baseline survey. The final outcome measures in the baseline student survey are listed below in Table 4. All attitudes and behaviors listed were measured through student self-reports.

¹⁷ More details on the ICCS assessment framework is available in Annex E: ICCS Assessment Framework Domain Definitions.

¹⁸ Item response theory models allow researchers to calculate the total score in an assessment considering differences across items, such as their difficulty or capacity to distinguish between similarly performing examinees. This linking is called "non-equivalent anchor testing" because it leverages common items across assessments to calibrate the scoring of the non-common items (Kolen et al., 2004).

Table 4: Baseline Student Survey Outcome Measures

OUTCOME NAME	OUTCOME MEASURES
Student civic attitudes: Civic attitudes that are promoted by the new civic education curriculum.	• Sense of national identity. • Positive attitudes toward Liberia.
Student civic behaviors: Civic behaviors that are promoted by the new civic education curriculum.	• Civic engagement. • Future civic engagement.

The baseline survey also includes questions measuring student background characteristics, such as student gender, age, ethnicity, language spoken at home, and SES.

ENDLINE STUDENT SURVEY: The endline student survey included many items that were administered in the baseline student survey. The ET added some measures of student characteristics that the ToC predicts may moderate the impact of the civic education intervention on primary outcomes. To measure these student characteristics, the endline survey asked the students whether they received the civic education textbook and classroom instruction and how often they take the textbook home.

Due to ceiling effects observed during the baseline, two baseline measures were removed from the endline survey. Addressing the need for more accurate measurement of attitudes important to civic education and stakeholders, the ET drafted additional items for the endline survey. These include measures for support of gender equality, tolerance of children with disabilities, and ethnic tolerance, using vignette-based questions, which scholars suggest may be more effective with young children when assessing attitudes (Barter & Renold, 1999; Hughes & Huby, 2004). The ET also introduced new items to measure tolerance of other ethnic groups and political tolerance of other ethnic groups, drawing on measures of tolerance developed by Sullivan, Piereson, and Marcus (1979), and later applied by scholars such as Djupe and Calfano (2013). The final list of outcomes measured in the endline survey are listed in Table 5 below. The full endline student survey is available in Annex G: Data Collection Instruments.

Table 5: Endline Student Survey Outcome Measures

OUTCOME NAME	OUTCOME MEASURES
Student civic attitudes: Civic attitudes that are promoted by the new civic education curriculum.	• Sense of national identity. • Support for gender equality. • Tolerance of children with disabilities. • Tolerance of other ethnic groups. • Political tolerance of other ethnic groups.
Student civic behaviors: Civic behaviors that are promoted by the new civic education curriculum.	• Civic engagement.
Student moderating factors: Implementation factors that may moderate the impact of the intervention on primary outcomes.	• Student is receiving civic education instruction. • Student has received the textbook. • Student is taking the textbook home every day.

CLASSROOM OBSERVATIONS

The classroom observations instrument measures teaching practices and how students engage with their teachers. The ET developed an instrument to conduct classroom observations based on the Stallings (World Bank, 2015) and Teach Primary (Molina et al., 2022) classroom observation tools. The ET undertook classroom observations in a subset of both treatment and control schools, selecting 60 schools randomly from the 141 schools sampled at baseline and stratifying these equally by county and treatment status.

The portion of the instrument that was adapted based on the Stallings tool captures the activities and materials being used by the teacher and students during a single class. Enumerators make a 15-second observation or “snapshot” every five minutes. Since primary lessons in Liberian schools are typically 45 minutes long, enumerators will take a snapshot nine times. During the snapshot, enumerators scan the room and record a) the teacher’s use of instructional time (distinguishing between instructional and non-instructional activities), b) the pedagogical practices the teacher is using, c) the materials the teacher is using, d) the materials the students are using, and e) the level of student engagement with the activity.

The portion of the instrument that was adapted based on the Teach Primary captures whether the teacher used certain instructional practices, including encouraging student’s pro-social skills. The enumerators answer questions once the lesson is complete that measure whether at any point during the lesson, the teacher a) employed instructional methods that help ensure the lesson is delivered clearly, b) checked for student understanding, c) gave feedback to students, and d) encouraged discussion through the use of open-ended questions. Enumerators also answer questions that measure whether the teacher a) motivates students’ classroom engagement, b) encourages students’ social and collaborative skills, and c) whether students display civic engagement behaviors in the classroom and collaborate with other students. The full classroom observation instrument is available in Annex G: Data Collection Instruments. Table 6 below lists the main outcomes measured by the classroom observation instrument.

Table 6: Classroom Observations Outcome Measures

OUTCOME NAME	OUTCOME MEASURES
Teacher Pedagogical Practices	• Teacher use of instructional time. • Teacher use of participatory approaches. • The materials the teacher is using. • The materials the students are using. • Student engagement. • Teacher use of instructional practices.

During the classroom observations data collection, two enumerators visited 30 treatment schools and two enumerators visited 30 control schools. To ensure the reliability of the data they collected, the ET calculated inter-rater reliability between the enumerators using Cohen's Kappa, a statistical measure that assesses the level of agreement between two raters beyond what would be expected by chance, which indicated a high level of agreement between enumerators.¹⁹ When calculating the effects of the program

¹⁹ For the control school enumerators, the observed agreement on items related to the teacher’s use of instructional time was 92.22 percent, with an expected agreement of 65.23 percent. The resulting Cohen’s Kappa was 0.7763, indicating substantial agreement between enumerators. For the treatment school enumerators, the observed agreement on instructional time use was even higher at 97.78 percent, with an expected

on the teaching practices and student engagement observed, the ET averaged the ratings from the two enumerators that observed the same classrooms.

QUALITATIVE INSTRUMENTS

The ET collected additional qualitative data during the endline to enrich the IE's findings on implementation barriers and facilitators. The ET conducted KIs with 18 teachers, 18 school principals, and 12 combined principal-teacher interviews (where the principal also served as the civic education teacher for the selected grade) in the 30 treatment schools where the ET carried out classroom observations. The ET also interviewed CEOs in the three sampled counties and seven DEOs in the nine sampled districts (one DEO was unavailable, and another was serving as the acting CEO). The ET also held FGDs with a group of parents at each of six treatment schools, a randomly-selected subset of the same qualitative school sample. Two focus groups were held in each of the three IE counties. The six focus groups included a total of 38 parents; 16 male and 22 female.

The teacher and principal KIs measured teachers' and principals' views about civic education and their opinions on what was successful or needed improvement during the delivery of the civic education program this year. Since the ET intended to gather feedback on the implementation of the program from teachers and principals, these interviews were only conducted in the treatment schools where classroom observations were taking place. The CEO and DEO interviews intended to gather additional feedback about the implementation of the program over the school year. The parent focus group discussions measured parents' views about civic education and their feedback on the program so far. All qualitative instruments are available in Annex G: Data Collection Instruments.

IP MONITORING INSTRUMENT

With a goal of understanding which parts of the ToC worked the most and least as expected, the ET collaborated with the IPs to collect data on the moderating factors listed in Table 7. The monitoring instrument was jointly developed by the ET and IPs to collect these measures from teachers on teacher and student characteristics that may moderate the impact of the intervention on student outcomes. While the ET expected monitoring data to be collected multiple times with the same teacher during the IPs' ongoing monitoring visits throughout program implementation, planned to take place at least twice a month, the IPs ultimately collected monitoring data during a special monitoring visit that takes place once per semester when all program stakeholders (DI, UMOVEMENT, MoE representatives, DEOs CEOs, PTAs) jointly visit program schools. IPs used the monitoring instrument to collect data from 99 teachers at 64 treatment schools. The IPs informed the ET that the joint monitoring visit was not held (and thus monitoring data was not collected) at six schools because they were closed during the planned joint monitoring visit time. Separate administrative data provided by the IPs shows a total of 120 teachers that were teaching civics to grade three and/or four at treatment schools during the 2023–2024 school year. The monitoring instrument was thus administered to 99 of 120 teachers (83 percent). It is unclear if the missingness is random or if there was a systematic reason that the six excluded schools were closed. Since the monitoring data does not capture 100 percent of the teachers, the ET advises that this limitation should be considered when interpreting results that rely on the monitoring data. Of the teachers surveyed, 39 teach grade three, 36 teach grade four, and 24 teach grades three and four combined. The full monitoring instrument is available in Annex G: Data Collection Instruments.

agreement of 55.31 percent. The resulting Cohen's Kappa was 0.9503, indicating almost perfect agreement between the enumerators in treatment schools.

Table 7: IP Monitoring Instrument Moderating Factors and Measures

MODERATING FACTOR CATEGORY	MODERATING FACTOR MEASURES
Teacher moderating factors: Implementation factors that may moderate the impact of the intervention on primary outcomes.	• Teacher training session attendance. • Teacher receipt of textbook. • Civic education lessons length and frequency. • Teacher use of participatory approaches.
Student moderating factors: Implementation factors that may moderate the impact of the intervention on primary outcomes.	• Student receipt of textbook. • Rate at which students take textbooks home.

Throughout the development of all instruments used in the IE, there was extensive collaboration with local stakeholders to ensure contextual relevance and appropriateness. Liberian subject matter experts who were part of the ET during the design phase, the Implementing Partners (IPs) and data collection firm all contributed meaningfully. This iterative process involved significant back-and-forth feedback to refine the content and language of the instruments, making them suitable for the Liberian context. These partnerships were essential to capturing accurate and relevant data for the evaluation.

IP ADMINISTRATIVE DATA

The IPs provided program administrative data containing several key measures. This includes a dataset listing all teachers who participated in the program during the 2023–2024 school year, who are teaching civics at treatment schools. This data (referred to hereafter as the “IP teacher-level administrative data”) includes the grade taught, the volunteer vs. payroll status of each teacher, whether the teacher received civic education training, and whether the teacher has left the school since the training. The teacher-level data covers all 70 treatment schools and includes a total of 120 teachers. This data may underestimate the total number, as four schools list only one teacher (either for grade three or grade four), and the ET is uncertain whether this teacher covers both grades or if a teacher is missing for these schools.²⁰ The ET used the volunteer status and training information from this dataset to analyze implementation fidelity and to answer EQ4.

The IPs also provided data from the MoE, listing all LEAP partner schools²¹ (partners include Bridge Liberia, Rising Academy Network, Street Child of Liberia, and UMOVEMENT). The ET used this data to determine which schools included in the IE are Bridge partner schools to understand if Bridge partner status may have impacted program effects.²² A total of 40 IE schools, including both treatment and control schools, are marked as Bridge partner schools in this data. Bridge partner schools, based on the Bridge International

²⁰ The following schools had only one grade listed: Barclayville Public School (Grand Bassa), Marloi Public School (Grand Bassa), Owensgrove Elem & Jr. Harris Memorial Public School (Grand Bassa), High Public School (Grand Bassa). Additionally, the grade for teachers from the following schools was not marked clearly in the data, and the ET thus had to randomly assign a teacher to either grade three or grade four: E. R. Tubman Public School (Grand Bassa), Four Houses Elem. & Jr. High School (Grand Bassa), JJ Cheesemen Public School (Grand Bassa), Jesse Saye Gono Public School (Montserrado), Jovahn Elementary Public School (Montserrado), Little Bassa Public School (Grand Bassa), Lower Ding Public School (Montserrado), Nuquay Public School (Montserrado), Nyehn # 2 Public School (Montserrado).

²¹ LEAP partner schools are part of the Liberia Education Advancement Program, a public-private partnership model where the Liberian government owns and operates schools, while partners—comprising both NGOs and private, for-profit organizations—provide support through teacher training, innovation, and quality assurance, all in line with the Ministry of Education’s curriculum and regulations.

²² The IE had to make a few assumptions when matching schools as the spelling of school names was not always identical in the LEAP partner data and the IE data.

Academies model, operate with a structured curriculum and rely on technology, such as tablets, for lesson delivery and classroom management. The focus on Bridge partner schools, rather than other LEAP partners, was due to the complications encountered during the design phase in ensuring Bridge partner schools implemented the civic education program as intended, since these schools often have a strict schedule and teachers use tablets to teach all subjects.

The IPs also provided a schedule of civic lessons for all treatment schools, indicating which days of the week each of the 70 treatment schools planned to teach civics. The ET used this data to calculate the number of days each school planned to teach civics when analyzing implementation fidelity.

EVALUATION QUESTIONS AND ASSOCIATED INSTRUMENTS

Table 8 below presents all evaluation questions along with the associated instruments and the specific outcomes measured by each instrument that will be used to answer the respective question.

Table 8: Evaluation Questions Mapped to Data Collection Instruments

EQ	ASSOCIATED INSTRUMENT	ASSOCIATED OUTCOMES
EQ1. What is the impact of the civic education intervention on students' civic knowledge, attitudes, and behaviors?	Student Assessment	Student civic knowledge • Civic society and systems domain • Civic principles domain • Civic identities domain • Civic participation domain
	Student Survey	Student civic attitudes and behaviors • Sense of national identity • Support for gender equality • Tolerance of children with disabilities • Tolerance of other ethnic groups • Political tolerance of other ethnic groups • Civic engagement
EQ2. What are students' initial levels of civic knowledge, attitudes, and behaviors? Which student characteristics predict variation in these outcomes?	Student Assessment (Baseline only)	Student civic knowledge • Civic society and systems domain • Civic principles domain • Civic identities domain • Civic participation domain
	Student Survey (Baseline only)	Student civic attitudes and behaviors • Sense of national identity • Positive attitudes toward Liberia • Civic engagement • Future civic engagement

EQ	ASSOCIATED INSTRUMENT	ASSOCIATED OUTCOMES
EQ3. Which students benefit the most from the intervention?	Student Assessment	Student civic knowledge • Civic society and systems domain • Civic principles domain • Civic identities domain • Civic participation domain
	Student Survey	Student civic attitudes and behaviors • Sense of national identity • Support for gender equality • Tolerance of children with disabilities • Tolerance of other ethnic groups • Political tolerance of other ethnic groups • Civic engagement Student characteristics • Grade • Gender • Socioeconomic Status
	IP Administrative Data	School characteristic • School Bridge partner status
EQ4. Based on both implementation and impact data, which parts of the ToC seem to have worked the most and least as expected? What are the lessons learned from this pilot and what are the policy implications of the results for the Government of Liberia, USAID/Liberia and its IPs, and the broader, global civic education community?	Student Survey	Moderating factors • Student is receiving civic education instruction • Student has received the textbook • Student is taking the textbook home every day
	Principal Survey	Moderating factors • Treatment school teacher attendance
	Classroom Observations	Teacher pedagogical practices (intermediate outcome & moderating factor) • Teacher allocation of instructional time • Teacher allocation of time on participatory approaches • The materials the teacher is using • The materials the students are using • Level of student engagement • Teacher use of instructional practices

EQ	ASSOCIATED INSTRUMENT	ASSOCIATED OUTCOMES
	Key informant interviews	Moderating factors • Feedback on program implementation, including teacher training, textbooks, civics instruction, and monitoring • Teacher & principal beliefs about civics classroom instruction • Teacher turnover
	Focus group discussions	Moderating factors • Parent beliefs about civics classroom instruction • Parent engagement with student on civics topics
	IP Monitoring tool	Moderating factors • Teacher training session attendance • Teacher receipt of textbook • Civic education lessons length and frequency • Teacher use of participatory approaches • Student receipt of textbook • Rate at which students take textbooks home
	IP administrative data	Moderating factors • Teacher training session attendance • Teacher volunteer vs. payroll status • Teacher turnover • Civic education lessons frequency • School Bridge partner status

DATA QUALITY ASSURANCE

The ET employed multiple data quality strategies in the field for all rounds of data collection. The ET instructed The Khana Group to carefully manage the assessment tool, making sure no schools received it ahead of time. The ET also ensured that they did not leave assessment questions behind after the baseline so as not to affect the endline. The ET worked with The Khana Group to ensure that data quality was comprehensively monitored during fieldwork such that any issues could be raised and addressed while teams were still in the field. For example, assessment and survey data were checked on a nightly basis before the forms were uploaded to the server. In addition, all assessments and surveys were observed directly by supervisors. During the baseline and endline, The Khana Group also conducted back-checks with 10 percent of students. Back-check enumerators visited 28 randomly-selected schools where enumerators had already collected student data and re-asked a subset of student survey questions to 50 percent of selected students at each school.

The ET also conducted remote high frequency data quality monitoring for the duration of data collection on 100 percent of data—twice weekly at the start and once weekly thereafter—to monitor progress, interview duration, problematic response patterns, outliers, and other issues.

EVALUATION/IP COORDINATION

Throughout all stages of the evaluation, the ET collaborated and communicated with the civic education IPs, DI and UMOVEMENT. This coordination included regular check-in calls, reviews of all draft instruments and deliverables, and frequent presentations on the evaluation approach and progress, culminating in a planned half-day results workshop in November 2024. Building from the findings of a recent USAID retrospective on DRG IEs,²³ USAID, the ET, and DI agreed to a statement of evaluation stakeholder roles at the outset of the evaluation, and DI appointed a point of contact for the ET. Regular communication ensured that the ET was made aware of program progress, and allowed prompt problem-solving, consensus-building, and development of advocates for the research findings within the implementing organizations, which is essential for utilization.

RESEARCH ETHICS

This IE was approved by the Atlantic Center for Research and Evaluation Institutional Review Board (ACRE IRB) at the University of Liberia. Throughout the study, all research activities were conducted in accordance with established ethical guidelines, ensuring that the rights, dignity, and confidentiality of all participants were respected. Informed consent was obtained from all adult participants, including student participants' teachers and principals, and all students provided their assent to participate. All data were handled with strict confidentiality to maintain participant privacy.

LIMITATIONS

As with any evaluation, this IE faces several limitations that may have influenced the findings. These include challenges related to **student attendance, the generalizability of the results, the shortened exposure period to the program, the potential for contamination between treatment and control schools, and the difficulty of measuring civic attitudes and behaviors in relatively young children.** The sections below discuss each of these limitations in more detail and explain their potential impact on findings.

STUDENT ATTENDANCE

Irregular student attendance is likely to reduce the intensity of the treatment students receive. In 2014, it was estimated that approximately 12 percent of children enrolled in Liberian primary school do not attend school regularly, with the most common reported reasons listed as illness, the school being closed, and not having money for school-related costs (LISGIS, 2014). Unfortunately, the ET does not have reliable data on student attendance to understand if low student attendance may have moderated the impact of the intervention.

GENERALIZABILITY

The three counties of focus were selected by the IPs partly because they were believed to be qualitatively representative of broader Liberia, but the ET cannot be confident of the extent the results are generalizable to the rest of Liberia. Additionally, since the IE focused on grades three and four, the results may not generalize to all primary grades. However, evaluating both a lower (third) and upper primary (fourth) grade does improve applicability. The IE also only evaluated one year of the civic education program, which intends to impact student civic knowledge, attitudes, and behaviors throughout primary school from grades one to six. Therefore, the impacts of the full civic education program received over

²³ Findley, M., Starosta, A., & Sabet, D. (October 2022). DRG Impact Evaluation Retrospective: Learning from Three Generations of Impact Evaluations. USAID. https://pdf.usaid.gov/pdf_docs/PA00XF3F.pdf.

six years are likely to be stronger than the impacts detected by this IE. Nonetheless, the ET believes that the IE's results meaningfully contribute to understanding civic education in primary schools in Liberia.

EXPOSURE PERIOD

While the evaluation was designed to assess the impact of one full academic year of civic education instruction, the actual full program exposure period ranged from approximately four to seven months due to delays caused by the general election in Liberia in November 2023. While teachers were trained in August 2023 and the school year began in September 2023, due to the general election in Liberia, school enrollment and attendance were very low at the beginning of the school year, and thus many students did not begin receiving civics instruction until later in the school year. For IPs to receive a more complete list of enrolled students before textbook distribution, textbooks were not delivered to schools until December 2023. As a result of both sets of circumstances, program delivery was effectively delayed in treatment schools. The ET conducted baseline data collection from September 2023 to December 2023. The ET then began endline data collection in April 2024. The total exposure period to all program components (textbooks and instruction) for many students was not an entire school year but may have been as little as four months. Even the students that began receiving civics instruction at the beginning of the school year in September 2023 did not receive the civic education textbooks until December 2023. This shortened exposure period is a limitation for the IE, as the findings may be weaker than they otherwise would be if students had received the full intended year of program exposure. Yet, at least some of these challenges are likely to recur in a larger program rollout.

CONTAMINATION

In this IE, it was crucial to ensure that control schools did not receive any components of the civic education program, a potential issue known as contamination. Contamination would undermine the ability to accurately compare the outcomes between treatment schools and control schools, which should have no exposure to the program and allow an approximation of what would have happened in treatment schools if not for the intervention. From the data collected by enumerators during endline visits to schools, there is little evidence of contamination. Only 8 percent of control school principals (6 out of 70) reported teaching civics, and 11 percent (8 out of 70) had copies of the new civic education textbooks on campus. Only three of these schools were both teaching civics and had the textbooks. This represents a very small proportion of our control schools and suggests that contamination is not a significant concern for our evaluation. Therefore, the ET is confident that the control group remains a valid comparison for assessing the impact of the program.

MEASURING ATTITUDES IN YOUNG CHILDREN

Measuring civic attitudes and behaviors in children, particularly those in early primary school, presents significant challenges, especially when using traditional measures such as Likert scales. Research indicates that children often struggle with abstract concepts, nuanced differences in response options, and may not consistently understand or engage with these scales in the intended manner (Borgers, Leeuw, & Hox, 2000). This difficulty is compounded in the Liberian context, where schooling tends to be more authoritarian and lecture-based (Ministry of Education, 2016; USAID, 2016; World Bank, 2016). Studies have found that in educational systems where rote learning and obedience are emphasized over critical thinking and participatory learning, students are more likely to provide responses they believe are expected by authority figures rather than their true opinions (Chambers et al. 2006; Paulhus, 1991). A lack of variation in some responses resulted in the ET dropping several attitudes and behavior measures from the student survey after the instrument field test and again after the baseline data collection (more details on this is provided in the prior Student Survey section of this report). Despite these challenges, the study was able to measure several civic attitudes where the ET observed variation in responses.

APPROACH TO ANALYSIS

INTENT-TO-TREAT EFFECT

The ET estimated the intent-to-treat effect of the offer of the intervention by fitting the model:

$$Y_{ij}^t = \alpha_{r(k)} + Y_{ij}^{t=0} \gamma + T_j \beta + \varepsilon_{ijk} \quad (I)$$

where Y_{ij}^t is the outcome of interest for student ii in school jj at endline ($t = 1$); $Y_{ij}^{t=0}$ is a measure of that outcome at baseline (when available); $r(k)$ is the randomization stratum of county kk and $\alpha_{r(k)}$ is the corresponding stratum fixed effect; T_j is an indicator variable for random assignment to the intervention; and ε_{ijk} is the idiosyncratic error term. The parameter of interest is β , which captures the causal effect of the offer of the intervention. The ET estimated equation (I) by ordinary least-squares regression, using cluster-robust standard errors to account for within-school correlations across students in outcomes.

The ET also fit variations of this model where outcomes are measured at the classroom level (to estimate the impact of the intervention on pedagogical approaches) and models that interact the treatment indicator with student, teacher, and school covariates (to test for heterogeneous effects for each primary outcome).

More details on how all outcomes of interest were measured and constructed can be found in the study's [pre-analysis plan](#).

QUALITATIVE ANALYSIS

For the qualitative data analysis of KII and focus group transcripts, the ET employed a systematic thematic coding approach to identify key patterns and insights from the data. The ET developed a structured coding framework, drawing predetermined themes from the evaluation's research questions and adding themes that emerged from the data itself. The team systematically applied codes to segments of text that reflected key areas of interest, such as program implementation challenges, successes, and stakeholders' perspectives on civic education. The coding process was iterative, with ongoing refinement as new patterns emerged during the initial rounds of coding. Once the coding framework was refined and finalized, two different researchers independently coded the same 10 percent of transcripts. The coders then compared their work, discussing any discrepancies in the application of codes and making necessary adjustments to align their interpretations. Only after achieving a high level of agreement in the coding process did the team proceed with splitting up the remaining transcripts for coding by one of the two researchers.

Once all transcripts were coded, the ET analyzed the frequency and salience of specific themes across the dataset. This involved counting how often key themes were mentioned and identifying any notable variations in perspectives based on different respondent groups (e.g., by county, teachers/principals vs. DEOs/CEOs). Following this, the team developed higher-level takeaways by grouping related themes and interpreting their broader significance in relation to the program's implementation and outcomes.

BASELINE FINDINGS

EQ2. WHAT ARE STUDENTS' INITIAL LEVELS OF CIVIC KNOWLEDGE, ATTITUDES, AND BEHAVIORS? WHICH STUDENT CHARACTERISTICS PREDICT VARIATION IN THESE OUTCOMES?

The typical student was able to answer one in three questions on the baseline assessment correctly. Initial levels of civic knowledge varied by county, grade, gender, and SES. These differences were small in magnitude. Some baseline civic attitudes varied by county and language spoken at home. Some baseline civic behaviors varied by county, grade, and SES.

STUDENTS' INITIAL LEVELS OF CIVIC OUTCOMES

The ET answered EQ2 using the baseline data by calculating students' average assessment scores as the average proportion answered correctly, calculating the average responses on attitude and behavior measures, and comparing these average outcomes by county, gender, grade, SES, ethnic group, and language spoken at home. More details on these findings can be found in the [Liberia Civic Education IE Baseline Report](#).

ENDLINE FINDINGS

IMPLEMENTATION FIDELITY

As illustrated in Figure 1 in the Background section of this report, the ToC outlines program outputs that were expected if the civic education program was effectively implemented. Table 9 below presents these major program outputs alongside their corresponding indicators, as laid out in the ToC. Since it is impossible to evaluate a program's effectiveness without assessing its implementation, this report will first examine the extent to which these outputs were realized during the program's implementation.

Table 9: ToC Expected Program Outputs

Teacher training: Targeted teachers receive the required training sessions on the new civic education curriculum and participatory teaching methods.
Textbooks: - Targeted teachers receive textbooks. - Targeted teachers receive teacher guides. - Targeted students receive textbooks. - Targeted students take the textbooks home in between classes.
Civics instruction: - Targeted teachers deliver lessons on the curriculum to targeted students (45 minutes x two lessons per week). - Targeted students receive classroom instruction.
Monitoring: IPs visit targeted schools twice a month to observe classes and provide feedback and additional training.

PTA awareness:²⁴

- Targeted PTA leaders receive the awareness-raising efforts and training.
- Targeted PTA leaders organize advocacy and awareness activities, reaching a broader set of parents.

Most of these major program components were implemented at relatively high rates, indicating strong overall implementation fidelity. This was achieved despite notable implementation challenges, such as poor road conditions making it difficult to reach many schools and delays in student enrollment and attendance due to the 2023 presidential election. Table 10 presents a summary of key indicators for each major program component necessary to ensure strong implementation fidelity. Implementation fidelity refers to the degree to which the program was delivered as intended, encompassing the key components of the program, which include teacher training, distribution and use of textbooks to both teachers and students, delivery of civics instruction to students, and the ongoing monitoring efforts by the IPs. By examining these aspects, we gain insight into the extent to which the program's delivery matched its design, which in turn helps explain the overall effectiveness of the intervention. The following sections explore these statistics and delve into the implementation of each component in more detail, supported by qualitative findings from the KIs.

Table 10: Summary statistics on implementation fidelity for major program components in Treatment Schools

PROGRAM COMPONENT INDICATOR	IMPLEMENTATION STATISTIC (TREATMENT SCHOOLS)
Percentage of schools where teachers have civics books ²⁵	100 percent
Percentage of students that reported receiving civics book ²⁶	96 percent
Percentage of students that reported taking civics book home ²⁷	94 percent
Percentage of teachers that attended training ²⁸	95 percent
Percentage of schools teaching civics ²⁹	100 percent
Average observed civics class duration ³⁰	38 minutes

²⁴ The program's PTA activities were outside the scope of this IE, indicated by the light wording color in the table.

²⁵ This statistic is based on enumerators seeing a teacher's copy of the civics books.

²⁶ This statistic is based on the student survey.

²⁷ This statistic is based on the student survey.

²⁸ This statistic is based on IP teacher-level data of 120 total teachers.

²⁹ This statistic is based on the school principal's response during endline data collection.

³⁰ This statistic is based on data from classroom observations (subset of 30 treatment schools).

PROGRAM COMPONENT INDICATOR	IMPLEMENTATION STATISTIC (TREATMENT SCHOOLS)
Average civics lesson per week ³¹	Two

TEXTBOOKS

Textbooks were a key component of the civic education program, and both teachers and students needed to receive them to effectively deliver and engage with the new curriculum. The implementation statistics demonstrate that this component was well implemented: at endline, 100 percent of principals surveyed at the 70 treatment schools confirmed that their civic education teachers had received the required civics textbooks, and the presence of textbooks was further verified by enumerators during their school visits. All CEOs and DEOs who were interviewed also confirmed that all schools participating in the civic education program in their respective counties and districts received civic education textbooks. Additionally, 96 percent of students surveyed in treatment schools reported having received a civics textbook. The KIs provide more detailed insights into the textbook distribution process, revealing that both successes and some challenges were encountered.

When asked how the textbooks were delivered to the school and whether there were any difficulties in receiving them, most respondents from the KIs, including teachers, principals, CEOs, and DEOs, noted that the textbook distribution process went smoothly overall. Some challenges arose, particularly for students who transferred late or enrolled after the initial distribution. One teacher recounted that these students, since the distribution had already been completed, were left without books (KI, Teacher, Montserrado). In some cases, teachers had to find alternative ways to ensure all students could follow along, such as grouping students to share books (KI, Teacher, Grand Bassa). In one case, a teacher noted that about six students from their class did not receive the books (KI, Teacher, Montserrado), highlighting gaps in the distribution process for late-arriving students, though according to IPs, efforts were made to provide replacement textbooks promptly when schools or DEOs notified them of shortages.

Several respondents, including teachers, principals, and a DEO, also pointed out delays in the delivery of textbooks, with the reported timing of the distribution varying between September and December. These delays in textbook delivery were largely due to the Liberian presidential election held on October 10, 2023, and the run-off on November 14, which led to low school attendance and delays in enrollment for many students, as well as difficult road conditions and issues with organizing school administration, PTAs, students, and teachers. As a result, the IPs postponed textbook distribution to ensure that the majority of students were enrolled and present before delivering the materials. Nevertheless, these delays likely impacted the effective implementation of the curriculum.

While the distribution process went smoothly overall and teachers expressed no concerns about the quality or content of the textbooks themselves, one issue that did arise in the teacher and principal KIs was the misalignment between the textbooks and the curriculum. When teachers and principals were asked a broad question as to what would help them better teach civic education to children, 13 (of 48) interviewees expressed wanting better alignment between the civics curriculum provided by the MoE and the textbooks. They felt this alignment is essential for effective teaching, since they currently encounter mismatches between the topics in the curriculum and those in the textbooks. This misalignment forces teachers to either repeat textbook content when there is nothing listed in the curriculum for a certain

³¹ This statistic is based on teacher responses to monitoring the survey (99 total surveys).

period (of the school year), skip curriculum topics not present in the textbook, or improvise lessons when they are unsure what to teach, complicating their planning and impacting their ability to deliver coherent instruction. Teachers argued that if the curriculum were better aligned with the textbook, they could follow a structured and consistent teaching plan, leading to more effective classroom delivery. For example, one teacher lamented that when teaching, “you have to use...the textbook instead of the curriculum because the curriculum is not corresponding with the textbook...Like even this...third period, the textbook was reading different topics then the curriculum reading different topics. So, you cannot use the curriculum to plan your lesson. So as such, now the curriculum will be omitted, then you use the textbook and use a copybook that you will break down the lesson in a way that it will fit in that medium range. So, that particular period we were using only the textbook to do a breakdown. So, it was very much hectic for us...The medium range is the periodic lesson plan.” (KII, Principal/Teacher, Grand Bassa).

Another expectation of the program implementation, in order for it to be effective, was that students would bring their textbooks home with them to increase their exposure to the material. In the student survey, 94 percent of students reported they did so. In line with this, during the KIIs, when asked whether students bring their textbooks to class and take the textbooks home, most teachers and principals (33) reported that students were regularly bringing their books to class and taking them home—though the number may be higher as in the remaining interviews, enumerators did not always directly ask them this question.

The ET also measured the actual use of textbooks during civic education lessons by teachers and students using the classroom observation instrument. Enumerators observed classrooms by recording what was happening, including what materials teachers and students were using, at nine different points in time, five minutes apart, throughout the lesson. Enumerators categorized materials used as “No material,” “Textbooks,” “Notebooks/writing material,” or “Blackboard.” The ET then calculated the proportion of class time teachers and students spent using textbooks.

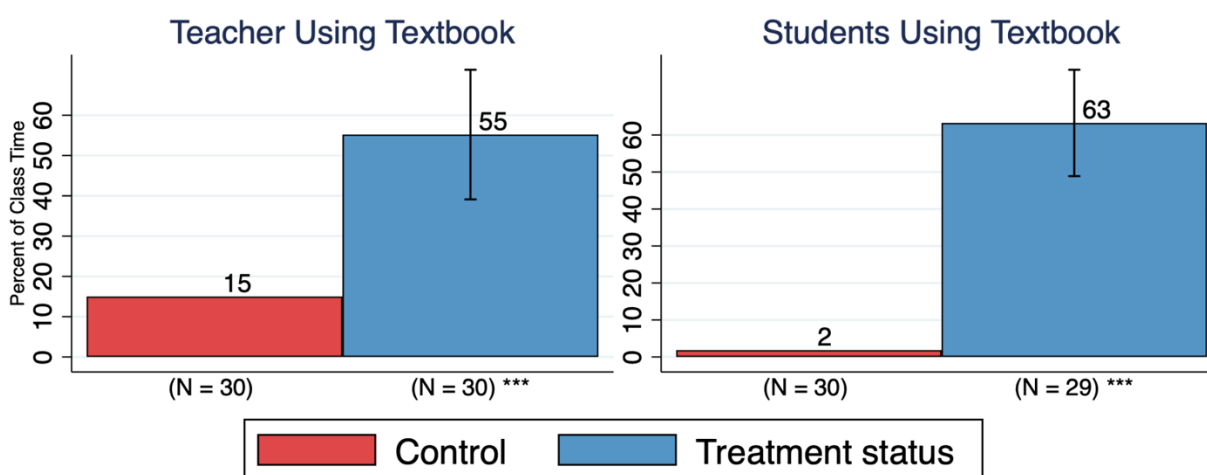
The ET found a statistically significant difference between treatment and control classrooms in the proportion of time teachers spent using textbooks during instruction. Teachers in treatment schools used textbooks for 55 percent of class time on average, compared to 15 percent in control schools ($p < 0.01$).³² This suggests that the intervention had a strong impact on increasing textbook use in the classroom by teachers. Teachers that were observed in control classrooms were teaching social studies, and while some teachers may have had a textbook, it is likely that none or almost none of the students did. While the differences observed between treatment and control classrooms may be driven by the lack of textbooks in control classrooms, a high proportion of the class time the teacher uses the textbook does indicate that educators are relying on and using the new civic education textbooks while teaching civic education, as intended by the program.

Similar to teacher’s increased use of textbooks, students in treatment schools were observed using textbooks for a higher proportion of class time. On average, students in treatment schools used textbooks for 63 percent of class time, while students in control schools only used textbooks for 2 percent of class time ($p < 0.01$).³³ This suggests that students not only have access to the textbooks but are also bringing them to class as intended by the program. Figure 5 shows the mean proportion of class time spent using the textbook by teachers and students in control and treatment schools.

³² For the remainder of the class time, teachers in treatment schools used, on average, the blackboard for 25 percent of class time, no materials for 12 percent, and notebooks or other writing materials for five percent.

³³ For the remaining class time, students in treatment schools used, on average, notebooks or writing materials for 32 percent of the time, no materials for six percent, and the blackboard one percent.

Figure 5: Proportion of Class Time Spend Using Textbook



* ($p < 0.10$), ** ($p < 0.05$), *** ($p < 0.01$).

During the design phase of the IE and the development of the ToC, both the IPs and the ET anticipated that teachers would receive not only student textbooks but also a corresponding teacher guide as an integral component of the program. Unfortunately, due to the publisher’s delays in the creation and publication process, the teacher guides were not completed in time for distribution, and no teacher received one during the implementation period. While this was out of the IPs’ control, this represents a notable gap in the program’s implementation. In KIs, when asked what would have helped them in better delivering civic education to students, four teachers and principals mentioned that having a teacher guide would have helped them effectively teach the civic education curriculum, expressing regret that they did not have access to this resource. One CEO also corroborated that the absence of a teacher guide posed a challenge for teachers in their county. Feedback on teacher training likewise suggests the need for additional support, of which a teacher’s guide could be a key part.

TEACHER TRAINING

Teacher training was a critical component of the civic education program. There are three sources of data to assess attendance at teacher training and triangulation across them shows that there was a high rate of participation. First, data from the IP teacher-level dataset shows that 114 out of 120 program teachers (95 percent) received civic education training. Since the IP teacher-level data indicates that six of these teachers have since left their schools, it is possible that untrained teachers have now replaced them, which would reduce the current training rate to 108 out of 120 (90 percent). The second data source, the IP monitoring data, shows that 87 out of 99 teachers surveyed (88 percent) attended the training. Third, during the KIs, 42 of 48 total interviewees (88 percent) confirmed their attendance at the training, further supporting the conclusion of a high rate of participation.

Insights from the KIs offer additional context, providing a deeper understanding of how the training was delivered and its effects on teachers and principals. During KIs, in response to being asked what they found most helpful about the training, most teachers and principals expressed positive feedback, with many noting its value in enhancing their teaching practices and understanding of the civics curriculum. 16 (of 48) noted that the training improved their lesson planning, while 11 mentioned it enhanced their understanding of the civics curriculum, an area in which many felt unprepared due to a lack of civics education in their own schooling. Additionally, 14 participants highlighted that the training introduced new teaching methods that allowed them to better engage their students. Two interviewees pointed out

learning new participatory methods. For example, one principal stated, “We were told that...we should teach the children to be interactive...they should have things like drama ...to practicalisze [sic.] what we teach them...” (KII, Principal, Montserrado). Another principal-teacher noted, “They tell you about group work...about class participation...we were told that... it’s necessary for students to have election” (KII, Principal/Teacher, Grand Bassa). CEOs and DEOs who attended the teacher training (2 of 3 CEOs and 4 of 7 DEOs interviewed) largely corroborated the reports from teachers and principals, noting that the training was particularly helpful in equipping teachers—many of whom had limited prior knowledge—with civics content and in enhancing their lesson planning skills.

While most respondents appreciated the training, in response to questions asking whether there were parts of the training that didn’t work as well and if any additional training would have been useful, nearly all teachers and principals (47 out of 48) expressed concerns about its short duration and called for additional sessions. Many respondents pointed out that the duration of the training was too short to adequately cover the necessary materials. For instance, one teacher remarked, “the time for the training was very short, and there was more material there that you needed to endorse” (KII, Teacher, Grand Bassa). Another teacher added, “...it was only for two days, although we learned a lot but it’s not still enough” (KII, Teacher, Montserrado). Respondents also emphasized the need for more training sessions. They suggested that ongoing training should be implemented to keep teachers updated, improve their skills, and ensure that any new teachers who did not receive the initial training can. As one principal noted, “The problem that there is, the curriculum there is bulky, intensive. So, we need more training, we need more training” (KII, Principal, Grand Bassa). One teacher elaborated further that, “The reason is, it was not every one of us participate into that training...so it will be better for the training...for another training to be conducted so that we can...they can refresh us again to include the other people who were not part of it” (KII, Principal/Teacher, Nimba). Four of the DEOs interviewed reaffirmed the need for additional training, either suggesting a longer session lasting five to 10 days or requesting sessions be held at least two to four times a year to better reinforce teachers’ skills and understanding of civics. The ET recognizes that the need for additional teacher training extends beyond the civic education program, as many teachers and principals expressed a broader need for fundamental training on lesson planning, teaching methods, and other essential pedagogical skills.

CIVICS INSTRUCTION

The civic education program was designed with classroom instruction as a central component, aiming for treatment schools to teach 45-minute civics lessons twice a week. According to endline data from treatment school principals, collected at all 70 treatment schools, 100 percent of schools were teaching civics as intended. IP administrative data showing each treatment school’s planned schedule indicates that 63 schools planned to teach civics twice a week, while seven schools planned to teach civics three times per week. Additionally, teacher self-reports from 99 monitoring surveys indicate that, on average, two civics lessons were taught per week. Classroom observations conducted in a subset of 30 treatment schools revealed that the average civics class duration was 38 minutes. These findings suggest high adherence to the program’s implementation plan.

IP MONITORING

The IPs anticipated that monitors would visit schools twice a month as part of the civic education program’s implementation to ensure regular support for teachers. Based on KIIs with teachers and principals, the actual frequency of monitoring visits seems to have met or exceeded this expectation. Among the teachers and principals who provided clear details regarding visit frequency during the KIIs, the majority of respondents indicated that monitors visited their schools either once or twice a week (20 mentions) or once every other week (9 mentions), with only a few describing visits as less frequent. The frequency of visits appeared consistent across counties, with most respondents in all three counties

indicating that monitors came one to two times a week (7 in Grand Bassa, 7 in Montserrado, and 5 in Nimba), while fewer mentioned visits occurring two to three times a month (4 in Grand Bassa, 3 in Montserrado, and 3 in Nimba). Some respondents, although not specifying an exact range, still described frequent visits. For example, one principal said, "they always come you know...to monitor" (KII, Principal, Nimba), while another noted, "especially at the beginning of this school year there's a guy...who is always here to guide us in the process, from UMOVEMENT" (KII, Principal, Montserrado). All CEOs and DEOs interviewed (three CEOs and seven DEOs) confirmed that monitoring visits were regularly conducted in their respective counties and districts, often occurring several times per month or even twice a week.

The IPs intended to use monitoring visits to observe civics lessons and provide necessary feedback, guidance, and training to ensure that teachers adhered to the curriculum and employed effective teaching practices. Based on the KIIs with teachers and principals, in response to a question asking what monitors did during their visits, interviewees reported that these activities—observing, providing guidance, and ensuring adherence to the curriculum—were key components of the monitors' activities. The most frequently mentioned activity was classroom observation, cited by 26 (of 48) interviewees. For example, one teacher shared: "He did observation in the classroom. Where we got some pitfall, he tries to correct us on it, and put us on the guide." (KII, Teacher, Montserrado). This type of feedback to teachers—where monitors provided advice or critiques—was mentioned by 18 interviewees. One principal remarked that the monitor "critiqued them where there were problems and offered guidance." (KII, Teacher, Montserrado). Other monitoring activities mentioned by interviewees include engaging students directly and assessing their civic knowledge (17 mentions), the collection of grades (12 mentions), lesson plan guidance (11 mentions), as well as directly stepping in to teach lessons themselves (9 mentions).

When asked what they found most helpful about monitoring visits, the majority of interviewees (36 of 48) reported that the most helpful aspect of the monitoring visits was the improvement in teaching. Some (23) emphasized that this improvement stemmed from the guidance and corrections provided by the monitors, while others (21) explained that the mere presence of the monitor also kept them on task, leading to better attendance and performance as they felt accountable. A few interviewees (six) also noted that the monitor's visits encouraged students to be more present, attentive, and engaged in lessons, fostering greater participation in the classroom.

When asked what additional support from monitors would have been helpful, interviewees also provided suggestions for improvements to the monitoring visits. A sizable portion (13) emphasized the need for more frequent monitoring or requested additional training and workshops for teachers, particularly to help refine lesson plans and improve teaching techniques. As teachers and principals confirmed in KIIs that monitoring visits were already frequent, the need they are expressing here seems to point to a greater need for comprehensive teacher training—not just specific to civic education but also to address more fundamental teaching skills. A few respondents noted the importance of having more feedback and guidance from monitors, with 8 interviewees stating that monitors should be more explicit about what teachers are doing well and where they need to improve. For example, one teacher mentioned that it would be helpful if the monitor gave more advice about "how to teach the children...to put them in group and also to do peer work, to put them in pair...to do group work." (KII, Teacher, Nimba). Two DEOs and three CEOs also echoed these needs, emphasizing that teachers still need additional training and coaching to help address weaknesses and improve teaching techniques.

EQ1. WHAT IS THE IMPACT OF THE CIVIC EDUCATION INTERVENTION ON STUDENTS' CIVIC KNOWLEDGE, ATTITUDES, AND BEHAVIORS?

The program had positive impacts on civic knowledge. The program had little impact on student attitudes and behaviors.

PROGRAM IMPACTS ON STUDENT CIVIC OUTCOMES

PROGRAM IMPACTS ON STUDENT CIVIC KNOWLEDGE

The civic education program had a notable impact on students' civic knowledge, as measured by their performance on the student assessment. After one school year of implementation³⁴, students in treatment schools scored higher than their peers in control schools overall and across several content and cognitive domains. The total score was calculated as the total proportion of items answered correctly. The assessment also measures student knowledge by content domain (i.e., civic society and systems, civic principles, civic identities, and civic participation) and cognitive domain (i.e., knowing, reasoning, and applying) as detailed in the Student Assessment section of this report, and these scores were also calculated as the total proportion of items answered correctly per domain.

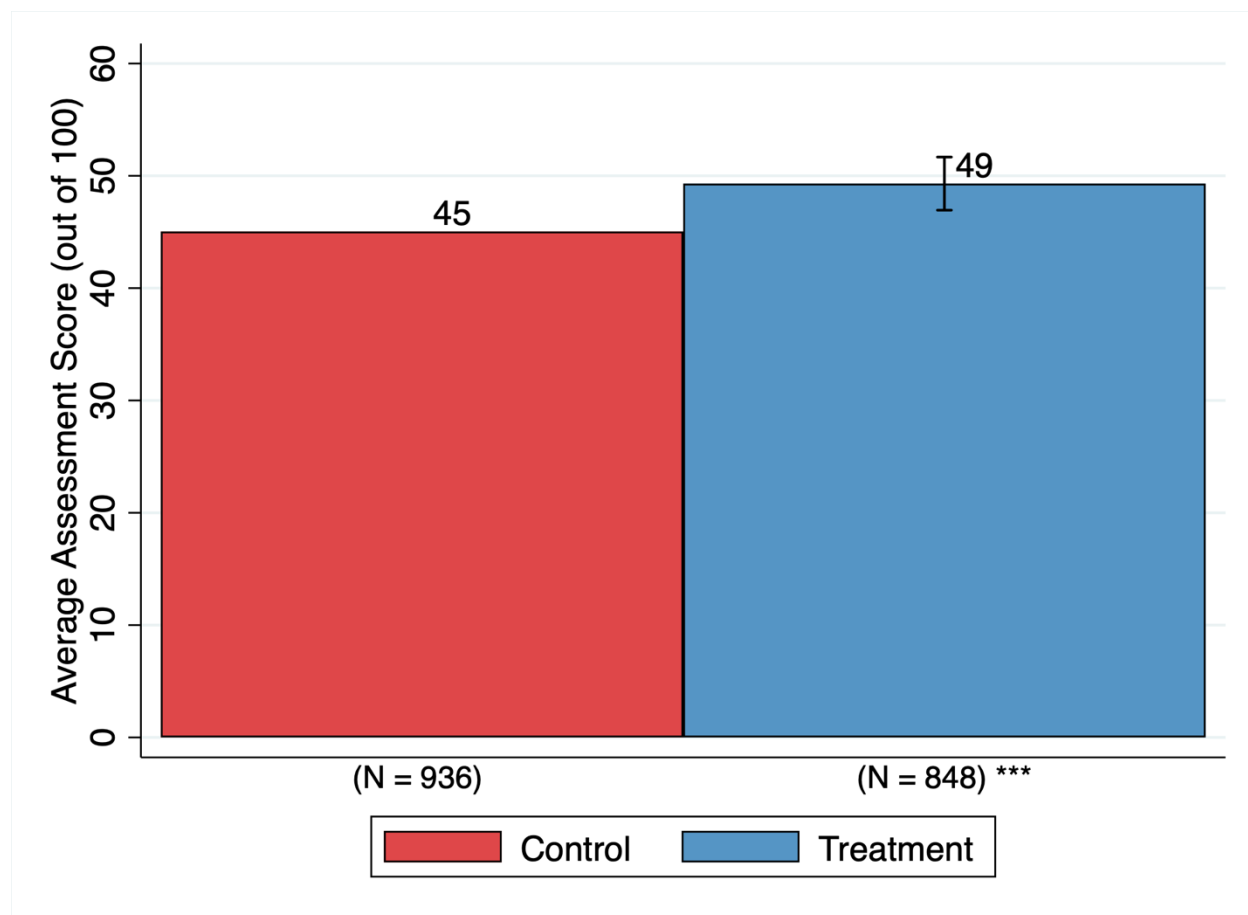
Figure 6 below shows the average endline assessment scores for control and treatment groups. Each bar represents the mean score for the respective group, with the total number of students in each group displayed below each column. The stars below the bars indicate the level of statistical significance of the difference between the control and treatment group means. As shown in Figure 6, treatment students scored 4 percentage points higher on the assessment than control students (45 percent vs. 49 percent, $p < 0.01$)³⁵.

A difference of four percentage points may seem small in absolute terms. However, given that students do not vary widely in their civic knowledge, this magnitude is actually larger than it may seem in relative terms. In fact, it represents nearly a third (0.31 SDs) of variability in the control group. Put differently, the intervention raised the civic knowledge of the typical student by 11 percentile points: from the 50th percentile (median) to the 61st.

³⁴ As noted in the Limitations section of this report, the effective implementation period was likely shorter than a full school year.

³⁵ This accounts for student baseline assessment scores. The ET also calculated all treatment effects on student assessment scores while controlling for a composite index of baseline student measures (age, sex, SES, baseline assessment scores). The estimates are consistent, with little variance and no change in statistical significance.

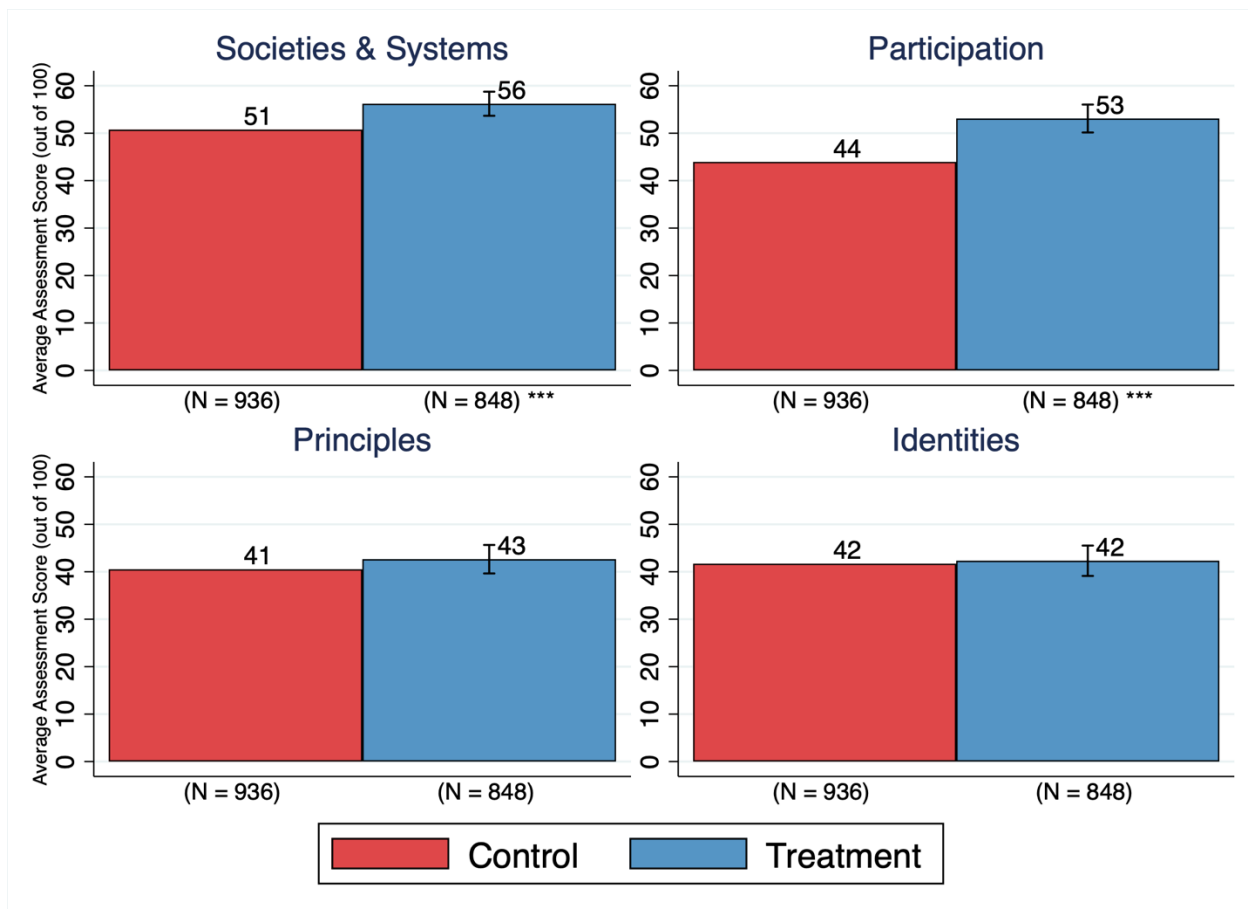
Figure 6: Total Assessment Score



* ($p < 0.10$), ** ($p < 0.05$), *** ($p < 0.01$).

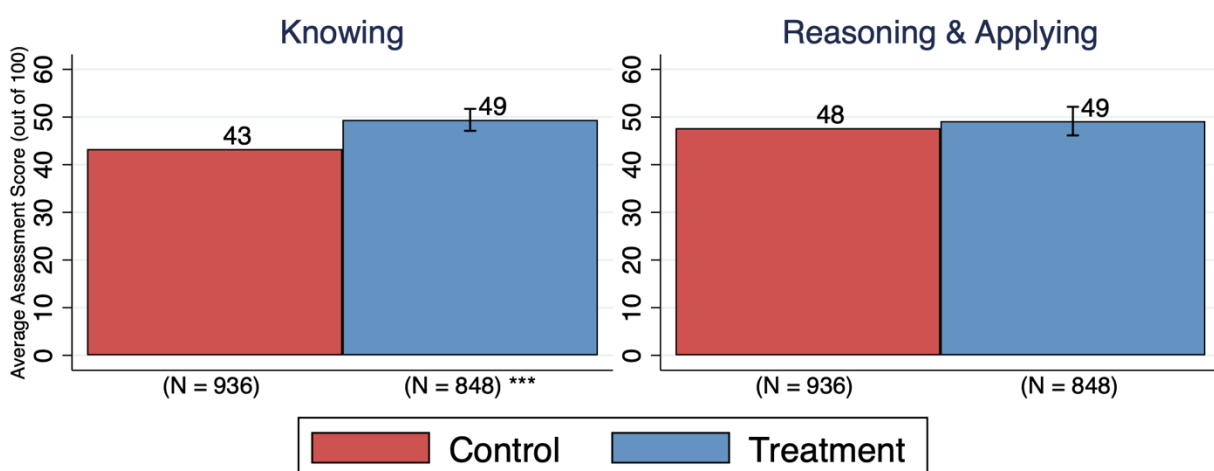
Figure 7 below displays the average endline assessment scores for control and treatment groups by content domain. Results by content domain show the intervention had positive effects on students' civic knowledge across several domains, with the greatest gains seen on items related to civic participation and civic society and systems. As shown in Figure 7, the ET observed statistically significant improvements in the civic participation domain, where treatment students scored nine percentage points higher (44 percent vs. 53 percent, $p < 0.01$). In the society and systems content domain, treatment students outperformed control students by five percentage points (51 percent vs. 56 percent, $p < 0.01$). In contrast, the effects in the civic principles and civic identities domains were smaller and not statistically significant. When looking at cognitive domains, the treatment group showed gains in the knowing domain, with scores six percentage points higher than the control group (43 percent vs. 49 percent, $p < 0.01$), as shown in Figure 8. However, differences in the reasoning and applying domains were smaller and not statistically significant.

Figure 7: Assessment Score by Content Domain



* ($p < 0.10$), ** ($p < 0.05$), *** ($p < 0.01$).

Figure 8: Assessment Score by Cognitive Domain



* ($p < 0.10$), ** ($p < 0.05$), *** ($p < 0.01$).

Unfortunately, there are no prior randomized evaluations of civic-education interventions in low- or middle-income countries for us to compare our effects. Two recent meta-analyses of education interventions in low- and middle-income countries find that the average effects are between 0.08 and 0.15 SDs (Evans and Yuan 2022; McEwan 2015). Our effect size (0.31SDs) is double the size of the upper bound in this range. However, these comparisons should be interpreted with caution, as both meta-analyses focus on math and language achievement, rather than civic-education knowledge. We do not know which of these two sets of outcomes is more sensitive to intervention. The full regression results for all civic knowledge outcomes are available in Annex H: Treatment Effects on Civic Knowledge and Annex I: Treatment Effects on Civic Knowledge (Standardized Scores).

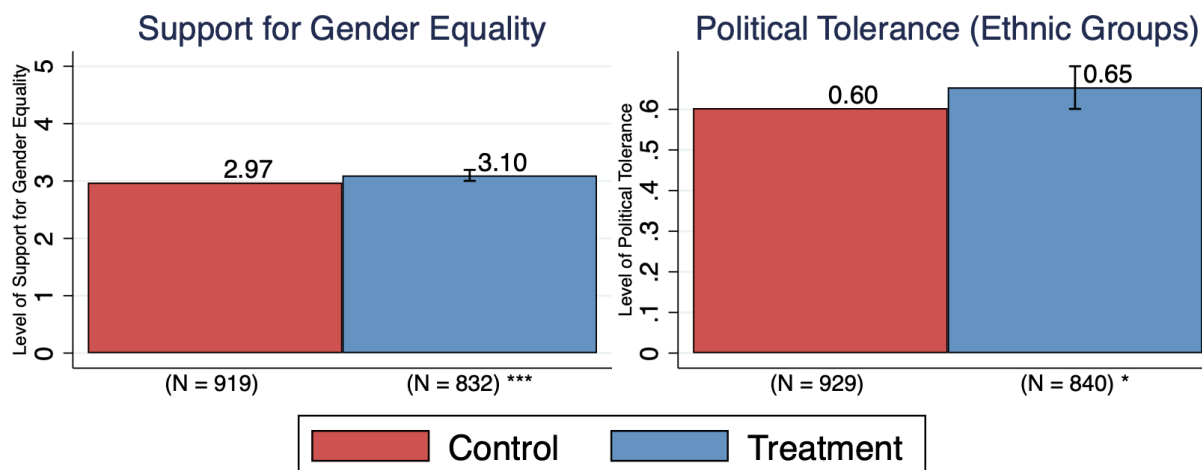
PROGRAM IMPACTS ON STUDENT CIVIC ATTITUDES & BEHAVIORS

The civic education program had limited effects on students' civic attitudes and behaviors, with small effects on students' support for girls' education and political tolerance of ethnic groups, and no effects on the remaining attitudes and behaviors measured, including sense of national identity, tolerance of children with disabilities, tolerance of other ethnic groups, or civic engagement. Political tolerance of ethnic groups refers to students' acceptance of granting political rights to members of marginalized ethnic groups, while general tolerance of other ethnic groups refers to more everyday interactions, such as willingness to include someone from another ethnic group on a team.

To measure support for gender equality, the student survey used a hypothetical scenario to ask students if money donated by a charity to their community to help with school fees should be given to boys or to girls (“All of the money should be given to the boys,” “Most of the money should be given to the boys,” “Half of the money should be given to boys and half of the money should be given to girls,” “Most of the money should be given to the girls,” “All of the money should be given to the girls.”). On a scale of one to five (One being “All of the money should be given to the boys.”), higher values thus indicate stronger support for girls' education. As shown in Figure 9, treatment students scored 0.13 points higher than control students (2.97 vs. 3.10, $p < 0.01$).³⁶ While the change was modest in magnitude, the statistically significant effect suggests that the program influenced students' attitudes toward gender equality. Namely, it increased students' support for girls' education, as those in treatment schools were slightly more likely to give money for school fees to girls.

³⁶ When calculating effects on attitudes, the ET controlled for students' baseline levels of sense of national identity and civic engagement. For the other attitudes, corresponding baseline measures were not available, as these were new measures introduced in the endline survey.

Figure 9: Support for Gender Equality & Political Tolerance of Ethnic Groups



* ($p < 0.10$), ** ($p < 0.05$), *** ($p < 0.01$).

The survey items measuring students' political tolerance of ethnic groups relied on students' responses to a previous question measuring their general tolerance of other ethnic groups. This first question about team selection served as a measure of general ethnic tolerance by asking students to indicate if they would exclude someone from another ethnic group from being on their team for a game. The student survey then included two items that asked students if they believed members of the tribe that they did not want on their team should have certain political rights, namely the right to vote or the right to be President. If students responded that they wanted everyone on their team, they were asked if they believed members of the Mandingo tribe should have these political rights (as this is one of the most marginalized groups in Liberia). If the students themselves identified as Mandingo, they were asked if they believed members of the Mano tribe should have these political rights (as there are historical and ongoing ethnic tensions between the Mandingo and Mano in Liberia). The ET averaged students' responses on these two items to derive a political tolerance of other ethnic groups index, where higher scores indicated greater political tolerance of other ethnic groups. The results, as shown in Figure 8, show treatment students scored 0.05 points higher than control students (0.60 vs. 0.65, $p < 0.05$). Although the effect size was small, the statistically significant difference indicates some increase in students' political tolerance of marginalized ethnic groups. The full regression results for all civic attitude and behavior outcomes are available in Annex J: Treatment Effects on Civic Attitudes and Behaviors.

The civic education program demonstrated limited effects on students' civic attitudes and behaviors, with small, statistically significant impacts observed on support for gender equality and political tolerance of ethnic groups, but no statistically significant changes in other areas. Students in treatment schools did not hold different attitudes than students in control schools related to their sense of national identity, tolerance of children with disabilities, or tolerance of other ethnic groups. When students were asked how often they engage in civic activities, such as engaging in dialogue with school authorities about school rules, helping other students with schoolwork, assisting neighbors with tasks, and obeying community laws, students in treatment schools also were not more likely to report more civic engagement behaviors than students in control schools.

These findings are not surprising, given that the broader literature on civic education highlights the difficulty of shifting attitudes and behaviors compared to improving civic knowledge. Research from established and emerging democracies indicates that while civic education can lead to improvements in

students' civic knowledge, its impact on attitudes and behaviors is often weaker or inconsistent. For example, studies have found mixed results on whether civic education programs significantly alter students' tolerance, civic duty, or institutional trust (Finkel & Ernst, 2005; Soule, 2002).

Several studies suggest, however, that achieving meaningful change in civic attitudes and behaviors requires sustained exposure to participatory approaches that actively engage students in discussions—particularly in discussion on controversial topics (Campbell, 2008; Claire, 2004; Finkel & Ernst, 2005; Hahn, 1998; Hoskins et al., 2021; Niemi & Junn, 1998; Torney-Purta, et al, 2001). Programs that also involve more interactive or participatory methods—such as mock elections and role-playing exercises—are more likely to see effects on civic attitudes and behaviors (Finkel & Ernst, 2005; Hoskins et al., 2021; Soule, 2002). Given the significance of participatory approaches in shaping civic attitudes and behaviors—and the possibility that their limited use may help explain the predominantly null findings in these areas—this report further examines the extent to which treatment teachers employed these methods in the Teachers' Pedagogical Practices section of this report.

EQ3. WHICH STUDENTS BENEFIT THE MOST FROM THE INTERVENTION?

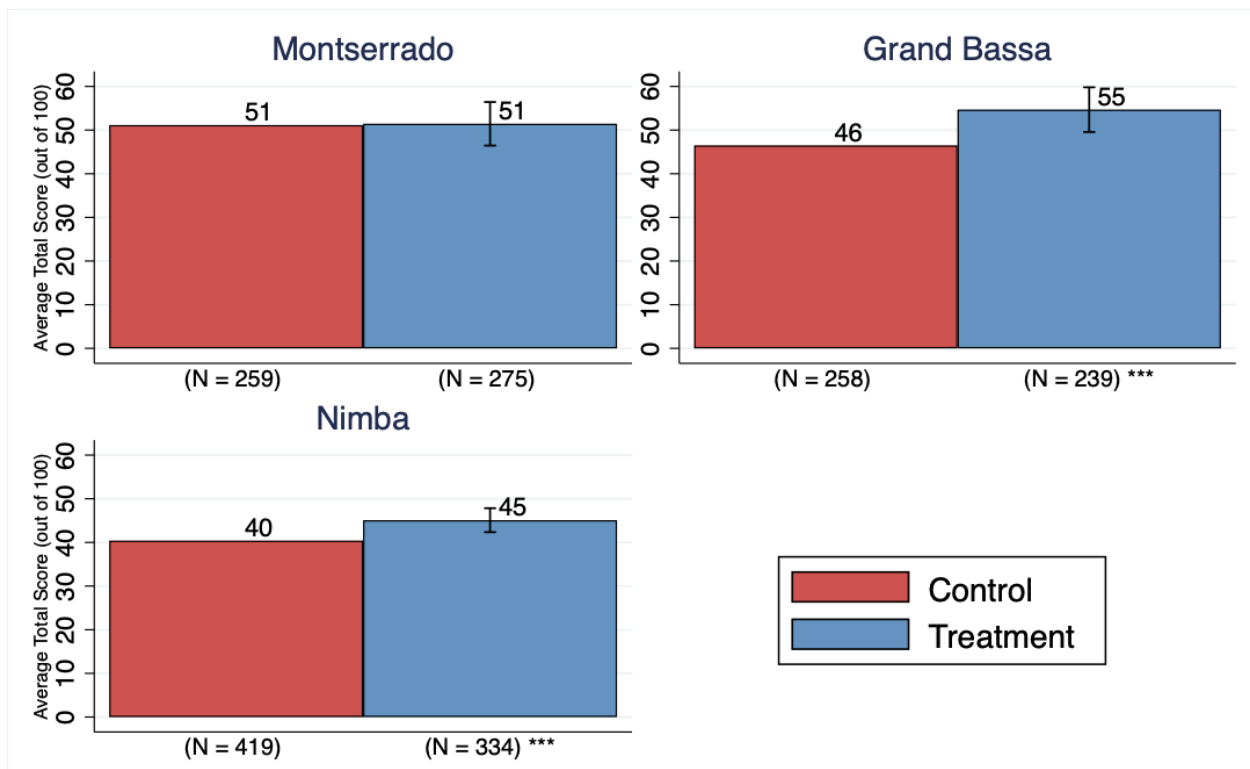
The ET finds evidence of differential treatment effects by county and the language spoken at home by the student. The program had similar impacts across students' grade, gender, socio-economic status, and whether the student attended a Bridge partner school or not.

SUBGROUP VARIATION IN PROGRAM IMPACTS

To determine whether certain groups of students benefited more from the civic education program than others, the ET analyzed differential effects by student subgroups with the results indicating some heterogeneity in treatment effects based on both county and language spoken at home. The ET found no evidence, however, of heterogeneity in treatment effects by student grade, gender, SES, or attending a Bridge partner school.

Figure 10 below shows the average endline assessment scores for control and treatment groups by county. When comparing the impact of the civic education program across counties, the results reveal notable differences, as seen in Figure 9. In Montserrado County, the treatment effect on student assessment scores was not statistically significant. Treatment students in Montserrado did not score higher than control students on the overall assessment (51 percent vs. 51 percent, $p > 0.05$), indicating no improvement. In contrast, the results show statistically significant improvements in Grand Bassa and Nimba counties. In Grand Bassa, treatment students scored eight percentage points higher than control students (47 percent vs. 55 percent, $p < 0.01$). In Nimba, treatment students scored five percentage points higher than their control peers (40 percent vs. 45 percent, $p < 0.01$).

Figure 10: Total Assessment Score by County

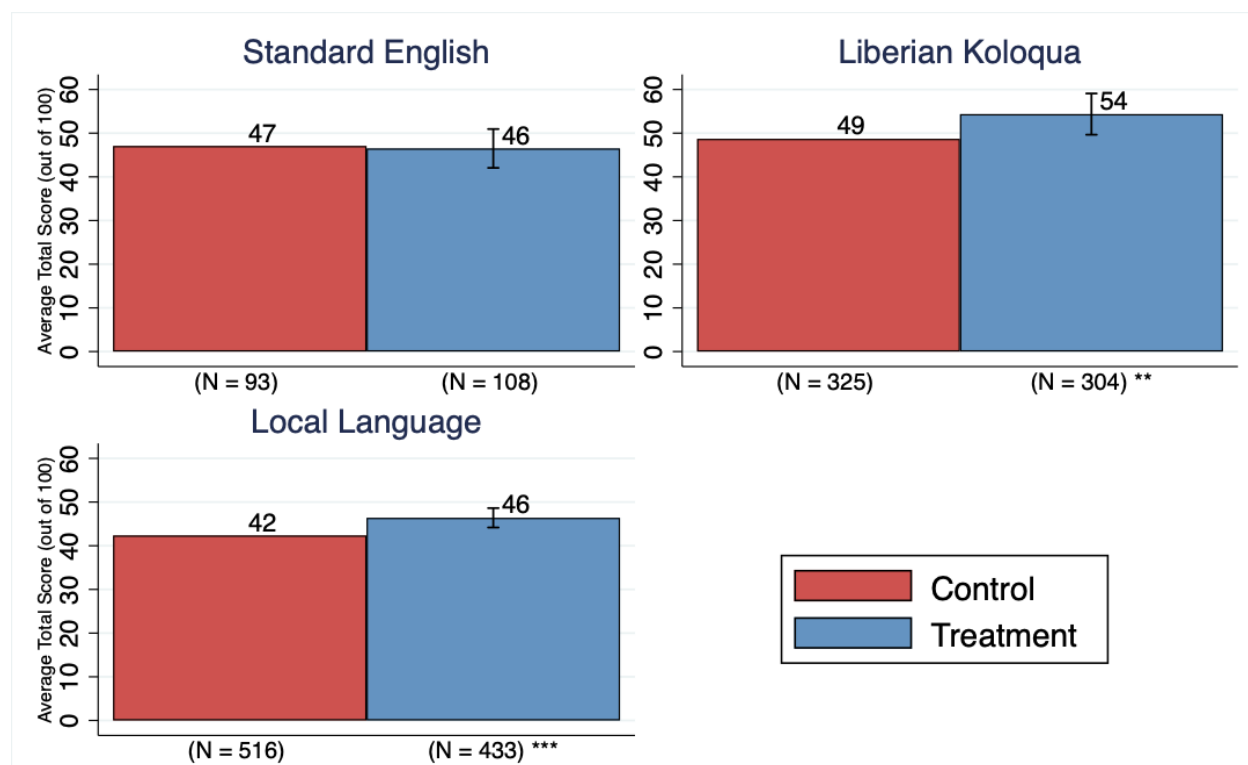


* ($p < 0.10$), ** ($p < 0.05$), *** ($p < 0.01$).

One potential explanation for the lack of statistically significant effects in Montserrado is that students in the control group in Montserrado already had higher scores (51 percent) compared to students in the control groups in Grand Bassa (47 percent) and Nimba (40 percent), leaving less room for improvement compared to students in Grand Bassa and Nimba. The limited contamination observed in control schools (as detailed in the Limitations section of this report) did not occur disproportionately in Montserrado, and thus does not explain the higher scores in the Montserrado control group.

Figure 11 below shows the average endline assessment scores for control and treatment groups by students' language spoken at home. When examining the impact of the civic education program based on the students' main language spoken at home, the findings also show some variation. Among students who speak Standard English at home, though treatment students scored higher, the intervention had no statistically significant effect on their assessment scores. For students who speak Liberian Koloqua or local languages at home, the program led to notable improvements. Liberian Koloqua speakers in the treatment group outperformed their control counterparts by five percentage points (49 percent vs. 54 percent, $p < 0.05$). Students who speak local languages at home saw a gain in assessment scores, with treatment students scoring four percentage points higher than control students (42 percent vs. 46 percent, $p < 0.01$). The full regression results for all heterogeneous treatment effect analyses are available in Annex K: Treatment Effects on Civic Knowledge by Subgroups.

Figure 11: Total Assessment Score by Language Spoken at Home



* ($p < 0.10$), ** ($p < 0.05$), *** ($p < 0.01$).

Further exploration into potential implementation differences across counties could help explain why students in Nimba and Grand Bassa and speakers of local languages or Liberian English benefitted more than others in the program pilot. However, as detailed in the Implementation Fidelity section above, based on the data collected and analyzed, the ET did not find evidence that implementation varied across counties. Another factor to consider is the correlation between language and county in our data. In Nimba,

91% of students speak a local language, and 8% speak Liberian English—so the vast majority of students in a county that saw statistically significant improvements in civic knowledge are speakers of the two language groups that also showed statistically significant program effects. It is difficult to disentangle how each of these factors—county and language—may be affecting the other and contributing to outcomes. Grand Bassa also saw statistically significant numbers of students improve as a result of the civic education program, and similarly has a large population from the two groups who benefited most from the program: 61% of students speak Liberian English, and 21% speak a local language. Nonetheless, in Montserrado, where students did not show statistically significant program effects, the language breakdown is similar to Grand Bassa, with 51% speaking Liberian English and 30% speaking a local language. The data suggests that there is some correlation between county and language, but the correlation does not fully explain the variation in outcomes that we observe. It is also possible that other factors that are linked to both language and county, such as access to educational resources, differences in teacher quality, or proximity to election activities (i.e. students' schooling in Montserrado may have been more disturbed by election activities in the fall of 2024) may be impacting the results. While we cannot identify the specific drivers, the positive effects observed among students in Nimba and Grand Bassa counties, as well as those who speak local languages or Liberian English at home, suggest that the program may be having the greatest impact on more disadvantaged groups—speakers of Liberian Koloqua or local languages who live in more rural, lower-resourced areas.

EQ4. BASED ON BOTH IMPLEMENTATION AND IMPACT DATA, WHICH PARTS OF THE TOC SEEM TO HAVE WORKED THE MOST/LEAST AS EXPECTED?

Student engagement improved, teacher attendance was relatively high, turnover was not an issue, and teachers and principals were aligned with program goals, all of which may have contributed to the positive effects in student outcomes. However, the program did not lead to a statistically significant shift in participatory teaching methods, which may help explain the limited effects on civic attitudes and behaviors.

POTENTIAL DRIVERS OF PROGRAM EFFECTIVENESS

This section explores the drivers of program effectiveness, focusing on teachers' pedagogical practices, additional program facilitators, and variations in program implementation. **The ET found that while the program succeeded in improving student engagement in classrooms, it did not statistically significantly impact how teachers allocated instructional time or employed participatory methods, which appear essential for fostering civic attitudes and behaviors.** The anticipated shift in teaching practices was not fully realized, which may explain the program's limited effects on civic attitudes. **Beyond pedagogy, the ET examined other facilitators such as teacher attendance and retention, concluding that these factors were high and thus supported the program's successful delivery as expected.** Most teachers maintained strong attendance, and teacher turnover—initially seen as a potential issue for volunteer teachers—was not a significant problem. **The ET's analysis of implementation fidelity revealed that stronger adherence to program components, particularly teacher training and textbook use, statistically significantly improved student outcomes.** However, variations in instructional practices did not lead to differential impacts, potentially due to limited variation in teaching methods and small sample sizes. The following sections explore these findings in greater detail.

All of the potential drivers of program effectiveness explored in this section were either explicitly stated, or inferred, from the ToC. Table 11 presents these factors expected to drive program effectiveness, which include intermediate program outcomes and other associated factors expected to influence the program's impact. By analyzing if and how these factors were present and how they are associated with program impacts, the ET can assess which components of the ToC functioned as expected or fell short.

Table 11: ToC Expected Drives of Program Effectiveness

Teacher's pedagogical practices

- Allocation of instructional time: teachers increase the time allocated to learning activities during the lesson.
- Allocation of time on participatory methods: teachers increase the time allocated to participatory methods during the lesson.
- Level of student engagement: improved teaching practices increase the level of student engagement during the lesson.

Additional Program Facilitators

- Teacher attendance: teachers regularly attend class.
- Teacher turnover: schools retain trained teachers.
- Payroll vs volunteer teachers: volunteer teachers are added to payroll as teachers on payroll are more likely to attend regularly and not leave the school, or alternatively, volunteer teachers are not more likely to miss class or leave the school.
- Teacher & principal beliefs about civic education: teachers and principals are supportive of the program's teaching goals.
- Parent beliefs about civic education: parents are supportive of the program's teaching goals.
- Parent engagement with students on civics topics: parents and students engage on civics topics present in the textbooks.

TEACHERS' PEDAGOGICAL PRACTICES

In our ToC, teachers' pedagogical practices are considered a critical intermediate outcome that influences the overall effectiveness of the civic education program. It was anticipated that the program would positively impact teachers' approaches in the classroom, particularly by encouraging the use of participatory methods. This change in pedagogical practices is expected to enhance the program's impact on students' civic outcomes. Understanding how the program has influenced teachers' instructional methods, including their allocation of time, use of participatory approaches, and engagement with instructional materials, may provide valuable insight into why the program achieved its observed impacts. While the program led to notable improvements in student civic knowledge, it had less of an effect on student attitudes and behaviors. The existing literature suggests that teachers' use of participatory approaches is especially crucial for fostering changes in students' civic attitudes and behaviors. Therefore, by examining the extent to which the program has altered teachers' pedagogical practices, we can better understand the relationship between these practices and the varying impacts observed in student outcomes. All program effects on pedagogical practices reported in the remaining section are available in Annex L: Treatment Effects on Teaching Methods.

Allocation of Instructional Time

To measure the use of instructional time, the ET used the classroom observation instrument to record teacher activities. Enumerators observed classrooms by recording what was happening at nine different points in time, five minutes apart, throughout the lesson. In treatment schools, civic education classes were observed. In control schools, social studies classes were observed. This allowed the ET to approximate the share of lesson time spent on different activities, with different materials, and different student groups. Enumerators categorized the activities they observed every five minutes into three main groups: (a) instructional activities, which included tasks like reading aloud, explanations or lectures, question and answer/discussions, practice and drill, copying, individual assignments or class work, group activities, and student presentations; (b) classroom management activities, such as providing instructions, discipline, managing students, and managing the classroom alone; and (c) off-task activities, which included social interactions with students, social interactions with other adults, or the teacher being absent from the classroom. Based on nine "snapshots" taken during each lesson, the ET calculated the proportion of time spent on learning activities, classroom management, and off-task behavior, expressing these as a percentage of the total class time.

In analyzing the program's impact on instructional time, the ET found no statistically significant effect of the civic education program on how teachers allocated their time during lessons. There was no meaningful difference in the proportion of class time spent on learning activities, classroom management, or off-task

activities between treatment and control groups. This indicates that the intervention did not affect the amount of time teachers dedicated to instructional or non-instructional activities.

The ToC assumes that increased instructional time on civics content is necessary for student learning outcomes. The intervention itself focused on increasing civics instruction by delivering civics lessons, not on directly increasing instructional time during a typical lesson. However, studies have found that increasing the proportion of time spent on learning activities during lessons can have a positive effect on learning outcomes (Creemers & Kyriakides, 2008; Stallings 1980). Increasing the share of each lesson spent on learning activities could thus be a factor worth exploring in future iterations, as instructional time is often a key lever for improving learning in interventions of this nature.

Allocation of Time on Participatory Methods

Given the research highlighting the importance of participatory methods in shaping civic attitudes and behaviors, and because it was a key part of the theory of change, the ET measured and analyzed teaching approaches in terms of participatory methods. Participatory teaching activities are those that actively engage students in the learning process, rather than having them passively absorb information (Bonwell and Eison, 1991; Freire, 1970). These methods encourage students to do more than just listen—they speak, discuss, and interact with the material and each other, fostering a deeper understanding of the content (Bonwell and Eison, 1991; UNICEF, 2021; World Bank, 2020). Such activities also promote teamwork and communication, skills that are essential for civic engagement, where collaboration and respect for diverse perspectives are crucial for developing civic attitudes and behaviors. The ET identified a specific subset of teacher activities from classroom snapshots during classroom observations that reflected these key characteristics of participatory methods. These include question and answer or discussion, group activity, and student presenting. The ET then calculated the proportion of snapshots in which teachers used participatory approaches, expressed as a percentage of total class time.

When evaluating the program's impact on participatory teaching methods, the ET found no statistically significant effect on how often teachers employed these approaches. There was no substantial difference between treatment and control schools in the amount of class time teachers dedicated to participatory activities such as group work, student presentations, or discussions. These findings indicate that the intervention did not lead to an increase in the use of participatory teaching methods during classroom instruction.

The ET recognizes that the issue of rote, lecture-based, learning is pervasive in Liberian schools, where more interactive, student-centered approaches are rarely employed (UNICEF, 2020; World Bank, 2019). As such, introducing participatory methods may present a significant challenge as these practices are not yet widely used or supported in the current education system. Encouraging such methods may require broader efforts from the Ministry of Education and teacher training institutes to ensure that teachers are equipped and supported to shift away from traditional methods.

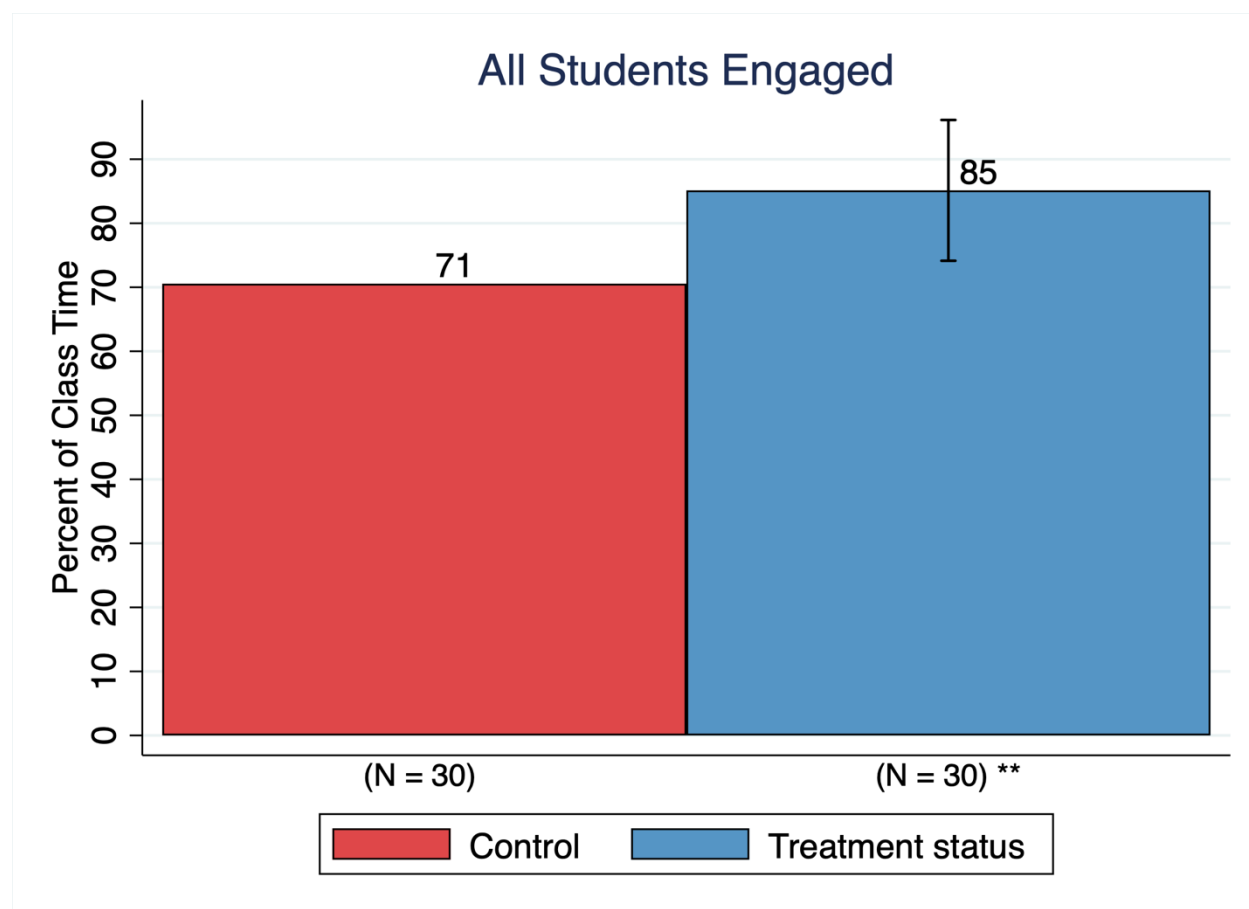
Level of Student Engagement

The ET also used the classroom observation instrument to measure student engagement. As described, enumerators observed classrooms by recording what was happening—including the number of students engaged with the teacher—at nine different points in time, five minutes apart, throughout the lesson. Enumerators categorized the number of students engaged with the teacher as: "No students," "One student," "2 to 10 students," "10 or more students," and "All students." These observations allowed the ET to calculate the proportion of class time in which different numbers of students were engaged.

The results from the classroom observations show that students in treatment schools were statistically significantly more likely to be engaged compared to students in control schools. As shown in Figure 12,

students in treatment schools were much more likely to be fully engaged. In treatment schools, all students were engaged for 85 percent of class time compared to 71 percent in control schools ($p < 0.05$). These results suggest that the civic education program had a statistically significant positive impact on increasing overall student engagement during lessons in treatment schools.

Figure 12: Proportion of Class Time Where All Students Were Engaged



* ($p < 0.10$), ** ($p < 0.05$), *** ($p < 0.01$).

Instructional Practices

Previous studies show that certain instructional practices are associated with improved student learning. The ET's analysis of 18 such instructional practices that were captured by the classroom observation tool reveals statistically significant differences between the frequency with which teachers in treatment and control classrooms used these practices, with treatment teachers employing them less frequently than control teachers. On a composite index of all 18 instructional practices, treatment schools scored 1.872 standard deviations lower than control schools, and this difference was statistically significant. The largest differences were observed in whether teachers asked students to justify their answers, provided specific comments to highlight student successes, and praised or encouraged students when answering questions. The full regression results for all 18 instructional practices are available in Annex L.

As described in the Data Collection section of this report, these items were based on a separate instrument, the relatively new TEACH Primary tool, and relied on enumerator recall at the end of lesson, while the previously reported measures that focus on the teachers' and students' activities during the

lesson were based on the widely validated Stallings classroom observations tool and relied on real-time observations during the lesson. The ET thus also looked at the reliability of the portion of the classroom observation tool that was used to assess these instructional practices. While the inter-rater reliability (IRR) was somewhat lower for the TEACH Primary portion³⁷, the gap between the IRR for these items and the Stallings-based items was not large enough to definitively suggest that the data collected from these items is less reliable.

Given these findings, the ET proposes two possible explanations for the unexpected results. First, the program's focus may have been more on delivering civic content than on promoting broader pedagogical practices. Teachers in treatment schools may have focused on ensuring that they covered the civic curriculum, and on teaching directly from the new textbooks, which could have led them to spend less time using other pedagogical practices such as asking open-ended questions or offering individualized feedback. Another possibility is that observers may have been more stringent with treatment classrooms, expecting that they would perform better because they were receiving an intervention. Or, there may have been differences in how the enumerators for treatment and control schools interpreted the classroom observation tool items that measured these instructional practices. While all four classroom observation enumerators were trained together, while in the field, the two treatment school enumerators and the two control school enumerators may have aligned their interpretations with each other but not across the two groups, leading to discrepancies in how instructional practices were recorded between treatment and control classrooms. Although the ET cannot empirically confirm these explanations, they offer some insight into the puzzling differences in instructional practices between treatment and control schools. As a result, the ET advises interpreting these findings with caution.

Summary of Key Findings

In summary, while the civic education program did not statistically significantly alter how teachers allocated their instructional time or the extent to which they employed participatory teaching methods, the program had a positive effect on student engagement, with students in treatment schools showing higher levels of engagement compared to those in control schools. These findings suggest that while the intervention effectively increased student participation, the anticipated shift toward participatory teaching methods was not realized.

ADDITIONAL PROGRAM FACILITATORS

In addition to teacher's pedagogical practices and the direct implementation efforts by the IPs, the effectiveness of the civic education program also hinges on several factors that, while not directly controlled by the IPs, play a crucial role in determining the program's overall impact. These factors, which we refer to as "additional program facilitators," are derived from our ToC and include elements such as teacher attendance, teacher turnover, and the beliefs of teachers, principals, and parents regarding civic education. These facilitators are essential because they shape the environment in which the program is delivered, influencing how effectively students receive and engage with the civic education content. Understanding these additional program facilitators provides further context for interpreting the program's outcomes and helps identify areas for improvement in future implementations.

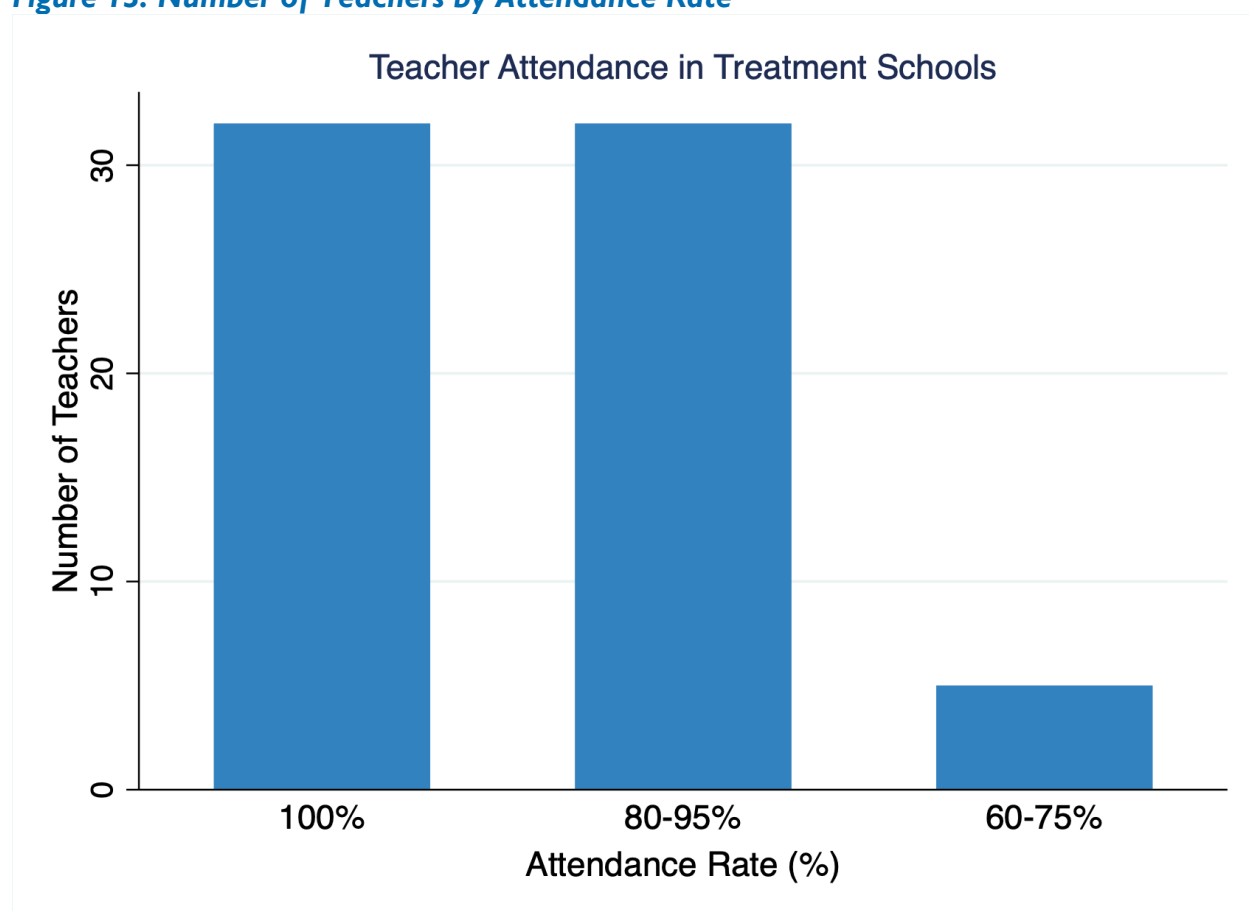
³⁷ The Cohen's kappa for questions from the Stallings portion was 0.9503, while the kappa for the TEACH Primary portion was 0.7859. Cohen's kappa is a statistical measure of inter-rater reliability, which accounts for the possibility that agreement could occur by chance. Values typically range from 0 to 1, with 1 indicating perfect agreement.

Teacher Attendance

While teacher attendance was not explicitly stated as an outcome in the Theory of Change (ToC), it is understood as a critical factor necessary for civic instruction to take place effectively. Without consistent teacher presence, the delivery of the civic education curriculum would be interrupted, undermining the program's ability to achieve its intended outcomes on student knowledge, attitudes, and behaviors. However, teacher absenteeism is a significant issue in Liberia's education system, affecting the delivery of quality instruction (UNICEF, 2020; World Bank, 2019). During the main endline data collection, enumerators asked principals to provide information on civic education teacher attendance by inquiring about how many days the teacher had been absent over the last 20 school days. To ensure accuracy, enumerators confirmed that principals had daily attendance logs and that the information the principals provided matched what was recorded in the attendance logs. Based on this data, the ET calculated an attendance rate. While this information was regularly tracked in treatment schools, principals at control schools rarely had similar records, so the data collection was discontinued for control schools. In treatment schools, principals were able to show attendance logs for 69 teachers, which represents 58 percent of all civic education teachers (69 out of 120).

As shown in Figure 13, in treatment schools most teachers for whom there is data had strong attendance, with 32 teachers reporting full attendance (100 percent) over the past 20 days. Another 32 teachers had an attendance rate of between 80–95 percent, while a smaller subset of five teachers reported a lower attendance rate of 60–75 percent. Studies in low and middle-income country contexts have indicated that even moderate absenteeism can significantly hinder learning outcomes. A World Bank study highlighted that teacher absenteeism of 20 percent or more can seriously disrupt instructional time and negatively affect student performance (World Bank, 2013). As a result, it can be inferred that teachers with attendance rates of 80 percent and higher likely maintained sufficient presence in the classroom to effectively implement civic instruction. However, for those with attendance rates below 75 percent, this absenteeism could have impacted the fidelity of the intervention. This low attendance was—based on the teachers on whom we have data—rare. However, since the ET only has attendance data for 58 percent of program teachers, these results may not be representative.

Figure 13: Number of Teachers by Attendance Rate



Teacher Turnover

If teachers leave, the implementation of the program may be negatively affected. According to administrative data provided by the IPs on the status of the 120 civic education teachers in treatment schools, only six teachers left their posts during the school year, indicating relatively low turnover. In KIs, when principals were asked whether teacher turnover was an issue, 20 out of 30 principals reported that it was not a problem, though eight did report experiencing turnover.

Payroll vs. Volunteer Teachers

It is often presumed that volunteer teachers will be less effective, as they are more likely to be absent or leave their positions than payroll teachers. This assumption stems from the fact that volunteers may have less motivation to attend classes regularly and continue teaching without payment, or lack sufficient teacher training. In the IP teacher-level data, 47 out of 120 teachers were listed as volunteers, highlighting the relevance of this issue for the program. There is some indication that volunteer teachers were more likely to leave, as four of the six teachers who left their positions were volunteers. However, given the small overall number of teachers who left, it is difficult to draw conclusions from this data. In KIs, no principals explicitly linked volunteer status to turnover. While no principals interviewed reported that volunteer teachers had left their school, when asked about what would help them better deliver the program more broadly, several (six) teachers and principals did mention challenges related to having volunteer teachers. For instance, one principal expressed concern that a teacher might leave due to their volunteer status, noting “...he’s a volunteer teacher. Nothing he’s getting ...someone can’t be working without getting a cent. He may feel somehow bad, and he sometime give up” (KI, Principal, Nimba).

Teacher & Principal Beliefs About Civic Education

The program's ToC posits that teachers and principals who are supportive of civic education—and aligned with the goals of the program and textbooks—will improve student learning outcomes, as their belief in the importance of civic education is likely to drive better content delivery and classroom engagement. During the KIs, the vast majority of teachers and principals emphasized that civic education plays a critical role in teaching students about their rights, responsibilities, and the functions of a democratic government, which line up well with the content of the textbook. In our KIs, most teachers and principals (44 out of 48 total interviewees) emphasized the importance of civic education teaching students about their rights and responsibilities, and 20 respondents also noted the necessity for students to understand the functions of a democratic government. Many respondents further elaborated that knowledge of rights and responsibilities, as well as the functioning of a democratic government, is crucial for fostering civic engagement as students mature. As one principal pointed out, “They have to learn as their responsibility as children at home... when they reach the age of 18 years, then they will know who to vote for and who will become their leader” (KI, Principal, Montserrado). Moreover, respondents often explain that understanding these concepts is important so that students grow up to become good citizens who obey the law and respect their community. This sentiment is echoed by another principal who stated, “If you do not know much about yourself as a citizen, you will do things that will go against our law” (KI, Principal, Montserrado). Both teachers and principals emphasized that students must learn their rights and responsibilities so they will know “how to help in the community, how to respect one another, how to be honest” (KI, Teacher, Grand Bassa) and will “become someone better; those who are making the best impact in the world are people who are peaceful and peace-loving citizens” (KI, Principal, Grand Bassa). Of all respondents, 16 teachers and principals underscored that civics should encourage civic engagement, and 15 emphasized the value of being good citizens who respect community values. Figure 14 illustrates teachers' and principals' most common responses when asked what their students need to learn about being citizens in a democracy, with the most common responses shown in a larger font. What teachers and principals identify as essential components of civics education aligns closely with the curriculum objectives outlined in the textbooks and the expectations of stakeholders involved in introducing the new civics program in primary schools. This alignment is promising for the program, as those responsible for delivering the curriculum agree with its goals.

Figure 14: Most Common Teacher and Principal Responses When Asked What Their Students Should Learn About Being Citizens in a Democracy



* larger font signifies the answer was more common in teacher/principal KIs.

Parent Beliefs About Civic Education

The ToC also suggests that parents who support civic education may indirectly contribute to improved student outcomes, as their positive attitudes toward the subject, or the teaching of it in schools, can reinforce the importance of civic learning outside the classroom. During the focus groups, similar to teachers and principals, at least some parents in every focus group explained that children need to learn civics to learn about their rights and responsibilities as citizens. Some parents (eight) emphasized that understanding these aspects is essential for children to become law-abiding citizens. As one parent explained, “The children need to learn the constitution that governs the Republic of Liberia. And that will guide the children by doing good [well], to not go the wrong way. Because when you know the constitution, you will know the way to go.” (FGD, Grand Bassa)

Others (15) extended this idea, noting that civic education is crucial for empowering children to protect

their families, communities, and country. One parent illustrated this point, stating: “When somebody come, he say the way I plant the rubber, I tapping the rubber somebody different, they’re coming from different place, he[/they/] come they want take my property, I know my citizen, soon he go and learn something, he say no. I will not allow the people come and take advantage over my people them.” (FGD, Montserrado). A few explained that civics could help children reach leadership positions in government which could then allow them to better protect their families and communities from exploitation. Several parents also expressed the belief that understanding civics could help children reach leadership positions in the future. As one parent in Montserrado remarked: “Because they don’t want for different citizens to come and take disadvantage over their parents. They are representative for their parents. They are senators...they are eyeball for their parents in the community. In case of anything happen in the community, they there for their parents...because it happened during way back.”

Moreover, many parents (12) highlighted that learning civics is important for children to understand Liberia’s history and to foster a sense of national identity, pride, and unity. One parent put it simply, civics helps children “to know everything that is good for them. No tribalism, we all we are one” (FGD, Nimba). Similar to teachers, principals, and the curriculum itself, parents emphasized the importance of teaching children about their rights and responsibilities as citizens, which aligns well with the program’s goals. Parents placed greater emphasis on using civic education to protect families and communities from exploitation, fostering leadership in future generations, and promoting a broader sense of national unity. Parents in the same focus groups session did echo each other’s responses, so it is possible that some of these findings overestimate the numbers of parents that had specific ideas about what students should be learning in civics and why.

Parent Engagement with Student on Civics Topics

Parent engagement with students on civics topics is also embedded in the ToC, as it is expected to reinforce classroom learning at home, encouraging students to further internalize the civic knowledge and values being taught in school. During the focus group discussions, the majority of parents (22 out of 38) from five schools across the three counties confirmed that their children were sharing the contents of the civics textbooks with them. Parents provided specific examples of what their children had shown them, which aligns with the topics covered in the textbooks, suggesting that the children engaged their parents with the material, or their parents at least looked at the textbook contents. Most parents who responded positively (13 out of 22) mentioned that their children shared information about civic and community responsibilities, such as “how to live in the community, your neighborhood, how you will respect your neighborhood” (FGD, Nimba). Ten parents also reported their children showing them national symbols and aspects of identity, including details like “how the community is looking... our flag, national anthem” (FGD, Montserrado). A couple of parents mentioned their children had shared knowledge about government functions, for example, “the three branches of government. So, he defined everything: the legislatures, the judiciary, and the executive” (FGD, Nimba).

On the other hand, a significant number of parents (17) from three schools across all three counties indicated that their children had not shown them anything from the textbooks or shared any details about the lessons. As a result, there is a possibility that the number of parents reporting engagement with their children on civics topics might overestimate the actual level of interaction. As mentioned above, there appeared to be a pattern of parents echoing each other's responses during the focus groups; once one parent mentioned that their child had shared civics-related information with them, others often followed with very similar statements specifically mentioning the same textbook topics. It is not possible to know whether these responses reflect social desirability bias, wanting to be seen positively in front of other parents or the focus group facilitators, or genuinely similar experiences wherein children in the same schools are learning the same topics at the same time.

Based on the parents' accounts, it seems there has been some meaningful engagement between students and parents on civics topics since the program began. The textbook, in particular—because it is being taken home—appears to play a central role in fostering this engagement. This is an encouraging outcome, as the ET and IPs had included parental engagement in the ToC, anticipating its potential to reinforce the learning taking place in the classroom.

Summary of Key Findings

To summarize, several additional program facilitators—teacher attendance, turnover, having all program teachers on payroll, beliefs about civic education, and engagement on civics topics between students and parents—were expected by the ToC to be important for the program's effectiveness. Based on the findings, these specific facilitators appeared to be in place as anticipated, or in the case of teacher turnover and teacher payroll status, did not pose a significant issue. Most teachers maintained strong attendance rates, with only a small number showing absenteeism that could disrupt the program's implementation. Teacher turnover did not pose a significant issue, with only a small number of teachers leaving their posts, and no systemic concerns raised by principals regarding turnover's impact on program delivery. While concerns about volunteer teachers being more likely to leave or be absent were initially raised during program design, the data on volunteer teachers encompasses such small sample that it is difficult to draw any conclusions as to the severity of this issue, and some principals did express concerns about volunteer teachers feeling demotivated by the lack of compensation. Furthermore, the alignment between teachers' and principals' beliefs about the importance of civic education and the program's curriculum objectives is encouraging, suggesting that the program's goals were well-supported by those delivering the content. Parent's beliefs about what children should learn in civic education also supports the program's content and goals. The findings indicate that there has been meaningful engagement between students and parents on civics topics, largely facilitated by the use of the civics textbooks. These findings indicate that, for the most part, the program's expected facilitators were present and functioning as anticipated.

VARIATION IN TREATMENT OUTCOMES

To explore whether certain components of the program's ToC enhanced program effectiveness, the ET analyzed differential effects on student endline test scores by implementation fidelity and instructional practices. The ET examined whether variations in how the program was implemented, through an index of implementation fidelity, and the instructional practices employed by teachers, measured by indexes of instructional time and instructional approaches, were associated with student learning outcomes. The analysis revealed that stronger implementation fidelity likely contributed to improved program success, while there was no evidence that increased instructional time or the use of specific positive instructional practices led to differential impacts on student outcomes.

The ET created the implementation fidelity index, expected to have a positive impact on outcomes, by combining three key factors: whether or not each student's teacher attended the civic education teacher training (captured in the IP teacher-level data), whether the student received a civic education textbook

(captured in the student survey), and whether the student took the textbook home every day (also captured in the student survey). The ET created the instructional time index to capture the amount of instructional time students received, based on the proportion of class time spent on learning activities, the proportion of class time with all students engaged, and the total class time observed during classroom observations. The ET made the instructional practices index to measure the use of certain practices expected to positively improve program impacts, incorporating the proportion of class time spent using participatory teaching approaches (e.g., group work, student presentations, and discussions) and the proportion of class time the teacher used a textbook. All variables for the instructional time index and instructional practices index were measured during classroom observations.

When analyzing how implementation fidelity impacted students' endline test scores, the ET found that students in classrooms with higher implementation fidelity (i.e., where teachers attended training, students received textbooks, and students regularly took textbooks home) benefited more from the civic education program than students in classrooms with lower implementation fidelity. In practical terms, this finding implies that the program had a stronger impact on student learning outcomes when it was delivered with higher fidelity to the intended design. The greater the adherence to program components, the better the outcomes in terms of student test scores.

In contrast, the ET found no evidence that variations in how teachers allocated instructional time or the extent they used participatory methods or textbooks in the classroom differentially affected the program's impact on students' test scores. These results may be driven by a lack of variation in the data, as the consistency in teaching practices—and the limited use of participatory methods, as suggested in the Teachers' Pedagogical Practices section of this report—across treatment schools may have limited the ability to detect differential effects based on instructional time and practices. The lack of statistically significant effects may also be due to the relatively small sample size, as this data was collected from classroom observations at only a subset of treatment schools (30).

The full regression results analyzing heterogeneous impacts on endline assessments by implementation fidelity and instructional practices are available in Annex M: Variation in Treatment Effects by Fidelity and Instructional Practices.

CONCLUSION

This IE was designed to assess the effectiveness of Liberia's primary school civic education program in improving students' civic outcomes. The purpose of this evaluation was twofold: first, to provide the MoE, USAID/Liberia, and its IPs with actionable feedback on the program's performance during its pilot phase to inform and improve the scale-up of the program across Liberia; and second, to contribute to the broader body of knowledge on the impact of civic education in low-income, post-conflict democracies, particularly at the primary school level.

The evaluation revealed several key insights about the program's implementation and impact. Overall, implementation fidelity was high across key components, including teacher training, textbook distribution, and the delivery of civics instruction and monitoring efforts by IPs.

In turn, the civic education program had a meaningful positive impact on students' civic knowledge. After one school year, students in treatment schools (who received the new civic education program) performed statistically significantly better than their peers in control schools (who did not receive the new civic education program). Students in treatment schools demonstrated a notable improvement of 0.313 SDs on the civic knowledge student assessment, which is considered a relatively large effect size in the context of educational interventions in low-and-middle-income settings. The greatest gains were observed in the content domains of civic participation and civic society and systems. In contrast, the program's impact on students' civic attitudes and behaviors was limited. There were small but statistically significant effects on students' support for girls' education and political tolerance of ethnic groups, while there were no statistically significant effects on students' sense of national identity, tolerance of students with disabilities or from other ethnic groups, or civic engagement behaviors.

In terms of subgroup analysis, the program appeared to have the greatest impact on students in Grand Bassa and Nimba counties, as compared to those in Montserrado, as well as those who speak Liberian English or local languages at home rather than Standard English. The absence of statistically significant effects in Montserrado County and among students who speak Standard English at home could be attributed to these students starting with relatively higher baseline scores.

Regarding potential drivers of program effectiveness, the evaluation found that the program successfully increased textbook use and student engagement in classrooms. However, it did not lead to statistically significant changes in how teachers allocated instructional time, nor did it increase the amount of class time teachers employed participatory teaching methods—practices the ToC predicted would be essential for promoting civic attitudes and behaviors. The ToC also identifies several key program facilitators important for the program's success such as teachers' attendance, low turnover, payroll status, and shared beliefs about civic education, as well as student-parent engagement on civics topics. Based on the findings, these facilitators were largely present and functioning as expected.

Stemming from these findings, Table 12 below provides the lessons learned from the IE and the ET's policy recommendations as the program is scaled, in answer to the second part of EQ4: "What are the lessons learned from this pilot and what are the policy implications of the results for the Government of Liberia, USAID/Liberia and its IPs, and the broader global civic education community?"

Table 12: Lessons Learned & Policy Recommendations

LESSON LEARNED	POLICY RECOMMENDATION
Civic education is effective in increasing students' civic knowledge at the primary school level: While previous research has focused on civic education at the secondary level, this IE shows that primary school learners also benefit significantly from civic education. The IE's findings suggest that teaching civic knowledge at an early age can be highly effective in developing civic-minded individuals.	Continue scaling and teaching civic education at the primary level: Emphasizing civic education early may help inculcate civic knowledge and values during formative years, fostering long-term democratic engagement. MoE support during the scaling of the program to primary schools throughout Liberia will be critical for the program's success. Develop a community of practice among educators: As the program scales, creating a network for teachers to share best practices, lesson plans, and teaching strategies could support consistent and effective civics instruction. This collaborative approach encourages peer learning, helps address challenges, and promotes continuous improvement as more educators join the program.
Strong implementation contributed to program success: The high fidelity of program implementation, including teacher training that teachers found helpful, textbook distribution to all teachers and almost all students, regular monitoring, and the consistent delivery of civics lessons to students, as indicated by the KIIs and implementation data, was likely essential in achieving positive student outcomes. Students in schools with better implementation saw better results.	Maintain high implementation fidelity: As the program reaches more schools, maintaining high implementation fidelity will be needed to maintain the positive program outcomes. Though the number of schools, teachers, and students reached by the program will increase, IPs must ensure timely textbook delivery and training for a larger pool of teachers. Monitoring from IPs must continue at the same rate to ensure consistent delivery and allow additional teacher support and real-time adjustments. USAID and the MoE should maintain close coordination with the IPs to monitor the program and provide ongoing support as needed.
Textbooks and high student engagement likely facilitated knowledge gains: Findings from classroom observations suggest that the program increased student engagement in the classroom and also increased teachers' and students' use of textbooks, both of which likely contributed to the strong gains in students' civic knowledge.	Encourage continued use of textbooks for instruction and engagement: Findings suggest that textbooks played a critical role in increasing student engagement and improving civic knowledge. Moving forward, it is important to continue encouraging teachers to integrate textbooks into their lessons and ensure that students consistently bring them to class and home. This will likely help maintain the strong gains in student knowledge observed during the program. Regular reminders or incentives for students to take their textbooks home could also reinforce learning beyond the classroom.

LESSON LEARNED	POLICY RECOMMENDATION
Teachers in treatment schools did not use more participatory teaching methods that may support civic attitudes and behaviors: Findings from classroom observations revealed the limited use of participatory methods in treatment schools, such as group work, discussions, and role-playing, which may have contributed to the program’s weaker impacts on civic attitudes and behaviors.	Promote participatory methods during teacher training: A critical takeaway from this evaluation is the need for a stronger focus on participatory teaching methods during teacher training. Training sessions should emphasize the importance of interactive methods, such as group work and open discussions, which are crucial for fostering changes in civic attitudes and behaviors. Follow-up training and ongoing support should also be provided to ensure that teachers can effectively implement these methods in their classrooms. Given that many Liberian teachers are not accustomed to interactive methodologies and may revert to traditional approaches, consistent practice and support will be crucial. It will be important for the MoE to lead this effort and develop additional training for teachers.
Teacher training duration was insufficient: In the KIs, teachers and principals consistently reported that the training was too short to adequately cover the necessary materials, and many called for extended and ongoing training to fully equip them for teaching civics.	Increase teacher training duration and frequency: IPs should consider extending the length of training sessions and providing regular follow-up training to reinforce key concepts and teaching methods, especially as more teachers are brought into the program. However, it is important to note that this level of sustained training and support was beyond the capacity of the IPs alone during this pilot, given the program’s limited budget and timeline. The MoE’s leadership and collaboration will be essential in ensuring the continuation and expansion of future efforts to meet the rollout’s long-term goals. Create a system of mentor teachers: Since extending the length and frequency of formal teacher training may be constrained by limited program funding, it will be essential to develop local trainers and mentor teachers who can provide ongoing support. These mentor teachers can offer guidance, advice, and practical assistance to less experienced teachers, ensuring that skills are reinforced and that civics instruction remains effective. Establishing this system will help sustain the training efforts and provide continuous professional development even with limited resources.

LESSON LEARNED	POLICY RECOMMENDATION
Delayed textbook delivery affected student learning: While textbook distribution was eventually successful, delays caused by low student attendance and enrollment—likely driven by the presidential election—affected timely curriculum delivery and likely impacted student engagement in the initial stages, as noted during the KIs.	Ensure earlier textbook delivery: Given that some students, particularly late enrollees, did not receive textbooks on time, the distribution process should be revised to ensure that all students have access to textbooks at the beginning of the school year. While logistical and transportation challenges in Liberia may make this difficult to fully achieve in some areas, efforts should be made to improve delivery timing to prevent gaps in instruction and ensure that all students can engage with the material from the start. Send additional textbooks with monitors: Sending additional textbooks along with monitors when possible is a practical way to reach new students who enroll late, helping to ensure that all students have access to learning materials throughout the school year.
Absence of teacher guides impeded teaching: A notable gap in implementation fidelity was the absence of teacher guides, which were expected as part of the program design. In the KIs, several teachers and principals expressed that having a guide tailored to the textbooks would have helped their lesson planning and improved their ability to effectively teach civics.	Distribute teacher guides: The teacher guides, which have now been developed and approved, should be distributed as soon as possible. These guides will help teachers better align their instruction with the textbooks and provide additional support for lesson planning, ensuring that all teachers, especially those with less experience, can deliver the curriculum effectively. If not included in the teacher guides, teachers should also receive additional necessary materials to implement interactive methodologies in the classroom.
Textbook-curriculum misalignment hindered lesson planning: In the KIs, many teachers and principals complained about the misalignment between the civics textbooks and the MoE curriculum, which complicated lesson planning and delivery.	Align curriculum and textbook: The MoE and IPs should continue working closely to ensure that the curriculum and textbooks are properly aligned, with clear guidance for teachers on how to structure their lessons. Teacher guides can also help in this endeavor.
Parent engagement in civic learning was inconsistent: While many parents reported engagement with their children on civics topics, a significant number did not, suggesting that not all students are reinforcing civic education at home.	Enhance program engagement of PTAs: Strengthen the collaboration between the program and PTAs to enhance parent-student engagement in civic learning and support attitude and behavior change in students beyond the classroom as well as potential spillover effects on parents.

LESSON LEARNED	POLICY RECOMMENDATION
Close collaboration between stakeholders contributed to the success of the evaluation: The ET, IPs, MoE, and USAID worked closely together during the design and implementation of the IE. This strong collaboration contributed to the successful execution of the study.	Foster close collaboration between key stakeholders in future program scale-ups and consider further evaluating this and/or future programs: Maintaining strong partnerships can support effective program implementation, IE design, and data collection, ensuring better outcomes for primary students in Liberia.

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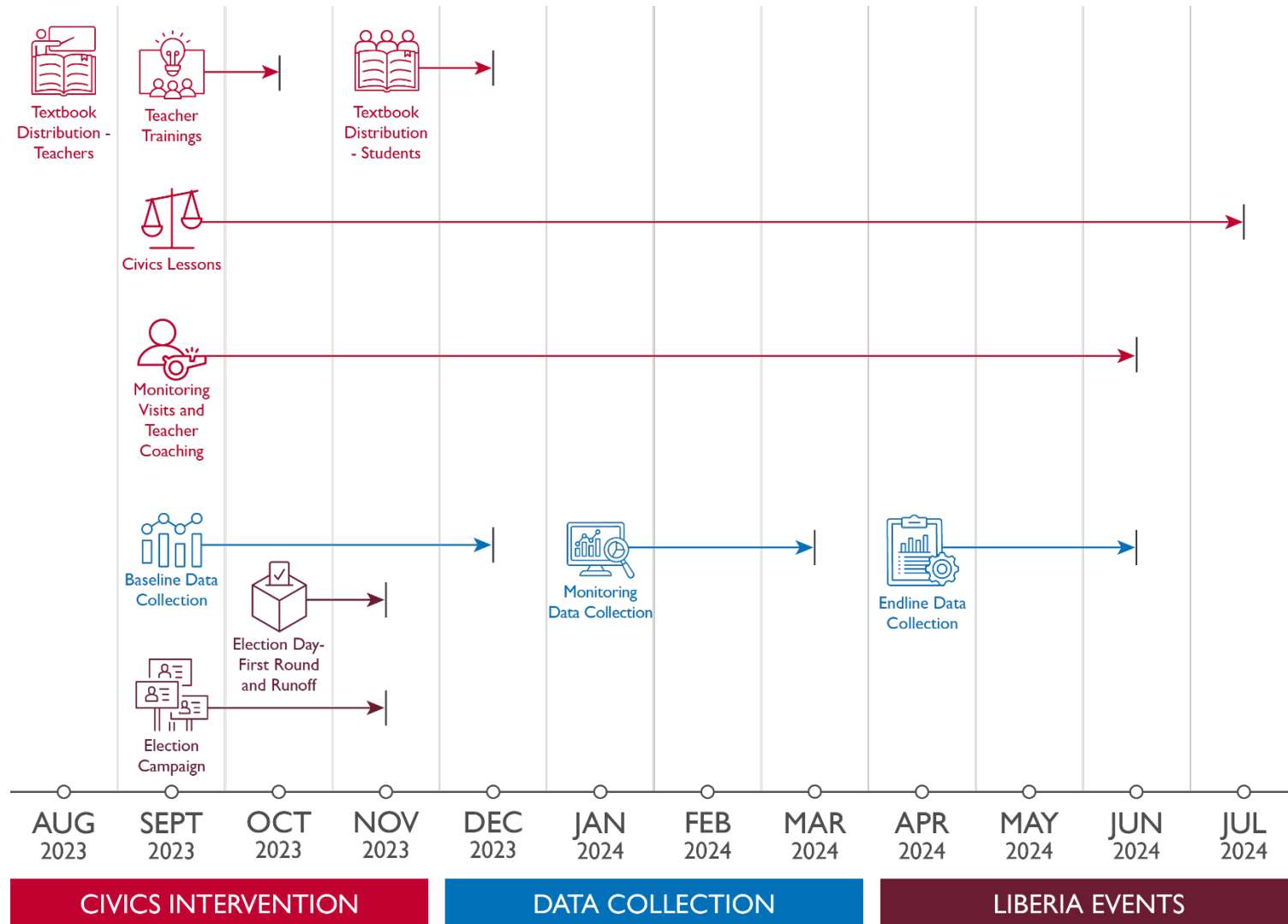
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ANNEX A: TIMELINE

Figure A.1: Timeline of civic education rollout and data collection activities 2023-2024



ANNEX B: ADDITIONAL DETAILS ON SAMPLING

SAMPLING FRAME: As of 2020, there are a total of 6,113 total primary schools in Liberia, and the ET estimates that 44 percent of them are public. There are a total of 139 primary schools in Grand Bassa (~88 percent of which are public), 2,210 primary schools in Montserrado (~10 percent of which are public), and 797 primary schools in Nimba (~68 percent of which are public).³⁸ The IE samples included 44 schools in Grand Bassa, 48 in Montserrado, and 48 in Nimba. The IE sample thus included 36 percent of public primary schools in Grand Bassa, 22 percent of public primary schools in Montserrado, and 9 percent of public primary schools in Nimba.

SAMPLE: Several operational constraints precluded local stakeholders from expanding the sample beyond 70 schools (e.g., capacity to train teachers and monitor implementation fidelity, number of textbooks available for students, etc.), which is why the ET settled on this target sample. To facilitate program implementation, schools were also selected from the largest districts in each county, provided that they were adjacent. The focus on the largest districts was to keep program implementation and data collection manageable. Some of these counties are very large; if sampling was not limited to the largest districts, IPs could end up implementing the program and we could end up collecting data across a large geographic region, raising costs and lowering implementation fidelity. As such, the IE findings will generalize to public primary schools in the three sampled counties (Grand Bassa, Montserrado, and Nimba) located in large districts; the ET believes that this approach best balanced the opposing needs for feasibility and rigor in the program and evaluation design.

The ET initially recommended a design for the study that would include 100 schools and have randomization conducted within schools and across grades three and four. Since information on class size, accessibility, and which schools share teachers across grades is not maintained at a central level, the ET drew a sample of 100 schools and a “backup list” of 90 schools, following the same procedures outlined above regarding stratification. Once the sample was drawn, DI and UMOVEMENT conducted school verification visits in May and June of 2023 to confirm that schools met three selection criteria, that is, (1) the school can be reached by car or motorcycle from a central area or hub in the district within four hours, (2) the school has adequate enrollment with class sizes in grades three and four between 15 and 40 students (to eliminate very small and very large classes), and (3) the school does not share a civic education teacher or classroom across the two grades to be included in the IE (grades three and four). If a school did not meet all three criteria, the school was removed from the sample and a school from the backup list replaced it and was visited until all 100 schools in the IE sample met these criteria. The verification visits revealed that such a large proportion of schools failed to meet at least one of the selection criteria that the ET would be unable to reach a sample of 100 schools. Teachers and physical classrooms were often shared across grades three and four (more than 60 percent of the time) which posed a contamination threat for the original design since the ET planned that within each school, one grade would be treated while the other grade would serve as the control. Class size was also often too small for the school to be included in the sample. The ET planned to survey 20 students per class and around 30 percent of schools visited had fewer than 15 students per class.

The ET thus updated the recommended design to use school-level randomization with a total sample of 140 schools (70 treatment schools and 70 control schools). Both grades three and four were included in the IE and we aimed to include 20 students total per school across both grades (more information is

³⁸ Total primary schools across Liberia and by county are reported in the Liberia Education Statistics Report 2019–2020 (MoE, 2020) but the total public primary schools by county are not reported. The ET thus estimated these figures based on the portion of total schools that were reported to be public in these counties in the Liberia Education Statistics Report 2015–2016 (MoE, 2016b).

provided in the “grades” and “students” sections below). School-level randomization allowed the selection criteria for schools to be less stringent since there was no fear of contamination across grades. In each school, selected students from grades three and four would be assessed together as a “combined classroom”, which better accommodated all schools in which grades three and four either share a teacher or a classroom.

During school verification visits, DI and UMOVEMENT visited or attempted to visit 167 schools. The ET excluded 16 schools from the sample that were inaccessible, four schools that were not operational, and two schools that did not have either teachers or students at all in grades three or four. This left 145 eligible schools. We attempted to draw a sample of 140 schools with equal distribution across counties. In Grand Bassa, there were only 44 eligible schools, so all 44 schools were included in the sample. 96 schools were left to be selected across Nimba and Montserrado, so 48 schools were selected from each of these counties.

GRADES: The sample for the study included two grades per school. In selecting which grades to include, the ET considered several criteria and recommended including grades three and four in the IE. First, the ET recommended including grades that were likely to be able to complete written assessments and surveys with guidance and support from enumerators to keep costs manageable. This recommendation would exclude students in grades one and two, which likely require orally administered assessments. One of the members of the ET has previously successfully administered written assessments and surveys with students in grades three and six in Liberia (IPA Liberia, 2021). A February 2022 scoping trip confirmed that this approach appeared feasible for grades three and four. Second, local stakeholders requested that the sample for the study include at least one lower-primary school grade (which includes grades one to three) and at least one upper-primary school grade (which includes grades four to six) to provide the MoE with information on how the deployment of the new civic education curriculum differs across these sub-levels of primary school. Given the scarcity of prior causal research on civic education interventions—and thus, the potential of the IE to contribute to existing evidence—the ET recommended including grades that cover content that could be indicative of other civic education programs in low and middle-income settings. The grades three and four textbooks cover the most relevant material.

SECTIONS: The sample for the study included one section per grade and each section was randomly selected within each school. For example, if a school had two grade four classrooms, only one of those two classrooms was randomly selected for the IE. With 140 schools, two grades per school, and one section per grade, as stated above, the IE sample included 280 classrooms in total.

STUDENTS: The ET recommended that the sample for the study include 10 students per section and that such students be randomly selected within each section. For example, if a school has 40 students in grade four, section A, 10 of them were randomly selected for the IE and evaluated both at baseline (i.e., before the intervention is rolled out) and endline (i.e., after the intervention).

STATISTICAL POWER: The IE sought to estimate the impact of an intervention on civic education outcomes, for which there has been relatively little prior experimental research in low- and middle-income countries or with primary school students, and (to the ET’s knowledge) none in Liberia. Due to the lack of previous, relevant studies, the ET did not have all the requisite information to estimate the power for all outcomes in the IE (e.g., the SD of each outcome in the control group or the expected effect size). Therefore, the ET performed statistical power calculations for standardized outcomes, which by construction have a mean of zero and an SD of one. The ET then standardized some main outcomes of the study (e.g., scores on the student assessments) in this fashion. For those outcomes, with 140 “clusters” (schools) and a “cluster size” (number of students per school) of 15, equal probability of assignment to control and treatment groups, and standard assumptions (0.05 significance level and 0.8 statistical power), a correlation between baseline and endline outcomes of 0.4 and an intra-cluster correlation of 0.1, the

study would be powered to detect average treatment effects of 0.17 SDs. This is a relatively large effect size in the student achievement literature, but it seemed plausible in this context, given that the ET measured the impact on the materials students were expected to learn during their civic education in school. It is important to consider that none of these statistical power calculations factored stratifying the sample, which is likely to increase power in the impact estimation.

ANNEX C: BASELINE BALANCE TABLE

Table C: Summary statistics and randomization balance

	(1) CONTROL	(2) TREATMENT	(3) DIFFERENCE
A. DEMOGRAPHICS			
Age	13.198	13.230	0.033
-	[2.153]	[2.080]	(0.131)
Grade four	0.470	0.463	-0.006
-	[0.499]	[0.499]	(0.018)
Male	0.535	0.551	0.016
-	[0.499]	[0.498]	(0.025)
Socioeconomic status	-0.000	-0.118	-0.098
-	[1.000]	[1.221]	(0.106)
Gio ethnic group	0.347	0.338	0.015
-	[0.476]	[0.473]	(0.025)
Bassa ethnic group	0.248	0.264	0.000
-	[0.432]	[0.441]	(0.016)
Kpelle ethnic group	0.170	0.176	-0.008
-	[0.376]	[0.381]	(0.021)
N (students)	1,101	1,006	2,107
B. ASSESSMENT			
Total score	0.319	0.333	0.012*
-	[0.092]	[0.100]	(0.007)
Society and systems score	0.417	0.440	0.020**
-	[0.153]	[0.146]	(0.009)
Principles score	0.247	0.258	0.010
-	[0.156]	[0.174]	(0.011)
Participation score	0.295	0.319	0.022*
-	[0.195]	[0.196]	(0.011)
Identities score	0.294	0.295	-0.001
-	[0.155]	[0.159]	(0.009)

	(1) CONTROL	(2) TREATMENT	(3) DIFFERENCE
Knowing score	0.298	0.306	0.008
-	[0.102]	[0.109]	(0.007)
Reasoning and applying score	0.369	0.398	0.023**
-	[0.150]	[0.150]	(0.010)
N (students)	1,101	1,006	2,107

Notes: This table compares students in the control group and treatment group at baseline. It shows the means and standard deviations of students in the control group (column 1) and treatment group (column 2). The “Difference” (column 3) tests for differences between groups including randomization-strata fixed effects. The sample includes all students observed at baseline. We use a household asset index as a proxy for socioeconomic status. We calculate this by applying principal component analysis to assess the weight of each asset and standardize the weighted mean with respect to the control group. Assessment score is calculated as a proportion of questions that were answered correctly. Standard deviations appear in brackets, and standard errors (clustered at the school level) appear in parentheses. * significant at 10 percent; ** significant at 5 percent; *** significant at 1 percent

ANNEX D: FOLLOW-UP RATE IN ENDLINE ASSESSMENTS

Table D: Follow-up rate in endline assessments

	(I) FOLLOW UP RATE
A. TREATMENT	
Treatment	-0.006
-	(0.020)
N (student)	2107
Control mean	0.850
B. TREATMENT AND BASELINE	
Treatment	0.181
-	(0.126)
Age (at baseline)	-0.008
-	(0.006)
Grade four	-0.020
-	(0.022)
Male	-0.014
-	(0.020)
Socioeconomic status	0.007
-	(0.021)
Assessment score (at baseline)	-0.044
-	(0.117)
Age x Treatment	-0.015*
-	(0.008)
Grade four x Treatment	-0.001
-	(0.032)
Male x Treatment	0.028
-	(0.033)
SES x Treatment	-0.009
-	(0.024)

	(1) FOLLOW UP RATE
Score x Treatment	-0.001
-	(0.176)
N (students)	2107
F-ratio (interactions)	1.100
P-value	.363

Notes: This table shows estimates from regressions predicting follow-up status in the endline assessments. Follow-up is defined as having an observed test score at endline. In Panel A, the regression is of follow-up status on treatment status, which gives us an initial understanding of whether treatment status alone is associated with follow-up status. Panel B also includes interaction terms between treatment status and baseline characteristics. These interaction terms allow us to assess differential attrition because they tell us whether the likelihood of follow-up (i.e., being assessed at endline) varies depending on both treatment status and specific baseline characteristics (such as age, gender, socioeconomic status, etc.) The sample includes all students observed at baseline. We use a household asset index as a proxy for socioeconomic status. We calculate this by applying principal component analysis to assess the weight of each asset and standardize the weighted mean with respect to the control group. Assessment score is calculated as a proportion of questions that were answered correctly. Both panels include randomization-strata fixed effects. Standard errors (clustered at the school level) appear in parentheses. The F- and p-values refer to a test of joint significance for all interaction terms. * significant at 10 percent; ** significant at 5 percent; *** significant at 1 percent.

ANNEX E: ICCS ASSESSMENT FRAMEWORK DOMAIN DEFINITIONS

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

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

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

The two cognitive processes in the ICCS framework are:

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

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

- **ATTITUDES:** These refer to judgments or evaluations regarding ideas, persons, objects, events, situations, and/or relationships. They include students’ beliefs about democracy and citizenship, students’ attitudes toward the rights and responsibilities of groups in society, and students’ attitudes toward institutions.
- **ENGAGEMENT:** This refers to students’ civic engagement, students’ expectations of future civic-related action, and students’ dispositions to actively engage in society (interest, sense of efficacy). The notion of engagement includes concepts such as preparedness to participate in

forms of civic protest, anticipated future political participation as adults, and anticipated future participation in citizenship activities.”

ANNEX F: LIBERIA CIVIC EDUCATION STUDENT ASSESSMENT FRAMEWORK

CONTENT DOMAINS
CIVIC SOCIETY AND SYSTEMS
CITIZENSHIP
Know what a citizen is and how one becomes a citizen (e.g., birth, naturalization, and dual/multiple citizenships)
Understand that citizens have responsibilities toward their government and other citizens, why such responsibilities exist, and the implications of eschewing/violating such responsibilities
STATE INSTITUTIONS
Know what democracy is, its defining characteristics (e.g., voting, free speech, right of assembly), differences with other forms of government (e.g., monarchy), and types (e.g., direct and representative)
Identify the three branches of government (i.e., legislature, executive, judiciary), their duties and responsibilities, equality and interrelatedness under the constitution
Know the composition of the legislature (i.e., lower or upper houses), number and assignment of representatives, responsibilities, and interrelatedness in the law-making process
Know the composition of the executive (i.e., president and cabinets), its responsibilities, and how members are elected and for how long
Know the composition of the judiciary (including the supreme court), its responsibilities, and how members are appointed and for how long
Know the country's division into administrative jurisdictions/political subdivisions, their different levels (i.e., counties, cities, districts, townships, chiefdoms, clans, towns, and boroughs), and how they are managed
CIVIL INSTITUTIONS
Know what a political party is, its objectives/roles in a democracy, and how they may be organized into systems (e.g., single or multiparty system)
Understand Liberia's multiparty system, its main political parties, and the role of opposition political parties
CIVIC PRINCIPLES
EQUITY & FREEDOM (RIGHTS)
Understand what rights are, the different types of rights that exist, how they are codified, and their implications for citizens and governments
Know all individuals have certain inalienable rights by virtue of being human
Understand citizens have additional rights by virtue of belonging to a country (e.g., fundamental rights enshrined in the constitution)
Understand some groups (e.g., children, women, disabled) have special rights because of their vulnerability/historical disadvantage in society
Recognizing the roles of individuals and the government in enforcing rights

CONTENT DOMAINS
RULE OF LAW (RESPONSIBILITIES)
Understand what rule of law/responsibilities are, the types of responsibilities that citizens have, how they are codified, and their implications for citizens and governments
Understand citizens have responsibilities by virtue of belonging to a country (e.g., paying taxes, participating in the democratic process, defending the country)
Recognize the roles of individuals and government in enforcing responsibilities, including the potential for the abuse of the rule of law
CIVIC PARTICIPATION
DECISION-MAKING
Know what elections are, what their objectives/purposes are in a democracy, and their different types (e.g., primary, general, local, by-elections)
Identify the characteristics of successful elections (e.g., free and fair elections, trust in the process and results, voting as a right and responsibility, informed voters)
Understand Liberia's elections system (e.g., officials to be elected, frequency, use of secret ballots, eligibility of candidates and voters) and the role of the National Elections Commission
Know what governance is, how the three branches of government are supposed to work together and with the people, and the characteristics of good governance (e.g., accountability, inclusion, participation)
INFLUENCING
Know what civil society and civil society organizations are, their roles in a democracy, how they are established, their different types (e.g., community-based organizations, non-governmental organizations, international non-governmental organizations, faith-based organizations), and how they work with government
CIVIC IDENTITIES
CIVIC SELF-IMAGE
Understand how individuals influence and are influenced by their relationships with others (e.g., family, neighbors, other citizens, citizens of other countries)
Know that citizens of the same country may differ along multiple dimensions (e.g., sex, ethnicity, religion, citizenship)
CIVIC CONNECTEDNESS (PEACE)
Appreciate the importance of tolerance toward diversity on both principled (e.g., moral) and pragmatic grounds (e.g., safety, peace)
Know what peace is, how it is constructed/maintained (e.g., among family, friends, schoolmates, and neighbors), and the implications of breaking it (e.g., bullying, gossip)
Know what peace education is, how it can be fostered (e.g., listening, speaking clearly, being honest), and its relationship to self-esteem

COGNITIVE DOMAINS
KNOWING
<u>Define</u> : Identify statements that define concepts and content (e.g., recognize definitions of citizenship, rights, democracy, etc.)
<u>Describe</u> : Identify statements that describe the key characteristics of concepts and content (e.g., distinguish between general aspects of citizenship and specific aspects of democratic citizenship)
<u>Illustrate</u> : Identify examples that support or clarify statements about concepts and content (e.g., voting as an example of exercising choice over leaders)
REASONING AND APPLYING
<u>Relate</u> : Use the key defining aspects of a concept to explain or recognize how an example illustrates a concept (e.g., similarities between citizenship and membership in a family)
<u>Justify</u> : Use evidence and concept to construct or recognize a reasoned argument to support a point of view (e.g., why citizens should be nice to each other)
<u>Integrate</u> : Identify connections between different concepts across themes and content domains (e.g., how citizenship is related to rights)
<u>Generalize</u> : Identify conceptual principles manifested as specific examples and explain how they apply in other contexts (e.g., how a student group may choose a leader much like a country chooses a president)
<u>Evaluate</u> : Identify judgments about the advantages/disadvantages of alternative points of view/approaches (e.g., understand the consequences of littering for a community)

ANNEX G: DATA COLLECTION INSTRUMENTS

STUDENT ASSESSMENT

STUDENT ASSESSMENT—GRADES 3 & 4 (ENDLINE)

Impact Evaluation of Liberia's Civic Education Curriculum

[INSTRUCTIONS

In order to understand what students know about civics in Liberia, I am going to ask you to complete an assessment. Please try your best to answer all of the questions I will ask by choosing what you think is the answer. All assessment questions are multiple choice. For each question, you will choose ONE answer from the answer choices.

If you do not understand something, are not sure how to answer a question, or need help using the tablet, please raise your hand and ask for help.]

1. **Who is a citizen?**
 - a. Any person living in a country.
 - b. A member of a country who was born there or became naturalized.
 - c. A member of the government.
 - d. A member of a civil society organization.
2. **James meets Mohammed on his first day of school. When they start talking, James gets to know Mohammed belongs to a different tribe than his. What should he do?**
 - a. Kindly say goodbye and walk away.
 - b. Continue getting to know Mohammed and, if they like each other, become friends.
 - c. Make another friend from his same tribe.
 - d. Finish lecturing and not talk to Mohammed again.
3. **Which of the following statements is correct?**
 - a. Only the citizens of a country have rights.
 - b. The citizens and non-citizens of a country have the same rights.
 - c. All human beings have rights, but citizens have additional rights in their country.
 - d. Non-citizens normally have more rights than the citizens of a country.
4. **George has stolen something from his brother and lied to his parents about it. This is an example of _____.**
 - a. Corruption
 - b. Responsibility
 - c. Discrimination
 - d. Convention

5. **Often, the rights that citizens enjoy come with certain responsibilities. For example, the right to free speech comes with the responsibility to be honest and speak the truth. Similarly, the right to justice comes with the responsibility to...**
- a. ...be honest.
 - b. ...pay our taxes.
 - c. ...register to vote.
 - d. ...obey the law.
6. **A young woman sees an older woman walking home with her food stuff, struggling to hold all her bags while walking. As a good citizen, the young woman should:**
- a. Do nothing. The older woman probably does not want to be bothered.
 - b. Help the older woman with the bags, but only if the young woman is not in a rush.
 - c. Offer to help the older woman with the bags, even if the young woman is in a rush.
 - d. Wait and see if someone else offers to help.
7. **Just like a member of a neighborhood has the right to get water from the local well or pump and the responsibility to keep the well or pump clean, a _____ also has rights and responsibilities toward other members of his or her country.**
- a. Politician
 - b. Citizen
 - c. Legislature
 - d. Foreigner
8. **A woman finds a cell phone while browsing at a shop. If she is a good citizen, she should:**
- a. Take it home with her.
 - b. Give it to her sister who needs one.
 - c. Turn it over to the shop owner.
 - d. Leave it where she found it.
9. **A teenager named Beyan hears that his neighborhood is organizing a clean-up campaign. He decides not to take part because he learns that they will clean the street where his house is located anyway. What could happen if others also act like Beyan?**
- a. Nothing. Someone will clean up the neighborhood after some time.
 - b. Next time, more neighbors might join.
 - c. Their streets may remain unclean, but other streets will be clean.
 - d. After some time, few neighbors will want to participate in clean-ups if others also refuse.
10. **A good citizen is someone who: _____.**
- a. Does not care
 - b. Is disrespectful
 - c. Accepts others
 - d. Is selfish

11. **In a direct democracy, all the citizens participate directly in making laws. In a _____, citizens choose the leaders who make the laws.**
- a. Representative democracy
 - b. Electoral democracy
 - c. Functional democracy
 - d. Constitutional democracy
12. **How many branches of government did the Constitution of Liberia create?**
- a. 1 branch
 - b. 2 branches
 - c. 3 branches
 - d. 4 branches
13. **A _____ is the one that is held throughout the country for president and vice president and for members of the legislature at the same time.**
- a. Primary election
 - b. General election
 - c. Local election
 - d. Special election
14. **Who is the Commander-In-Chief of the Armed Forces of Liberia?**
- a. The President
 - b. The Vice-President
 - c. The Minister of Defense
 - d. The Minister of Justice
15. **A _____ is an organization whose major aim is to put forward candidates to contest elections and to form or participate in the government after elections.**
- a. Political party
 - b. Democracy
 - c. Election
 - d. Coalition
16. **The Executive branch of the government is headed by _____.**
- a. The Speaker of the House
 - b. The President
 - c. The Chief Justice
 - d. None of the above answers are correct.
17. **In Liberia, how often must elections for president be held?**
- a. Every year
 - b. Every six years
 - c. Every nine years

- d. Whenever necessary
18. **Emine’s community has no clinic. She decides to organize members of her community to ask her local government for a clinic. She could do so by forming a:**
- a. Civil society organization
 - b. Ministry
 - c. Election
 - d. House of representatives
19. **A _____ is a form of government in which one member of a family rules—usually, a king or a queen.**
- a. Democracy
 - b. Monarchy
 - c. Oligarchy
 - d. Dictatorship
20. **Emmanuel and his schoolmates are trying to get on the school bus, but there are too many children trying to get in at once. Which of these actions would be the BEST way to show he is a good citizen?**
- a. He should say “excuse me” if he wants others to move out of the way.
 - b. He should push others out of the way to get in.
 - c. He should say “please” if he wants others to move out of the way.
 - d. He should suggest that he and others form a line or a queue.
21. **A _____ is a rule or law about the things that citizens are allowed to do or the way they are allowed to act.**
- a. Right
 - b. Responsibility
 - c. Tradition
 - d. Duty
22. **Which of the following is a right that only citizens of Liberia have?**
- a. The right to play.
 - b. The right to vote in Liberian elections.
 - c. The right to education.
 - d. The right to religion.
23. **When voting in elections, as a Liberian you have a responsibility to:**
- a. ... vote for whomever your elders tell you to.
 - b. ... be informed about the issues and the politicians.
 - c. ... vote for the same politicians as your friends.
 - d. ... stop others from voting if you don’t agree with them.

24. **When can the government stop people from exercising their right to assemble?**
- a. When citizens meet to discuss issues about their communities and country.
 - b. When citizens are criticizing the president.
 - c. When citizens are assembling or protesting in a violent way.
 - d. When the government does not like what citizens have to say.
25. **You can vote in Liberian elections:**
- a. If you live in Liberia.
 - b. If you are a Liberian citizen that is at least 18 years old.
 - c. If you are a Liberian citizen of any age.
 - d. If you have a university education.
26. **Which of the following is TRUE?**
- a. Boys should be sent to school while girls should be kept at home to work.
 - b. Women should have the same rights as men to vote and to be elected to positions in government.
 - c. Women should not get the same pay as men when they do the same work.
 - d. Women should not participate in making decisions in their communities.
27. **Which of the following is a good way to make peace?**
- a. Disobey your parents and teachers.
 - b. Be honest and truthful in the things that you say.
 - c. Disobey the rules at your school.
 - d. Let others say what they think, but only if you agree with what they are saying.
28. **Musu's father just learned that his neighbor's home is underwater after a heavy rain. Why should Musu's father help his neighbor?**
- a. Because helping neighbors is the right thing to do.
 - b. Because next time, it might be Musu's father who needs help from his neighbors.
 - c. To be in a good relationship with his neighbors.
 - d. All of the above answers are correct.
29. **If you don't agree with another person's religious beliefs, for example, if you are Christian and they are Muslim, or maybe you are Muslim and they are Christian:**
- a. You should stop them from practicing their religion.
 - b. You should not play with them.
 - c. You should still respect their religious beliefs.
 - d. You should try to convince them to join your religion instead.
30. **You must obey the laws of Liberia:**
- a. If you live in Liberia.
 - b. If you work for the Liberian government.
 - c. Even if you don't like the laws.
 - d. All of the above answers are correct.

STUDENT SURVEY

STUDENT SURVEY—ENDLINE

Impact Evaluation of Liberia's Civic Education Curriculum

[INSTRUCTIONS]

I am going to ask you some questions about you, your opinions about different problems, and your activities at school and outside of school. There are no right or wrong answers, so please just answer honestly. If you do not understand something or are not sure how to answer a question, please raise your hand and ask for help.

For all multiple-choice questions, select only one option unless the question says you can select more than one option.]

[INSTRUCTIONS]

For the first few questions, I will read some sentences about different things you can do at school and in your community.

When I read each statement, think to yourself “do I do this activity?” and “how often do I do this activity?” You can answer “I never do this” if you never do the activity. If you do the activity, you can answer “I do this small,” “I do this plenty small,” or “I do this plenty,” depending on how often you do it.

I will read the statements now. Please answer if you do the following things at school and in your community.]

1. **If I don't agree with a school rule, I tell the school authority (like a teacher or principal).**
 - a. No, I never do this.
 - b. I do this small.
 - c. I do this plenty small.
 - d. I do this plenty.
 - e. I don't know.
2. **I help other students with their schoolwork (like classwork, quiz, assignments, group work, homework).**
 - a. No, I never do this.
 - b. I do this small.
 - c. I do this plenty small.
 - d. I do this plenty.
 - e. I don't know.
3. **I help my neighbors if they ask me (like with cooking, sweeping, getting water).**
 - a. No, I never do this.
 - b. I do this small.
 - c. I do this plenty small.
 - d. I do this plenty.
 - e. I don't know.

4. **I obey the laws in my community.**

- a. No, I never do this.
- b. I do this small.
- c. I do this plenty small.
- d. I do this plenty.
- e. I don't know.

5. **What tribe do you belong to?**

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

5a. [IF Q4 = u] What tribe are you?

- a. _____

5b. [IF Q4 = v] What tribes do you belong to? (You can choose more than one answer choice).

- a. Bassa
- b. Belle
- c. Dei
- d. Gbandi
- e. Gio
- f. Gola

- g. Grebo
- h. Kissi (or Gisi)
- i. Kpelle
- j. Krahm
- k. Kru
- l. Lorma
- m. Mandingo
- n. Mano
- o. Mende
- p. Sapo
- q. Vai
- r. Americo-Liberian
- s. I don't know
- t. I don't want to answer
- u. A different one

5c. [IF Q5b = u] Spell the name of your tribe.

a. _____

- 6. Imagine you have to choose between being Liberian or being _____[R's ethnic group] (your tribe). Which of the following sentences about yourself do you most agree with?**

[You will see the tribe that you chose earlier on your tablet. The question is asking YOU to choose between being Liberian and being YOUR tribe. It is asking if you think you are more Liberian or more your tribe. Please choose one of the following options.]

- a. I think that I am only Liberian.
 - b. I think that I am more Liberian than _____ [insert R's ethnic group] (my tribe).
 - c. I think that I am both Liberian and _____ [insert R's ethnic group] (my tribe).
 - d. I think that I am more _____ [insert R's ethnic group] (my tribe) than Liberian.
 - e. I think that I am only _____ [insert R's ethnic group] (my tribe).
 - f. I don't know.
 - g. I don't want to answer.
- 7. Imagine a good person gives some money to your community to help with children's school fees. There are 20 boys and 20 girls in the community and they all need help to pay for their school fees, but the money is not enough and can only help half of the children who need help. Who do you think should get the money to help pay their school fees?**
- a. All of the money should be given to the boys alone.
 - b. Most of the money should be given to the boys.
 - c. Half of the money should be given to boys and half of the money should be given to girls.
 - d. Most of the money should be given to the girls.
 - e. All of the money should be given to the girls alone.
 - f. I don't know.
 - g. I don't want to answer.

8. **Charles is in the third grade. He uses a wheelchair to move around because he cannot walk. Peter, another boy in Charles' school, sees that many of the kids make fun of Charles and do not play with him. Peter wants to play football. What do you think he should do?**
 - a. Peter should also ignore Charles and play with the other kids.
 - b. Peter should try to find a game that Charles can also play.
9. **Imagine that you have to choose a few kids to be on your team for a game. All the kids you have to choose from are from different tribes. One is Gio, one is Kissi (Gisi), one is Kpelle, one is Krahn, one is Mandingo, and one is Mano. Is there any kid that you don't want on your team?**
 - a. I don't want the kid that is Gio on my team.
 - b. I don't want the kid that is Kissi (or Gisi) on my team.
 - c. I don't want the kid that is Kpelle on my team.
 - d. I don't want the kid that is Krahn on my team.
 - e. I don't want the kid that is Mandingo on my team.
 - f. I don't want the kid that is Mano on my team.
 - g. I want everyone on my team.
 - h. I don't know.
 - i. I don't want to answer.

[Enumerator: The next questions will ask you if you think people from a specific tribe should be allowed to be president. Not everyone will see the same tribe in the question. It is fine that way. Raise your hand if you do not understand when you are answering the question and I will explain again.]

10. **Do you think people that are [insert selected tribe in Q9 (i.e., their least liked group); if student selected g-i for Q9 populate with Mandingo. If student answered Mandingo to Q5 (they belong to the Mandingo tribe) populate with Mano.] should be allowed to be President?**
 - a. Yes, I think they should be allowed to be President.
 - b. No, I don't think they should be allowed to be President.
11. **Do you think people that are [insert selected tribe in Q9 (i.e., their least liked group); if student selected g-i for Q9 populate with Mandingo. If student answered Mandingo to Q5 (they belong to the Mandingo tribe) populate with Mano.] should be allowed to vote in elections?**
 - a. Yes, I think they should be allowed to vote in elections.
 - b. No, I don't think they should be allowed to vote in elections.
12. **When you are at school, you have different lessons like math and science. Do you have lessons for civic education?**
 - a. Yes
 - b. No

13. Did you receive *your own* civic education textbook this school year? This means you are responsible for taking care of this book the whole year.

- a. Yes
- b. No

14. How often do you take your civic education textbook home?

- a. Every day, I always take it home.
- b. Sometimes I take it home and sometimes I leave it at school.
- c. Never, I always leave it at school.
- d. I don't have a civic education textbook.

CLASSROOM OBSERVATION INSTRUMENT

CLASSROOM OBSERVATION GUIDE (ENDLINE)

Impact Evaluation of Liberia's Civic Education Curriculum

GENERAL INFORMATION

[INSTRUCTIONS:

Enumerators: Complete this section before you enter the classroom.]

1. **Enumerator Name:**

a. _____

2. **Enumerator ID:**

a. _____

3. **Date of the observation [Complete in mm/dd/yy format]:**

a. ____ / ____ / ____

4. **School ID:**

a. _____

5. **Is the following information correct?**

(a–d will be preloaded and appear on the screen after the ‘general information’ section is complete. All fields will appear on the same screen with the following instructions at the top:

[If the information below is incorrect, please return to question number five and re-enter the correct “School ID”])

a. School ID:

i. _____

b. School Name:

i. _____

c. County:

i. _____

d. Education District:

i. _____

LESSON INFORMATION

1. **What is the class duration (in minutes) as per the school timetable?**

a. _____ minutes

2. **What is the class start time as per the school timetable?**

a. _____ : _____ (hh:mm)

3. **Is this a Bridge partner school?**

- a. Yes
- b. No

CLASS START

1. **What grade are you observing?**

- a. Grade three
- b. Grade four
- c. Grades three and four combined

4. **What subject are you observing?**

- a. Civic education
- b. Social studies
- c. Other (specify)

5. **What is the time now?**

- a. ____:____ (hh:mm)

SNAPSHOTS

[Every five minutes, you will be asked questions about what is happening in the classroom. Record only what is happening at the instant that the questions begin. This should be a “snapshot” of what is happening—not what took place over the entire five-minute interval.]

1. **What is the teacher doing?**

- a. Reading out loud
- b. Explanation or lecture
- c. Question and answer or discussion
- d. Practice and drill
- e. Copying
- f. Individual assignment or class work
- g. Group activity
- h. Student is presenting
- i. Providing instructions
- j. Discipline
- k. Classroom management with students
- l. Classroom management alone
- m. Social interaction with students
- n. Social interaction with another adult
- o. The teacher is not in the classroom

2. **What material is the teacher using for the activity?**
 - a. No materials
 - b. Textbooks
 - c. Notebooks or writing material
 - d. Blackboard
 - e. Tablet
3. **How many students are engaged in the activity with the teacher?**
 - a. No students
 - b. One student
 - c. Two to 10 students
 - d. 10 or more students
 - e. All students
4. **For students engaged in the activity with the teacher, what materials are they using? [Select all that apply]**
 - a. No materials
 - b. Textbooks
 - c. Notebooks or writing material
 - d. Blackboard
5. **For students NOT engaged with the teacher, what activity are they doing? [Select all that apply]**
 - a. Reading out loud
 - b. Explanation to other students
 - c. Discussion with other students
 - d. Practice and drill
 - e. Copying
 - f. Individual assignment or class work
 - g. Group activity
 - h. Classroom management
 - i. Social interaction
 - j. Students not engaged

CLASS END

1. **At what time did the class actually end?**

a. _____: _____ (hh:mm)

[After the class ends, find a quiet spot to complete the rest of the survey. Ask the teacher if it might be possible to stay in the classroom. Otherwise, find another location in another room or the hallway.]

TEACHING APPROACH

[Please answer all remaining questions about the entire lesson. Most questions ask about the teacher's behavior and the last question asks about the students' behavior. If the teacher or students engaged in the mentioned behavior or activity at any point during the lesson, select that behavior or activity.]

1. **What language did the teacher speak while teaching? [Select all that apply.]**
 - a. Standard English
 - b. Liberian Koloqua
 - c. Bassa
 - d. Gio
 - e. Kpelle
 - f. Mano
 - g. Other: _____
2. **What proportion of the lesson time did the teacher teach in {language from Q1}?**
 - a. No time or almost no lesson time
 - b. Less than half of the lesson time
 - c. About half of the lesson time
 - d. More than half of the lesson time
 - e. All of the lesson time
3. **Did the teacher facilitate the lesson in any of the following ways? [Select all that apply.]**
 - a. The teacher explicitly articulated the objectives of the lesson and related classroom activities to the objectives.
 - b. The teacher explained content using multiple forms of representation.
 - c. The teacher made connections in the lesson that relate to other content knowledge or students' daily lives.
4. **Did the teacher check for understanding in any of the following ways? [Select all that apply.]**
 - a. The teacher used questions, prompts or other strategies to determine students' level of understanding.
 - b. The teacher monitored most students during independent/group work.
 - c. The teacher adjusted teaching to the level of students.
5. **Did the teacher provide feedback to students in any of the following ways? [Select all that apply.]**
 - a. The teacher provided specific comments or prompts that help clarify students' misunderstandings.
 - b. The teacher provided specific comments or prompts that help identify students' successes.

6. **Did the teacher ask mostly “closed” questions (required yes or no or one-word answers from students) or “open” questions (required longer responses from students)?**
 - a. Mostly closed question
 - b. Mostly open questions
 - c. Equal mix of closed and open questions
 - d. Teacher did not ask questions.
7. **[If Q6 $\neq$ d] Did the teacher ask any student to justify or explain his/her answers?**
 - a. Yes
 - b. No
8. **[If Q6 $\neq$ d] When students answered questions, did the teacher praise them or offer encouragement? [For example, saying “good job” or “good try”]**
 - a. Yes
 - b. No
 - c.
9. **[If Q6 $\neq$ d] Did the teacher correct any of the students’ answers?**
 - a. Yes
 - b. No
10. **[If Q6 $\neq$ d] Was the teacher noticeably upset when a student provided an incorrect answer? [For example, shouted at students, hit them, etc.]**
 - a. Yes
 - b. No
11. **Did the teacher give students an opportunity to ask questions about the lesson?**
 - a. Yes
 - b. No
12. **How many students asked questions?**
 - a. None or almost none
 - b. Less than half
 - c. About half
 - d. More than half
 - e. All or almost all
13. **Did the teacher encourage students’ classroom engagement in any of the following ways? [Select all that apply.]**
 - a. The teacher provided students with choices.
 - b. The teacher provided students with opportunities to take on roles in the classroom.

14. **Did the teacher encourage collaboration between students in any of the following ways?** *[Select all that apply.]*
- a. The teacher promoted students' collaboration through peer interaction.
 - b. The teacher promoted students' interpersonal skills.
15. **Did students engage in any of the following activities during the lesson?** *[Select all that apply.]*
- a. The students volunteered to participate in the classroom.
 - b. Students collaborated with one another through peer interaction.
16. **[If control school AND Q10 in "Class Start" section = civic education] Did the teacher teach using the new Wahala civic education textbook?**
- a. Yes
 - b. No

CEO/DEO INTERVIEW QUESTIONS

CEO/DEO INTERVIEW GUIDE (ENDLINE)

Impact Evaluation of Liberia's Civic Education Curriculum

INTERVIEW INTRODUCTION:

I'm going to begin the interview now. Like I said, I will ask you some questions about different parts of the civic education program to understand how you think the program is going. We want to know this so we can help improve the program.

INTERVIEW QUESTIONS:

1. **Schools:** How many primary schools are there in your [county or district]?
2. **Schools teaching civics:** Do you know how many primary schools in your [county or district] are teaching civic education this 2023–2024 school year?
3. **Schools received textbooks:** Do you know how many primary schools in your [county or district] received the new civic education textbooks this 2023–2024 school year?
4. **Textbooks distribution:** I'd like to talk a little bit about the textbooks. Were you involved in the civic education textbook distribution in your [county or district]?
 - a. Could you describe the textbook distribution process?
 - b. *Prompt if needed:* When were textbooks distributed? Who distributed them? Where were they stored?
 - c. Are you aware of any difficulties in distributing the civic education textbooks to schools?
 - d. Is there anything that could be done to improve the process in the future?
 - e. What is the plan for textbook collection at the end of the school year?
 - f. Have there been many issues with lost or damaged textbooks that you know of?
 - g. Is there anything else you'd like to say about the textbook distribution process?
5. **Teacher training attendance:** I understand that at least one teacher from each school that is teaching the new civic education curriculum this year received civic education training at the beginning of the school year. Is this correct?
 - a. Do you know if any of these trained teachers left their school during this school year?
 - b. Could you tell me more about the teachers who left? Do you know if another teacher was retrained to teach civic education?
 - c. Approximately how many of the teachers who received civic education training were volunteer teachers?
 - d. If volunteer teachers were trained, did having volunteer teachers trained to teach civic education (as opposed to payroll teachers) create any difficulties in maintaining the trained teachers in schools?
 - e. *Prompt if needed:* If yes, what kind of issues does this create for the civic education program?

6. **Teacher training benefits:** Were you able to attend the civic education teacher training at the beginning of the school year?
 - a. If yes, what did you find most helpful for teachers about the training?
 - b. *Prompt if needed:* Why do you think this was helpful?
 - c. What different or additional training do you think would have been useful for teachers?
7. **Monitoring details:** Did civic education program monitors visit schools in your [county or district] during the school year?
 - a. How often did monitors visit each school?
 - b. Who participated in the monitoring visits?
8. **Monitoring benefits:** (If Q7 = Yes). Were you able to participate in any of these monitoring visits?
 - a. If yes, could you tell me a little about what happened during monitoring visits? What did monitors do?
 - b. What do you think was most helpful for teachers about the monitoring visits?
 - c. *Prompt if needed:* Why do you think this was helpful?
 - d. What additional support from the monitors do you think would have been helpful?
9. **Feedback to improve program:** Can you think of anything else that would have helped you, principals, or teachers better deliver the civic education curriculum to students this year?
10. **Additional comments:** Is there anything else you'd like to say about the new civic education curriculum rollout?

CONCLUSION

Those are all the questions I had for you today. Thank you so much for your thoughts, your feedback, and your time today. I really appreciate you taking the time to speak with me. I hope you have a wonderful rest of the day! And of course, you have our contact information if you have any questions for us.

PRINCIPAL INTERVIEW QUESTIONS

PRINCIPAL INTERVIEW GUIDE (ENDLINE)

Impact Evaluation of Liberia's Civic Education Curriculum

INTERVIEW INTRODUCTION:

I'm going to begin the interview now. Like I said, I will ask you some questions so I can learn what you think is important for students to learn about civics and how you think different parts of the civic education program are going. We want to know this so we can help improve the program.

INTERVIEW QUESTIONS:

1. **Principal background:** How long have you been a principal at this school?
2. **What students should learn:** What do you think your students need to learn about being a citizen in a democracy?
 - a. Prompt if needed: Why do they need to learn these things?
 - b. Prompt if needed: Is there anything else you think they should learn?
3. **Teacher training attendance:** I understand that you are using new textbooks to teach civic education this year. Did all civic education teachers at your school attend a training workshop on the new civic education curriculum?
 - a. If yes, how many teachers were trained? What grades do they teach?
4. **Teacher training benefits:** (If Q3 = Yes) Do you think any additional training on the civic education curriculum would have been useful for teachers?
5. **Monitoring details:** Did civic education program monitors come to your school during the school year? (Enumerator: If no, skip to Q7).
 - a. Could you tell me a little about what happened during monitoring visits? What did the monitors do during their visits?
 - b. How often did a monitor visit your school?
6. **Monitoring benefits:** In your opinion, what was most helpful about the monitoring visits?
 - a. Prompt if needed: Why do you think this was helpful?
 - b. What additional support from the monitors do you think would have been helpful?
7. **Textbook delivery:** I'd like to understand a bit more about how the textbooks were delivered to the school.
 - a. When were the textbooks delivered to the school?
 - b. How were the textbooks delivered to the school?
 - c. Prompt if needed: Did you run into any difficulties receiving the textbooks at the school?
 - d. How were the textbooks given to students?
 - e. Have students taken good care of the textbooks?

- f. *Prompt if needed:* Have you run into any difficulties with students not caring for or losing their textbooks?
- 8. **Feedback to help principal or teachers:** What would have helped you and teachers better deliver the civic education curriculum to students this year?
- 9. **Discussing controversial topics:** Civic education might include some controversial topics that can cause arguments. For example, during the election, some students may have supported one candidate while other students supported a different candidate. Do you think it is good for students to talk about controversial things that can cause arguments like this in class?
 - a. *Prompt if needed:* Why or why not?
- 10. **Teaching frequency:** How many times a week do teachers typically teach civic education lessons to grades three and four?
 - a. How many minutes does one lesson last?
- 11. **Teachers leaving:** Did any of the civic education teachers that were trained at the beginning of the school year leave the school in the middle of the year?
 - a. If any teachers left, were these payroll or volunteer teachers?
 - b. If any teachers left, has someone else replaced this teacher? If so, did they receive any training?
- 12. **Additional comments:** Is there anything else you'd like to say about the new civic education curriculum or program?

CONCLUSION

Those are all the questions I had for you today. Thank you so much for your thoughts, your feedback, and your time today. I really appreciate you taking the time to speak with me. I hope you have wonderful rest of the day! And of course, you have our contact information if you have any questions for us.

TEACHER INTERVIEW QUESTIONS

TEACHER INTERVIEW GUIDE (ENDLINE)

Impact Evaluation of Liberia's Civic Education Curriculum

INTERVIEW INTRODUCTION:

I'm going to begin the interview now. Like I said, I will ask you some questions so I can learn what you think is important for students to learn about civics and how you think different parts of the civic education program are going. We want to know this so we can help improve the program.

INTERVIEW QUESTIONS:

1. **Teaching grade: To which grade do you teach civic education?**
 - a. Grade three
 - b. Grade four
 - c. Grades three and four combined, which means you teach both grade three and four students at the same time in the same classroom.
2. **Teaching frequency: How many times a week do you typically teach civic education lessons to (grade three / grade four / grades three and four combined)?**
 - a. How many minutes does one lesson last?
3. **Teaching background: How long have you been a teacher?**
 - a. How many years have you been teaching civic education?
 - b. How many years have you been teaching social studies?
4. **What students should learn: What do you think your students need to learn about being a citizen in a democracy?**
 - a. *Prompt if needed:* Why do they need to learn these things?
 - b. *Prompt if needed:* Is there anything else you think they should learn?
5. **Teacher training attendance: I understand that you are using new textbooks to teach civic education this year. Did you attend a training workshop on the new civic education curriculum?**
 - a. *Prompt if needed:* When? For how long?

(Enumerator: If Q5 = no, skip to Q7)
6. **Teacher training benefits: What did you find most helpful about the training?**
 - a. *Prompt if needed:* Why did you think this was helpful?
 - b. Were there parts of the training that didn't work so well?
 - c. Do you think any additional training would have been useful?

7. **Monitoring details: Did civic education program monitors come to your school during the school year? (Enumerator: If no, skip to Q9).**
 - a. Could you tell me a little about what happened during monitoring visits? What did the monitors do during their visits?
 - b. How often did a monitor visit your classroom?
8. **Monitoring benefits: What did you find most helpful about the monitoring visits?**
 - a. *Prompt if needed:* Why did you find this helpful?
 - b. What additional support from the monitors do you think would have been helpful?
9. **Civics textbooks: How many of your (grade three / grade four / grades three and four combined) students that are learning civic education received their own copy of the new civic education textbook this year? It is their “own copy” if one student has one book and they do not have to share with other students. (Enumerator: If no students received a textbook, skip to Q10).**
 - a. When did students receive the new textbooks?
 - b. Do students always bring their own textbooks with them to the civic education lessons?
 - c. Do students take the textbooks home every day?
10. **Student learning: How did the students do this year learning the new civic education curriculum?**
 - a. What parts of the curriculum are they learning well?
 - b. What parts of the curriculum are they having a harder time understanding?
11. **Feedback to help teacher: What would have better helped you, as a teacher, teach the civic education curriculum to students this year?**
12. **Discussing controversial topics: Civic education might include some controversial topics that can cause arguments between students. For example, during the election, some students may have supported one candidate while other students supported a different candidate. Did you talk about any topics like this that students disagreed on during civic education this year?**
 - a. If yes, can you give me an example?
 - b. Do you think it is good for students to talk about controversial things that can cause arguments in class?
 - c. *Prompt if needed:* Why or why not?
 - d. Do you feel your civic education teacher training prepared you to lead students in class discussions, even about controversial issues?
13. **Additional comments: Is there anything else you’d like to say about the new civic education curriculum or program?**

CONCLUSION

Those are all the questions I had for you today. Thank you so much for your thoughts, your feedback, and your time today. I really appreciate you taking the time to speak with me. I hope you have a wonderful rest of the day! And of course, you have our contact information if you have any questions for us.

PARENT FOCUS GROUP QUESTIONS

PARENT FOCUS GROUP GUIDE (ENDLINE)

Impact Evaluation of Liberia's Civic Education Curriculum

FOCUS GROUP INTRODUCTION:

[Enumerator: Assign each participant an ID (e.g. P1, P2) and explain to them this is in order to maintain the privacy on the recording and that you will use this ID to refer to them throughout the discussion. Do this before starting the recording].

[Enumerator: After Enumerator 2 has started the recording and stated the focus group information asks parents to introduce themselves using the script below].

Hi everyone! First let's please go around and introduce ourselves. Please introduce yourself by saying your ID, the number of children you have, and which grades they are in at *[school name]*.

[Enumerator: After parents have introduced themselves, introduce the study using the script below and begin asking the focus group questions].

I'm going to begin our discussion now. Like I said, I will ask you some questions so we can learn what you think is important for your children to learn in school, especially about civics, and what you know or think about the civic education program at your child's school so far. We want to know this so we can help improve the program. When I ask you questions today, I am asking about your children that are in the third and fourth grade.

FOCUS GROUP QUESTIONS

1. **Favorite subject:** Before we talk about civics, I want to understand more generally how your children are doing in school. What is your third or fourth grade child's favorite subject in school, if they have one? Which subject are they most excited about?
2. **Favorite subject details:** Does your third or fourth grade child ever talk to you about what they are learning in these subjects? What specific things are they most excited about learning?
3. **Knowledge of civics program:** Let's now talk more specifically about civic education. Have you heard about the new civic education curriculum or the new civic education textbook?
 - a. What have you heard?
4. **Civics textbooks:** All of your children should have received a new civic education textbook at the beginning of the school year. Is this true?
 - a. Did your child or children ever bring the textbook home with them?
 - b. If they brought the textbook home, did they do so every day? Or only on some days?
 - c. Do they take good care of the textbook?
 - d. Have they ever brought other textbooks home in the past?

5. **Child sharing textbook content with parent:** Have your children ever shown you what is inside the textbooks?
 - a. Prompt if anyone says yes: What did they show you?
 - b. Prompt if anyone says yes: What do you think about the textbooks?
6. **Child sharing civics learning:** Since they started learning civic education this school year, have your children ever talked to you about what they were learning in their civic education lessons?
 - a. Prompt if anyone says yes: What things did they talk about?
7. **What children should learn:** I'd like to also hear what you think is important for children to know about civics. We will pair you with another parent, so you can first talk about this with your partner before sharing with the rest of the group.

[Enumerators: Organize parents in groups of two. For an odd number of participants, kindly ensure the last person without a pair joins one of the groups. Repeat the two prompts below and instruct parents to discuss this amongst themselves for one to two minutes.]

For the next two minutes, please talk to your conversation partner about the two following questions:

- a. What do children need to learn about being a citizen in Liberia?
- b. Why do they need to learn these things?

[Enumerators: Wait two minutes. If everyone is done talking before two minutes is up, you can cut the time shorter. If you see that parents are still talking, you can give them an extra few minutes.]

- i. Let's now go around and hear all of your thoughts. I will call on each group to please share how you answered the questions.

[Enumerators: Choose one parent to share what they discussed.]

- ii. Could you please tell me what you talked about with your partner? What do you think children need to learn about being a citizen in Liberia?
- iii. *Prompt if needed:* Why do you think these things are important for children to know?

[Enumerators: Ask the other parent if they'd like to add anything.]

- iv. Is there anything else you'd like to add to what he/she just shared?

8. **Discussing controversial topics:** I will now give you another question to talk about with your partner. For the next 2 minutes, tell your partner what you think about the following question:
 - a. Civic education might include some topics that can cause arguments between students. For example, during the election, some students may have supported one candidate while other students supported a different candidate. This can cause arguments between students if it is talked about in class. Another example is gender equality. Some students may think men and women should be equal in everything while other students think men and women should sometimes be treated differently or should play different roles in the community. This topic could also cause

arguments between students if it is talked about in class. Do you think it is good for students to talk about things like this, that students may disagree on, in class? Why or why not?

[Enumerators: Wait two minutes. If everyone is done talking before two minutes is up, you can cut the time shorter. If you see that parents are still talking, you can give them an extra few minutes.]

- i. Let's now go around again and hear what you think. I will call on each group to please share how you answered the questions.

[Enumerators: Choose one parent to share what they discussed.]

- ii. Could you please tell me what you talked about with your partner? Do you think it is good for students to talk about things that they may disagree on in class?
- iii. *Prompt if needed:* Why do you think students should or should not talk about things they disagree on at school?

[Enumerators: Ask the other parent if they'd like to add anything.]

- iv. Is there anything else you'd like to add to what he or she just shared?

9. **Additional comments: Let's come back as a group. Is there anything else you'd like to say about the new civic education curriculum?**

CONCLUSION

Those are all the questions we had for you today. Thank you so much for your thoughts, your feedback, and your time today. It is helpful for us to understand if the civic education program is working the way it is supposed to and what we can do to improve it. Finding out if your children have their textbooks, are bringing them home, and seem excited about what they are learning helps us to know how to improve the program and curriculum to better teach them. It is also helpful for us to understand what you as parents think about what your children are learning, so we can see if the school and the parents have the same ideas about what is important for children. I really appreciate you taking the time to speak with me. I hope you have a wonderful rest of the day! And of course, you have our contact information if you have any questions for us.

ANNEX H: TREATMENT EFFECTS ON CIVIC KNOWLEDGE

Table H: Treatment effects on civic knowledge³⁹

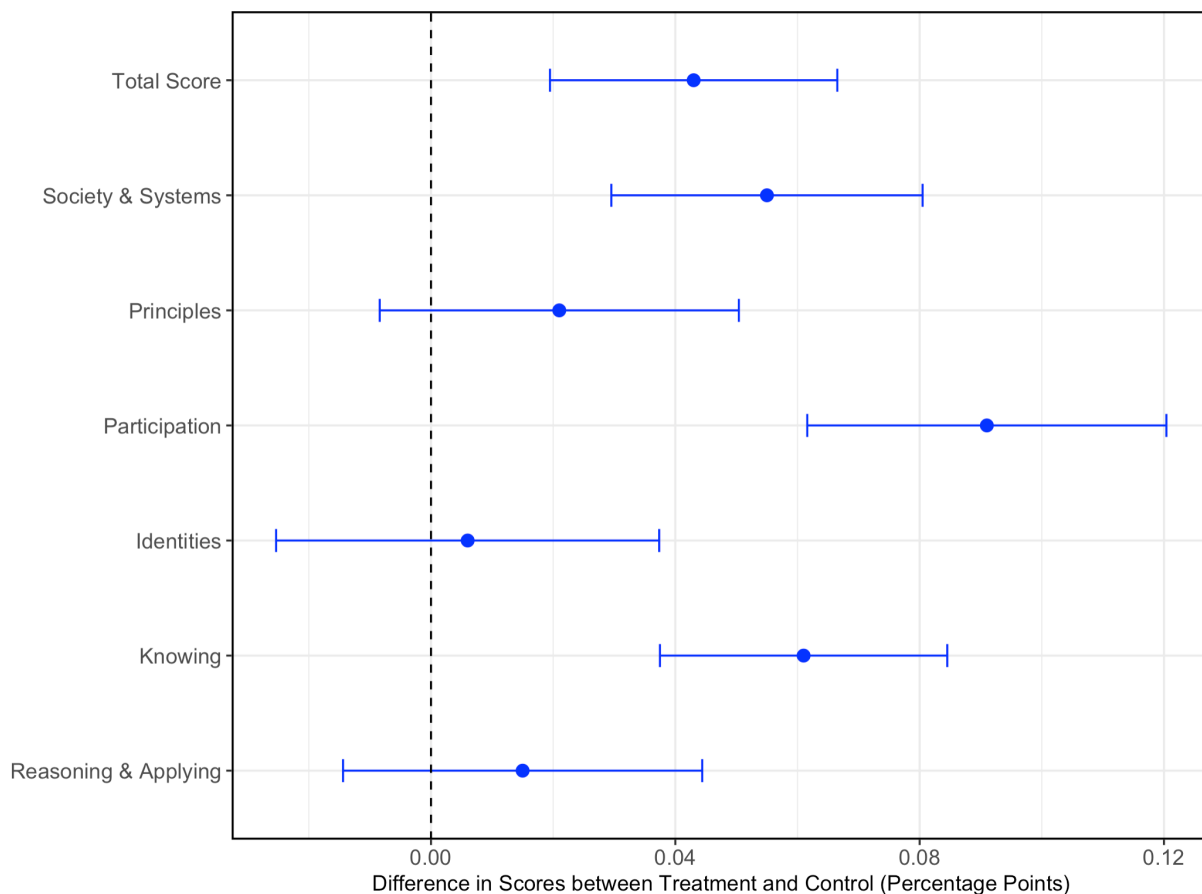
	(1) CONTROL	(2) TREATMENT	(3) DIFFERENCE
Total score	0.450	0.503	0.043***
-	[0.136]	[0.131]	(0.012)
Society and systems score	0.507	0.571	0.055***
-	[0.179]	[0.170]	(0.013)
Principles score	0.405	0.438	0.021
-	[0.170]	[0.181]	(0.015)
Participation score	0.440	0.541	0.091***
-	[0.236]	[0.222]	(0.015)
Identities score	0.417	0.434	0.006
-	[0.236]	[0.224]	(0.016)
Knowing score	0.433	0.503	0.061***
-	[0.154]	[0.146]	(0.012)
Reasoning and applying score	0.477	0.504	0.015
-	[0.181]	[0.175]	(0.015)
n (students)	936	848	1,784

Notes: This table shows the impact of the intervention on students' assessment scores, including on the total score and on specific content and cognitive domains. Estimates come from regressions of assessment outcomes on a treatment indicator with controls for randomization strata and baseline assessment score. The results displayed are for all students with both baseline and endline measurements. Standard deviations appear in brackets, and standard errors (clustered at the school level) appear in parentheses. * significant at 10 percent; ** significant at 5 percent; *** significant at 1 percent.

³⁹ The group means in the report's annex may differ from the means presented in the graphs in the main text. This variation is due to differences in the estimation approaches used, particularly in how missing data and fixed effects are handled.

Figure H: Treatment effects on civic knowledge

The treatment effects on civic knowledge shown in Table H above are visualized below in a coefficient plot. This coefficient plot shows the difference in scores between students in treatment and control groups for the total score on the student assessment and for each content and cognitive domain. The points represent how much higher treatment students scored, on average, in percentage points compared to control students, with lines representing 95% confidence intervals. Lines that cross zero indicate no statistically significant difference between treatment and control groups for that domain.



ANNEX I: TREATMENT EFFECTS ON CIVIC KNOWLEDGE (STANDARDIZED SCORES)

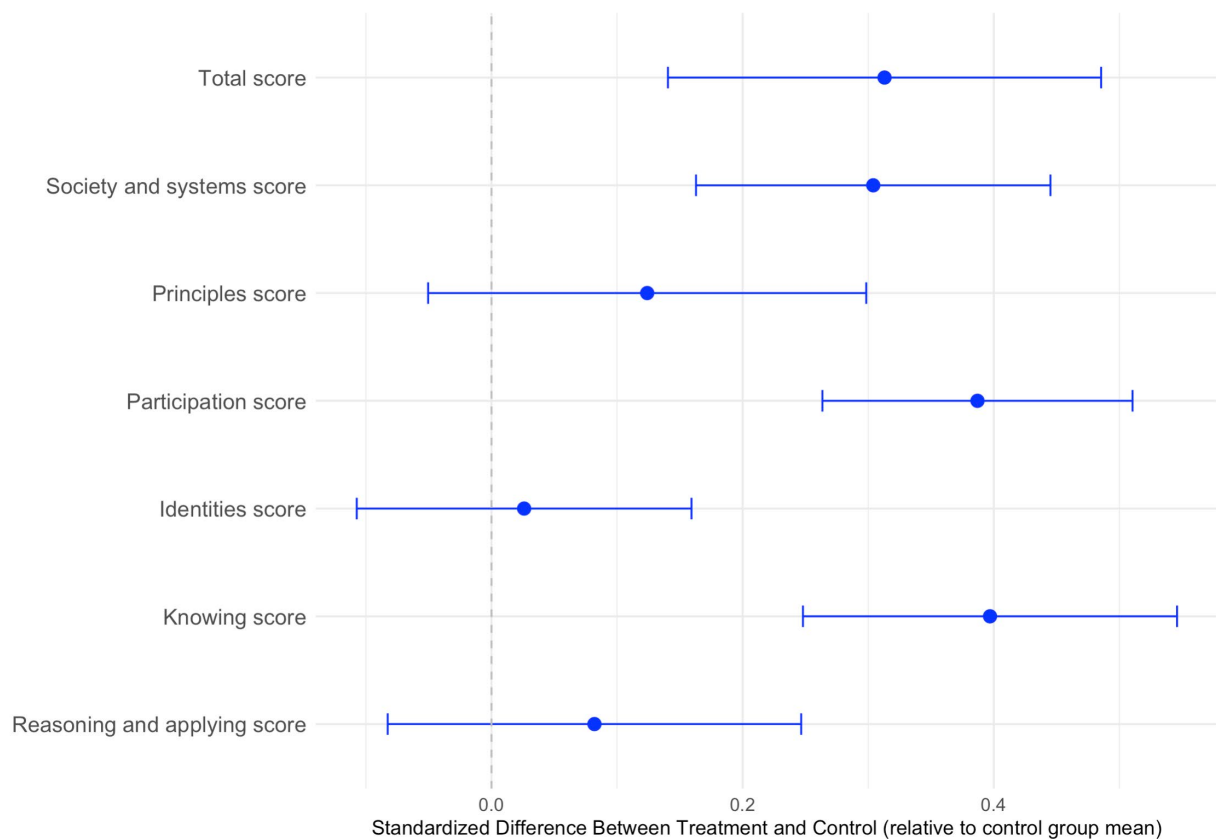
Table I: Treatment effects on civic knowledge (standardized scores)

	(1) CONTROL	(2) TREATMENT	(3) DIFFERENCE
Total score	-0.000	0.387	0.313***
-	[1.000]	[0.966]	(0.088)
Society and systems score	0.000	0.353	0.304***
-	[1.000]	[0.947]	(0.072)
Principles score	0.000	0.191	0.124
-	[1.000]	[1.064]	(0.089)
Participation score	-0.000	0.429	0.387***
-	[1.000]	[0.941]	(0.063)
Identities score	0.000	0.071	0.026
-	[1.000]	[0.948]	(0.068)
Knowing score	-0.000	0.452	0.397***
-	[1.000]	[0.950]	(0.076)
Reasoning and applying score	-0.000	0.151	0.082
-	[1.000]	[0.967]	(0.084)
n (students)	936	848	1,784

Notes: This table shows the impact of the intervention on students' assessment scores, standardized with respect to the control group, including on the total score and on specific content and cognitive domains. Estimates come from regressions of assessment outcomes on a treatment indicator with controls for randomization strata and baseline assessment score. The results displayed are for all students with both baseline and endline measurements. Standard deviations appear in brackets, and standard errors (clustered at the school level) appear in parentheses. * significant at 10 percent; ** significant at 5 percent; *** significant at 1 percent.

Figure 1: Treatment effects on civic knowledge (standardized scores)

The treatment effects on standardized civic knowledge scores shown in Table I above are visualized below in a coefficient plot. This coefficient plot shows the difference in standardized scores, relative to the control group mean, between students in treatment and control groups for the total score on the student assessment and for each content and cognitive domain. Points show the estimated effect size in standard deviations (how much higher treatment students scored, on average, compared to control students), with lines representing 95% confidence intervals. Lines that cross zero indicate no statistically significant difference between treatment and control groups for that domain.



ANNEX J: TREATMENT EFFECTS ON CIVIC ATTITUDES AND BEHAVIORS

Table J: Treatment effects on civic attitudes and behaviors

	(1) CONTROL	(2) TREATMENT	(3) DIFFERENCE
A. ATTITUDES			
Sense of national identity	2.772	2.829	0.059
-	[1.202]	[1.229]	(0.070)
Support for gender equality	2.971	3.090	0.123**
-	[0.929]	[0.828]	(0.047)
Tolerance (disability)	0.852	0.854	-0.003
-	[0.355]	[0.353]	(0.022)
Tolerance (ethnic groups)	0.660	0.691	0.022
-	[0.474]	[0.462]	(0.025)
Political tolerance (ethnic groups)	0.603	0.656	0.052*
-	[0.416]	[0.403]	(0.027)
n (students)	936	848	1,784
B. BEHAVIORS			
Civic engagement	3.067	3.102	0.034
-	[0.696]	[0.699]	(0.041)
n (students)	936	848	1,784

Notes: This table shows the impact of the intervention on students' attitudes and behaviors. "Sense of national identity" and "Civic engagement" were measured at both baseline and endline. The remaining outcomes were only measured by the student survey at the endline. Estimates come from regressions of survey outcomes on a treatment indicator with controls for randomization strata and baseline measures of the same attitude or behavior where available. Standard deviations appear in brackets, and standard errors (clustered at the school level) appear in parentheses. * significant at 10 percent; ** significant at 5 percent; *** significant at 1 percent.

ANNEX K: TREATMENT EFFECTS ON STUDENTS CIVIC KNOWLEDGE BY SUBGROUPS

Table K.1: Heterogeneous impacts on endline assessments

	GRADE 4	MALE	SOCIOECONOMIC STATUS	BRIDGE SCHOOL
Treatment	0.050*** (0.013)	0.038*** (0.014)	0.043*** (0.012)	0.052*** (0.013)
Covariate	0.048*** (0.010)	0.010 (0.008)	-0.004 (0.007)	0.031 (0.022)
Interaction	-0.014 (0.013)	0.008 (0.012)	0.006 (0.009)	-0.033 (0.030)
n (students)	1784	1784	1784	1784

Notes: The table shows the impact of the intervention on assessment score, by three variables collected at baseline (grade, sex, SES) and whether the student's school is a Bridge partner school. Estimates come from regressions of endline test scores on a treatment indicator, an indicator for the baseline variable, and their interaction, with controls for randomization strata, and baseline assessment scores. Standard errors (clustered at the school level) appear in parentheses. * significant at 10 percent; ** significant at 5 percent; *** significant at 1 percent.

Table K.2: Heterogeneous impacts on endline assessments by county

	(1) CONTROL	(2) TREATMENT	(3) DIFFERENCE
A. MONTSEERRADO			
Total score	0.511	0.520	0.003
-	[0.146]	[0.116]	(0.025)
n (students)	259	275	534
B. GRAND BASSA			
Total score	0.465	0.548	0.082***
-	[0.139]	[0.141]	(0.025)
n (students)	258	239	497

	(1) CONTROL	(2) TREATMENT	(3) DIFFERENCE
C. NIMBA			
Total score	0.404	0.457	0.047***
-	[0.108]	[0.122]	(0.014)
n (students)	419	334	753

Notes: The table shows the impact of the intervention on assessment score, separately for each county. Estimates come from regressions of endline test scores on a treatment indicator with controls for randomization strata, and baseline assessment scores. Standard errors (clustered at the school level) appear in parentheses. * significant at 10 percent; ** significant at 5 percent; *** significant at 1 percent.

Table K.3: Heterogeneous impacts on endline assessments by language spoken at home

	(1) CONTROL	(2) TREATMENT	(3) DIFFERENCE
A. STANDARD ENGLISH			
Total score	0.471	0.506	-0.006
-	[0.151]	[0.096]	(0.022)
n (students)	93	108	201
-	(1)	(2)	(3)
B. LIBERIAN ENGLISH			
Total score	0.487	0.548	0.057**
-	[0.144]	[0.138]	(0.024)
n (students)	325	304	629
-	(1)	(2)	(3)
C. LOCAL LANGUAGE			
Total score	0.424	0.471	0.040***
-	[0.122]	[0.125]	(0.011)
n (students)	516	433	949

Notes: The table shows the impact of the intervention on assessment score separately based on the language spoken at home by the student. The main language spoken at home for each student was recorded at baseline. Estimates come from regressions of endline test scores on a treatment indicator with controls for randomization strata and baseline assessment scores. Standard errors (clustered at the school level) appear in parentheses. * significant at 10 percent; ** significant at 5 percent; *** significant at 1 percent.

ANNEX L: TREATMENT EFFECTS ON TEACHING METHODS

Table L.1: Treatment effects on teaching methods

	(1) CONTROL	(2) TREATMENT	(3) DIFFERENCE
A. ALLOCATION OF INSTRUCTIONAL TIME ON AND OFF TASK			
Proportion of class time...	-	-	-
...spent on learning activities	0.776	0.769	-0.023
-	[0.152]	[0.219]	(0.054)
...spent on classroom management	0.146	0.172	0.033
-	[0.096]	[0.149]	(0.033)
...spent off task	0.078	0.059	-0.011
-	[0.078]	[0.187]	(0.046)
B. ALLOCATION OF INSTRUCTIONAL TIME ON PARTICIPATORY METHODS			
Proportion of class time...	-	-	-
...spent using participatory approaches	0.144	0.197	0.059
-	[0.100]	[0.178]	(0.040)
C. SHARE OF INSTRUCTIONAL TIME TEACHERS SPENT USING DIFFERENT MATERIALS			
Proportion of class time...	-	-	-
...taught with no materials	0.215	0.124	-0.086
-	[0.146]	[0.210]	(0.055)
...taught using a textbook	0.150	0.565	0.402***
-	[0.215]	[0.374]	(0.080)
...taught using notebooks/writing materials	0.111	0.047	-0.060*
-	[0.164]	[0.065]	(0.033)
...taught using blackboard	0.496	0.249	-0.246***
-	[0.225]	[0.263]	(0.052)
...taught using tablet	0.028	0.015	-0.011
-	[0.117]	[0.049]	(0.023)
n (schools)	30	30	60

	(1) CONTROL	(2) TREATMENT	(3) DIFFERENCE
D. SHARE OF INSTRUCTIONAL TIME STUDENTS SPENT USING DIFFERENT MATERIALS			
Proportion of class time...	-	-	-
...that engaged students used no materials	0.229	0.055	-0.189***
-	[0.180]	[0.070]	(0.031)
...that engaged students used textbooks	0.019	0.630	0.614***
-	[0.040]	[0.380]	(0.072)
...that engaged students used notebooks/writing material	0.463	0.320	-0.128
-	[0.179]	[0.398]	(0.076)
...that engaged students used blackboard	0.305	0.007	-0.303***
-	[0.185]	[0.028]	(0.039)
n (schools)	30	30	60
E. SHARE OF INSTRUCTIONAL TIME WITH DIFFERENT LEVELS OF STUDENT ENGAGEMENT			
Proportion of class time...	-	-	-
...with no students engaged	0.054	0.037	-0.004
-	[0.066]	[0.183]	(0.044)
...with one student engaged	0.011	0.000	-0.011*
-	[0.031]	[0.000]	(0.006)
...with two to ten students engaged	0.141	0.018	-0.132***
-	[0.136]	[0.050]	(0.026)
...with all students engaged	0.706	0.865	0.146**
-	[0.168]	[0.254]	(0.055)
n (schools)	30	30	60

Notes: This table shows the impact of the intervention on teachers' teaching methods. Estimates come from regressions of teaching method outcomes on a treatment indicator with controls for randomization strata. Standard deviations appear in brackets, and standard errors (clustered at the school level) appear in parentheses. * significant at 10 percent; ** significant at five percent; *** significant at one percent.

Table L.2: Treatment effects on instructional practices (components of instructional practices index)

	(1) CONTROL	(2) TREATMENT	(3) DIFFERENCE
The teacher explicitly articulated the objectives of the lesson and class activities.	0.583	0.500	-0.101
-	[0.396]	[0.455]	(0.114)
The teacher explained content using multiple forms of representation.	0.517	0.450	-0.053
-	[0.445]	[0.461]	(0.121)
The teacher made connections that relate to other content knowledge.	0.633	0.233	-0.359***
-	[0.414]	[0.410]	(0.100)
The teacher tried to determine students' level of understanding.	0.583	0.533	-0.061
-	[0.437]	[0.490]	(0.119)
The teacher monitored most students during independent or group work.	0.450	0.450	0.002
-	[0.422]	[0.497]	(0.121)
The teacher adjusted teaching to the level of students.	0.600	0.250	-0.323***
-	[0.462]	[0.388]	(0.118)
The teacher provided specific comments to clarify students' misunderstandings.	0.533	0.383	-0.155
-	[0.472]	[0.468]	(0.129)
The teacher provided specific comments to identify students' successes.	0.733	0.183	-0.507***
-	[0.388]	[0.334]	(0.098)
The teacher asked students to justify his or her answers.	0.638	0.052	-0.514***
-	[0.441]	[0.205]	(0.099)
The teacher praised and encouraged students when answering questions.	0.897	0.414	-0.465***
-	[0.246]	[0.483]	(0.107)
The teacher corrected the student's answers.	0.879	0.552	-0.307***
-	[0.288]	[0.450]	(0.114)

	(1) CONTROL	(2) TREATMENT	(3) DIFFERENCE
The teacher gave students an opportunity to ask questions.	0.933	0.833	-0.103
-	[0.217]	[0.356]	(0.086)
The teacher provided students with choices.	0.600	0.283	-0.241**
-	[0.443]	[0.429]	(0.118)
The teacher gave students opportunities to take on roles in the classroom.	0.633	0.200	-0.407***
-	[0.454]	[0.362]	(0.116)
The teacher promoted students' collaboration through peer interaction.	0.633	0.333	-0.252*
-	[0.454]	[0.461]	(0.128)
The teacher promoted students' interpersonal skills.	0.567	0.033	-0.504***
-	[0.450]	[0.127]	(0.094)
Teacher was not upset when students provided incorrect answers.	0.948	1.000	0.045
-	[0.155]	[0.000]	(0.027)
Teacher asked half or mostly open questions.	0.933	0.733	-0.210**
-	[0.254]	[0.450]	(0.103)
Composite index of instructional practices (standardized)	0.000	-2.098	-1.872***
-	[0.953]	[1.314]	(0.315)
n (schools)	30	30	60

Notes: This table shows the impact of the intervention on a set of instructional practices that are associated with improved student learning. Estimates are based on regressions of binary instructional practice outcomes (coded as 1 if present, 0 if absent) on a treatment indicator with controls for randomization strata. The composite index is the first principal component of all variables in the table, standardized with respect to the control group. Standard deviations appear in brackets, and standard errors (clustered at the school level) appear in parentheses. * significant at 10 percent; ** significant at five percent; *** significant at one percent.

ANNEX M: VARIATION IN TREATMENT EFFECTS BY FIDELITY AND INSTRUCTIONAL PRACTICES

Table M: Heterogeneous impacts on endline assessments by implementation fidelity and instructional practices

	IMPLEMENTATION FIDELITY	INSTRUCTIONAL TIME	INSTRUCTIONAL APPROACHES
Treatment	-0.090**	0.045**	0.036
-	(0.038)	(0.022)	(0.030)
Covariate	-0.010	0.019*	0.002
-	(0.007)	(0.010)	(0.012)
Interaction	0.037***	-0.003	0.007
-	(0.011)	(0.013)	(0.014)
n (students)	1692	472	472

Notes: The table shows the impact of the intervention on assessment scores by three indexes. One index is related to implementation fidelity (created using principal component analysis from whether or not each student's teacher attended teacher training, whether the student received the textbooks, and whether or not the student takes the textbook home every day). Two indexes are related to instructional practices: an index for instructional time (created using principal component analysis from the proportion of class time spent on learning activities, the proportion of class time with all students engaged, and total class time observed) and an index for instructional approaches (created using principal component analysis from the proportion of class time spent using participatory approaches and the proportion of class time the teacher taught using a textbook). Both indexes are standardized with respect to the control group. These variables were all measured during classroom observations at 60 schools. Estimates come from regressions of endline test scores on a treatment indicator, the index, and their interaction, with controls for randomization strata. Standard errors (clustered at the school level) appear in parentheses. * significant at 10 percent; ** significant at five percent; *** significant at one percent.

ANNEX N: EVALUATION SOW

Scope of Work:

Tasking CB033 Liberia Civic Education Impact Evaluation (IE)

SUMMARY

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

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

INTRODUCTION

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

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

LEARNING FROM PAST EVALUATIONS: A rapid evaluability assessment suggests both an opportunity for an IE and important obstacles to overcome. Furthermore, recent retrospective studies of IEs in DRG, in the former Economic Growth, Education, and Environment (E3) Bureau, and a PPL study of IE quality highlight the many potential pitfalls of IE efforts. The learning partner’s work should aim to build on these past lessons learned and ensure evaluation risks and challenges are appropriately mitigated.

TASKS AND DELIVERABLES

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

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

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

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

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

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

Additional content may be added based on USAID evaluability assessment [guidance](#) and a [planning guide](#); however, this is not intended to be a heavy level of effort activity. A rapid evaluability assessment was conducted in March based on the Notice of Funding Opportunity; however, it has not been updated to reflect the final cooperative agreement. To increase the utility of this assessment, the document should be short (limited to five pages, although additional pages may be included as an annex). The assessment need not resolve all issues; however, it should raise issues to be addressed during the IE Workshop. The evaluability assessment should be updated periodically, including at the draft and final evaluation design phases.

IMPACT EVALUATION WORKSHOP: The learning partner will host a virtual IE planning and design workshop with the Activity IP DI and its subgrantee UMOVEMENT, USAID/Liberia, and USAID/DRG. In

addition to determining a design approach, an equally important goal of the workshop is to build strong relations between stakeholders.

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

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

OPTION 1: SCOPING AND EVALUATION DESIGN

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

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

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

- Executive summary
- Background, evaluation purpose, evaluation use
- Results framework and the ToC
- Output and outcome indicators
- Identification strategy (design and randomization)
- Sampling
- Data sources
- Monitoring implementation/fidelity and evaluation/IP coordination plan
- Analysis plan
- Dissemination and use plan
- Human subjects protection
- Assumptions and limitations

- Timeline
- Research team
- References
- Annexes: including any technical annexes, an updated evaluability assessment, this SOW, a draft MOU between evaluation stakeholders, and draft instruments and data collection protocols.

OPTION 2 EVALUATION IMPLEMENTATION

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

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

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

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

PERSONNEL

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

- Expertise on measurement and survey work with youth in the targeted age group.⁴⁰
- IE methodological expertise.
- A proven track record of successful implementation of IEs.
- Willingness to work with and coordinate closely with the IP to find a workable design that meets both the needs of the evaluation and matches the implementation realities.
- Expertise in Liberian civics and familiarity with the Liberian education system.

BASE TASKING TIMELINE

DELIVERABLE	TIMING (TOTAL TIME)
Concept note and budget	2 weeks (2)
Review period	2 weeks (4)
Evidence review	4 weeks (8)

⁴⁰ This criteria cannot be emphasized enough. Past evaluations of young cohorts have produced inconclusive findings largely attributable to inadequate measurement tools.

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

KEY DOCUMENTS

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

ANNEX O: COST-EFFECTIVENESS ANALYSIS

INTRODUCTION AND PURPOSE

This annex summarizes the results of a cost-effectiveness analysis (CEA) of the rollout of Liberia's new civic education program for primary schools, funded by USAID and led by the Liberia Ministry of Education with support from implementing partners Democracy International (DI) and Youth Movement for Collective Action (UMOVEMENT). USAID/Liberia supported an impact evaluation (IE) to examine how the civic education program affected students' civic knowledge, attitudes, and behaviors. The initiative was piloted during the 2023-2024 academic year in 70 public schools across three counties: Grand Bassa, Montserrado, and Nimba. The IE, led by New York University and The Cloudburst Group, used a randomized controlled trial (RCT) design to measure program impact in grades three and four. This cost-effectiveness analysis complements that IE and includes costs pertaining to all key program inputs: textbook distribution, teacher training, and monitoring and support for students in grades 1-6, beyond the pilot testing grades of 3 and 4, as textbooks were distributed to all primary school students and the program, when scaled up, is intended to reach all students in grades 1-6.

The results of this CEA supplement the IE results to inform scale-up efforts of the program, identify resource needs to support scale-up, and provide suggested avenues for further study to enhance the efficiency and effectiveness of the program going forward. This CEA helps to address the need identified by USAID for additional cost, cost-efficiency, and cost-effectiveness analysis of evaluated interventions, particularly in education, and follows the guidance from USAID on cost analysis of USAID-funded education interventions (Walls et al., 2024).

INTERVENTION

The IE report provides more detail on the intervention design, implementation, and theory of change, but to briefly summarize to the extent that they influence the CEA, the primary inputs of the intervention were the design, production, and delivery of student textbooks; design and implementation of training for 258 teachers; and monitoring and support for teachers as they delivered civics lessons to students. There are other components of the more comprehensive intervention, including training and supports for parents, that are beyond the scope of this CEA.

IMPACT EVALUATION FINDINGS

The primary outcomes of interest for the IE were students' civic knowledge, attitudes, and behaviors. Students in treatment classrooms showed approximately 4 percentage points more gains, on average, on the civics post-test over the pre-test as compared with students randomly assigned to the control group, with some differences by county and language spoken at home. This translates to 0.31 of a standard deviation on the test scale. There were few measurable effects on civic attitudes and behaviors. Implementation fidelity was generally high, with high rates of teacher training, attendance, and delivery of lessons.

CEA RESEARCH QUESTIONS

RQ1. What are the total costs, average cost per student, average cost per school, and average cost per county of implementing the civic education initiative?

RQ2. What is the cost-effectiveness ratio (CER – average cost per student divided by average effectiveness per student) of the civic education initiative on the outcome of civic knowledge?

RQ3. What are the marginal costs of scaling up the initiative to one additional school?

METHODS AND DATA SOURCES

OVERALL APPROACH, SCOPE AND PERSPECTIVE

Cost analysis refers to the process of ascertaining all of the resources required to implement a particular intervention in pursuit of a specific desired outcome or goal. Cost analysis typically takes an opportunity cost perspective, meaning that all resources used in a given intervention are included if they have an alternative use in accordance with the estimated economic value of the next best use foregone. They are typically included regardless of who pays for or provides the resource and whether there is a direct financial outlay or an existing resource is reallocated from a different purpose, reapportioned, donated, or provided in-kind. The standard method for ascertaining all resources systematically in education is the “ingredients method” (Levin et al., 2018), whereby the quantity and market value of each resource required for an intervention is catalogued and summed to arrive at a total cost. This cost is incremental to business as usual. In the context of an RCT such as the Liberia Civic Education program, this implies that costs that would be incurred anyway, even in the absence of the intervention – namely, teacher time implementing the civics education curriculum when they would otherwise be teaching – are excluded from the main analysis. We also exclude sunk costs such as the costs of textbook design that are not required to replicate or scale up the intervention.

CEA extends cost analysis by applying the total cost from cost analysis, dividing it by the number of participants to arrive at an average cost per participant, and then dividing that by the measured outcomes of an impact evaluation (in this case, gains on civics knowledge assessments) to obtain a cost-effectiveness ratio (CER), or cost per unit of outcome. This ratio can be used to determine if interventions meet efficiency benchmarks to indicate if they are worth doing, can be compared with other alternative interventions or investments to determine the best use of scarce resources, and can be used to inform decisions about whether it is worthwhile to, and what resources are required to, scale up and/or replicate an intervention.

This CEA was conducted retrospectively at the conclusion of the civic education impact evaluation. The analysis takes a societal perspective, meaning that all resources are included regardless of who pays for or provides them. In this instance, most resources were ultimately funded by USAID, but the prospective question that this analysis intends to inform is about the resources required for the Liberia Ministry of Education to sustain and scale up the intervention in the future.

SAMPLE AND DATA

This CEA focuses on the civic education pilot, including textbook distribution, teacher training, and monitoring and support for 7,314 students in 70 schools across three counties and taught by 271 teachers,

258 of whom had participated in the training program. The cost-effectiveness analyst developed a preliminary list of ingredients and follow-up questions based on review of the program's theory of change (available in the impact evaluation), with data on specific resources required and associated quantities coming from the implementation analysis of the impact evaluation, records shared by DI and UMOVEMENT implementation partners, and two meetings with implementation partners to raise questions, review data, and provide feedback on preliminary analysis. These ingredients included details on all relevant DI and UMOVEMENT staff with qualifications to ascertain appropriate estimated market rate salaries.

This resource information was paired with average market rates for teachers and development professionals at various levels of experience and education across Liberia based on a variety of sources (Evans et al., 2022; Harris, 2020), adjusted to 2024 US dollars in purchasing power parity (PPP) terms using the Liberian Consumer Price Index. These multiple sources provide a range of prices for teaching and development professional positions, which were applied to varying levels of experience and education. We also include estimated costs for central oversight and support by staff at implementation partners, with quantities and costs estimated based on interviews with implementation partners, and general overhead based on an analysis of overhead costs in development projects in sub-Saharan Africa (IASC, 2022).

ANALYSIS AND SUMMARY METRICS

The costs of each of the ingredients identified were summed over the course of one year, the time period of the pilot implementation. Because the program was one year, costs were not discounted to present value. The primary summary metrics are the total incremental costs of the intervention over and above business as usual, the average cost per student, and the average cost per school. The average cost per student was then paired with the effects measured from the impact evaluation to estimate the cost per unit of effect for the outcome of civic knowledge. CERs were not calculated for civic attitudes and behaviors due to the lack of statistically significant results for these outcomes.

We do not include teacher time for implementation of the curriculum in the main analysis because, as noted above, this cost is not incremental to business-as-usual since teachers would be teaching in the absence of the intervention. Nonetheless, to capture the opportunity cost of lost instructional time in other subjects as an important feasibility consideration for scale-up, we include these costs as a sensitivity analysis.

FINDINGS

Table IA shows a brief summary of the key ingredients, or resources, required to implement the intervention and their associated costs in 2024 US dollars adjusted for Liberian PPP. Categories are combined and some prices and quantities are not reported to protect individual privacy and specific salaries. The major costs include time for implementation partner staff who distributed textbooks, led training sessions, and provided regular monitoring and implementation support to teachers, travel and operational costs associated with these activities, and central oversight and overhead costs. Other costs included the time teachers spent in training (a 2-day training) and the costs to print and distribute the textbooks. The teacher guides were not available in time for the impact evaluation so are not included as a cost, but were identified as important to future teaching quality and would be an additional cost for scale-up.

Table 1A. Summary of Ingredients

INGREDIENT CATEGORY	QUANTITY	PRICE	SUBTOTAL
Textbooks	7314	\$ 3.60	\$ 26,330.40
Implementation Partner staff: textbook distribution, training, and monitoring			\$ 409,498.79
Staff travel and operational costs			\$ 35,910.53
Teacher training time (person-days)	588	\$ 26.46	\$ 15,558.48
Overhead, social contributions, and implementation partner central staff oversight			\$ 148,772.14
Total Cost			\$ 636,070.34

Table 2A shows how these costs break down for various units of analysis. For the 7,314 students in the pilot, the total costs yield an average cost per student of approximately \$90 and an average cost across the 70 schools of approximately \$9,000. Only including the variable costs that differ based on the sample served, the marginal cost of adding one additional student is solely the cost of the textbook, \$3.60. However, the marginal cost of serving one additional school is substantially higher, albeit lower than the average cost, as additional teachers would need to be trained and a proportional share of the travel, textbook delivery, monitoring, and training costs would need to be apportioned to the new school. Nonetheless, we assume that general overhead and oversight costs would be fixed in this case, so the marginal cost of an additional school is lower, at approximately \$6,300. The cost-effectiveness ratio, or cost per standard deviation unit gain on the civic knowledge assessment, is \$288.28. We considered also analyzing how costs and the cost-effectiveness ratio varies by county, but the overall student enrollment and costs are extremely similar across counties, and thus the costs would not vary much.

Table 2A. Cost Analysis Summary Metrics

METRIC	VALUE
Total Cost	\$ 636,068.40
Average cost per student	\$ 86.97
Average cost per school	\$ 9,086.69
Marginal cost of one additional student	\$ 3.60
Marginal cost of one additional school	\$ 6,344.42

METRIC	VALUE
Cost-effectiveness ratio	\$ 288.28

As a sensitivity analysis and to quantify the costs to schools of teachers diverting time from other subjects to civics, we also consider the costs of teacher implementation time as a sensitivity analysis. Teachers delivered an average of two 38-minute civics lessons a week; over the course of the pilot across 271 teachers, this equates to 572 days of teacher time at an average wage of \$26.46 per day, or a total additional cost of \$15,138.

IMPLICATIONS, LIMITATIONS, AND CONCLUSIONS

This analysis provides additional context to interpret, bolster, and supplement the recommendations drawn from the impact evaluation, highlighting avenues to sustain and scale the successful elements of the Civic Education pilot in Liberia. Additionally, it identifies potential strategies to enhance the effectiveness and efficiency of the initiative. This analysis's retrospective nature post-pilot should be noted as a limitation.

The Civic Education pilot demonstrated strong results in the area of civic knowledge, albeit with significant costs. At approximately \$90 per student, the average cost per student cost is in line with Liberia's current overall annual per-student expenditure on education (Liberia Ministry of Education & World Bank, 2016). However, the costs to scale the intervention could potentially be significantly lower than the average costs in the pilot, particularly on a per-student and per-school basis. Marginal costs for scaling are around \$6,000 per school compared to an average of \$9,000 per school. The program yielded substantial knowledge gains, with a 0.31 standard deviation improvement. Yet, the cost-effectiveness ratio of \$290 per standard deviation gain is relatively high compared to similar interventions, such as a textbook provision program in Kenya, which achieved gains at \$95.60 per standard deviation (adjusted for 2024 USD; Glewwe et al., 1997, cited in McEwan, 2012), suggesting that efforts to scale should be accompanied by efforts to enhance program efficiency, ideally while sustaining or even enhancing its impacts.

The Ministry of Education, in conjunction with other funders seeking to support and scale civic education in Liberia, can consider several ways to enhance cost-effectiveness while maintaining program quality. First, steady-state costs will be lower than startup costs, as textbooks can potentially be reused over multiple years, reducing production and distribution expenses. Second, leveraging civics textbooks to support related skills, such as literacy, could enhance program impact without increasing costs. Third, while the current rollout plan aims to reach an additional 270 schools across six counties, including the 70 control schools in the impact evaluation, stakeholders might explore ways to limit monitoring and logistical costs, such as reducing geographic scope, increasing centralization, and decreasing monitoring intensity. While the pilot benefited from intensive monitoring, training, and support that ensured high implementation fidelity, these measures came with considerable staffing costs. Scaling up may not require the same level of support, though certain costs, such as teacher guides and extended training, could increase. Notably, teacher guides were unavailable during the impact evaluation, and teachers indicated that the two days of training provided were insufficient, suggesting a need for additional training in future iterations.

In conclusion, while the impact evaluation results of the Civic Education pilot are promising, sustaining its quality at scale will require careful cost management and strategic adjustments. Balancing cost reductions with effective implementation will be crucial for the program's long-term success and scalability.

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