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Kick for Your Future!

A Community-Based Youth Development Project in Liberia, West Africa

Final Project Evaluation Report 2010 - 2011



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Content of the Evaluation Report

Executive Summary	2
1. The Three Communities	7
1.1. Claratown	
1.2. Soniwein	
1.3. Old Road	
2. The Project	11
2.1. Background	
2.2. The activities	
2.3. Expected results and objectives	
3. The Evaluation	14
3.1. The objective of the evaluation	
3.2. The methodology of the evaluation	
3.3. The steps of the evaluation	
3.4. Validity and reliability of the responses	
3.5. Responses in Old Road community	
4. The Results of the Project	19
4.1. The KFYF participants	
4.1.1. The selection of participants	
4.2. Creating perspectives through skills trainings	
4.2.1. Professional engagement	
4.2.2. The skills trainings	
4.2.3. The quality of the trainings	
4.2.4. The certificates	
4.2.5. Integration schooling	
4.3. Football and cultural dance	
4.3.1. Togetherness through football	
4.3.2. African traditions and identity through cultural dances and drama	
4.4. Working for their communities - waste management	
4.5. Cross-cutting issues	
4.5.1. Conflict resolution	
4.5.2. Sexual Reproductive Health	
5. Project Implementation Structure	29
5.1. The approach of <i>cooperaxion</i>	
5.2. The implementing organizations YOCADS and CSLI	
5.3. The staff at YOCADS	
5.3.1 The field staff	
5.4. Filing	
5.5. Reporting	
5.6. Monitoring framework	
5.7. Financial administration	
6. Recommendations and Way Forward	34
6.1. Improvements for the program suggested by participants	
6.2. Recommendations from the evaluation	
6.2.1. Selection of participants	
6.2.2. Improve skills trainings	
6.2.3. Staff development	
6.2.4. Monitoring and reporting	
6.2.5. Include SRH, peace education and financial micro-management	
6.2.6. Physical spaces in the communities	
6.2.7. Implementing organizations	
6.2.8. Coordination and networking	
6.2.9. Conclusion	
7. Annexes	39
7.1. Map of Liberia and Monrovia	
7.2. Questionnaire	
7.3. Interviewed persons	
7.4. Consulted documents	
7.5. Theory of Change	
7.6. Problem Analysis	

Executive Summary

1. The KFYF project

The Kick for Your Future (KFYF) project was established in 2008 and has since then been implemented by the two liberian organizations YOCADS and Combat Stress Liberia (CSLI). The overall goal of the project is to get the youth in slum-like areas in Monrovia away from the streets and engage them in meaningful activities which help to create perspectives for the future. With this, the project intends to have a positive impact on the communities which are affected by a high level of youth unemployment and youth criminality.

The uniqueness of KFYF is amongst others that it engages youth in various different activities which stimulate enjoyment, a sense of responsibility but also the feeling of being part of a group. This helps the youth to structure their days and to attribute a meaning to their activities. The activities are as follows:

a. Playing football

Different football teams divided according to age and sex are established in the three communities. The trainers are selected in the communities. The youth gather regularly for their training. Several times per year, football tournaments are organized in which the youth from the different communities meet. To learn values such as fairness and solidarity as well as to have fun together are the main aims of playing football. Until now, approximately 300 youth have been involved in this activity.



b. Cultural dance and drama

Those youth who are willing and interested meet regularly to learn cultural dance and drama. The cultural dance coaches are part of the community and they share their skills and knowledge on traditional dances and drama which has been very common in Liberia before the war. The youth transmit messages on how to keep the community clean during their performance in the communities.

c. Waste collection and management in the communities

All the youth who are part of the KFYF program have to be part of the waste collection activities which take place every second and third Saturday of the month. The youth encourage also other members of the community to keep the community clean and to fight diseases. The waste collection events are guided by a coach for this purpose. At the end of the activity a meal is prepared for everybody. Usually the participants enjoy these gatherings and feel proud to do something for their community.



d. Vocational skills training (since 2010)

So far the project engaged about 300 youth in three communities in recreational and waste management activities. Out of these, 110 youth attended the skills training activities so far. The trainings are held in selected shops in the communities in the field of hair-dressing, cosmetology, carpentry, tie and dye, tailoring, mechanic and soap making. One person did a computer training. One training cycle lasts for six month. The following evaluation was focusing on the period 2010 – 2011 which included the skills trainings.

2. Main results of the evaluation

Overall the project responds very well to the current needs of the youth in the slum-communities of Monrovia. In a situation of a general political stabilization youth are able and keen to improve their life situations and their perspectives. KFYF supports them herein. The project is already well anchored in the communities, is needs-oriented and able to adapt flexibly to changing priorities of the target group. There are still weaknesses in the project, but it is worth-while for **cooperaxion** to address them together with the project teams.

a. Relevance

Strength:

The project is implementing activities which are ***highly relevant for the young generation*** in the three communities. It is strategically the right approach to encourage them through recreational activities to take responsibilities for their lives and in their communities. The integration of different activities has been proven successfully.

Weaknesses:

There is a need to ***clarify the definition and the selection of the beneficiaries*** of the project. It has been observed that currently the most vulnerable youth, those who are not integrated in any family-like social structure and who are out-of-school are not reached by the KFYF project. By trend, the youth in the project are older than 24 years which has been set as the maximum age by the project team.

Recommendations:

1. **cooperaxion** together with the project team needs to clarify on whom to reach with the project. After this clarification, a strategy on ***how to reach the most vulnerable*** in the communities has to be established. Based on a needs assessment it has to be determined if this group needs more supporting measures such as for example psycho-social counseling. So far schooling has not been integrated in the planning of the vocational trainings. Those who want to take part in the training and go to school at the same time can do only “half-half”.

2. KFYF has to ***integrate training and school schedules***. It is also highly recommended to revise the vocational trainings. Professional training skills have to be innovative and demanded on the market which means, youth should learn skills which they can use afterwards. Even though one can make “small money” with soap making – on a long run, there are enough soap-makers and the question whether these skills will still be requested in five or ten year when Monrovia has undergone significant development, remains.

It is advised to start talking with the Ministry for Youth and Sports (MoYS) as well as with the Ministry of Labour (MoL) about actual ***trends on the local market***. What are their suggestions and how can the project link with the government’s policy on this? Also a local market study (focused on the Claratown and Soniwein communities) is recommended.

Additionally, the quality of the skills trainings needs to be improved and training standards have to be established together with the shop owners. Participants receive a certificate of attendance but in order to get a job, they need an official certificate of achievement.

It is thus also recommended to link up with MoYS and MoL on existing skills training standards and possibilities of official certification. ***cooperaxion*** needs to support YOCADS in these discussions and help them to find ways to ***integrate higher standards*** in their program. Specific goals have to be set for each training entity. The improvement of the quality of the trainings might also imply a reduction of trained skills.

b. Effectiveness

Strength:

The ***effectiveness of the project implementation has improved*** in the past few years, particularly in Soniwein and Claratown communities. YOCADS has significantly improved its financial management and reporting capacities. The YOCADS team is highly motivated to learn and to further improve.

Weaknesses:

Comparing the financial and also human resources for the project with the number of youth reached, ***more young people need to be reached***. Four staff members at the YOCADS office should be able to oversee all administrative processes as well as monitor the staff in the communities on a more regular basis.

Recommendations:

1. In the next phases, ***internal procedures have to be speeded up and professionalized***. A monitoring framework has to be established which touches not only on the implementation of the activities but also on the performance of the implementing organization.

The monitoring and reporting of YOCADS and the project teams on the ground is not yet up to standard. It is not enough transparent which activities are done where and with whom. Furthermore, the reports do not indicate on impacts and improvements or failures of the project implementation. Sometimes, it seems that the goals of the project are not yet clear to all in the teams which leads to confusions in the administrative procedures.

2. **cooperaxion** needs to **support YOCADS in setting up a monitoring and reporting framework** and give advice on more effective administrative procedures. YOCADS needs to ensure that everyone in the project teams is aware of the goals and activities of the project.

c. Sustainability

Strength:

There are indications that the project achieves **a certain level of sustainability**: for example after **cooperaxion** decided to concentrate activities in only two communities and to withdraw from Old Road, the motivated members of project team in Old Road continued some of the activities on their own (without financial support) because they see the importance of it even once KFYF has withdrawn. In the communities, the project is not seen as a donor-project but rather as a community project.

However, the challenge is to get the youth permanently away from the streets and to support the transformation of their confidence in themselves, their attitudes, behaviors and actions. The fact that they remain engaged in the recreational activities after their vocational trainings is a plus. Nevertheless, the low quality of the vocational trainings, teenage pregnancies, a mindset of dependency and the chasing for benefits are still prevailing and constitute obstacles to a lasting individual change.

Recommendation:

Although the communities are enthusiastic about the project and despite the fact that they are supporting the project mainly by “letting it happen” and by encouraging the youth as well as letting them use the football field and training venues, **the communities need also to contribute more**. What are they giving to the project on a long-term? Could they contribute with a space for the youth in the community or with tools for the waste collection activities? YOCADS and the project teams on the ground should discuss this with the community leaders.

KFYF needs also to identify and **connect and coordinate** better with other community groups and initiatives. They could have other capacities in peace building, financial micro-management but also psycho-social counseling; all elements of which the KFYF-youth could benefit from. A simple mapping exercise for each community with beneficiaries, the project teams on the ground and YOCADS staff will help to identify these groups and subsequently more regular contacts can be established with them. The aim is to integrate the KFYF fully into the community and make it a part of it.

d. Impact

Strength:

The project definitely has an ***impact on the individual level***. There are many stories of youth who have been attending the recreational activities and who are now in the skills trainings. According to them, they have learned that their lives are of value. So even if the program finishes, they do not want to go back from where they came. They want to improve their lives.

Weaknesses:

The question is not whether the project has an impact, it is rather whether this impact is lasting and whether the overall objective of this program (to contribute to a vision for the future of these communities and to make them more safe and secure) is reached or not.

In that regard the evaluation concludes that the impact on the individuals is not (yet) big enough and they ***are not reached in enough high numbers to effect a systematic change*** neither at community nor at family level. The project design and implementation has to improve in this regard.

Recommendation:

In order to improve impact also at community level, the ***community has to get involved more***, the dialogue between the youth and the older generation has to be established. This requires time and trust-building on a long-run. The KFYF project, as it is set up has the potential to contribute to this process.



1. The Three Communities

The three communities Claratown, Soniwein and Old Road are in the heart of Monrovia. Before the war Monrovia had a population of about 180'000 people. During the war, the people in Liberia (approximately 3.5 Mio) fled in various directions either out of the country or to Monrovia since the warlords started their raids from the periphery of Liberia towards the capital city. Today, those 1.2 million people who came during the war refuse to go back to the rural areas they originate from; expectations towards better opportunities in life, alienation from rural life and other factors keep them in this over-crowded city.



As the city has grown without plan and people settled wherever they could find a small space, the housing conditions and the basic sanitary installations are very poor. For instance, there is no functional drainage system, just a few water wells in the various communities, and in different parts of Monrovia still no city power (electricity). At the same time within the last years, progress has been made. Clinics have been built, electricity is provided more and more, school buildings have been rehabilitated and roads been repaired. Despite this fact, the condition of the people living in the slum communities, particularly of the youth is still deplorable.



All the three project areas are slum-like, highly populated and there is a very low level of infrastructure. Basic health services are existent but by far not satisfying. The population is in its majority under 30 years old. Most of these young people are living with their peers under very simple conditions. Due to the war most of them did not have the chance to complete their education; they rely on their daily income from petty business. There are no perspectives for a more stable income without the educational background and the opportunities to learn. Particularly those between 10 – 18 years old have specific

needs for their self-development at the psycho-social as well as at the professional level. These needs are not covered; thus the youth becomes prone for political manipulation, destructive attitudes and violent behavior.

The number of teenage pregnancies is very high and thus the risk for sexually transmitted diseases as well as sexual abuse. A young parliamentarian stated: "There are more problems in the urban areas, but they are different problems. For example early marriage is a problem in the rural areas but teenage pregnancy and sexual abuse more in the urban."¹

In the three communities there is a township or community leadership, most of the time composed of elderly men, the women's and youth leaders and tribal leaders. Each tribe has its own representation in the town.

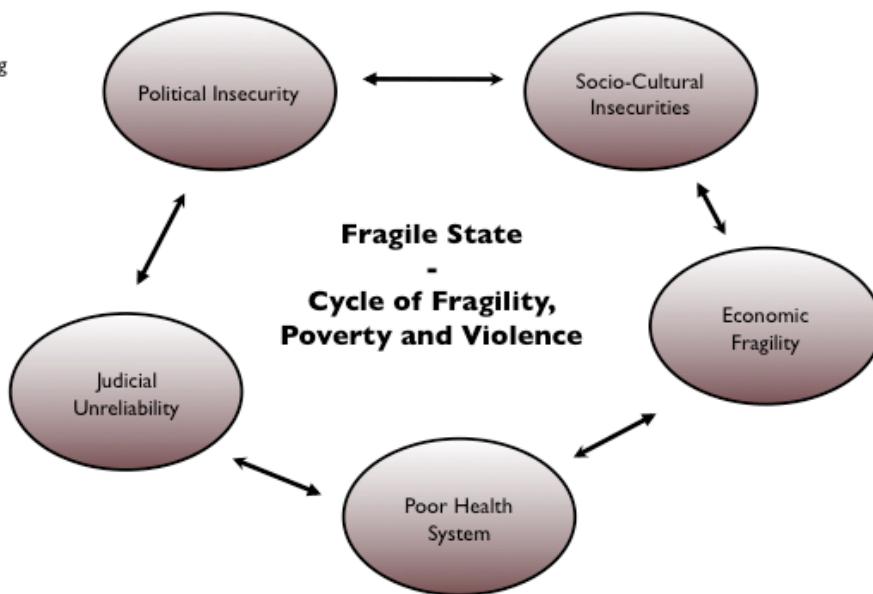
The following problem cycle has been identified by the community²:

Problem-Analysis Liberia in a Cycle of Fragility, Poverty and Violence

Definitions of „Fragile State“

1) Those (states) failing to provide basic services to poor people because they are unwilling or unable to do so (OECD, 2006).

2) "Fragile states" is the term used for countries facing particularly severe development challenges: weak institutional capacity, poor governance, and political instability. Often these countries experience ongoing violence as the residue of past severe conflict. Ongoing armed conflicts affect three out of four fragile states (The World Bank, 2009).



¹ Situation Analysis of Women and Children in Liberia, UNICEF 2011.

² YOCADS in collaboration with students of the Kofi Annan Institute for Conflict transformation of the University of Liberia have undertaken this inquiry in August 2011. See explanations in Annex 7.6., problem analysis.

1.1. Claratown

Claratown community is situated on the Bushroad Island. The only big road on Bushroad Island is squeezing this community of 75'000 people between the sea and the bigger swamp area. Claratown township is divided in 12 communities; KFYF project operates in two out of the 12 communities.

The health conditions in Claratown have been disastrous in the past, cholera cases have been frequent. Malaria and typhoid fever are still prevalent. This is due to the fact that the community is situated close to the swamp and due to the bad sanitary conditions and the waste all over which is characterizing the first impression entering this community still today.

As in all the other areas in Monrovia the population is very young. These young people can be found in the streets, the markets or the newly rehabilitated soccer field. The son of President Ellen Johnson-Sirleaf was ready to heighten the field in order to protect it from the periodical flooding during the rainy season. Furthermore he has built a bridge over the very low places which are constantly under water. Even in these places, houses have been built and hard-working market women are selling coconut, dried fish, small peppers, palm oil, onions, garlic and other goods along the way.

Nobody really cares whether the soccer field has been build right in the year before the presidential elections and whether it was a means to politically influence the young majority of the population of Claratown in order to vote for the donor's mother. What counts is that the youth and the entire community have a place to be, to play, to dance and to enjoy themselves; a rare opportunity in this community. The KFYF project has for a long time advocated for the improvement of the football field and negotiated with the family that owned the land. It has, with its mid-term engagement, indirectly contributed to the rehabilitation of the field for the community.

1.2. Soniwein

Soniwein community is somehow the core of central Monrovia between the big cemetery, the military barracks and the big Rally Town market. Also this community is hardly seen from the main roads which are currently under good conditions and rather clean and neat. As soon as entering Soniwein community, a different Monrovia appears. Soniwein is smaller than Claratown community. The lack of space is striking. Not a single tree can be seen. Therefore the youth is using the soccer field of the neighboring community. Soniwein has mainly one road which is packed with sellers of small goods, carpenter shops, hairdressing saloons, drinking spots, soap producers, tailoring shops etc. The dumping place for the waste is in the middle of the community right beside the clinic. Health conditions are also poor in this community. The Soniwein town hall is used as a school building. It was difficult to find a place where the interviews could be conducted in the afternoon. Sitting down in one of the shops was too noisy

because the music from drinking spots is rendering any concentrated communication impossible. Therefore it was decided to use the office of the chairman in the town hall. In the bigger space of the town hall, on an estimated space of 50 square meters, about 5 school classes of 20 children each were taught afternoon classes. The space was divided by movable walls out of wood. The words of the teachers were lost somewhere between the noise of the outside drinking sports and the pupils experienced difficulties in concentrating under these circumstances.

1.3. Old Road

Old Road community is situated on the other side of the swamp. The center of Old Road is a rather big covered market. The roads in Old Road have been paved newly in order to connect the houses of Gay Town (which is right behind Old Road) with the Tubman Boulevard, the big traffic vein of Monrovia. The former wife of Charles Taylor lives in this community. Also the American school which hosts most of the time the children of the Lebanese and Indian immigrants is situated in this area.

Old Road is a lively community and appears less slum-like than the two presented above. A few gardens change the impression of this community and give it a more spacious image. However, the situation of the young population remains difficult. Despite of the fact that there seem to be more schools in the area, there are a lot of young people loafing in the community and not going to school. Additionally teenage pregnancy is also prevailing in Old Road.

There are more projects located in Old Road community. For instance the EPAG (Economic Program for Adolescent Girls) project which was funded by the World Bank is situated here, as well as the offices of YMCA and other associations.

cooperaxion has decided in 2010 to end its support by the end of 2011 and thus to phase out its KFYF activities for the following reasons:

- Focus on most vulnerable communities / Old Road slightly better off
- Other organizations are present and very active in Old Road community
- **cooperaxion** wants to geographically concentrate its activities
- Undemocratic and nontransparent management of the partner organization Combat Stress Liberia (CSLI)
- Mismanagement of funds and concentration of power in one person by CSLI

Since June 30, the recreational and waste collection activities in Old Road have been stopped. The ongoing skills training cycles has been continued until the end of the year. Old Road community took part in the evaluation exercise.

2. The Project

2.1. Background

The Kick for Your Future project has been established in 2008 by the Swiss organization **cooperaxion** and the two identified partner organizations. The aim of **cooperaxion** was to establish a knowledge base in Switzerland about the slave trade and the Swiss engagement in it; at the same time the vision was to identify projects in two countries which have been heavily affected by the slave trade, Liberia and Brazil.

In Liberia, the staff started to do a research for potential partner organizations for a soccer project for the youth. This should take the youth in poor communities from the street, build their teambuilding competencies and install the values that sports is providing; all this combined with the opportunity that they can play and have fun together. Furthermore, cultural dance and waste collection was added.

Out of 10 organizations, the **cooperaxion** team selected two small organizations according to their selection criteria. Both of them, YOCADS and CSLI needed capacity building but both had a very engaged and motivated staff. Both organizations did not have other donors at the time. **cooperaxion** started a long journey of engagement with both organizations equally. Together the communities were selected: CSLI and YOCADS took both together responsibility of the interventions in Claratown, separately CSLI of Old Road and YOCADS of Soniwein community. Meetings were held together on a regular basis between the two organizations; the **cooperaxion** team visited the project at least once a year since its start; regular email and phone contact as well as reports have assured a continuous communication.

After 3 years the recreational and waste management activities have been well established and the KFYF project extended its activities to vocational training. The idea was to train those young people who were already engaged in skills which they could use for their daily subsistence. Since most of the young participants did not have the opportunity to finish school, they live "from hand to mouth", means from petty business which helps them to survive. The girls in these communities are at risk for sexual abuse and exploitation for money at young ages. This increases the risk for sexually transmitted diseases, affects their psychological health and makes them dependent from "sugar daddies" which are most of the time older and help them with school fees and other expenses. The vocational training program of KFYF was established with the aim of helping the youth to become economically independent, strengthen their self-confidence and provide alternatives for their lives; the learnings and experiences from the recreational activities and the waste management created an excellent basis for KFYF to move on with the same group of youth.



The skills trainings started in April 2010. Up to November 2011 a number of 110 youth have benefitted from the vocational training program which is still ongoing. The evaluation focused on the project period from 2010 – 2011 and included 60 youth which attended the first two vocational training cycles. The evaluation did however not only focus on the vocational trainings but also on all the other activities of KFYF and took into consideration the previous project phases (project documents and conversations with staff members).

2.2. The activities

The fact that the project includes different activities was mentioned particularly by the community leaders as an asset of the program. Playing football is like an incentive for the youth to participate, also the cultural dance and the waste collection constitute a motivation for them. It generates a kind of group feeling and most of the youth stated that it makes them happy to participate in these activities. The coaches, monitors and volunteers confirmed that during these activities some of the youth are changing their attitudes. The vocational training program takes advantage of this momentum and gets the youth on a higher level of engagement.

During and after the vocational training, they continue to engage these youth in the sporting and cultural activities and the results from the quantitative interviews show that they are continuing to be part of this group. This in itself creates ownership in the project, they feel that even if one part stops, they can still continue, it keeps them in their peer group and they feel proud.

So far approximately 300 youth (100 per community) have been participating in the recreational and waste collection activities. By November 2011 a total number of 110 youth have been benefitting from the vocational training program; as mentioned above, out of these, 60 youth (20 per community) have been included in the evaluation.

2.3. Expected results and objectives

During the preparation phase, the evaluator together with the project team in Berne established the Theory of Change (ToC) of the program. The ToC explains the activities and the assumptions that go with it. For example if the project activity is playing soccer – what is the expected change? In order to measure the success of the project, these assumptions have to be clarified and subsequently checked whether the expected change is actually happening³. The following results (outcomes) are expected:

Results

1. Youth and families have an economic basis for their lives
2. Youth take responsibilities for and in their communities
3. Youth in the project become role models for other young people in the communities

³ See Theory of Change in Annex 7.5.

4. Youth deal with problems in a non-violent way and are connectors in their communities
5. Community members see/perceive youth as a precious part of their society and engage with them
6. YOCADS/CSLI show increased project management capacities

The evaluation focuses on the level of the outcomes without losing the overall objectives which have been set. This means that KFYF has the aim to contribute to the following objectives:

Objectives

1. Youth stay in their communities
2. Increased feeling of security in the communities by community members
3. Youth break the cycle of intergenerational poverty effectively
4. Communities gain a vision for their future



3. The Evaluation

3.1. The objective of the evaluation

The objective of this evaluation is two-fold. First of all the evaluation is looking at the relevance of the project: Is KFYF engaged in an area which is really relevant for the youth and the communities? Furthermore, is the project effective? Is it executed in a meaningful way, do the beneficiaries acquire what they ought to obtain and how are the procedures in the project? Has the intervention achieved its stated (or implicit) purpose, or can it reasonably be expected to do so on the basis of its outputs? Linked to the effectiveness is also the principle of efficiency: Are the outcomes of the project achieved in an effective manner? Sustainability is more referring to whether the hard-won changes can be maintained also when the project is finished. The first objective of evaluation is more pertaining to the performance of the project.

Secondly, the question is whether the project has an impact in the communities. Sometimes projects are very well managed but they do not have a lasting impact on their beneficiaries. For this specific project the question is whether or not the youth are able to work towards a more stable daily structure and a basis of income. Additionally the question is to what extent the community feels the impact of the project.

3.2. Methodology of the Evaluation

The Swiss evaluator Sidonia Gabriel (SG) together with Werner Dick and Gabrielle Wilhelm prepared the evaluation based on the existing documents of the project. They established the theory of change of the project which had to be checked against during the evaluation.

In September a national evaluation expert was hired. Dexter Merchant (picture) selected another two local assistants to do the data collection according to the data collection sheets (see annex).



The interview matrix was developed in Berne together with the Swiss evaluator and completed by Dexter. The aim of this pre-liminary data collection was to interview all those who completed the vocational training program and to explore in which activities they are currently engaged and whether the program had an influence on their professional activities.

The second phase of the evaluation was held from November 18 - 28 with the presence of the Swiss evaluator in Monrovia. It was her task to do a second round of more in-depth qualitative interviews in order to confirm the results of the first round and to analyze also the effect the project has on the community.

SG held the following meetings and interviews:

- One initial meeting with staff members of YOCADS
- One meeting on the procedures and structures of the KFYF project implementation
- One meeting with the community leadership in Claratown and Soniwein
- One meeting with the community teams in Claratown, Soniwein and Old Road
- Interviews with at least three beneficiaries in Claratown, Soniwein and Old Road

All the meetings were organized with the support of YOCADS and CSLI. The selection of interviews with beneficiaries was done by SG; the two local evaluators arranged the interviews. It was communicated with the staff of YOCADS and CSLI in the initial meeting that the evaluation has to be done as much as possible independently and therefore meetings with beneficiaries have to take place without staff members or members of the community teams. Equally so, the meeting with the community teams should not be held in presence of any of the central staff of YOCADS and CSLI.

During her stay in Liberia SG developed the interview guidelines for these more in-depth meetings and discussions.

The overall methodology of the evaluation was mixed between a qualitative and a quantitative approach. During the preliminary activities the local evaluation expert and his team interviewed almost all of the beneficiaries with a relatively standardized questionnaire. The second part of the evaluation has more a qualitative character in order to enable the evaluation team to interpret the quantitative findings of the first round.



3.3. The steps of the evaluation

The different phases of the evaluation are hereafter presented in chronological order and include responsible person and the carried out activities.

Phase of the evaluation	Activity	Responsible	Time
Set up of the evaluation methodology and clarification of the objectives of the evaluation	a) Desk study of program documents and KFYF reports; b) Meeting with cooperaxion	Sidonia Gabriel Werner Dick Gabrielle Wilhelm Sidonia Gabriel	August 2011 in Switzerland
First phase on the ground: Oversight of the beneficiaries	Quantitative interviews with all beneficiaries of the vocational training program in the 3 communities	Dexter Merchant Annie Maybel	September/October 2011 in Liberia
Second phase on the ground: Verify and explore the results from the first phase	Qualitative interviews and meetings with -community stakeholders - beneficiaries - community teams - staff members YOCADS/CSLI	Sidonia Gabriel Annie Maybel	21.-26.2011
Third phase on the ground: Consultation of results with KFYF staff and community team	Consultative meeting with all YOCADS and CSLI staff who were involved in the project so far	Sidonia Gabriel Dexter Merchant Werner Dick	28.11.2011
Evaluation report established	Establishment of the first draft evaluation report for consultation with cooperaxion	Sidonia Gabriel	28.11.2011 – 4.12.2011
Finalization of the report	Building in of final comments	Sidonia Gabriel	3.112.011

3.4. Validity and reliability of the responses

The quality of the responses from the preliminary interviews is sometimes limited. Sometimes, the interviewees and the evaluators noted just one word on the interview sheet so that it was difficult to understand the story behind. With a few number of participants the interview was done twice by two different persons. The answers in these cases were sometimes slightly differing (birth date/length of the training time). These insecurities in the preliminary interviews made a verification and spot check necessary. Also in the second phase, the interviews were challenging. Some of the beneficiaries did not understand the questions and it was discovered, that a lot of them answered differently when asked the same question several times. There might be different reasons for this:

- a) They were shy or felt ashamed and tried to "hit" the right answer
- b) They had no good understanding of the overall program
- c) They did not know the answer but felt ashamed to admit that

In Old Road community almost all of the interviewees answered in the same way (see table). This might be an indication that the interviewees were told what to answer by CSLI staff. In addition, the qualitative interviews were done partly in presence of the CSLI field monitor, which made the interviewees feel constrained in their answers. On the other hand, the beneficiaries feel quite discouraged because the program is phasing out; therefore they were less able to see the positive elements.

Also in the other communities, the evaluator team got the impression that some of the beneficiaries were instructed to give the "right" answers. In the second phase, this was dealt with by asking different questions. When the evaluator team arrived first in the different communities, some of the beneficiaries were apparently not able to say how long they have been trained in their professions. Unfortunately, the team on the ground during the first phase did not indicate this in the interview forms. However, during the second phase all of the interviewees said that they have been for 6 months in the training.

Out of these events, it is obvious that all of the interviewed persons including the community leaders were not only informed about the evaluation but they were told about the project and what to say in the interviews to a certain extent. This strains the data and this evaluation has to act on this assumption. In order to contain this, several measures have been taken:

- a) An evaluators team with more than one person
- b) Different phases of interviews
- c) Different types of interviews
- d) Meetings with community leaders and staff
- e) Validation workshop

With these measures we hope to arrive at a realistic picture of the project and its impact.

3.5. Responses in Old Road Community

In Old Road community the results from the interviews with the beneficiaries but also with those members of the central and community team were overshadowed by the phasing out of the project from this community partly due to the non-democratic and nontransparent management of CSLI, the mismanagement of funds and concentration of power in the person (of the founder). As she moved permanently to the USA in 2010 she left the management responsibilities to her daughter who continued the approach of top-down management. **cooperaxion** decided to concentrate its activities in the other two communities and to gradually phase out in Old Road, leaving a project implementation team with experience – but without a management.

The interviewed beneficiaries in Old Road were generally rather disappointed by the KFYF program. During the interviews there was a strong link between the beneficiaries and the CSLI manager. As the interviews were held in her shop in Old Road and she was around, the interviews became further biased in that direction. Additionally, the ten young men interviewed in the first phase did all go through an apprenticeship as mechanics and they all answered in the same way. It is assumed that this is partly due to the influence of the CSLI manager and partly due to the fact that they had indeed similar experiences.

Interestingly all of the interviewed persons of the first and second phase said that they are still participating in football and cleaning-up activities, despite the fact that KFYF has already stopped these program-elements. Later it became clear that some very committed former KFYF staff members continued their activities independently (cultural drama and dance, football and waste management).

In order not to further confuse the situation and create expectations in the community, the meetings and interviews of the second phase were limited to a few beneficiaries (4), the field monitor who is leading the continuous activities, as well as the CSLI manager. Not interviewed was the community leadership which could have given an insight of the impact of the project in Old Road community. For these reasons, the evaluation has to rely on the impacts in the two other communities which are rather comparable in their conditions.

4. Results of the Project

4.1 The participants

It was decided to try to look for all those participants of the KFYF project who have undergone the “full package” which includes football/cultural trainings, waste management and vocational training. This amounted on an overall number of 60 persons. 46 pre-liminary interviews could be conducted. 14 of the overall number of 60 trainees could not be found anymore. Either they have moved to another community or dropped from the program. Another reason given was that at the time of the registration for the program they had no personal phone and indicated the number of another person.

One female interviewed as a participant in Soniwein is today the female football coach.

In Claratown community 14 persons were interviewed in the first phase (8 males/6 females). 6 persons who were part of the vocational trainings did not respond or could not be found in the community. 4 of the missing persons were girls, 2 were boys. In the in-depth interviews, one male and one female participant were interviewed.

In Soniwein 18 persons were interviewed during the pre-liminary phase. Two persons, one male and one female were missing and could not be found in the community. In the in-depth interviews three male an three female participants were interviewed.

In Old Road 14 pre-liminary interviews were held out of the 20 (8 female/12 male) persons who have been in the training. 10 out of the interviewed persons were male whereas 3 were female. 7 persons were missing or could not be found anymore in the community. Interestingly 6 of those missing were girls.

Claratown	Soniwein	Old Road
Preliminary phase (quantitative)		
8 Male 6 Female	10 Male 8 Female	11 Male 3 Female
14	18	14
Second phase (qualitative)		
1 male 1 female	3 male 2 female	3 male 2 female
2	5	5

In general the KFYF youth live in rather poor conditions. 90% of them are living with a brother or sister and a few friends in one room. It is not so clear to say whether they are still in contact with their parents or not. It became clear from the interviews that most of them get a contribution for their living from their parents, but they have to generate the main income by themselves. It is among other for this reason, that KFYF can have a positive impact.

The participants of the KFYF vocational training are between 25 and 30 years old. 8 out of the 46 interviewed persons are below 25 years old. 3 persons out of the 46 are older than 30 years. The target age of the project was set between 16 – 24 years. It might be worth a discussion with YOCADS on how to focus better on this group.



Most of the participants did not have the opportunity to finish high school and stopped between the 8th and 10th grade. Some of them try to complete their school but they might not be able to do it in a row but have to take breaks according to their financial situation. Therefore it is not surprising that they recommended that KFYF should contribute to covering their school fees. A risk of the program could also be that once they are part of the vocational training, they do not want to go back to school.

For the girls the situation is more difficult because most of them interviewed have already children. (Unfortunately this question was not part of the interview guideline for the pre-liminary interviews. In the in-depth interviews all interviewed females already had one or more child.)

The evaluation team came to the conclusion that the project addresses youth in the communities but does not put a focus on the most vulnerable; those who have absolutely no education and no family support are a minority in the project. It is interesting to note that the project is perceived well by those who are living in a family-like structure and who get a contribution for their school fees and feeding from their parents, and/or by those who are already successfully engaged in small businesses. In these cases, the vocational training gives them another source of income and keeps them busy.

Those who had no opportunities in their lives before the project are not able to take much of an advantage of the project since their education level is too low and they have no basis to live. For them, the project creates hope and an idea in which direction they could direct their lives, however the support structure is not yet strong enough. They might also need psycho-social counseling, particularly the girls who are exposed to sexual abuse.

4.1.1. Selection of participants

The selection of the youth participants in the communities was done randomly as no specific selection criteria beside of age and sex have been defined. Therefore, only those youth who are generally well integrated in their communities have been selected. Specific selection criteria which put a focus on the most vulnerable youth with no support structures and no basic school education have to be developed.

The selection of participants in the football, waste management and cultural activities was done randomly. Apart from the age and the gender and the condition that the trainees should be part of the community, there were no specific selection criteria set. There is a risk that those who are already in the program bring in their own friends and that the selection might be biased.

Therefore the project does not include the most vulnerable youth in the project. Those who are in the project have a certain education level, most of them have already started skills trainings before or they went to school. Most of them live in a family-like structure which is providing a limited support. Those youth who have no family structures, who have been abused (particularly girls) and disadvantaged by the community and their families do not participate in the program. Reasons therefore are:

- a) It is not easy to locate them and to get their commitment to participate in the program
- b) They might feel scared and too shy to participate
- c) It is not easy to keep them in the program and to work with them since they have no basic socialization. They need much more attention.

All youth in these communities need support. However, there are different levels of poverty and marginalization and they have to be taken into consideration during the selection process. Those who have already a job and study are taking a good advantage of the program. The most vulnerable probably not, they might not become part of the program or drop out for the above mentioned reasons.

4.2. Creating perspectives through the vocational trainings

The vocational skills trainings provide an excellent opportunity for the youth to start creating their economic basis. However, most of those who completed the training program cannot survive on what they gain but contribute to their living. This is either because the quality of the training is not good enough or because they have no opportunity to buy tools and to rent a space to perform. Some return to school after the vocational training, since they cannot go to school during the training program.

4.2.1. Professional engagement

The most important question of the preliminary data-collection was whether the participants are still using the skills they learned. This gives an indication on whether the project is having an at least medium-term impact on the individual level. The answers were ambiguous since most of them are engaged in different activities to generate the income to survive in the community. All except the mechanics who said they are not engaged anymore in their professions are still engaged in it from time to time if they get the opportunity. The question here is however to which extent they are engaged in it. The mechanics are the only ones which do often not find a part-time engagement in this profession because there is no space and tools in the small garages they were trained.

With regards to the reliability of the data, the answers to the question whether they are still engaged is related to their interpretation of the question as well as their own assessment and

perception of KFYF. Those who have a positive experience with KFYF said that they are still engaged whether others who are disappointed by the KFYF said that they are not anymore engaged. In that sense the data is interesting.

	Still engaged	Not anymore engaged
Claratown	11	3
Soniwein	9	13
Old Road	1 (partly)	14

In the Old Road community all of the interviewed participants said that they have been disappointed by the program. a) because they were not given tool kits at the end of the training and b) because the KFYF is stopping the activities in this community. Additionally out of the 20 trainees 11 completed a training as car mechanics. This category of trainees is much less satisfied with the result of their training because they need heavy tools and a garage to work. The garages where they learned are too small to accept them to continue. The same might be the reason in Soniwein. But there, the reasons why fewer people are still engaged have to be further explored.

4.2.2 The skills trainings

The trainers for the skills trainings have been selected by YOCADS and the community leaders. They were apparently selected based on the quality of their work. However, there are no clear selection criteria for the trainers and there is no standard curriculum which allows also a quality control of the training. Furthermore, only a few youth said that they enjoyed the relationship with their trainers and that they feel encouraged. Others feel that they do not really get a chance to work but that they are standing around and wait until they are given a task. Hence, one of the selection criteria should be the motivation and the ability of the trainers to work with young people. Apparently, while speaking with the community leaders some of the trainers mentioned that their trainees often come late or only part-time and that they have no measures against this.

In general it has to be stated that those who learned skills which they can perform without much tools and at home have better chances that they will continue using the skills for income generation. For instance, the soap makers and hair dressers are better off after the training than the mechanics. The latter need a workshop and heavy tools which means that they need a more or less formal employment in a garage whereas they are able to perform other skills anywhere at any time. Interestingly those who did tailoring could get most of the time to an agreement with their former trainers. They are allowed to use the sewing machine if they want to.

The types of the skills trainings have been selected according to local market needs, to what is possible in the communities and according to what the participants wanted to do. In most of the cases the participants were satisfied with their choice. However, the trainings are not very

innovative because they are already well performed in the communities and because the trainers have not been instructed in new techniques. It would be worth a discussion to identify other skills trainings which are complying with the needs of the market and with "new" technologies.

If there are skills trainings selected which need heavy tools and a specific space to work such as car mechanic, the program should help the youth to identify a position in a garage after the training, otherwise the expectations are by far not met and the young people get more discouraged than before the apprenticeship.

4.2.3. Quality of the trainings

The interviewees said all together that they did not have enough time to learn their professions well. Furthermore, they learned different skills in different shops because there was no common "curriculum" for the apprenticeship. The quality of training is also quite different in different shops, depending also on the number of other trainees. Sometimes, the tool-kits of the shop were not sufficient. Therefore the beneficiaries had to schedule their training hours per day to be able to share the working tools. In general the quality of the trainings was not at its best also because, according to most of the beneficiaries, the training time was too short.

More diversified criteria have to be established for the selection of vocational trainers which should include also the quality of work they are providing, the commitment to the youth as well as the number of spaces and tools available.

A curriculum has to be established for the vocational trainings per type of training. By doing so, it is ensured that all those who e.g. learn hair dressing acquire the same elements of it.

4.2.4. The certificate

So far, the trainees could only make limited use of their training certificate. In the cases they were using it, they either stayed with the same shop where they did the apprenticeship or they went to a shop of somebody familiar. Those who are doing hairdressing are the ones taking most advantage of the certificate. They said that they show it to their private customers.

Those youth who did not find a job yet, made also a connection between the lack of quality standards of the training, the relatively short duration of it and the fact that it is an attendance certificate. Some of them (2) were asking for bi-monthly tests during the training and a final test in order to get certificates of achievement. They assumed that if they get a certificate which states their performance, they might have better chances to get a job with the certificate.

Some of the participants did not attend the certification ceremony for other reasons such as sickness or travel. The evaluator assumes that some of them did not attend their trainings regularly and in time; some others might have been disappointed that they will get only a certificate of attendance of six months which they consider as too short.

4.2.5. Integrate schooling

One short-fall of the project which has been continuously mentioned by all interviewed groups is that the school-goers have to make the choice between going to school and attending the vocational trainings; the vocational trainings last usually for eight hours a day. In many of the cases, the youth tried to do both which had a negative effect on their concentration. The

design of the vocational training has to allow those who attend classes in school to attend these. In fact, the KFYF project should encourage them to do so.

Therefore it is highly recommended to coordinate the skills trainings with the school hours and to inform the schools and the teachers about the project.



4.3. Football and cultural dance

Football and cultural dance are the “fun-factors” in the KFYF project. They are the incentive for the young participants to take part in the program. The activities bring joy and let them forget about the difficult realities of their lives. It helps them to identify with their team or group and it provides them with a minimum (time) structure during the week.

All of the interviewed persons said that they are still engaged in either the football or cultural activities. These are the activities they connect most to. They feel included in a group and they get a structure in their daily lives.

In Old Road both KFYF activities have been stopped in July 30 as part of the phasing out of the KFYF. Nevertheless the youth said that they are still playing. Apparently they joined other community teams in the meanwhile. All of the youth also said to be currently engaged in the waste management activities, some of them even in other voluntary community activities. In Old Road also these activities have been stopped, however they do join the monthly community cleaning up activities which are organized by the city of Monrovia.

	Football	Cultural	Engaged in waste collection	Engaged in other voluntary community work
Claratown	13	1	12	5
Soniwein	14	4	18	17
Old Road	14	-	13	10

The program has so far been very successful in keeping the youth active in the other activities such as football or waste collection also after the completion of the vocational training. In this way KFYF is different from all the other programs since it maintains the activities in the community and with the community. It continues to give the youth a daily structure and engages them in a certain kind of mutual social “peer control”.

4.3.1. Togetherness through football

Football has a special position for Liberia's youth. Not only that everybody follows the European Championship and is very well informed about the games and the players; for most of the interviewed youth George Weah is an idol. He stands for success and pride for Liberia. The youth who play football want to become like him. To make the big football career and to become “an important person” is everybody's dream. This dream unites the youth groups and serves as a motivator for the KFYF project.



All groups interviewed in the second phase confirmed that the program helps to keep the youth together. It unites them, makes them understand that they belong to their community and that they are able to contribute something to the social life. In the community leadership meetings it was emphasized that they see a stronger identification of the youth with their community; particularly through the cleaning activities. The coaches and volunteers on the ground mentioned that the program gives the youth access to their own culture because the social systems of cultural transmission, usually oral, have been destroyed during the war. The concerned youth have been taken away from their families moreover in Monrovia which became a melting pot of different ethnicities, cultures and values.

4.3.2 African traditions and identity through cultural dances and drama

Once the youth groups start to do their outreach, the whole community, particularly the children are watching. The symbolic value of the spectacular acrobatic movements, as well as the drama is understood by everyone and people can identify with it. Most of the participants who are engaged in cultural activities said that it helps them to learn about their own culture. Before the war, the Americo-Liberian settlers tried to “civilize” Liberia’s indigenous population. This is when the loss of the own cultures and traditions started. During the war which included the very remote areas in the forest, the older generation was killed and with them the oral tradition of cultural transmission. A few people in Liberia are still aware and knowledgeable about their culture. In the KFYF project the youth are getting a small taste of that. They do appreciate it as well as the communities.



Cultural drama and dance have also been used for the conveying of messages to the community. The KFYF project uses this element during its outreach activities and informs the community about the importance of waste collection and health risks which are implied if it is not done.

The concrete impact of the outreach programs and also the learnings about culture and traditions would have to be evaluated further. The evaluator had the impression that it is a good start; however, the question is how deep the knowledge of the cultural dance coaches really is. It would be important to link them with persons who are doing research or elderly persons who are more knowledgeable about the traditions in order to train them further.

4.4. Working for their communities – waste management

Interestingly, the waste management is also a source of joy for most of the participants. They find pleasure in working in their communities. Not at least because they do it as a group and because they can share food after the activity has been completed. It helps them to identify themselves with the community and most of them are proud when their community is clean. The awareness on diseases is relatively high amongst these participants because they also participate in the outreach activities which focus on the negative impact of garbage on the health of the community members.

Most of the interviewees of the second phase said that they felt very proud of their work in the area of waste collection. They feel part of the community and they feel that the members of the community start respecting them.

4.5 Cross-Cutting issues

The young participants of KFYF are highly motivated to do something for themselves and the communities. Most of them see themselves as role models amongst their peers and the majority has been already involved in conflict resolution on an individual level. The program provides an opportunity to educate the youth in other cross-cutting issues which concern their lives.

4.5.1 Conflict resolution

Most of the interviewees said that they are from time to time involved in conflict resolution amongst their friends. From the description on the interview sheets it is most of the time around smaller conflicts amongst boyfriend and girlfriend or between friends around money from selling, sharing of the room or other minor things. The evaluators did not get the impression that there is a connection between the KFYF and a stronger engagement in trying to solve these issues. It is rather normal that they are involved since there are most of the times no parents or guardians taking care of these youth. They have to sort things out themselves. Interestingly most of them said that they have been involved in the resolution of conflict of other people but that they themselves have not been a party to any conflict in recent time. The reliability of this information has to be put into question since none of them would admit to an alien person to have been involved in conflict unless they have been victims.

	Involved in a conflict in recent times	Active in the settlement of disputes
Claratown	1	9
Soniwein	2	13
Old Road	3	11

4.5.2 Sexual Reproductive Health (SRH)

Interestingly some of the coaches said that when girls are playing football the risk that they get pregnant is higher and therefore they need to do more training on Sexual Reproductive Health! Indeed, teenage pregnancy is a big problem in all of the three communities and the misunderstandings about SRH have to be addressed urgently. They are the result of a low level of education but also of misinterpretations in their peer groups and in the community.

UNICEF Liberia is currently doing an informal research on the challenges and opportunities of the youth in Monrovia⁴. When the



⁴ Discussion with the UNICEF Country Representative, 26.11.2011.

girls between 14 and 16 years were asked for their opportunities, they said “boy friends”. When the 16-20 year old were asked for their most important challenges they said “boy friends”. The girls change their perception of the boys completely within 2 years because most of them get pregnant and they, including their boy friends, are not able to feed their children, not to speak about sending them to school. Intergenerational poverty is perpetuated. Therefore SRH trainings are of utmost importance.

From the observations of the evaluator's team, during tournaments but also during normal trainings, the girls are observed by the boys and some of them have their favorites. Therefore, not only the girls but also the boys in the community have to be educated on SRH. The consequences of intimate contact have to be made clear to the participants of both sexes. The field staff has to put a stronger eye on these issues.

In some instances YOCADS has conducted some SRH trainings, however not at a large scale and not with a more professional curriculum.

4.5.3 Community relations

Apparently, during the first phase of interviews, the community leaders were not able to explain what the KFYF project is and in which activities it is involved. In the community it is not really perceived as an entire project but more as a community program (for instance the cleaning activities). On the one hand, this is good for the program, since it is not perceived as something that comes from outside. On the other hand the community leaders and members should be better informed about what KFYF is doing and be an encouragement for the youth once the community is identifying themselves with the project.

The project is seen as a community project. However, in the discussions with the community leaders it became not quite clear what the community is providing to the program. They suggested an extension of the vocational training program and to have more young beneficiaries in it. How is the community supporting these efforts? How are they implied? In Soniwein and Claratown they confirmed having been part of the selection team for the vocational training sites. They stated also that they monitor the training sites from time to time. It is recommended that a more defined role is given to the community leaders. The community chairman, the head of the women's association and the youth should be part of the project and monitor it regularly.

5. Project Implementation Structure

All in all, the process-oriented approach has proven successfully; at this current stage of the project, the process-orientation needs to be complemented also by results-orientation at a higher level.

5.1. The approach of cooperaxion

cooperaxion has a unique approach to the management of the KFYF project. The backbone of the way to deal with the project implementation is the concern for sustainability and capacity building for the implementing organizations as well as for the project participants. Unlike other projects, KFYF had time to develop and the development process of the project was supported by the cooperaxion team. Instead of focusing on quick results, the focus was on:

- common project development
- small steps
- patience
- transferring responsibility as early as possible
- considering the human factor by acknowledging and appreciating the achievements of individuals

The latter means also, that the monitoring from Berne is not as tight as if it would be with a project officer on the ground. Berne is handling the reporting non-bureaucratically and open in order to put the responsibility on the implementing organizations and not on cooperaxion.

The positive side of the approach is that it really engages the project implementers as well as the project participants. Those who are not motivated to take part in the project will take a short-term benefit from the project but drop out after some time. The best example for this is the stealing of USD 40'000 from the account of CSLI in early 2010 which did not touch the overall implementation of the project on a long-run. Over the years, particularly YOCADS improved its management and administration capacities through this approach.

The down-side of the approach was that in this way, the project's resources can be easily abused by those who do not have a real interest in working for the communities. The results are still not developed to the full extent possible and the financial administration as well as the overall reporting and monitoring is not yet at its best. A tight supervision and continuous monitoring from Berne is recommended in order to push the project beyond its current level of results.

Since 2010 there were two persons on the ground, which were hired to visit the implementing partners as well as the communities twice a month. In principle this is a good measure if it is done correctly and with the necessary engagement. The project visits of the cooperaxion team at least once a year is of utmost importance.

5.2. The implementing organizations YOCADS and CSLI

In the post-war Liberia of 2007 it was a challenge to find partners with the potential capacities needed. The selection process started with an internet research and contacts with organizations on the ground.

During a first visit 10 organizations were identified out of which two were selected according to set criteria. Whereas YOCADS is a youth organization headed by young Liberians with a relatively low level of capacity in the beginning, CSLI is headed by a women community leader who established her own organization. It was decided that YOCADS is working in Soniwein and CSLI in Old Road Community and Claratown. YOCADS developed over the past four years its capacity in administration and management. The last milestone in this regard was the shift to an electronic accounting system. The staff is committed to the program and also to the capacity building process that **cooperaxion** is offering.

Throughout the project duration it became clear that the implementation capacities of CSLI were rather low and that Old Road is not one of the most vulnerable communities in Monrovia. **cooperaxion** preferred to concentrate its activities rather on Bushroad Island (Clara Town).⁵

5.3 The staff

5.3.1 The staff at YOCADS



The staff at the level of YOCADS is motivated for the project implementation. There are four staff members dedicated to the project implementation including the financial manager. YOCADS recently hired also a filing clerk in order to improve the filing system of the whole organization. At the moment, YOCADS is not implementing projects for other partners; therefore, the whole staff of YOCADS which includes an additional four persons, who are supposed to work on other projects, is from time to time working on the project. Compared to the high number of staff for the project, the results and the number of monitoring visits, the training and

capacity building effect on the field staff and the coaches are not yet sufficient and have to be further developed. Staff capacity building needs to be improved. Their support for the field staff not only in terms of numbers of monitoring visits but also in terms of leadership, communication, trainings and coaching needs to be improved within the next few month. A staff capacity building plan could be developed to that effect.

⁵ The reasons for the phasing out are explained in more detail in section 1.3. and 3.5.

5.3.2. The coaches, field monitors and volunteers

All of the selected staff has been recruited from the community either because they were known or active in a specific area such as cultural dance or because they were active in the communities' life as youth leaders or with small organizations. They do feel encouraged by the KFYF project and they see the impact the program is making on them. One coach spoke about how she had no perspective and no education. Today she is a coach and handles the project on the ground.

A big challenge for the staff on the ground is to keep the teams and the youth together. It is challenging to locate them and make them participate. The youth in these areas are usually busy with different income generating activities such as producing and selling small things with their friends.

In general they feel supported by the YOCADS team and they appreciate that they are often present and monitoring the activities. Some said that the communication with the YOCADS team is sometimes difficult in terms of the "tone" of the communication; means that if they do not deliver the expected results they are treated with impatience and roughness. However, the field staff has to become a role model for the youth and it is recommended that they get a more comprehensive training in project management, life skills, basic education, gender, peace education and sexual reproductive health.

5.3.3. Hired staff for special occasions

For special occasions such as football tournaments animators and DJs are hired. They draw the attention of the community on the event and they help with the proceedings on the ground since most of the time more than a hundred people gather. During the evaluation a football tournament took place and it was observed that some of the hired staff secretly mixed their soft drinks with locally produced gin and other liquor. This is not a behavior which is in the spirit of the KFYF project. Having fun is part of the program but behavior which could be destructive for the youth should be strongly discouraged. The YOCADS staff and the field staff has to be very strict on the code of conduct.

Furthermore, nothing objects the motivation of female players during the game; it makes the girls feel proud of their playing skills; at the same time, after the game, the girls are happy and satisfied with themselves which might make them more prone to sexual abuse.

The code of conduct and the most important principles of the KFYF have to be explained and made a binding duty for all those who are engaged in the project. All of them have to be role models for the participants; if they abuse some of the activities of the project its positive effects are immediately put in question.

5.4. Filing

The filing system of YOCADS has been mentioned in the Audit Report of 2010 as poor. The evaluator identified it as a major problem in the smooth and well-arranged management of the program. Also the filing of reports and other project-related documents is rather chaotic. There is no consistent system in place, neither for the hard-copies nor for the electronic documents. If the staff changes for a reason or another, the files would not be found. The office just hired a filing clerk recently. However, unless an efficient and meaningful filing system is established, the filing clerk will not be able to make sense of the current arrangements and will not be able

to improve the situation. Under his or her leadership the administrative procedures and filing have to be improved and re-arranged.

For example, there is a list of participants in the office. However, little is known about them. How to make sure that the names which are on the list are also those who participate in the communities? The peer group control in the communities is quite high; however, it is important to keep a better and more precise record of the participants. Get from all the participants a picture and establish a file including her/his birth date, hobbies, occupation etc. This allows following up on them for reasons of sustainability.

5.5. Monitoring framework

There is not a clear reference framework for the staff and the field staff of the overall objectives and the expected results of the project. In order to achieve a more focused project implementation, it is important that everybody working on its implementation is contributing to the formulation of objectives and results. This will provide a better understanding why certain activities are undertaken and which aspects are important. This has to be noted in a simple monitoring framework which helps to report on progress and setbacks and which allows the project managers to re-adjust the project if necessary.

5.6. Reporting

The field staff are reporting regularly (every three month) to the staff at YOCADS. The structure of the reports is not consistent and the reports are rather descriptive instead of results-oriented. The descriptions of the activities are not at all precise, it is not indicated how many persons participated in the activities, how the community was implied etc. The elements which would also have provided a basis for the evaluation are not in the reports.

It is important to establish a reporting format which includes a results-oriented part. This tightens up the monitoring of activities. It has to become visible in what way the project supports the participants beyond of having fun or eating together. It has to show what happens beyond with these participants and how they apply their skills in their daily lives. In that sense, the reporting needs to keep track of the participants more thoroughly and needs to be embedded in a monitoring framework.

The same improvements have to be done for the reporting levels between Monrovia and Berne. The KFYF reports are too descriptive and it is not easy to understand what happens beyond the various activities with the participants and in the communities.

All the staff, also the field staff, needs to get a copy of the reports that are sent to Berne. They need to be aware on what YOCADS is reporting on and get the possibility to give their feedback.

5.6.1. Financial administration

The financial administration has been mentioned in the Audit Report 2011 of YOCADS. (The CSLI Audit Report has not been taken into consideration.) In the report some weaknesses are mentioned in the financial administration. At the same time the report states that there has been no fraud, errors or irregularities detected. Based on the recommendation of the Audit Report, the financial administration has been shifted to an electronic accounting system. This will certainly help to improve the overall financial management if the staff is well trained in using the system.

At the same time, it is recommended to look more in-depth on procedures of payments of the field staff, payments for activities and community based special occasions. Procedures have to be standardized and controlled more thoroughly.

Also, the field staff has to be better trained in the financial management of the resources they get for the provision of food and other supporting activities. For example, the field staff (coaches) are given the whole amount of money (USD 285) for all trainings of one monthly (this includes food and water for the participants but not the salary of the coaches) at once. Although nothing of that sort has been detected during the period of the evaluation, there might be a risk of misuse if some of the coaches is in serious financial need.

6. Recommendations And Way Forward

The evaluators have several recommendations on the basis of the conclusions. These are just some ideas and possible tracks for the way forward. Some of them have already been discussed during the feedback workshop in Monrovia on November 28, 2011. First of all, the suggestions from the interviews of the first phase are presented. Thereafter follow the recommendations from the evaluator. Some recommendations are already indicated in the various chapters of the evaluation part, therefore, the evaluator decided to mention only those elements which have to be prioritized in the next planning and implementation phase.

6.1. Improvements for the program suggested by participants

Almost all of the interviewees said that they would recommend an extension of the vocational training program at least to 9-12 month. Most of them feel that they have learned something but they do not yet have a good overview over their professions in order to execute them independently. Particularly the mechanics, tailors and carpenters are not satisfied with the time of the training. The soap makers and hair dressers are the most satisfied. This has certainly to do with the professions but also with the capacities of the training shops. In some shops there were not enough tools or space and the trainees had to schedule their time sometimes limited to two hours/day.

On the other hand, the training in itself was for them a source of income of 30USD per month. This plays certainly also a role in their wish to continue the program. From the perspective of the evaluation, the distribution of this amount as an encouragement is still legitimate, helps to create the commitment and ensures that they get at least a contribution for the time they spent in the training and cannot follow other income generating activities.

Another element all of the participants mentioned was that after the training they did not have any tool kits and a space to start a small business. Again, the soap makers and the hair dressers somehow manage at home and can buy the most important tools and ingredients whereas the mechanics, carpenters and tailors do not have this possibility. Some of the tailors are getting cloths to sew for their friends. In these cases some of the tailors who trained them give them temporarily a machine to work on.

	Extend the training period	Tool kits or space needed to continue
Claratown	10	5
Soniwein	6	8
Old Road	13	11

Again here the phasing out of the program from Old Road is reflected in these figures. The impression was that the interviewees were to a certain extent instructed to say similar things. It

was for example mentioned by all that the training period was by far not long enough. Considering that most of the trainees in Old Road have been mechanics this result is not surprising.

Other recommendations from the participants were:

- Include a test every 2 month on the vocational training and distribute certificates of achievement and not just of attendance
- Extend the program to other beneficiaries
- Include scholarships
- Integrate the vocational training and the attendance of school since most of the beneficiaries have not yet finished high school
- Include driving school and computer training as one of the training areas
- Include a life skills training besides the vocational training

6.2. Suggestions from the evaluation

6.2.1. Selection of participants

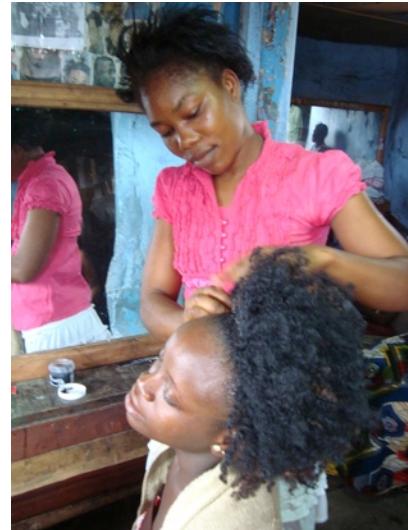
There is a need to clarify the definition and the selection of the beneficiaries of the project. It has been observed that currently the most vulnerable youth, those who are not integrated in any family-like social structure and who are out-of-school are not reached by the KFYF project. By trend, the youth in the project are older than 24 years which has been set as the maximum age by the project team.

cooperaxion together with the project team needs to clarify on whom to reach with the project. After this clarification, a strategy on how to reach the most vulnerable in the communities has to be established.

6.2.2. Improve the skills trainings

First of all, the number of different training types has to be checked and reduced. A focus should be on those trainings which are innovative, also in the future. The quality as well as the quality control of the skills trainings have to be improved; only this ensures that the trained youth are able to perform their profession at a level that ensures their economic basis. The YOCADS office has to increase the supervision of the skills trainings together with the members of the community leadership and the job scout.

The selection of the trainers and the shops has to be done strictly according to the selection criteria which have to include the quality of the work of the shop, the motivation of the trainers and shop owners and their ability to train the youth.



During the skills trainings regular tests have to be done with the trainees by the YOCADS office with some identified experts in the field. Furthermore, it has to be checked if there are some professional skills training schools which have set quality standards and which could get involved in the final exams as well as the certification.

In order to improve the skills training quality, the professional areas of training might have to be reduced to 3-4. Those professions which need a lot of tools and a separate space such as car mechanics should either be left out for the next phase or it has to be ensured that the trainees get a position in a garage thereafter. Otherwise, they will be frustrated since they can not perform in their profession due to a lack of tools and a professional space.

IMPORTANT: For the next project cycle, the skills trainings have to be organized in such a way that the participants can still go to school and do not have to give up on one or the other activity.

6.2.3. Staff development

The YOCADS staff as well as the field staff has to improve their skills particularly in areas such as project management, financial management, reporting, monitoring, but also communication, SRH and peace education. The field staff should be able to understand the different activities in order to feel part of the whole program and not only of the part they are implementing.

Furthermore, this will create more sustainability. Currently the management is depending on a few persons. Other staff members have to be enabled to work at the same level. This will ensure that the work will be continued, if for some reason a person is leaving.

The field staff could be trained by the YOCADS staff in some of the areas. For other areas, other local organizations could be asked. For instance, a nurse in one of the clinics in the quarter could teach the Sexual Reproductive Health part. It is important that it includes not only the participants but the field and the YOCADS staff!

A staff development and training plan could be part of the next planning and implementing session.

6.2.4. Monitoring and reporting

The monitoring and reporting of all activities has to become more rigorous and regular. It needs to be based on an overall long-term monitoring and evaluation plan which includes indicators for progress. This is not to install a system of control but a system of common learning and common improvements. For all the different activities reporting formats have to be drafted which include more detailed indicators and description of activities. The reporting formats have to be based on the overall monitoring and evaluation plan, which yet has to be developed for the next project phase. From the regular reporting, not only the activities but the progress towards the overall objectives of the program has to become visible and traceable.

The participants as well as the community have to be informed about the goals of the program. In doing so, the reporting becomes not only a narrative of non-related activities but a tool to communicate progress and short-falls with those who are concerned. In that case, the reporting goes beyond a justification of activities and money spent and becomes a meaningful tool for all those engaged.

6.2.5. Include SRH, peace education and financial micro-management

The KFYF project provides an excellent opportunity to train youth since those in the project are motivated and interested in their own development. This opportunity has to be used in order to train them in other skills which are indirectly connected to their activities. This will amplify the understanding of their own role in the communities.

The suggested trainings are:

Sexual Reproductive Health: in order to limit teenage pregnancies and to understand issues related to sexual gender based violence.

Peace Education: in order to improve their conflict resolution skills and the management of own emotions as well as their ability to think critically and strengthen non-violent approaches to change.

Financial Micro-Management skills: in order to improve their skills in financial management of small businesses.

The trainings could be organized and held in collaboration with other local organizations which are specialized in these areas. An organizations mapping for the two communities has to be undertaken in order to identify adequate partners.

6.2.6. Physical spaces in the communities

The youth do not have their physical spaces in the communities. The football field in Claratown community is for many a meeting place and a space for recreational activities for the whole community.

Otherwise, the youth live under poor conditions; most of them do not even have one private room for themselves. In Soniwein community which is smaller and has not even the space for a football field, the situation is even more difficult. Therefore, it is recommended, that the KFYF has a permanent presence in these communities. It would be a space where the participants can meet, a space where the field staff can be attained and visited and where community members can exchange their views with the youth. A KFYF community center would bring the project closer to the community. On a long-run, the KFYF activities could be continued from these centers which would probably lead to the effect that the project would be better embedded in the community and be perceived as their own project.

6.2.7. Implementing organizations

At the moment YOCADS is the only implementing organization. At least a second organization should be engaged in the project management. This will create a “healthy competition” between the two and be an incentive for capacity development. Furthermore, there is a need that more people are reached in the two selected communities. It is important that a good number of staff will be fully dedicated to the project. At YOCADS all the 4 assigned staff should be 100% dedicated to the project implementation. If there are other donors or projects implemented, additional staff has to be hired to that effect but no staff “shared” with the KFYF project.

6.2.8. Coordination and networking

For the sustainability of the project, its anchorage in the communities and to ensure an enriching exchange, KFYF has to start its coordination and networking with other community based organizations which are working in the same areas. They could provide additional trainings. YOCADS staff and participants could provide other services and knowledge to these partners. KFYF participants can also motivate other youth organizations in the areas to get involved in waste management and outreach activities.

On a higher level, YOCADS has to get in touch with skills trainings schools and also the responsible persons for skills trainings at the Ministry for Youth and Sports. On a long run, these contacts will ensure the recognition of the KFYF training programs. The KFYF program is working “independently” towards the goals and activities of the national Poverty Reduction Strategy. This contribution, even if it is small, has to become recognized and visible. The challenge is to stay focused and to communicate without changing the approach.

6.2.9. Conclusion

All in all, the KFYF project is on track thanks to the efforts of the YOCADS staff members, the project team on the ground, the committed staff of Combat Stress Liberia; the process-oriented approach **cooperaxion** is applying has proven successful.

The project is worth a continuation and further development. The mix of different activities and forms of engagement help to get the youth away from the streets and provide them with other ideas, inspirations and future perspectives. They learn that they are the decision makers in their lives. The project contributes to their motivation and self confidence in order to be able to take this responsibility in their own hands. In order to continue to move into this direction, specific project adaptations as suggested above have to be undertaken. The great advantage of this project is a committed partner organization and committed project teams on the ground.

7. Annexes



7.2 Map of Liberia and Monrovia



Map of Liberia (left)

Liberia is situated on the African West-coast and borders Sierra Leone, Guinea and the Ivory Coast.

Map of Monrovia (below)

The circles show the three communities where the KFYF activities are carried out (Clara Town, Soniwein and Old Road).



7.2. Interview-Guidline (Phase 1)

Interview-Matrix for Graduates of Vocational Training

A) Ex-Trainee

Name	(insert picture of person)
Surname	
Age (Date of Birth)	
Community	
Phone-No & E-mail	

B) Vocational Training

(insert job-related picture)	Period of Training	
	Profession	
	Training Outlet	
	Trainer	

Personal and Living Situation Today

Living Area and Condition	(insert picture of living situation or family)
Kind of Accommodation	
Composition of Household (whom do you live with?)	

D) Interview-Questions

Occupation Today (Questions 1 - 4)

Q1) What is your occupation/daily activity? And how often do you work?

A1)

.....

Q2) Do you like the current activity? Are you satisfied and what are the benefits it offers to you?

A2)

.....

Q3) How did your apprenticeship/diploma help you to get a job?

A3)

.....

Q4) Which skills that you have learned during the vocational training do you use in your job/activities? How often?

A4)

.....

Vocational-Training (Questions 5 - 7)

Q5) What did you like most during your vocational-training and why?

A5)

.....

Q6) What elements of the training should be improved for future courses?

A6)

Q7) What should be included or excluded in the apprenticeship training? Why?

A7)

Leisure Activities (Questions 8 - 9)

Q8) What KFYF leisure activities did you participate in (football, culture) and how often? What are your leisure activities today?

A8)

Q9) Did/do you regularly engage in the bi-monthly physical waste collection? Do you do other volunteer-work?

A9)

Health Status and Peacebuilding (Questions 10 - 12)

Q10) Have been suffering from diseases such as malaria or typhoid fever before, over or after the 6 months training period?

A10)

Q11) Have you been involved in or directly touched by a conflict situation within the last year? Explain.

A11)

Q12) Did you settle a dispute, solve a conflict situation over the last year? Explain.

A12)

7.3. Interviewed Persons

Interviewed persons during the evaluation of the KFYF project

Phase 1

Clara Town

1. Varney Coker
2. George Smith
3. Faluku Freeman
4. Mustafa Monaba
5. Mohammed Kiazulu
6. Deddeh Kamara
7. Christopher Gray
8. Rahim Kamara
9. Tawah Foday
10. Florence Ocrum
11. Hawa Doe
12. Eve Foday
13. Evelyn Kollie
14. Fatumata Kromah

Old Road

1. Terra Zamie
2. Lee Dennis
3. Patrick Johnson
4. Elikena Ponnlie
5. Jerry Joe
6. Emanuel Freeman
7. Nicholas Zoegar
8. Buster Johnson
9. Darius Somah
10. Jackson T. Brown
11. Obediah Myers
12. Veronica McGill
13. Barbara S. McGill
14. Iye B. Stenzon

Soniwein

1. Mohammed Keita
2. Hanful Gaway
3. Philip Ross
4. Saydee Brown
5. Zachariah B. Dolo
6. Joseph Kimba
7. Robert H. Hardings
8. Alvin Z. Goe
9. Shelton M. Kamara
10. Tamba D. Johnson
11. Patience Gwah
12. Sharon U. Fahnbulleh
13. Marietta F. Harris
14. Rachel J. Johnson
15. Patience Z. Whyee
16. Isatta Fayiati
17. Angel Johnson
18. Lovette K. Gotolo

Phase 2

1. Participants of the staff members

(Workshop 21.11.2011 and individual talks)

1. Alphonso Weah (YOCADS)
2. Barbara L. Ketter (YOCADS)
3. Nancy (YOCADS)
4. Juety Davis(YOCADS)
5. Kolleh (CSLI)
6. Weedor (CSLI)

2. Group interviews with the field staff

Claratown Community

1. Quaye Jah (Coach)
2. Esther F. Dickson (Volunteer)
3. Saadia Foday (Women coach)
4. Bendu L. Gilbert (Waste management)
5. Arkib B. Kart (cultural dance)

The field monitor has been absent.

Soniwein Community

1. Patience Gwah (Female coach) – was also interviewed as a participant in the first phase (!)
2. Moses J. Dobor (Male coach)
3. Emmett J. Matthews (Volunteer)
4. Lucinda Korsor (Volunteer)
5. Janiar Conneh (?) (Cultural dance)

The responsible for the waste management has been absent.

3. Group interviews with the community leadership**Claratown Community**

1. David L. Jacobs (Community Chairman)
2. Varney M. Kiahon (Councilman, representing the community chairman)
3. Rev. Elijah Johnson (works with community leaders)

Soniwein Community

1. Bill Massaquoi (Community Co-Chairman)
2. Tarley Johnson (Community Youth Chairman)

4. Interviews with participants**Old Road Community**

1. Terra Zamie
2. Barbara S. McGill
3. Lee Dennis
4. Iye B. Stenzon
5. Darius Somah

Claratown Community

1. Evelyn Kollie
2. Varney Coker

Soniwein Community

1. Shelton M. Kamara
2. Philip Ross
3. Angel Johnson
4. Sharon U. Fahnbulleh
5. Alvin Goe

**Participants of the feedback workshop
(28.11.2011)****Staff members**

1. Alphonso Weah (YOCADS)
2. Barbara L. Ketter (YOCADS)
3. Nancy Broh(YOCADS)
4. Juety Davis(YOCADS)
5. James Kolleh (CSLI)
6. Tarley Johnson (Soniwein)
7. Moses Dorbor (Soniwein)
8. Patience Gwah (Soniwein)
9. Lucinda Korsor (Soniwein)
10. Ammies G. Matthews (Soniwein)
11. Junior Garwart (?)
12. Quaye Jah (Claratown)
13. Sadia Foday (Claratown)
14. Arkib B. Karto (Claratown)
15. Sam N. Dweh (Claratown)
16. Bendu S. Gilbert (Calratown)
17. Esther Dickson (Claratown)
18. Bendu Monabah (Old Road)
19. Marvoi P. Doegar (Old Road)
20. Joseph M. Fahnbulleh (Old Road)
21. Junior Doe (Old Road)
22. A.B. George (Old Road)

Cooperaxion

23. Werner Dick

Evaluators

24. Sidonia Gabriel
25. Dexter Merchant
26. Annie L. Zinnah
27. Maybel Mature

7.4. Consulted Documents

Documents from the implementing partners:

- KFYF project proposal 2009

CSLI

- Half-year reports 2008 – 2011
- Monthly reports 2008 - 2010

YOCADS

- Half-year reports 2008 – 2011
- Monthly reports 2008 – 2010
- TORs staff members KFYF
- Handwritten field staff reports YOCADS, monthly reports June – October 2011
- KFYF YOCADS and CSLI Financial Report, Jan – June 2011.

Resource documents:

- Collaborative Learning Projects (CDA); RPP – cumulative impact case studies: The cumulative impacts of peacebuilding in Liberia. June 2010
- MGI-Monbo&Company, Certified Public Accountants; Audit report on the KFYF Project for the period of January 1, 2010 until December 31 2010.
- Sidonia Gabriel; Schlussbericht über die Beratung für das KFYF Projekt in Monrovia; Juni – September 2010.
- UNICEF Liberia Draft Situation analysis of Women and Children in Liberia, November 2011

7.5. Theory of Change

Activities

1. Vocational trainings
2. Socio-cultural activities (soccer/cultural dances/waste collection)
3. Capacity building YOCADS/CSLI

Outputs

Employment activities

1. Youth in the project get viable opportunities to learn a profession
2. Youth in the project gain a meaningful daily structure and a positive vision for their lives
3. Youth in the project are able to find jobs
4. Employers feel confident to engage youth from their communities

Socio-cultural activities

1. Increased self esteem (individual level)
2. Youth feel part of a group, integrated and needed in society (social level)
3. Youth feel part of their communities and are ready to take responsibilities
4. Youth (re-)gain a sense of identity
5. Increased knowledge about health risks and Sexual Reproductive Health

Capacity Building (YOCADS/CSLI)

1. YOCADS/CSLI are able to manage the KfYF project effectively
2. The staff of YOCADS/CSLI is well trained and motivated

Outcomes

1. Youth and families have an economic basis for their lives
2. Youth take responsibilities for and in their communities
3. Youth in the project become role models for other young people in the communities
4. Youth deal with problems in a non-violent way and are connectors in their communities
5. Community members see/perceive youth as a precious part of their society and engage them
6. YOCADS/CSLI show increased project management capacities

Objectives

1. Youth stay in their communities
2. Level of youth violence in communities reduced/enhanced social cohesion
3. Increased feeling of security in the communities by community members
4. Youth break the cycle of intergenerational poverty effectively
5. Communities gain a vision for their future

(The evaluation will mainly focus on the outcome level.)

7.6 Problem-Analysis on a Structural/National Level, Liberia in a Cycle of Fragility, Poverty and Violence

5 Dimensions	Political Insecurity	Socio-Cultural Insecurities	Economic Fragility	Poor Health System	Judicial Unreliability
National-Level	Lack of institutions or poor quality of institutions & insufficient range of basic public goods				
Past	Americo-Liberian political and economical monopoly Liberian Civil War I & II & <u>Rebell-Groups</u> Poor governance centralization and misuse of power (presidency)		Americo-Liberian political and economical monopoly Economic Collapse and mismanagement of natural resources (trigger of conflict in the late 80s) Export of Blood Diamonds and illegal timber		
Ongoing	Patronage-network and corruption Little political participation of citizens despite so called democracy Difficulties in access to the voting and election polls of the rural population	Marginalization of indigenous ethnic groups Lack of social structures (e.g. no more elders)	(Youth) Unemployment Lack of functioning educational system Poverty, unequal distribution of resources and food supply <u>IDPs</u> and Migration to neighboring countries or the West (demographic pressure and "brain drain")	Lack of basic (health) services Teenage-Pregnancy No state-funded functioning waste-management Alcohol and drug abuse	Weak justice systems Lack of property-rights
Present Threats	New Elections 2011 as a threat to a weak stability and security		No economical perspectives		