

# Youth Education for Life Skills (YES) Program in Liberia

## Final Report

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## LIST OF ABBREVIATIONS

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>CPBD</b>	Community Peace Building and Development Program
<b>HIV</b>	Human Immunodeficiency Virus
<b>KAB</b>	Knowledge, Attitude, and Behavior Change
<b>LF</b>	Learning Facilitator
<b>LTI</b>	Liberia Transition Initiative
<b>MT</b>	Master Trainer
<b>NAEAL</b>	National Adult Education Association of Liberia
<b>NGO</b>	Non-governmental Organization
<b>OTI</b>	Office of Transition Initiatives
<b>PBRC</b>	Peace Building Resource Center
<b>PLWHA</b>	People Living with HIV/AIDS
<b>UNDP</b>	United Nations Development Programme
<b>USAID</b>	United States Agency for International Development
<b>YDC</b>	Youth Development Club
<b>YES</b>	Youth Education for Life Skills
<b>YMC</b>	YES Management Committee
<b>YTM</b>	Youth Team Member
<b>YTS</b>	YES to Soccer

## **I. Executive Summary**

During its two years of operation, Mercy Corps and its partners provided over 13,000 youth across 358 communities in seven different counties with literacy and life skills trainings. This proved to be a significant achievement in war-torn Liberia where communities are fragmented and are still recovering from war, and the infrastructure and road system are severely limited. The scale of this program is the most significant of its kind that has been accomplished. Implementation provided over 13,000 youth from different backgrounds, ethnic groups, geographic locations and sexes with a shared experience that can be used to strengthen national identity and an opportunity to take part in a program that was only possible to implement because of the stability and peace that characterized the program timeframe. Mercy Corps believes that the YES program created an appreciation for education and a demand for more formal schooling in all the communities it reached and has laid a foundation for future programs to address.

The YES program was not without its challenges. Difficulties with the project have been well documented in previous reports and OTI's own evaluation and key findings are summarized in this report (See Annex D). Staff capacity and other elements of program design also proved difficult during implementation and are highlighted in this report. Remaining issues in YES communities should be addressed as part of responsible programming and important lessons have been learned which will hopefully allow all stakeholders to avoid missteps in similar future programming.

As stated in the evaluation report, there is considerable evidence that YES participants, both youth and older people, found YES training to be interesting and in specific areas, valuable to them in both practical terms (learning to write and count) as well as in relational and psychological terms. Although the drop out rate remained high in terms of formal YES participants, there is little doubt that YES training reached a much larger audience in the communities, as interest and time warranted.

## **II. Program Achievements vs. Objectives**

The Youth Education for Life Skills (YES) program aimed to assist war-affected young Liberians to become productive members of their communities through community-based life-skills education. The program focused on giving young people the skills needed to have a productive life, as well as helping to foster healthy relationships between people in a community.

Mercy Corps submitted six quarterly reports which broke down each intermediate result and the progress on activities that contributed to achieving those results. This section of the final report will summarize the achievement against the two intermediate results and the activities will be analyzed in following sections as appropriate.

- ❖ **Intermediate Result 1** – Improved knowledge, skills and attitudes enable 15,000 youth to make informed life decisions.

**Table I: Youth Graduate Totals**

County	Implementing Agency	Cycle 1	Cycle 2	Cycle 3	Total
Bong	Mercy Corps	827	888	789	2,504
Grand Gedeh	Mercy Corps	756	849	1,074	2,679
Sinoe	Mercy Corps	328	565	817	1,710
Grand Bassa	Mercy Corps	868	637	580	2,085
Montserrado	NAEAL	603	630	254	1,487
Margibi	PBRC	552	635	768	1,955
Nimba	NAEAL	341	345	285	971
<b>Total</b>		<b>4,275</b>	<b>4,549</b>	<b>4,567</b>	<b>13,391</b>

- ❖ **Intermediate Result 2** – Two hundred and eighty five communities actively support and accept the integration of war-affected youth as productive members of their society.

**Table II: Community Graduate Totals**

County	Implementing Agency	Cycle 1 New	Cycle 2 New	Cycle 3 New	Total
Bong	Mercy Corps	30	27	27	84
Grand Gedeh	Mercy Corps	30	22	12	64
Sinoe	Mercy Corps	12	15	17	44
Grand Bassa	Mercy Corps	21	10	15	46
Montserrado	NAEAL	14	10	10	34
Margibi	PBRC	15	19	13	47
Nimba	NAEAL	15	10	14	39
<b>Total</b>		<b>137</b>	<b>113</b>	<b>108</b>	<b>358</b>

Mercy Corps exceeded the target goal of 285 communities. Mercy Corps chose to work in additional communities due to smaller population and class sizes than projected at the beginning of the program.

### III. Constraints and Program's Response

**Capacity of Staff:** The majority of Master Trainers (MTs) and YES Team Members (YTM) hired for the YES program had limited work experience, and like the targeted beneficiaries, their schooling and career development were affected by the war. They benefited from the extensive training provided by the program and during the course of employment gained valuable work experience, but having more mature and experienced staff with a narrower job description would have been an asset. The skills required of an MT or YTM ranged from facilitation to community mobilization to conflict resolution to data collection to handling funds (stipends, small grants). In retrospect, it was too many skill sets to expect to find in post-war Liberia or too many skills that needed to be developed. Mercy Corps learned that some staff were very strong at

facilitation while others were strong at documentation and yet others were adept at conflict resolution. Mercy Corps tried to match staff to specific tasks when the opportunity allowed.

**Project Implementation – Cycle 1 Communities:** Mercy Corps concurs with OTI’s own evaluation which described the contractual structure of the program as problematic and concludes that many projects were not actually completed according to specifications. The division of responsibility whereby Mercy Corps staff helped the community rank project ideas and then submitted the ranking to Liberia Transition Initiative (LTI) for assessment and then LTI submitted their recommendations to OTI for approval neglected critical steps. There was no feasibility study done to examine whether the project was needed and appropriate for the community and there was no back end plan developed to ensure all complementary needs would be addressed. For example, in the Bong Mines area 5 communities in an approximate 15 mile radius requested and received cassava mills because they were at the top of their ranking. The cassava mills were delivered to the communities and a one day training was provided on their mechanical operation. The projects were deemed complete. The approval process failed to examine whether the communities were planting cassava to feed the mills, or if they had the processing, management, technical or business skills needed to manage the mills. The communities did not have these key competencies or even gas or oil to initiate milling. The completion status failed to look at whether the equipment was being used as designed.

Mercy Corps was able to respond to these challenges though its USAID-funded Community Peace Building and Development Program (CPBD) program. Funding was not available for Mercy Corps to continue to work in the cassava mills under YES. Under CPBD, Mercy Corps looked at best practices in cassava mill processing by examining a Concern project in Grand Bassa and by seconding a technical expert from the Ministry of Agriculture to assess the equipment. Mercy Corps’ assessment concluded that the engine/grinder size of the Bong Mines equipment was not appropriate for community milling – it was in fact too powerful and designed for larger commercial operations. The equipment had also not been aligned correctly, causing the belt to immediately fray, and thus rendering the grinder unusable. Further, the project did not provide processing equipment (sifters, presses, fryers) or training – so even if the communities had known how to grind the cassava they had no means or knowledge of processing. Mercy Corps’ assessment was carried out 7 months after the mills were delivered to the communities, the mills had not been used up to that point.

After the assessment Mercy Corps made arrangements with the Ministry of Agriculture to second a staff person for intensive training for four communities, developed business curriculum specific for cassava management, purchased processing equipment, worked with a group of farmers on best practices for cassava cultivation and began holding numerous community meetings with the Community Development Committees to organize people for the all aspects of mill operations. It has been a time-consuming process and Mercy Corps is only able to do this for 4 mill communities because they overlap with the CPBD catchment area, there are an additional 8 communities that received mills from the YES program and those mills remain idle.

The cassava mill is just one example among many of YES projects that had difficulties or were not truly completed. Mercy Corps staff were called into over 10 communities that received soap making projects to manage conflicts that arose after supplies were stolen or funds misused. In

Mercy Corps' opinion, due to poor program planning and design, the project aspect which intended to show that youth could contribute to the community often resulted in conflict and tension because the critical ingredients of operational and business management were overlooked.

**Project Implementation – Cycle 2 Communities:** The original program design called for Cycle 2 communities to receive projects. Mercy Corps staff sensitized the communities and conducted a ranking exercise and then at the request of OTI redid the ranking exercise and gathered additional information. Expectations were raised during this process. Due to the problems encountered during the project implementation for Cycle 1 communities and the lack of time remaining for the overall program, OTI informed Mercy Corps that all projects for Cycle 2 communities were cancelled. Communities were disappointed in the project cancellation and felt that Mercy Corps had misled them during the initial sensitization of the project and subsequent ranking exercise. Mercy Corps addressed this problem by appealing to OTI for funds to offer leadership training and drama materials to Cycle 2 communities. The substitute activities were well received, but communities continued to appeal for their 'project' during the life of the program.

During Cycle 2, Mercy Corps received a large donation from Nike as part of the YES to Soccer (YTS) program. The bulk of the sports items were used as incentives for participants in the YTS program, but enough material was received to outfit 27 youth soccer teams with jerseys, shorts, socks, and soccer shoes. The new uniforms were a great source of pride for the community athletes.

**Cycle 3:** Cycle 3 was not designed to have any project component due to the fact that the contract between OTI and LTI was scheduled to end in September 2006 whereas the contract between OTI and Mercy Corps was scheduled to end December 2006. During the program design phase, parties correctly recognized that the time would not be sufficient in Cycle 3 for LTI to implement projects. When Mercy Corps sensitized communities for Cycle 3, staff clearly informed communities that there was not a project element. Communities had difficulties understanding why there a discrepancy between YES in their communities versus YES in neighboring communities. Mercy Corps learned that the YES signposts that were abundant in the Cycle 1 communities and listed the project each community received were more effective at sensitization and setting expectations than sensitization documents and meetings.

**Timeframe issues:** The action plan for the program called for Mercy Corps to implement the program in Cycle 1 communities, and then move into Cycle 2 and then Cycle 3 communities. All were to be distinct. The delay in project implementation for Cycle 1 communities had repercussions on the timing of the rest of the program. Mercy Corps at one point was working to mobilize and document the projects in Cycle 1 communities while simultaneously supervising the curriculum delivery in Cycle 2. This stretched the MTs thin as they were responsible for twice as many communities as expected.

**Roles and Responsibilities:** There was either confusion in the communities over who was responsible for what aspects of the program or a belief that Mercy Corps was the sole implementing partner in the program. Because LTIs presence in the communities was limited,

most communities believed that Mercy Corps was responsible for both the curriculum and all aspects of the project implementation. The use of local partners on behalf of both Mercy Corps and LTI contributed to the confusion. As a result, Mercy Corps staff consistently received written and verbal appeals regarding project status and were met with hostility when projects were cancelled. Mercy Corps staff were often left to explain decisions made by LTI or OTI in which they were not involved. Mercy Corps attempted to seek clarification and to forward concerns on to LTI or OTI who could address the issues, but often communities' questions and concerns were left unaddressed.

#### **IV. Relationships with Partners**

Mercy Corps implemented the program directly in Grand Bassa, Bong, Sinoe and Grand Gedeh counties and worked through partners in Montserrado, Margibi and Nimba counties. County assignments were allocated based on partners' previous geographical experience, thus the Peace Building Resource Center (PBRC) was assigned to Margibi and the National Adult Education Association of Liberia (NAEAL) was assigned to Montserrado and Nimba.

The Mercy Corps program benefited from the partner's previous experience in the counties and the partners benefited from the extensive training provided to program staff and funds allocated for administrative purposes – which are often difficult for local NGOs to access. Mercy Corps' objective in working with local NGO partners was to reduce the administrative burden and to increase scale. The staff in Bong, Montserrado and Margibi all worked out of Mercy Corps Kakata field office which was very useful and made joint planning and communication easier. In NAEAL's final report they commented that "The regular program planning and coordination meetings were helpful in sharing program experiences and constraints. The joint planning of budgets and review of activities encourage good relations and shared view of the program."

The monitoring of staff persons performance was a contentious issue during the life of the YES project. From Mercy Corps' perspective, the partners' management and supervisors did not adequately monitoring the MTs' presence and work in the field and this resulted in MTs neglecting their communities and subsequently Learning Facilitators (LFs) did not receive the support promised to them as part of the program. During the second year of the program, Mercy Corps had to increase its monitoring of it partners after numerous lapses were found; and on occasions requested replacement of MTs or YTM's hired by the partners. NAEAL did step up their monitoring and was willing to make staff changes when necessary, but PBRC was reluctant. From their perspective, Mercy Corps was inserting itself into their organization's management issues and they felt they were being "policed rather than monitored". Mercy Corps met with the chairman of PBRC's board on one occasion and that provided some temporary improvement, but when issues resurfaced a few months later he was too busy to get involved.

In the first year, Mercy Corps had a service contract with its local partners which allowed for transfers of funds on a calendar basis. In year two, more stringent rules were placed on the release of funds and local partners had to meet deliverables and submit financial reports on time before funds were released in tranches. Mercy Corps and its partners' financial teams and Executive Directors met to review the reporting requirements on numerous occasions. If the reports did not pass Mercy Corps' internal review, then feedback was provided and the partner

was asked to redo or correct the report. At times this meant that partners were not able to meet payroll or had to delay a training until they could receive their next tranche of funds. From Mercy Corps' perspective it was a capacity building exercise and promoted best practices in financial reporting, from the partners' perspective it delayed implementation and resulted in staff undergoing financial difficulties.

Both partners did express appreciation for the quality and number of trainings provided to program staff and in particular their inclusion in the YES to Soccer training program.

## **V. Review of Program Design**

Elements of the program design that worked well include: involvement of YMCs and Youth Development Club (YDCs), community selection, literacy component, the YES to Soccer Program and the Creative program. Elements that need further adjustment include the role of the Learning Facilitators, life skills curriculum, cycle closeout, and support to YDCs.

**Role of Learning Facilitators:** The design of the program left the most critical aspect of the program – the curriculum delivery - in the hands of the Learning Facilitators (LFs). The LFs were the least educated and received the lowest incentive of all persons involved in the YES program. This design aspect optimized the potential for sustainability of the project, but in Mercy Corps' opinion it reduced the quality of the curriculum delivery. LFs were identified by the YES Management Committees (YMCs) and then screened by the MTs and subsequently trained over a four week period. Some LFs were exceptional and had high education levels and were committed to the program, most were enticed by the monthly stipend of \$15 and had difficulty facilitating the dense YES curriculum. One of Mercy Corps project coordinators commented that “the educational level of most post-war community members who were used as LFs was too low to comprehend the modules which were designed for high school graduates.” The MTs did provide weekly coaching and site visits to the YES sessions, but the LFs still bore the brunt of the curriculum delivery.

On the positive side, LFs achieved new status in the communities because of their position and their monthly stipend helped to improve their lifestyle. For most, it was the most reliable source of income they had on a monthly basis.

**Cycle closeout:** One MT critiqued the program by saying that YES did a good job of entering into the communities but failed at leaving communities. The design of the program left it to the communities to organize their own graduation program, and because of centralized printing in the United States, certificates often did not come until months after the Cycle was finished. Graduations and certificates could have been used as a more effective motivator from the onset with the program and small prizes for attendance or most improved would have further energized students.

**Support to YDCs:** A common complaint received from YDCs was that they were asked to organize and mobilize youth but not provided with either financial or materials resources. The lack of resources limited the YDCs activities – the most popular activities were clearing brush, football games and culture/drama performances. Most of these are activities are routinely done

in communities without any YES program. YDCs were more active in Cycle 1 communities because there was a project that required their assistance. The impact of the program could have been enhanced by financial or material support to YDCs to provide incentives for them to organize activities.

**Curriculum:** Mercy Corps agrees with the finding of OTI’s evaluation team that the curriculum delivery for five months, four times a week was ambitious and the curriculum language too dense and complex for most LFs. Holding class at night also created numerous difficulties due to the complete lack of electricity and need to hold sessions using kerosene lamps. MTs also identified that the lack of visual aids or even posters with the alphabet and numbers as a constraint and found the curriculum to have an urban bias.

**Community Selection and Coordination with other Programming:** In Montserrado, Margibi and Grand Bassa Mercy Corps was able to implement the YES programs in communities it had worked in previously. This allowed for easy entry and YES was able to build upon the structures that previous program developed. In the other four counties, Mercy Corps and its partners placed more time and emphasis on sensitization of the program. In late 2006, Mercy Corps secured funding from UNDP for well and bridge construction in four counties – Mercy Corps implemented that program in YES communities that were well mobilized and Mercy Corps worked with under the YES program. Thus, the YES program and its structures were able to easily adapt and both benefit from and contribute to Mercy Corps other programming.

**Literacy:** YES participants were very enthusiastic about learning to write their name. This was the first benefit of the program that most participants identified and remains an incredible source of pride for participants. Mercy Corps’ own evaluation found that the literacy component triggered in participants a desire to learn more and boosted their self-esteem. Women in particular said they were more willing to speak up at community meetings and pleaded for continued education.

**Role of YMC and YDC:** The formation of the YMC and YDC bodies was a valuable asset to the program. It helped to bridge the gap between youth and elders in the community and showed that the YES program respected local leadership by providing them with an important role in implementation and contributed to a sense of ownership of the program. The formation of YDCs provided another opportunity for Youth to become involved in the program.

**YES to Soccer:** YES to Soccer (YTS) was an extremely popular part of the YES program – for both staff and participants. It was a supplemental activity conducted in YES Cycle 2

<b>Table III: Project Achievements</b>	
1.	36 YES staff trained in the facilitation of the YES to Soccer coach guide.
2.	1,674 youth graduated from the 8-week YTS program
3.	5,000 persons received HIV/AIDS awareness and prevention messages via radio and peer education
4.	53 Youth Development Clubs received sporting materials to outfit both a men’s and women’s team
5.	Seven counties benefited from the Nike Distribution.
6.	90 Learning Facilitators and Local Coaches trained in the facilitation of the YES to Soccer curriculum (coach guide).
7.	Pre and Post evaluation questionnaires conducted with 318 YTS participants from the two counties.

communities in Sinoe and Grand Gedeh counties from January 2006 to May 2006. YTS is based on a methodology and curriculum developed by a US-based non-governmental organization, Grassroot Soccer. Staff from Grassroot Soccer worked with Mercy Corps to modify the curriculum for the Liberian context and to train Mercy Corps staff on how to implement the program during a five-day workshop.

YTS combines a series of games and sports-like competitions to motivate positive knowledge, attitude, and behavior change (KAB) within young people. Mercy Corps staff, assisted by local community facilitators and coaches, presented on topics about HIV/AIDS education and prevention, healthy decision-making, and stigma and care of people living with HIV/AIDS (PLWHA). YTS sessions were conducted once per week for two hours over a span of eight weeks. In each session, staff facilitated group discussions, role plays, and individual risk mapping to encourage applying lessons from the sports-like activity to real life situations. Each week, participants were challenged to experience changes in attitudes and behavior both collectively as a team, and on an individual level. Culminating activities included YTS soccer tournaments featuring HIV/AIDS peer education through drama, song, and other participant-driven activities to enhance broad community awareness and participation.

An impact evaluation demonstrated positive changes in knowledge and attitudes among youth who participated in YTS. Stratified random sampling was used to select six participants from each of the 53 communities. Knowledge questions realized an average increase of 30 percentage points between the pre-test and the post-test. Nine questions dealt with a variety of topics including knowledge of condom use, stigma, abstinence, and mother-to-child transmission of HIV/AIDS. Attitude questions saw an average gain of 32 percentage points for desirable responses. Respondents answered seven questions on topics relating to personal prevention and stigma.

**Table IV: Select Results from the HIV/AIDS Knowledge and Attitudes YES to Soccer Survey**

Survey item	YES to Soccer participants (correct or desirable answers)			
	Female		Male	
	Pre-test	Post-test	Pre-test	Post-test
	N=120	N=143	N=158	N=167
<b>Knowledge:</b> A healthy-looking or fat person CAN NOT have HIV	63%	91%	68%	89%
HIV is the same as AIDS	17%	64%	18%	68%
The most effective way to avoid HIV/AIDS is to NOT have sex at all	38%	76%	40%	84%
HIV/AIDS is MOST OFTEN spread in Africa through sharing razor blades or sharp objects	5%	42%	9%	48%
A woman who has HIV/AIDS can give birth to a baby that does NOT have HIV.	28%	73%	33%	61%
<b>Attitudes:</b> If a shopkeeper has HIV/AIDS, people should not buy from them.	48%	93%	50%	86%

Survey item	YES to Soccer participants (correct or desirable answers)			
	Female		Male	
	Pre-test	Post-test	Pre-test	Post-test
	N=120	N=143	N=158	N=167
Do you feel that you know how to stop yourself from getting HIV/AIDS?	68%	94%	69%	95%
Do you feel that you know enough about HIV/AIDS to teach others in the community?	35%	89%	46%	92%

N = Number of respondents

**CREATIVE Program in Cycle 2 Communities:** Creative Associates awarded Mercy Corps a grant to provide leadership training, support to drama groups and additional educational supplies to 60 YES communities involved in Cycle 2. This award came in response to an appeal by Mercy Corps after the cancellation of projects for all communities described in Section III. The objective of the grant was to reinforce the YES curriculum and to provide additional resources to YES communities whose project was cancelled. The mix of activities was chosen based on the needs of the communities, the activity’s ability to complement the YES curriculum and in consideration of the time and cost constraints.

Highlights of the project included:

- 230 persons, including 62 women leaders and numerous town chiefs participated in a vibrant week long leadership training that was favorably reviewed by all participants
- 60 communities created budgets, purchased materials and created their own drama costumes for the communities drama group
- Communities jointly develop a management plan that addresses maintenance, security and access of all drama and educational supplies to the communities

At the outset of the program, many of the communities were initially disappointed that they were only to receive drama costumes and leadership training. Most were still hoping to benefit from a project – mill, soap-making, school – since the initial sensitization in Cycle 2 communities described a project. Mercy Corps and its partners had to do a lot of sensitization on why the projects were cancelled and why they were getting drama and this topic came up again and again at the leadership trainings. Yet the implementation of the program went smoothly and community leaders and members seemed truly appreciative of the leadership training and excited about the drama costumes. All communities expressed a sense of pride in their costumes and the launches had wonderful attendance and enthusiasm. Key program design elements that worked well included: community decision making over the design of the costume, checks and balances on the budgets and delivery of cash to make the costumes and close monitoring, an organized launch of the drama activities and establishing a management plan for the use of all materials.

## VI. Resources

The best planned aspects of the YES program were in resource allocation, other than educational materials and funds for YDCS – all needs were identified and resources were adequately planned for and managed.

**Competitive salaries:** MTs, YTMs and LFs received a competitive salary that served as appropriate incentive. Staff earned \$335/month in a county where police officers earn \$40/month. During the course of the two year program, not one of the approximate 50 MTs or YTMs left the program voluntarily. The LF stipend amount of \$15/month was also appropriate and served to motivate the LFs.

**Mobility:** The supply of vehicles and motorbikes was adequate for the program and necessary to ensure program materials were delivered and staff were appropriately monitored and supported. Each of Mercy Corps sub-offices and its Monrovia headquarters was able to have a vehicle exclusive for the YES program and most field staff had their own bike assigned to them. Maintenance of both bikes and vehicles was an ongoing challenge during the life of the program and rough road conditions and scarcity of spare parts took their toll on the equipment. Additional funds could have been used for repairs and parts.

**Staff levels:** Staffing levels were also appropriate for the program. Each MT had a manageable caseload of five communities, and although this increased as the cycles began overlapping – staff were able to accomplish their scope of work.

**Training:** A constant refrain that Mercy Corps heard during exit interviews was that MTs/YTM's 'wanted to thank Mercy Corps and the YES program for all it had done for me'. Staff talked about the personal transformation they had experienced as a result of being involved in the YES program and how it made them more conscious of how they treated others and their role in the community. The extensive training of MTs and YTM's also prepared them well for future work in the education or development sector.

**Educational Materials:** As noted before, visual aids would have assisted with program delivery or even additional notebooks, paper and markers would have allowed communities to continue with classes where YES left off. Solar lamps or battery powered lighting would have also made night classes easier.

## **VII. Lessons Learned**

**Desire for Education:** Mercy Corps learned that in Liberia there is unmet demand for adult education. Most communities requested additional support to organize a night school or wanted the literacy aspect of the program to continue. All ages appealed for education – from the youth to the elders.

**Planning and Coordination:** It can not be stated enough how the difficulties with the project implementation affected the YES program. Staff were very disheartened to have communities that they had spent months with working on curriculum turn on them because of problems with the project and it was equally discouraging to see project resources misused or creating conflict in the communities. The lesson learned is that planning can never be underestimated and that it is important to enter into partnerships or contractual arrangements where roles and responsibilities are clearly defined and there is a shared vision for quality programming and collaboration to achieve results.

**Peace-Building:** A major part of the justification for YES was that it would help solve the problem of reintegrating youth into the local communities. All communities involved in the YES program were war affected. An unintentional outcome of YES was in merging ex-combatants with non-combatants and treating all youth the same. This countered the more popular disarmament, demobilization, and reintegration programs which only allow ex-combatants to participate thus causing those who did not participate in fighting to feel excluded from programs that they were interested in.

**Conflict Resolution:** Another objective for YES was to contribute to conflict resolution. Remarkable on what they learned from YES, young people said they had learned to respect each other and to try to start dialogues over differences. This level of conflict seemed to be of a type typically associated with adolescents or between adolescents and older generations found in all societies, and did not provide a more holistic view of conflict resolution.

**YES Projects:** YES training did have a positive impact, but the project experience did not contribute much to lessons learned in YES. Under the best of circumstances, one very positive experience is not sufficient to fundamentally change attitudes and behaviors. Many YES projects were rushed, unresponsive to variations in needs and on the ground conditions, timing, and costs, thereby leading to huge management problems, conflicts and infighting among implementing partners and sometimes disappointment for communities. Implementation was very management intensive. Moreover, in some cases, when it came time for YES participants to do the actual work of assembling sand and gravel, and making bricks, difficulties set in and elders took over. Local labor was frequently paid, voluntary contributions notwithstanding.

## **VIII. Conclusion**

Despite its many challenges, Mercy Corps was pleased with the overall program results and to have been a part of the YES program. The YES program allowed Mercy Corps the opportunity to work in counties it had not been privileged to work in before and built the organization's capacity to logistically support and manage offices in distant counties. The staff are proud of Mercy Corps achievements in reaching its targets and believe the program laid a foundation that additional programs can build upon.

Annex A: YES Success Story (By Emmy Lang-Kennedy, Landrum Bolling Fellow, May 2006)

### **Women's Kickball: The Relationship between Muhn and Bors Towns**

Muhn Town and Bors Town in the hinterlands of Grand Bassa County, Liberia, have not always gotten along. It was not long ago that a weekly men's soccer game or women's kickball match were uncommon between these two towns, roughly a twenty minute walk from each other.

The impact of war is evident in Grand Bassa County. From the families whose relatives fled to the city to the families that have adopted this area as their new home to the young boys playing a card game called AK-47, named after the light weight weapons used during the war, the game's goal is to be the first to collect a king (K), ace (A), and the numbers four and seven.

Mercy Corps' YES program has been working in Grand Bassa since May of 2005, and through trained local facilitators has conducted two cycles of the five-month long program which focuses on basic life skills and literacy with participants ranging in age from roughly 18-30. The program aims to empower youth to become positive actors in their communities while providing them with access to much needed life skills. Residents of both Muhn and Bors Towns believe that the relationships both within and between their towns has improved since the introduction of the YES program.

Youth now feel a responsibility to their community and willingly participate in small community improvement projects such as road maintenance and the clearing of brush. Before YES, an elder explained, community members were threatened into participating in such projects, with those refusing to participate owing a fine. Now the youth are initiating their own projects, such as creating a pen for the town's animals so they will not contaminate meal preparation and the health of the community, and the practice of fining those who do not take part has been abandoned.

The two towns are also working together more. The YES program has become a shared experience and has helped both communities to find a common ground around the fact that they are all learning the same new skills. The local facilitators from the neighboring towns are able to support one another and share lessons they have learned while leading the sessions.

Stanley Wleh, Muhn Town's local facilitator believes that, "Since the YES program came, the two towns now work on farming together. Now youth from both towns come together to work on one person's land. Before each village was focused on the land of only its own members. Each week we decide whose land we will work on and that person feeds the group. We now have more shared interests."

Today the most obvious example of the changes in Muhn and Bors Towns is the presence of women's kickball teams. And today a game has been scheduled. The women spring into action. Babies are taken off backs, older children are told to watch the young ones and out come all the women in their uniforms.

The game commences with shouting and cheers from young and old. It seems that every male in the audience has an opinion of how the ball should be thrown and kicked. While waiting their turn to kick, mothers with young children take a quick moment in line to breastfeed their infants. After two innings of play, Bors Town has won, and the women of Muhn Town get a pep talk from their coach on the opposite side of the field. These women are proud of the game they have played and enjoyed their time together. They have begun to break down some of the obstacles and conceptions held about their gender and will continue this one game at a time.

### **Settling Conflict in Toffoi Town**

When first entering Toffoi Town it is evident that some type of construction is about to take place. Land has been cleared and nearby the sticks for wall construction have been lined up. The young people of this town, with support from local elders, are in the process of building their own youth center on the road leading to the town. At first glance this process looks simple enough, but after talking with local youth it is clear that this youth center represents a great deal more than cleared land and gathered sticks, it represents a change in relations between young people and their community.

The youth of Toffoi Town, a village on the outskirts of Zwedru, the capital of Grand Gedeh County, Liberia, have applied the skills they learned in Mercy Corps' YES program to mitigate conflict in their community and to become leaders. Once seen as trouble makers and the enactors of local violence the youth of Toffoi Town now act as leaders when it comes to resolving violence and community disputes. This former mistrust of young people, along with the arms collection box, are just two of the reminders of the 14 years of war Liberia has endured.

In Toffoi Town, Mercy Corps' trained local facilitators lead evening life skills sessions with local youth. During one of these sessions, a young man visiting from the county capital was caught stealing from a town elder. After being discovered, the young man escaped into the forest around Toffoi Town awaiting his chance to return to the city with over \$250 US (a large sum in the United States, but even greater for a rural Liberian). As described by participants of the YES program, later that week during the evening life skills session, participants heard a great deal of commotion in the town and went to investigate.

Upon their arrival, the YES participants found that the elders had captured the robber and were about to punish him with physical violence, what is often referred to as mob justice in Liberia. The youth from the YES program intervened and convinced the elders to hold the robber there for the night and bring him to the local authorities in Zwedru the next day. According to Alvin Jelleh, a YES leader and participant, in the past youth were the main enactors of mob justice and violence. According to Alvin, "A few years ago a local man was accused of witchcraft. The elders planned to bring him to the clan chief and then to court, but we, the youth, did not agree and decided to deal with the problem on our own. We beat him and were then arrested." But recently these same young men stepped in and stopped similar violence. They believe that their change in behavior is due in large part to the YES program, which has covered conflict resolution and has helped the young people feel more connected to their community. "Now I see that mob justice and violence are not the best way to handle our problems," added Alvin.

The youth of Toffoi Town were also able to avoid violence and address the discrepancies that they encountered around their wish to build a youth center. According to the town's youth chairman Marcus Doe, "The main reason for building a youth center is so that the youth have a place of their own, to hold meetings, lodge friends and have a place to involve other youth outside of the YES program." In consultation with town elders, the youth chose a plot of land

near the soccer field, a popular place for both male and female youth, to build their youth center. After receiving approval, the youth began to clear the land in preparation for construction.

As they were nearly finished clearing the land an elder who resided in the city arrived and claimed the land as his own, and forbid the young people from using it. In the past, before participating in the YES program, the male youth admitted that this would have led to conflict and they would have used violence to get what they wanted. Instead they went to the town elders to ask for help in negotiating with this man. The elders supported the youth but in the end the youth agreed to move the location of their youth center. Before the YES program, Alvin and others said that this would not have ended so easily, they would not have asked the elders for help and would have taken matters into their own hands.

COMMUNITIES SELECTED FOR CYCLE I

#	County	District	Community	LF-1	LF-2	Projects	Remarks
<b>BONG COUNTY</b>							
1	Bong	Salala	Kpakoloyata	Momo T. Fallah	Frank D. Massaquoi	Sports Materials	
2	Bong	Salala	Marshensue	Anthony Kollie	Jerry Bracewell/ Replaced	Soccer & Soap Making	
3	Bong	Salala	Gaylinkormah	James Kollie	Joseph Fahn	Soap making & Baking	
4	Bong	Salala	Walker Town	Rufus K. Watson	Samuel Cisco	Soccer & Soap Making	
5	Bong	Salala	Boykai Town	Richard Forkpah	Souwaityee Hardy	Soap making & Garden	
6	Bong	Salala	Wreepu Town	Karmo Wrepu	Comfort Ben	Sports Materials	
7	Bong	Salala	Fleha	Sekou Sesay	Jartu Vonla/Replaced	Soap making & Soccer	
8	Bong	Salala	Cooper Town	Richard Sackie	Sussana Binda	Sports Materials	
9	Bong	Salala	Neneborlumu	Alphonso Kaijah	Emmanuel Sangbeh	Sports Materials	
10	Bong	Salala	Gbeya-Ta	Sando Kepehe	Bandu Dennis/Replaced	Soap making & Soccer	
11	Bong	Salala	Lorma-Ta	Momis Soukpelieh	Bandu Lorma	Sports Materials	
12	Bong	Salala	Kinston	Adolphus Peters	Anthony Gbeniomu	Soap making & Soccer	
13	Bong	Salala	Holder's Farm	John Mawolu	Wulu Tokpa	Sports Materials	
14	Bong	Salala	Bassa Town	Ernest Quaye	Stanley Ballah	Soap making & Garden	
15	Bong	Salala	Moipata	John Wulumelin	William Y. Flomo	Sports Materials	
16	Bong	Salala	Totota	Martha Wokpeh	William S. Flomo	Sports Materials	
17	Bong	Salala	Gono Town	David Kollie	Emmanuel Wennie	Soap making & Soccer	
18	Bong	Salala	Blonmu	Jeffery Sackie	Varmah Galakpai	Soap making & Soccer	
19	Bong	Fuamah	Haindii	Roland Wheaton	Eugene Kahkie	Rice Mill	
20	Bong	Fuamah	Mawah	Moses Kollie/Replaced	Momo Saygbe	Community Hall	
21	Bong	Fuamah	Garkpelleh	Randall McHenburg	Moses Juah	Cassava mill	Cancelled
22	Bong	Fuamah	John Hill	Sekou Konneh	Ebenezer Tamba	Sports Materials	
23	Bong	Fuamah	Yarseah Estate	Sarah Yarseah/Replaced	William M. Wakott	Sports Materials	
24	Bong	Fuamah	Kitikoeta	Francis Y. Mulbah	George Vannah	Hand pump rehabilitation	
25	Bong	Fuamah	Zangbayama	Joshua Dobson	Stephen Quabet	Cassava mill	
26	Bong	Fuamah	Bomayou	William Tolon	Joe David	Cassava mill	
27	Bong	Fuamah	Nuimue	Mulbah Gbeyah	James Moluyan	Cassava mill	
28	Bong	Fuamah	Wanukai	Mafore Farkollie	Morris Momo	Cassava mill	
29	Bong	Fuamah	Popota	Henry Siafa	Siafa Willie	Cassava mill	
30	Bong	Fuamah	Check Point	Alex Sumo	John Bainda	Soap making & Soccer	
<b>MARGIBI COUNTY</b>							
1	Margibi	Gibi Dist.	Gleegbar-Ta	David Singbeh	John Banks	Soccer & Baking	
2	Margibi	Gibi Dist.	Peter-Ta	Addis Anderson	Alexander Weetoe	Soap making & goat ,sheep	
3	Margibi	Gibi Dist.	Ciapha-Ta	Billy Gbliyeh	Edward Joseph	Soap making & Baking	
4	Margibi	Gibi Dist.	Massaquoi-Ta	Prince Momo	Annie Momo	School construction	
5	Margibi	Gibi Dist.	Paye-Ta	Philip Walker	Sackie Wennah	School construction	
6	Margibi	Kakata Dist.	Nyanforia	Jeremiah Laban	Harris Kollieh	Baking, Goat & sheep	
7	Margibi	Mamba Kaba	Mandeh	Garsuah Warner	Abraham Mandehdou	Soap making & Baking	
8	Margibi	Mamba Kaba	Nyamah	Mark Brooks	Rebecca Zeon	Soap making & Baking	
9	Margibi	Mamba Kaba	Zeewhor	George Bull	Momis Edwards	Soap making & Baking	
10	Margibi	Mamba Kaba	Whede	Abraham Karmoh	Isaac Johnson	Soap making, Goat & Sheep	
11	Margibi	Mamba Kaba	Kamqarville	Mary Rennie	Jamyeneh Meah	Soap making & Baking	
12	Margibi	Mamba Kaba	Woryonta	Partnck Dicky	Joseph Morris	Goat, sheep &Garden	
13	Margibi	Kakata Dist.	Gbayeta	Abraham Juah	Julia Blama	Soap making & Baking	
14	Margibi	Kakata Dist.	Diamamue	Joseph Kollie	Morris Dinda	Soap making & Baking	
15	Margibi	Kakata Dist.	Boulequeleleh	Daniel Moses	Augustine Jarwo	Soap making & Chicken	
16	Margibi	Kakata Dist.	Jennetta	Seth Abdullah	Bill James	Sports Materials	
17	Margibi	Kakata Dist.	Richard-Ta	Samuel David	Namunu Sackie	Sports Materials	
18	Margibi	Kakata Dist.	Gorgbahn	Leamah Dahn	Mark Torkolon	Soccer & Soap making	
19	Margibi	Kakata Dist.	Sangatta	Jestina Duala	John Darway	Goat,sheep & soap making	
20	Margibi	Kakata Dist.	14th Road	Miatta Siafah	Momo Kennedy	Soap making & Baking	
21	Margibi	Kakata Dist.	Laworta	Kuku Beyan	James Mcgill	Soap & Baking	
22	Margibi	Kakata Dist.	Cinta	Nancy Gwee	George Borbor	Soap making & Baking	
23	Margibi	Kakata Dist.	Venla	Benjamin Sackie	Henry Gwee	Chicken, Goat & sheep	
<b>MONTSERRADO COUNTY</b>							
1	Montserratado	Todee Dist.	Freeman Reserved	Moses Dagai	Washington Johnson	School construction	
2	Montserratado	Todee Dist.	Kingsville	Patrick Powoe	Elizabeth Brown	Commuinty Hall	Cancelled
3	Montserratado	Todee Dist.	Goyah Town	Frank Kpayah	Davidson Kpalo	Hand pump construction	Cancelled
4	Montserratado	Todee Dist.	Pleemu	Jefferson Sackie	Fiomo Johnson	Market Hall	
5	Montserratado	Todee Dist.	Kartoe	Tom Mannie	Frank Snowe	Cassava mill	
6	Montserratado	Todee Dist.	Koon	Anita Williams	George Kegmahn	Cassava mill	
7	Montserratado	Todee Dist.	Goba Town	James Singbeh	Aaron Kollie	Soap making, Goat & sheep	
8	Montserratado	Todee Dist.	Nyehn	Jerome Galakpah	Stephen Moore	None	Project unidentified
9	Montserratado	Careyburg Dist.	Gbolo	Mary Dennis	Moore Fagans	Community Hall	Cancelled
10	Montserratado	Careyburg Dist.	George Town	Joseph Foday	Augustine Tamba	Latrine-4 compartment	cancelled
11	Montserratado	Careyburg Dist.	Gettelleh Town	Ben Sackie	Wilmot Johnson	Cassava mill	Cancelled
12	Montserratado	Careyburg Dist.	Tuan's Town	James Varmah	Rebecca Sheriff	Hand pump rehabilitation	
13	Montserratado	Careyburg Dist.	Marcheeta	David Graham	Wilmont Fahn	Soap making & Garden	
14	Montserratado	Careyburg Dist.	Singbe Dudu	Benjamin Brooks	Martha Johnson	Goat, Sheep & Chicken	
15	Montserratado	Careyburg Dist.	Moinga	Adolphus Sengbeh	William Shilling	Community Hall	
16	Montserratado	Careyburg Dist.	Frank Town	Elijah Gardea	Josephus Morris	Soap making & Baking	
17	Montserratado	Left Bank	Massaquoi Town	Mohammed Massaquoi	Kai Boimah	Goat, Sheep & Chicken	
18	Montserratado	Left Bank	Memeh Town	Varney Kamara	Joseph Brown	Chicken & Garden	Cancelled
19	Montserratado	Left Bank	Kamara Town	Momodou Scott	Veronica Kamara	Latrine-4 compartment	Cancelled
20	Montserratado	Left Bank	Karduma	D. Teah Nimeley	Tenneh Brown	Road Repair	
21	Montserratado	Left Bank	Gbowee	Alfred Gray	James Dennis	Sports Materials	
22	Montserratado	Left Bank	Samukai Town	Osuma Sheriff	Jacob Reeves	Sports Materials	
23	Montserratado	Left Bank	Moulton Corner	Alex Moore	Ethel Neal	Hand pump construction	

COMMUNITIES SELECTED AND OPERATED FOR CYCLE-II.

#	County	District	Communities	Status	LF1	LF2	Master Trainers	Youth Team Member	Projects
<b>BONG COUNTY</b>									
1	Bong	Salala	Saysavia		David B. Urey	Hawa Kromah	Jonathan Tokpa	Andrew Varney	Drama & Culture
2	Bong	Salala	Tumutu		Leona W. Blackie	Sekou L. Sheriff	Jonathan Tokpa	Andrew Varney	Drama & Culture
3	Bong	Suakoko	Moiyutu		Alexander Kollie	P. Urias Johnson	Jonathan Tokpa	Andrew Varney	Drama & Culture
4	Bong	Suakoko	Gbonkonimah		Moses S. Boimah	Roland S. B. Sangbe	Jonathan Tokpa	Andrew Varney	Drama & Culture
5	Bong	Suakoko	Donfah		G. William Singbah	Annie Sobe	Jonathan Tokpa	Andrew Varney	Drama & Culture
6	Bong	Suakoko	Koifa		Mark J. Sayvay	Betty Zepole	Jonathan Tokpa	Andrew Varney	Drama & Culture
7	Bong	Suakoko	Gleansasue		James K. Banda	Ebenizer F. Kerkulah	Lanus Weh	Andrew Varney	Sports Materials**
8	Bong	Suakoko	Gbaneta		D. Elijah Kollie	Victoria Y. Gbellemah	Lanus Weh	Andrew Varney	Drama & Culture
9	Bong	Suakoko	Gbartala		Robert Morgan	Norah Kaynah	Lanus Weh	Andrew Varney	Drama & Culture
10	Bong	Suakoko	Gbarnga-Ta		Thomas Juee	Michael Tokpa	Lanus Weh	Andrew Varney	Drama & Culture
11	Bong	Suakoko	Dulimeu		Joseph Y. Mulbah	Joseph N. Flomo	Lanus Weh	Andrew Varney	Drama & Culture
12	Bong	Suakoko	Zeanzue		Hilary Sulonkpaia	Johnetta Wolopaye	Lanus Wen	Andrew Varney	Drama & Culture
13	Bong	Salala	Maimu		Prince Henries	Albert Allison	James Philemon	Teah Nimely	Sports Materials**
14	Bong	Salala	Kotota		William S. Tarblah	Henry Wrennton	James Philemon	Teah Nimely	Drama & Culture
15	Bong	Salala	Nyantiqulleh		Henry Deapor	Steven Johnson	James Philemon	Teah Nimely	Sports Materials**
16	Bong	Salala	Gbaokai		John C. Benda	Patrick Lokpah	James Philemon	Teah Nimely	Drama & Culture
17	Bong	Salala	Santa		William Y. Darquate	Germinie Winnie	James Philemon	Teah Nimely	Sports Materials**
18	Bong	Salala	Fiehla	Repeat	Christina Sackie	Sekou Sesay	James Philemon	Teah Nimely	Sports Materials**
19	Bong	Fuamah	Cephas Town		Paul S. Natee	Yergie Mulbah	Eric Clinton	Arthur Brown	Sports Materials**
20	Bong	Fuamah	Nyeen		Larry F. Koenig	Alexander Victor	Eric Clinton	Arthur Brown	Sports Materials**
21	Bong	Fuamah	Railroad Community		Aaron Kaine	Precious Massa	Eric Clinton	Arthur Brown	Drama & Culture
22	Bong	Fuamah	New Varney Town		Zechariah R. Hodges	Yamah Kollie	Eric Clinton	Arthur Brown	Sports Materials**
23	Bong	Fuamah	Yarseah Estate	Repeat	William Wilcoot	Prince Kamara	Eric Clinton	Arthur Brown	Sports Materials
24	Bong	Fuamah	Haindi	Repeat	Roland Wheaton	Eugene Karkie	Eric Clinton	Arthur Brown	Sports Materials
25	Bong	Fuamah	Yarbavai		Gokpolu T. Wanley	Harris Mopulu	Julius Tiatun	Arthur Brown	Drama & Culture
26	Bong	Fuamah	Kpangbar-Ta		William Kolewo	Sumo Varpilah	Julius Tiatun	Arthur Brown	Drama & Culture
27	Bong	Fuamah	Gbarokvah		Joseph Beyan	Samuel Gray	Julius Tiatun	Arthur Brown	Drama & Culture
28	Bong	Fuamah	Doubli		Sampson Sulon	Emmanuel T. Farnah	Julius Tiatun	Arthur Brown	Drama & Culture
29	Bong	Fuamah	Zubah-Ta		Milton T. Kpehai	Prince Ballah	Julius Tiatun	Arthur Brown	Sports Materials**
30	Bong	Fuamah	Gbartata Town		David C. Korsee	Augustus Korpu	Julius Tiatun	Arthur Brown	Drama & Culture
<b>MARGIBI COUNTY</b>									
1	Margibi	Mamba Kaba	Tartee-Ta		Moses Dakana	Save Seedar	David Flomo	Kwande Farr	Drama & Culture
2	Margibi	Mamba Kaba	Joezohn		Nicodemus Nagbe	Edwin Zolu	David Flomo	Kwande Farr	Drama & Culture
3	Margibi	Mamba Kaba	Somah Town		John Borbor	Victor K. Miller	David Flomo	Kwande Farr	Drama & Culture
4	Margibi	Mamba Kaba	Blackton		David Fannie	Rebecca Brown	David Flomo	Kwande Farr	Drama & Culture
5	Margibi	Mamba Kaba	Zeeenor	Repeat	Richard F. Kollie	Samuel Saturday	David Flomo	Kwande Farr	Sports Materials**
6	Margibi	Kakata Dist.	Tucker-Ta		Emmanuel Johnson	Blamasee Dorley	Wede Jarry	Kwande Farr	Drama & Culture
7	Margibi	Kakata Dist.	Konola		Moses P. Walayou	Blama Kamara	Wede Jarry	Kwande Farr	Drama & Culture
8	Margibi	Kakata Dist.	Brownell's Farm		Winston K. Ngobeh	Hawan Karpoh	Wede Jarry	Kwande Farr	Drama & Culture
9	Margibi	Kakata Dist.	Mary Page Farm		Boye Carter	Grace Jercp	Wede Jarry	Kwande Farr	Drama & Culture
10	Margibi	Kakata Dist.	Laworta	Repeat	James McGill	Kortu Bevan	Wede Jarry	Kwande Farr	Sports Materials**
11	Margibi	Kakata Dist.	Layala		Sackie P. Freeman	Joseph Y. Flomo	John Newman	Cephus Tetteh	Sports Materials**
12	Margibi	Kakata Dist.	Augustine K. Barpolu		Augustine K. Barpolu	James Fallah	John Newman	Cephus Tetteh	Drama & Culture
13	Margibi	Kakata Dist.	Barclay's Farm		Eric K. Kollie	Thelma Gibson	John Newman	Cephus Tetteh	Sports Materials**
14	Margibi	Kakata Dist.	Borloria		George M. Varney	B. Ciaka Kromah	John Newman	Cephus Tetteh	Drama & Culture
15	Margibi	Kakata Dist.	Kpayah's Town		Samuel S. Kpayah	Allison Thomas	John Newman	Cephus Tetteh	Drama & Culture
16	Margibi	Gibi Dist.	Boakai's Town		John M. Slocum	Julia Jarwo	John Newman	Cephus Tetteh	Drama & Culture
17	Margibi	Gibi Dist.	Blomu		Anthony Barpee	Augustine Kollieh	Abraham Juah	Cephus Tetteh	Drama & Culture
18	Margibi	Gibi Dist.	Sankay-Ta		Samuel Sulonkpolu	Adolphus Wckpeh	Abraham Juah	Cephus Tetteh	Drama & Culture
19	Margibi	Gibi Dist.	Zonkonquelleh		Augustine M. Nyumah	Harris D. Binda	Abraham Juah	Cephus Tetteh	Drama & Culture
20	Margibi	Gibi Dist.	Nyowah		Mark Kollie	Tarnue Jallah	Abraham Juah	Cephus Tetteh	Drama & Culture
21	Margibi	Gibi Dist.	Worhn		Viola Garway	Roosevelt Caesar	Abraham Juah	Cephus Tetteh	Drama & Culture
22	Margibi	Gibi Dist.	Peter-Ta	Repeat	Alex Weedor	Betty Printers	Abraham Juah	Cephus Tetteh	Sports Materials**
23	Margibi	Gibi Dist.	Glegbar-Ta	Repeat	David L. Singbeh	John G.V. Banks	Abraham Juah	Cephus Tetteh	Sports Materials**
<b>MONTERRADO COUNTY</b>									
1	Monterrado	Todee Dist.	Zingbour		Edwin Sackie	Zoe Garnett	Roseline Draper	John Kennedy	Drama & Culture
2	Monterrado	Todee Dist.	Dogbahlon		Franklin Bondo	George T. Bondo	Roseline Draper	John Kennedy	Sports Materials**
3	Monterrado	Todee Dist.	Zolupaye		Daniel B. Jagbeh	Major W. Reeves	Roseline Draper	John Kennedy	Drama & Culture
4	Monterrado	Todee Dist.	Bah's Town		Rachel N. Bettee	Clarence F. Moore	Roseline Draper	John Kennedy	Drama & Culture
5	Monterrado	Todee Dist.	Goyah	Repeat	Davidson Kpalo	Frank Kpanjai	Roseline Draper	John Kennedy	Sports Materials**
6	Monterrado	Careyburg Dist.	David Padmore		Saydia Taylor	James F. Padmore	Nathaniel Kesselly	John Kennedy	Sports Materials**
7	Monterrado	Careyburg Dist.	Gbolomine		Aaron S. David	Arthur S. Varney	Nathaniel Kesselly	John Kennedy	Drama & Culture
8	Monterrado	Careyburg Dist.	Lowcost		Enethan J. Hoggard	D. Albert M. Kollie	Nathaniel Kesselly	John Kennedy	Drama & Culture
9	Monterrado	Careyburg Dist.	Tuan's Town	Repeat	James Varnah	Rebecca Sheriff	Nathaniel Kesselly	John Kennedy	Sports Materials**
10	Monterrado	Careyburg Dist.	Getelleh's Town	Repeat	Ben Sackie	Wilmont Johnson	Nathaniel Kesselly	John Kennedy	Drama & Culture
11	Monterrado	Careyburg Dist.	George Town	Repeat	Joseph Foday	Augustine Tamba	Nathaniel Kesselly	John Kennedy	Drama & Culture
12	Monterrado	Careyburg Dist.	Marchetta	Repeat	Wilmot Fahn	David Graham	Nathaniel Kesselly	John Kennedy	Drama & Culture
13	Monterrado	Careyburg Dist.	Worliakor		Z. Austin Paboi	Momo P. Varney	James Grear	Joseph Yokc	Drama & Culture
14	Monterrado	Left Bank	Billy's Town		Abraham A. Mamubah	Ibrahim A. Kawa	James Grear	Joseph Yokc	Drama & Culture
15	Monterrado	Left Bank	Memeh	Repeat	Mama Watson	Varfee Joeman	James Grear	Joseph Yokc	Drama & Culture
16	Monterrado	Left Bank	Kamara's Town	Repeat	Momolu Scott	Veronica Kamara	James Grear	Joseph Yokc	Drama & Culture
17	Monterrado	Left Bank	Massaquoi's Town	Repeat	Mohammed Massaquoi	Kai Boima	James Grear	Joseph Yokc	Drama & Culture
18	Monterrado	Left Bank	Samuka's Town	Repeat	Osuma Sheriff	Joseph Reeves	James Grear	Joseph Yokc	Drama & Culture
19	Monterrado	Careyburg Dist.	Barzoe		Nathan S. Karkpo	Musu B. Dixon	James Grear	Joseph Yokc	Drama & Culture
20	Monterrado	Careyburg Dist.	Kanasuah		Joseph Dennis	Karnagar Khan	James Grear	Joseph Yokc	Drama & Culture
21	Monterrado	Todee Dist.	Diasuah		Sylvester G. Gbowee	Moore K. Oscar	Roseline Draper	John Kennedy	Drama & Culture
22	Monterrado	Todee Dist.	Freeman Reserve	Repeat	Rufus	Worthingstone Johnson	Roseline Draper	John Kennedy	Drama & Culture
23	Monterrado	Careyburg Dist.	Kolliehan	Repeat	Washington Gweplay	Momo F. Brosins	James Grear	Joseph Yokc	Drama & Culture

\*\* Sports Materials supplied by Mercy Corps

COMMUNITIES SELECTED AND OPERATED FOR CYCLE-III.

#	County	District	Communities	Status	LF1	LF2	Clusters	Master Trainers Assigned	Youth Team Members	Projects*
<b>BONG COUNTY</b>										
1	Bong	Salala	Saysaya	Repeat	Hawa Kromah	David Urey	I	James Philemon	Teah Nimely	None
2	Bong	Salala	Kotota	Repeat	Henry Wellington	William Tarblah	I	James Philemon	Teah Nimely	None
3	Bong	Salala	Nyanriquelleh	Repeat	Henry Deapor	Stephen Johnson	I	James Philemon	Teah Nimely	None
4	Bong	Salala	Santa	Repeat	William Darquate	Germine Winnie	I	James Philemon	Teah Nimely	None
5	Bong	Salala	A-99	New	Allen Sumo	Henry Kollie	I	James Philemon	Teah Nimely	None
6	Bong	Salala	Malonka	New	James Jerome	Joseph Sackie	I	James Philemon	Teah Nimely	None
7	Bong	Salala	Winnieta	New	George J. Gayflor	George K. Gbenpolu	I	James Philemon	Teah Nimely	None
8	Bong	Sanoyea	Kpotoloma	New	Peter B. Kollie	Moses Sackie	II	Julius Tiatun	Teah Nimely	None
9	Bong	Sanoyea	Dankpansue	New	Samuel F. Kollie	Moses Diadolie	II	Julius Tiatun	Teah Nimely	None
10	Bong	Sanoyea	Darnenamah	New	Joseph K. Sackie	William Gidings	II	Julius Tiatun	Teah Nimely	None
11	Bong	Sanoyea	Kelebei	New	Lloyd K. Cooper	Horace Y. Flomo	II	Julius Tiatun	Teah Nimely	None
12	Bong	Sanoyea	Bofor-la	New	Wilson K. Badio	Amos B. Ricks	II	Julius Tiatun	Teah Nimely	None
13	Bong	Sanoyea	Gbonokalai	New	Emmanuel Kollie	Julien Rahnenfurer	II	Julius Tiatun	Teah Nimely	None
14	Bong	Suakoko	Moiyan	Repeat	P. Urias Johnson	Alex Kollie	III	Jonathan Tokpa	Andrew Varney	None
15	Bong	Suakoko	Gwenigallie	New	Francis Juniors	Henry Bamba	III	Jonathan Tokpa	Andrew Varney	None
16	Bong	Suakoko	Taylor Town	New	Patrick Massaquoi	Moses Y. Titus	III	Jonathan Tokpa	Andrew Varney	None
17	Bong	Suakoko	Voloblai	New	Henry Manyango	Seville Samuel	III	Jonathan Tokpa	Andrew Varney	None
18	Bong	Suakoko	Garyea	New	Arthur Faiue	Morris Kollie	III	Jonathan Tokpa	Andrew Varney	None
19	Bong	Suakoko	Folentolen	New	Jeffery Sammie	Fredrick Cooper	III	Jonathan Tokpa	Andrew Varney	None
20	Bong	Suakoko	Korkomah	New	Lepolu Binda	Johnson Mulbah	III	Jonathan Tokpa	Andrew Varney	None
21	Bong	Suakoko	Gleansasue	Repeat	Ebenezer Kerkular	James Binda	IV	Lanus Weh	Arthur Brown	None
22	Bong	Suakoko	Gbangra Town	Repeat	Michael Tokpa	Thomas Juee	IV	Lanus Weh	Arthur Brown	None
23	Bong	Suakoko	Gbondoi	New	James Tokpa	Abelard Kermue	IV	Lanus Weh	Arthur Brown	None
24	Bong	Suakoko	Kandakai Town	New	Edwin Gborjai	Sam G. Dennis	IV	Lanus Weh	Arthur Brown	None
25	Bong	Suakoko	Cole Town	New	Jonathan S. Cole	Joseph Cole	IV	Lanus Weh	Arthur Brown	None
26	Bong	Suakoko	Gbarmla	New	Daniel Mulbah	John Gbotokai	IV	Lanus Weh	Arthur Brown	None
27	Bong	Suakoko	Firestone Camp	New	Francis Fahn	Malikey Zepou	IV	Lanus Weh	Arthur Brown	None
28	Bong	Suakoko	Central Sinyea	New	Emmanuel Togbah	Elliott M. Tokpah	V	Eric Clinton	Arthur Brown	None
29	Bong	Suakoko	Edward Town	New	Elizabeth Kerkular	Henrietta N. Kollie	V	Eric Clinton	Arthur Brown	None
30	Bong	Suakoko	Sgt. Kollie Town	New	Papa Morris	Marie Y. Flomo	V	Eric Clinton	Arthur Brown	None
31	Bong	Suakoko	Gbangai Town	New	Mulbah Wilson	D. Kollie Solomon	V	Eric Clinton	Arthur Brown	None
32	Bong	Suakoko	Nai Town	New	Joseph K. Nyah	Joseph R. Nahn	V	Eric Clinton	Arthur Brown	None
33	Bong	Suakoko	Gwenimah	New	Samuel K. Maomai	Washington Tanokpuwah	V	Eric Clinton	Arthur Brown	None
34	Bong	Suakoko	Kanvillee Town	New	Flanzanmaton Kotee	Peter K. Flomo	V	Eric Clinton	Arthur Brown	None
<b>MARGIBI COUNTY</b>										
1	Margibi	Mamba Kaba	Blacktom-Ta	Repeat	Edwin Zolu**	David B. Jannie**	I	David Flomo	Kwande Farr	None
2	Margibi	Mamba Kaba	Tartee-ta	Repeat	Moses Dakana**	Saye Seador**	I	David Flomo	Kwande Farr	None
3	Margibi	Mamba Kaba	Jalazohn	New	Amos Dixon	Joseph P. Kangar	I	David Flomo	Kwande Farr	None
4	Margibi	Mamba Kaba	Kortue's Town	New	B. Francis Sackie	Philip Kpaki	I	David Flomo	Kwande Farr	None
5	Margibi	Mamba Kaba	Cooper's Farm	New	Saah Francis	Wilnot Gibson	I	David Flomo	Kwande Farr	None
6	Margibi	Mamba Kaba	Kpeguoi's Town	New	Robert S. Garley	Richard Saah	I	David Flomo	Kwande Farr	None
7	Margibi	Kakata Dist.	Brownell's Farm	Repeat	Deshon Kpakilah	Hawa Kakpeh**	II	Wede Jarry	Kwande Farr	None
8	Margibi	Kakata Dist.	Konola	Repeat	Moses wलयou**	Shetta M. Peters	II	Wede Jarry	Kwande Farr	None
9	Margibi	Kakata Dist.	Anthony Barclay's Farm	New	Morris Lincoln	John S. Wee	II	Wede Jarry	Kwande Farr	None
10	Margibi	Kakata Dist.	Galala	New	Peter Farmer	Rancy David	II	Wede Jarry	Kwande Farr	None
11	Margibi	Kakata Dist.	Gborfillah	New	Rhoda Brownell	Samuel Tete	II	Wede Jarry	Kwande Farr	None
12	Margibi	Kakata Dist.	Queenah's Town	New	Hallowangar Kollie	Joseph B. Vango	III	John Newman	Cephus Tetteh	None
13	Margibi	Kakata Dist.	Weala	Repeat	Voiwu K. Sumo	Francis S. Kollie	III	John Newman	Cephus Tetteh	None
14	Margibi	Kakata Dist.	Barclay's Farm	Repeat	Thelma Gibson**	Boakai T. Mabey	III	John Newman	Cephus Tetteh	None
15	Margibi	Kakata Dist.	Boforla	Repeat	Hawa Sirleaf	Benjamin J.K. Foday	III	John Newman	Cephus Tetteh	None
16	Margibi	Kakata Dist.	Clinton's Farm	New	Samuel S. Kpayah	Koon Jackson	III	John Newman	Cephus Tetteh	None
17	Margibi	Kakata Dist.	James Dennis Town	New	Patient Mawolo	Amanda Dennis	III	John Newman	Cephus Tetteh	None
18	Margibi	Gibi Dist.	Zonkonquellieh	Repeat	Augustine Nyumah**	Lovetteh Singbeh	IV	Abraham Juah	Cephus Tetteh	None
19	Margibi	Gibi Dist.	Blomu	Repeat	Austin Kollie**	Tarnue Jallah**	IV	Abraham Juah	Cephus Tetteh	None
20	Margibi	Gibi Dist.	Nyiorwah	Repeat	Anthony Barpue**	Adolphus Workpeh**	IV	Abraham Juah	Cephus Tetteh	None
21	Margibi	Gibi Dist.	Dorkaita	New	T. Siehgrant Gburmmah	Joseph D. Lepolu Jr.	IV	Abraham Juah	Cephus Tetteh	None
22	Margibi	Gibi Dist.	Baypolu	New	Irene T. Massaquoi	Marcus M. Lankah	IV	Abraham Juah	Cephus Tetteh	None
23	Margibi	Gibi Dist.	Henry Sander's Town	New	Samson Sackie	R. Gameenne Labiah	IV	Abraham Juah	Cephus Tetteh	None
<b>MONTERRADO COUNTY</b>										
1	Monts.	Todee Dist.	Diasuah's Town	Repeat	Moses K. Oscar	Nathaniel F. Kollie	I	Roseline Draper	John Kennedy	None
2	Monts.	Todee Dist.	Bahr's Town	Repeat	Clarence F. Momoh	Rachel Barte	I	Roseline Draper	John Kennedy	None
3	Monts.	Todee Dist.	Zinc Camp	New	Junior Tobi	Daddyboy Smoker	I	Roseline Draper	John Kennedy	None
4	Monts.	Todee Dist.	Cooper's Farm	New	Stephen Gbayton	Guwor Payvay	I	Roseline Draper	John Kennedy	None
5	Monts.	Todee Dist.	Gbayan's Town	New	Jerry Wannah	Augustine N. Kamara	I	Roseline Draper	John Kennedy	None
6	Monts.	Todee Dist.	Glee's Town	New	Abraham Kamara	Larry Gormayor	I	Roseline Draper	John Kennedy	None
7	Monts.	Careyburg	David Padmore	Repeat	James Padmore	Saydia Taylor	II	Nathaniel Kesselly	Joseph Yoko	None
8	Monts.	Careyburg	Lowcost	Repeat	Albert Kollie	Enathan Hoggar	II	Nathaniel Kesselly	Joseph Yoko	None
9	Monts.	Careyburg	Gbolomine	Repeat	Aaron David	Arthur Varney	II	Nathaniel Kesselly	Joseph Yoko	None
10	Monts.	Careyburg	Geto	New	James E. Norman	Jasuah Lloyd	II	Nathaniel Kesselly	Joseph Yoko	None
11	Monts.	Careyburg	Nyema	New	Armah Wokpeh	Samuel Knoig	II	Nathaniel Kesselly	Joseph Yoko	None
12	Monts.	Careyburg	Zinc Camp	New	Dixon Dorbor	Ben Sackie	II	Nathaniel Kesselly	Joseph Yoko	None
13	Monts.	Careyburg	Kanasuah	Repeat	Karngar A. Nah	Joseph M. Dennis	II	James Grear	Joseph Yoko	None
14	Monts.	Careyburg	Kolliemene	Repeat	Momo F. Brosius	Washington Gweply	III	James Grear	Joseph Yoko	None
15	Monts.	Careyburg	Wolakor	Repeat	A. Austin Pabai	Momo P. Varney	III	James Grear	Joseph Yoko	None
16	Monts.	Careyburg	Barzoe	Repeat	Nathan S. Karkpo	Musu Dixon	III	James Grear	Joseph Yoko	None
17	Monts.	Left Bank	Billy	Repeat	Nancy Gant	Ibraheem Kawa	III	James Grear	Joseph Yoko	None
18	Monts.	Left Bank	Gbondoi	New	Mohammed Kamara	Roseline T. Saysay	III	James Grear	Joseph Yoko	None
19	Monts.	Left Bank	Ginaymah	New	David T. Crawford	Tarweh Dukuly	III	James Grear	Joseph Yoko	None
20	Monts.	Left Bank	Gbokollieh	New	Jerry Bondo	Varney Sherif	III	James Grear	Joseph Yoko	None

\* There were no projects for Cycle-III Communities.



**USAID**

FROM THE AMERICAN PEOPLE

## End of Program Evaluation Report



### Mercy Corps' Program Youth Education for Life Skills (YES)

2004 - 2006

*Submitted by:*  
Axel M. Addy  
Alfred B. Stevens  
Alexa Inc.  
Monrovia, Liberia



*Aligning Integrated Solutions through Strategic Partnerships*

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## ***Abbreviations and Acronyms***

AI	Alexa Inc.
APU	Abuse Prevention Unit
CPA	Comprehensive Peace Accord
DART	Disaster Assistance and Response Team
DDRR	Disarmament, Demobilization, Rehabilitation and Reintegration
ECOMOG	Economic Community Military Observer Group
ECOWAS	Economic Community of West African States
FGD	Focus Group Discussions
GOL	Government of Liberia
GRS	Grassroots Soccer
IDI	In-depth Interview
IDP	Internally Displaced Persons
IP	Implementing Partner
IQC	Indefinite Quantity Contract
LF	Learning Facilitator
LURD	Liberia United for Reconciliation and Democracy
MC	Mercy Corps
MODEL	Movement for Democratic Change in Liberia
MT	Master Trainer
NAEAL	National Adult Education Association of Liberia
NTGL	National Transitional Government of Liberia
NGO	Non-governmental Organization
OTI	Office of Transition Initiative
SOW	Scope of Work
TDY	Temporary Duty
UN	United Nations
UNMIL	United Nations Mission in Liberia
US	United States
USAID	United States Agency for International Development
USG	United States Government
WAS	Consortium of World Vision, Action Aid and Search for Common Ground and Mercy Corps
WAY	War Affected Youth
YDC	Youth Development Club
YES	Youth Education for Life Skills
YMC	YES Management Committee
YTM	Youth Team Member

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The communities' warm welcome and cooperation greatly contributed to the teams' ability to conduct its work without obstacles. The team is truly grateful to all of those whose contributions and recommendations made the entire experience a pleasant and informative one.

## **PREFACE**

Conducting an end of program evaluation requires the full cooperation of the client and all its partners. Evaluators bear the responsibility of deriving some estimation as to the level of success of the program. This can be quite a challenging task as those who have greater experience with the program may have greater depth of knowledge of the various factors that enhanced or undermined the program. As the evaluating team, it is important to look at all the factors that provide evidence as to the true impact of the program.

With the full cooperation of the Mercy Corps' team along with its partners, the team aimed to look at the various dimensions that affected the level of impact of the program. The team looked at the premise behind the inception of the program, looking at the social and political context that served as the impetus that influenced the program design and implementation.

As is in the case of the Youth Education for Life Skills (YES) program, Mercy Corps' aimed to have an external evaluation conducted on its implementation of YES to evaluate the level of impact of the program. Although the team's findings may not all be in agreement with MC teams perceptions of the level of success of the program, it is however hopeful that the information provided herein will serve as a thoughtful guide for MC when designing and implementing similar programs in the future.

## ***Mercy Corps YES Overview***

USAID/Office of Transition Initiative (OTI) funded the Youth Education for Life Skills through a Cooperative Agreement<sup>1</sup> as a contribution to USAID Liberia's Strategic Objective Six: Community Revitalization and Reintegration. World Vision and Search for Common Ground Mercy Corps, and Action Aid (in a consortium known as WAS), were the implementing partners of the program.<sup>2</sup> Creative Associates through its Liberian office, the Liberian Transition Initiative (LTI) served as the Indefinite Quantity Contract (IQC) holding contractor with the OTI, managing the approximately \$26 million grant. From this IQC, Mercy Corps was awarded over \$2.5million to implement the Youth Education for Life Skills (YES) program in Montserrado, Margibi, Nimba, Bong, Grand Bassa, Grand Gedeh and Sinoe Counties.<sup>3</sup>

The program as designed aimed to assist war-affected young Liberians to become productive members of their communities through community-based life-skills education. The seven modules of the curriculum aimed to empower war-affected young Liberians to become productive citizens by fostering healthy relationships between people living in the selected communities.<sup>4</sup> YES had two intermediate results. The first intermediate result was to improve knowledge, skills and attitudes and enable 15,000 youth to make informed life decisions (I.R.6.1). The second intermediate result was to enable 285 communities to actively support and accept the integration of war-affected youth as productive members of their society (I.R.6.2).<sup>5</sup>

Mercy Corps implemented YES by teaching life skills using the seven modules YES curriculum and through community empowerment initiatives led by the youth between the ages of 18 and 35 (see Appendix 13). The program team of Mercy Corps (MC) and their well-trained field team lead by Master Trainers (MTs) and Youth Team Members (YTMs) carried out the management of the program. Community leaders selected by community members (CMs) were trained as Learning Facilitator (LFs) to teach the Life Skills curriculum. Master Trainers, Youth Team Members, and Learning Facilitator participated in extensive training done by MC program for the implementation of YES.

Life Skills <i>Curriculum</i>	MC's MTs	LFs ↓ CMs
Community Empowerment <i>Youth Lead Activities</i>	MC's YTMs	YMC ↓ YDC

Additionally, the community leaders selected reputable members of the community to serve on the YES Management Committee (YMC). Mercy Corps used the YES Management Committee to promote greater cooperation between the youth and the elders, and provide leadership in the project selection process. The YES Management Committee provided moral support for the Youth Development Club (YDC) and

<sup>1</sup> USAID/OTI Cooperative Agreement number OTI-00-05-00004-00.

<sup>2</sup> See Social Impact Inc. Final Evaluation: The Liberia Transition Initiative (2004-2006). October 19, 2006. p4.

<sup>3</sup> See Social Impact Evaluation Report. p7.

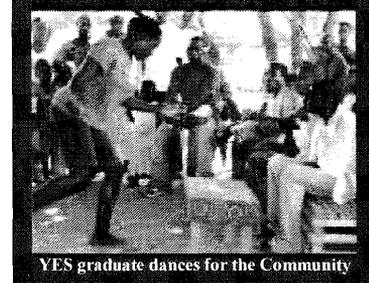
<sup>4</sup> See Mercy Corps Quarterly Report.

<sup>5</sup> See Mercy Corps Quarterly Report.

supervised the YES program in the community. Mercy Corps established the Youth Development Club with the goal to empower the youth of the community to take initiative and implement development projects as a contribution to their community.

Learning Facilitators used various learning tools including dramas, dance, storytelling, picture cards, and flash cards to teach the curriculum.

The youth in the communities met four times per week for two-hour sessions in the evening over a four to five months period to complete the seven modules of the curriculum. The average class size was no more than thirty-five participants, although some communities had more participants.



YES was implemented in three cycles at four to five months intervals beginning in 2005. Cycle 1 communities and some Cycle 2 communities benefited from Creative Associate/OTI funded community driven projects (i.e. wells, latrines, rice mills), whereas the Cycle 3 communities did not benefit from these additional projects. During the Cycle 2 phase, Mercy Corps launched the pilot project YES to Soccer with great success in select communities.

YES to Soccer ran in Cycle 2 communities in Sinoe and Grand Gedeh. The goal of YES to Soccer was to provide HIV/AIDS education through soccer. With the guidance of Grassroots Soccer, a US based nongovernmental organization; YES to Soccer, staff underwent training on implementing the program. Participants joined the soccer team, received Nike clothing, and shoes at the end of the eight weeks program. YES to soccer proved a very popular pilot program among war-affected youth.

YES was implemented in 384 communities with approximately 14,000 participants.

## EXECUTIVE SUMMARY

Mercy Corps commissioned Alexa Inc (AI) to perform an end of program evaluation for its (YES) program, utilizing in-depth discussions, focus group discussions and a questionnaire, to achieve the following objectives:

- To assess the changes in Life Skills session participants as a result of the curriculum,
- To appraise the role of the YDC and YMC in the reintegration of war affected youth, and
- To examine the impact of the program on the Learning Facilitators, Master Trainers and Youth Members.<sup>6</sup>

### *Program Strengths*

1. Women represented the majority of the participants in the twenty-four communities visited by the team. Out of the 633 participants, 361 participants were women. Through the YES Life Skills training, which aimed to enhance their self-esteem and voice their opinions on matters affecting their community, the women were empowered to be more active and outspoken in the community. Many could also now write their names, count from one to hundred, and say their ABCs.
2. Participants reported an increase in the awareness of methods to prevention diseases, such as HIV/AIDS and malaria.
3. Master Trainers, Learning Facilitators, and YES Management Committee members underwent anger management, conflict resolution and problem solving skills training that transformed their outlook on life by reinforcing their ability to better address adversity in a more logical and systematic way.
4. In many instances, the program greatly enhanced community cooperation through the work of the YES Management Committee and the Youth Development Club. These organs served as conduits of cooperation between the youth and the elders in the community. This was especially evident in Cycle 1 and some Cycle 2 communities, where the YES program had funded complementing projects.

### *Program Weaknesses*

1. The low participation of male ex-combatants, a segment of war-affected youth, affected the overall true impact of the program. Women represented the majority of the program participants. Of the 633 youth participants of the twenty- four communities visited by the team, only 116 claimed to be ex-combatants.

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<sup>6</sup> See Annex 1 for detail SOW.

2. The discontinuation of the additional Creative Associate/OTI funded community driven projects (i.e. wells, latrines, rice mills) in Cycle 2 negatively affected the level of participation of the youth in the program and undermined the integrity of the program, as some Cycle 2 communities were promised projects that were never implemented.
3. The lack of incentives such as grades, stipends or sitting fees for project participants, along with an increase in other competing NGOs offering such incentives affected the level of participation in the program.
4. The program proved inflexible to changes given the reality of implementation, which influenced an increase in the drop out rate. When asked about why some participants had dropped out of the program, respondents to interviews or focus group discussion responded that people dropped out of the program due to pregnancy, sickness, farming engagements, poor lighting facilities and most importantly, the lack of incentives.
5. The program as design did not create the conditions for greater support to the Learning Facilitators by the YES Management Committee and the Youth Development Club. Greater support and coordination between these groups could have had a positive impact on the number of participants in the program.
6. The program lacked a concise exit strategy from communities. Neither the YDC nor the YMC were prepared to continue some variation of the program after the exit of MC.

### ***Key Recommendation for Follow-on Program***

The YES program triggered an intrinsic desire to learn in participants. Participants, especially women, expressed over and over again their desire to attend night school in their communities. There was a consensus that although their daily obligations kept them from going to school, YES evening sessions made them realized that school was still possible. Many informed the team that they were very grateful for the lessons learned in YES, but now that YES has taught them to write their names, and count from one to a hundred, they wanted to learn more. Night school in the form of an Accelerated Learning Program was suggested by those interviewed as a follow-on to YES.

### ***Findings Summary per Evaluation Objectives***

#### **Changes in Life Skills Session Participants as a Result of the Curriculum**

The team visited twenty-four communities and conducted focus group discussions (FGDs) with two hundred seventy-three participants. Communities selected for the evaluation were from two project counties: Nimba and Grand Gedeh. The National Adult Education Association of Liberia (NAEAL), a local non-governmental organization implemented the program in Nimba, while Mercy Corps implemented the program in Grand Gedeh. The team, in an effort to ascertain the level of impact of the curriculum on

participants, used focus group discussions for the data collection process. Below are summary results from the interviews conducted.

### **Social Benefits**

Regarding the social aspect of the modules, participants learned a lot from the sessions.

#### *Marriage*

When asked about marriage, they responded with the following:

- Marriage is based on love, respect and understanding of each other
- Both partners should provide for the home
- There must be equal rights at home
- Know each other well before marriage

#### *Inheritance Rights*

The female participants attained a better understanding of their inheritance rights. Most, if not all, understood their rights as wives and mothers.

#### *Conflict Resolution*

Other participants responded that the curriculum helped them to better deal with conflict by seeking consultation with the elders to act as mediators to help resolve conflicts. One participant openly conveyed that prior to the program, he used to beat his wife whenever they had a disagreement (palava), but now, he does not. They now try to solve their disputes by consulting with the elders.

### **Health and Hygiene**

In regards to health and hygiene, participants conveyed their appreciation for what they had learned from the curriculum.

#### *HIV/AIDS*

When asked about HIV/AIDS prevention, they responded:

- Use a condom;
- Be faithful to your partner and
- Avoid used razor blades.

#### *Malaria Prevention*

When asked about Malaria prevention, they responded:

- Use a mosquito net;
- Clean your surrounding and
- Go to the clinic when you get sick.

### Education

This was the most talked about part of the curriculum. The literacy rate in Liberia is very low, especially among the female population.

- The program contributed to the increase in the number of women who could write their names, say their ABCs, and count from one to hundred.
- The program also broke the communication barriers. Most women, due to their level of education coupled with traditional beliefs, were unable to express themselves in the public. The YES program has helped them overcome this barrier.

### **Youth Development Committee (YDC) and YES Management Committee (YMC) Impact on the Reintegration of War Affected Youth**

The team visited 24 communities in Nimba and Grand Gedeh and conducted focus group discussions with forty-eight members of the YDCs and the YMCs. The YMC comprising of elders and leaders in the community supervised the YES program in the community. The YDC comprising of youth that had participated in the Life Skills classes and those that had not received the training initiated and implemented youth development projects in the community. YDC and the YMC were both important elements in terms of their involvement in getting youth to participate fully in all aspects of the program implementation. These groups worked directly with the youth encouraging them to attend the program and at the same time serve as peace builders between all groups within their individual communities.

#### *Youth Development Club's Impact*

When asked about their perception of their role in the program, Youth Development Club members responded that as members of the Youth Development Club, they were responsible for:

- Youth mobilization to help with community projects which included block making, well digging and digging of latrines;
- Encouraging the community youth to participate in the YES program by attending the YES curriculum evening sessions;
- Liaising between the participants, Learning Facilitators and YES Management Committees;
- Coordinating meetings once a week to address community matters and organize community activities. They also met weekly with the YTM to organize community activities.

When asked about the impact of the YDC on the community, YDC member responded that:

- Youth contributions to project helped improve the relationship between the elders and the youth of the community.

- Youth projects such as block making, hauling of gravel and their provision of work force benefited the community as a whole.
- Under the guidance of Mercy Corps and NAEAL, Youth Development Club members also organized projects, which included cultural drama performances that promoted unity in the community.

#### *YES Management Committee's Impact*

When asked about their perception of their role in the program, YMC members responded that as members of the YMC, they were responsible for:

- The storage and distribution of materials (kerosene, chalks, zinc, sporting goods, planks, cement, and cultural items) delivered by Mercy Corps for projects.
- Liaising with Mercy Corp in the selection and implementation of projects.
- Mediating conflict between members of the community including the youth.

When asked about the impact of the YMC on the community, YMC member responded that:

- The YMC managed projects (i.e. rice mills, latrines, wells) that benefited the community.
- YMC served as mediator and resolved disagreements between the youth and the elders of the community.
- The program also provided leadership opportunity, which benefited the community.

#### **Program Impact on Learning Facilitators, Master Trainers, and Youth Team Members**

The Learning Facilitators along with Mercy Corps' field team of Master Trainers and Youth Team Members faced a great challenge in uniting community members. In order to complete this task, they had to develop the techniques to do so. In light of this, Mercy Corps initiated series of trainings held at different stages of the program. During these trainings, participants discussed problems and constraints and derived solutions, thus enriching training participants with better skills and techniques in relating to the community members they served.

After undergoing these trainings, Learning Facilitators, Master Trainers, and Youth Team Members performed the great task of mobilizing communities into the YES program, and were able to foster greater cooperation among youth and elders in the communities and help promote the development of community-initiated projects and initiated conflict resolution methods.

With the constraints of bad roads, low stipends for Learning Facilitators and getting youth and elders to work together after periods of conflicts, their lives were also transformed through the messages they passed on to their students/participants. When asked how the program has changed their lives, many responded that it has given them the tools to deal with adversity. The anger management, conflict resolution skills and problem solving skills transformed their outlook on life.

### *Impact on Learning Facilitator*

The team conducted interviews with twenty-four Learning Facilitators to assess their perception of their role in the program and the programs impact on their lives.

When asked about their perception of their role in the program, Learning Facilitators responded that:

- The three sets of training they received from Mercy Corp prepared them to teach the curriculum modules to participants.
- They were responsible for engaging delinquent participants including ex-combatants.
- They met with the Master Trainers once a week to review lessons and make necessary adjustments.

When asked about the impact of the program on their lives, Learning Facilitator responded that:

- The monthly stipend enable them to pay school fees for their children, provide food and clothing for their families and even build their house.
- Because of the skills they gained from the program, they were empowered to go into farming, small business, counseling and even teaching.
- The training conducted by the MT was encouraging in that they improved their teaching techniques and ability to better serve their communities.

### *Impact on Master Trainers and Youth Team Members*

The team met with the Master Trainers and the Youth Team Members, conducted in-depth interviews, focus group discussions, and utilized a basic SWOT analysis questionnaire in an effort to assess the impact of the program on the group and some of the challenges of implementing the program.

When asked about their perception of their role in the program, Master Trainers and Youth Team Members correctly responded that they were responsible for:

- Assessing and selecting the communities to participate in the program;
- Providing guidance in the selection of the YES Management Committee members , interacting with those member once a week, and providing guidance on the selection of community projects;
- Training Learning Facilitators and offering guidance to improve their teaching techniques.

When asked about the impact of the program on their lives, Master Trainers and Youth Team Members responded that:

- The program improved their ability to interact with others even in difficult situations.
- The program improved their ability to manage their time and finances.
- They learned of the importance of their leadership contribution to the community.

## FINDINGS AGAINST OBJECTIVE 1

### *CURRICULUM IMPACT IN THE LIVES OF LIFE SKILLS SESSION PARTICIPANTS*

The team conducted focus group discussions in all twenty-four communities in Nimba and Grand Gedeh. The communities welcomed the YES curriculum with great enthusiasm especially in Cycle 1 and Cycle 2 communities where the program had a complementing project for almost all communities. However, as indicated in Table 1, the implementation of the curriculum in Cycle 1 experienced a 26% incomplete or dropout rate and a 21% incomplete or drop out rate in Cycle 2.<sup>7</sup> MC adjusted the curriculum for Cycle 2 to address some of the issues associated with the dropout rate, but due to the discontinuation of the complementary projects the communities had come to expect as a part of the YES program and new competing programs offering incentives, the dropout rate only decreased minimally. Participants also cited pregnancy, illness, farming obligations and the lack of grades as other reasons why participants dropped out of the program.

**Table 1: Communities Completion Rate**

Cycles	Communities	Participants	Completed	Completion	Incomplete
Cycle 1	163	5,705	4,275	74%	26%
Cycle 2	165	5,775	4,557	78%	22%
Cycle 3	172	6,020	5,160*	85%	15%

\* Estimate - Cycle 3 was still ongoing during the evaluation period.

During the sessions with the participants, it was quite clear that the YES curriculum had quite a positive impact on the participants. When asked various questions on the curriculum's impact, many responded that they now knew how to write their names, to count from one to a hundred<sup>8</sup> and to say their ABCs. One participant told a story of how he was embarrassed when he had participated in a wedding in Monrovia, and when asked to write his name, he could not. He commented that he wished YES had come sooner to his community, he would have learned to write his name then and not had to face the embarrassment. The team also met participants who were now proud students enrolled in the local schools due to their experience in the YES program.



Female participants responded that they had a better understanding of their role in the home. Participants also seemed to favor some modules over others, as clearly indicated by the level of interest during the focus group discussions. My Identity, Keeping Healthy along with the module on Peace and Conflict appear to garner the most enthusiasm amongst participants, whereas explaining the ideals of Good Governance appeared more challenging. Participants attributed better hygiene practices, better understanding of marriage and property rights, community togetherness, an increased awareness and

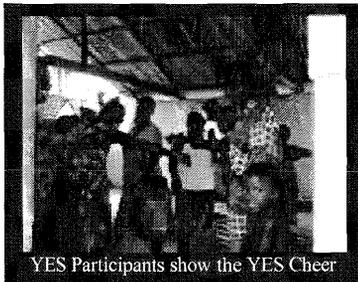
<sup>7</sup> See MC Quarterly Reports 3 (5707 participant, 4275 graduates) and 4 (5775 participants, 4557 graduates)

<sup>8</sup> To graduate, participants must be able to count from 1 to 100, some graduates struggled with counting beyond 10, this was especially the case with the older participants.

understanding of HIV/AIDS and preventing malaria, to lessons learned through the YES curriculum. When asked about lessons learned about HIV/AIDS, many responded that condom usage and being faithful to one's partner was the best way to prevent oneself from getting the disease.

It is quite clear that the curriculum had a positive impact on the community, although areas that dealt with sexuality and the roles of men and women in the communities seem to be somewhat controversial as cultural barriers played an important role and affected the reception of the message.

It is also worth noting that, of the 24 communities in Nimba and Grand Gedeh visited by the team, the majority of the participants were women and mostly former IDPs and returning refugees. Six hundred and thirty-three (633)



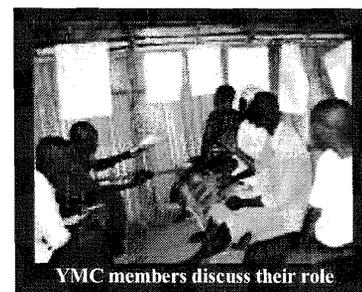
youth participated in the focus group discussions conducted by the team. However, of that total, 272 were males compared to their 361 female counterparts, representing 57% of the total number of youth participating in the focus group discussions.<sup>9</sup> Ex-combatants, who were among the war affected youth targeted group for the YES program, were only 116 (57 females, 59 males) of the total number of participants

involved in the team led focus group discussions. They represented 18.3% of the total number of participants of the focus group discussions. Therefore, although there was real impact on the various communities, that impact appeared minimized when looking at the broader premise of the implementation of the program as clearly indicated by intermediate result I.R.6.2.<sup>10</sup>

## FINDINGS AGAINST OBJECTIVE 2

### *ROLE OF YDC AND YMC IN THE REINTEGRATION OF WAR AFFECTED YOUTH*

The team conducted focus group discussions with members of the YES Management Committee and the Youth Development Club to first assess their perception of their role in the YES program and their understanding of their contribution to their respective communities. The communities selected honorable community leaders, who promoted community cooperation between the youth and the elders, to serve on the YES Management Committee. Members of the Youth Development Club were the youth of the community who were encouraged to participate in youth driven activities.



<sup>9</sup> As per Mercy Corps' quarterly, women represented 51.4% (2,197 of total of 4,276) and 54.47% (2,496 of total of 4,559) of the total number of graduates for Cycle 1 and Cycle 2 Communities.

<sup>10</sup> YES program aim per I.R.6.2 is to have 285 communities actively support and accept the integration of war-affected youth (victims and perpetrators) as productive members of their society. See MC Quarterly Report.

Overall, the YES Management Committee's role of a harmonizing entity in the community was evident in most of the communities visited by the team. The YES Management Committee mobilized the community to promote youth initiated projects and joined the youth in the celebration at the conclusion of such projects. This was the case in Salay, another community in Nimba, where the YES Management Committee promoted the youth rehabilitation of a school and celebrated once it was completed. The YES Management Committee had an impact in the reintegration of war affected youth into the community in their role as the moral supporter of the youth in the community. They encouraged youth in the community to participate in the Youth Development Activities. When asked about the relationship between the Youth and the elders, many members of the YES Management Committee responded that there had not been any major problems between them and the youth. In fact, the relationship between the elders and the youth had improved. (See Annex 8). The YES program enhanced their leadership abilities that they are now the source of mediation for resolving disputes.

However, there were instances where the team encountered a power struggle between the traditional leadership and the new YES Management Committee. In Kumah Town, a community in Grand Gede, some of the elders saw the YES Management Committee chair as having too much power in the community. In this instance, this was a tool of division instead of cooperation. Here, the elders of the community had decided that they no longer wanted the chair of the YES Management Committee to lead the YES Management Committee because they believed he conspired with Mercy Corps' team to limit their access to the rice mill. In this instance, the other elders of the YES Management Committee refused to cooperate and participate in the focus group discussions held by the team.

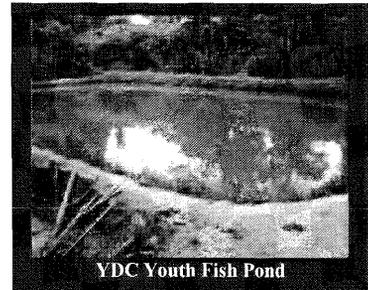
Members of the YES Management Committee also felt a sense of achievement in the form of the YES funded projects carried out in Cycle 1. When asked about their accomplishments as members of the YES Management Committee, many cited the construction of the community hall, sporting materials, rice mills and market halls as some of the achievements of the group, even though these were mostly funded projects initiated as complementing projects of the YES program.

Nevertheless, the YES Management Committee with support from Mercy Corps initiatives such as drama events and sporting activities served as an impetus in the promotion of unity and cooperation in the community. Mercy Corps provided sporting goods and costumes for drama clubs in some communities, which enhanced the level of participation in the Youth Development Club.

The Youth Development Club served as the voice of the Youth. They met once a week with the Mercy Corps Youth Team Member to discuss their needs and projects they were working on. Mercy Corps through the Master Trainers and Youth Team Members supported the group by providing learning materials and guidance on their various projects if they had any. The Mercy Corps team also worked with them to track those who drop out of the program. When they had projects, it benefited the entire community and brought the community together. Youth Development Club members seem eager to point out the achievement of the group.

However, for communities without projects, the Youth Development Club's role seemed minimized, as most Youth Development Club members seemed driven by the fact that they were contributing to their community through the YES funded projects. For example, Youth Development Club members pointed out that they helped dig the well for the community or helped clear the bush for the area for the new town hall. In communities where there were no funded accompanying projects, many members of the Youth Development Clubs did not seem to understand that the essence of the Youth Development Club was to promote cooperation amongst the youth not only to foster unity, but also to foster youth initiated self-help projects.

Although a few communities were proud to show the team their projects, it was quite clear that youth equated Youth Development Club membership with incentives. In addition, it was quite apparent that overtime, although the Youth Development Club contributed to the reintegration process, its level of contribution varied between communities. Cycle 1 communities with projects seemed to have a much stronger YES Management Committee and Youth Development Committee as opposed to Cycle 2 and Cycle 3 communities with no projects. The members of the YES Management Committee and Youth Development Club also seemed to exhibit a sense of entitlement in that since they participated in YES, they and their respective communities were entitled to the same project benefits as the other communities they had heard about. Competing NGOs programs in the same communities appeared to reinforce this sense of entitlement. One example of this was an encounter in Grand Gedeh in the town of Barblor where the team was meeting with participants. In that incident, while conducting the focus group discussion a Save the Children UK vehicle arrived bearing gifts of sporting goods and other supplies which caused most of the youth to come out running to greet the Save team which has a youth program in the same town. Both the youth and the elders of the towns visited by the team saw the benefit in the YES Management Committee and the Youth Development Club, but many appear to equate some form of compensation for their participation.



### **FINDINGS AGAINST OBJECTIVE 3**

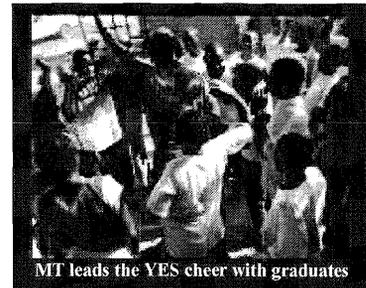
#### ***PROGRAM IMPACT ON LEARNING FACILITATORS, MASTER TRAINERS, AND YOUTH TEAM MEMBERS***

The team interviews with the Learning Facilitators, Master Trainers and Youth Team Members conveyed a definite positive impact on their personal lives. Several Master Trainers discussed with the team, how the extensive training for the implementation of the program affected the way they approached adversity. They pointed out that it helped them better manage their temper by approaching adversity systematically. The communities selected their Learning Facilitators to go through the Mercy Corps training. Learning Facilitator pointed out that it was challenging at times to get people to understand the benefits of the program. Keeping participants interested required extensive mobilization and continuous promotion of the program to the communities. However, because of the training they received, Learning Facilitators managed those

challenges positively and overtime, people became more interested in the program as their friends told them about the lessons they learned in the evening sessions (see Annex 5).

Many Learning Facilitators pointed out that their participation in the program has empowered them to speak openly and freely. Through the training, many developed useful skills on how to engage delinquent participants. Learning Facilitators, especially, were financially empowered through the monthly stipends they received. They were able to provide food for their families, pay their children school fees and even build their homes. Because of the training and the stipend they received from Mercy Corps, some Learning Facilitators were able to go into business for themselves. Many express great joy in seeing the transformation of the youth of the communities due to their contribution in the YES program.

The team conducted focus group discussions, in-depth interviews with Master Trainers and Youth Team members followed by a SWOT questionnaire (see Annexes 6 and 7). These discussions provided the team an in-depth view of not only the various roles of the Master Trainers and Youth Team Members but also the program impact and the factors that affected the implementation of the program. When asked about the level of training they received, both Master Trainers and Youth Team Members expressed that the training they received from Mercy Corps adequately prepared them to carry out the duties of their respective positions. They saw it rewarding that through their leadership they were able to empower Learning Facilitators to teach the curriculum and provide guidance that led to greater cooperation between the youth and the elders of the community. Seeing the transformation in their youth was rewarding. One Master Trainer in New Tappita was proud to show off one of his former YES participants who enrolled in school and was doing very well.



When asked about the overall strength and weaknesses of the program, Master Trainers and Youth Team Members cited the training and the curriculum of the program as two major strengths and unequal distributions of projects and lack of incentives as two major weaknesses (see Annex 6 and 7). When asked to make future recommendations, they commented that the inclusion of leadership training, consistency in project implementation, sponsorship of youth initiated activities, grades and greater coordination between NGOs as strategies that could enhance the impact of the program. They also saw the separating of illiterate and semi-illiterate participants for the curriculum session as an adequate way to improve the efficiency of the life skills training lessons given to the participants.

## CONCLUSIONS

The implementation of life skills training in a post conflict context was quite an ambitious undertaking, when decades of war and lawlessness has affected the mindset of the target group. It is quite clear that YES, as implemented, was quite an ambitious undertaking and the true level of impact is one that is debatable given a subset (excombatants) of the primary target group of war affected youth is underrepresented. However, overall YES was successful in affecting some behavior change and community togetherness.

### *Achievements by Objectives*

#### *Objective 1 – Curriculum’s Impact on YES Participants*

The YES curriculum had a positive impact on the participants, especially women. Women participants who represented the majority in the group appear to have a greater appreciation for the program regardless of incentives. They were happy to express how the lessons learned from the curriculum had changed their lives. Two of the greatest impacts of the curriculum on women were the trigger of the desire to learn more and the boosting of their self-esteem in the community. Women across all the communities visited by the team pointed out that because of the YES curriculum sessions requiring them to speak in front of groups; they now voiced their opinions in town hall meetings in discussions that affected the community. Across the communities visited, women were also proud of their ability to say the ABCs, to count, to write. Women of the various communities were the ones pleading for YES to continue with an accelerated learning program in the form of night school. As a result of the curriculum, women who had given up hope on getting an education were empowered with an appetite to learn more, a profound transformation.

However, transformation in male participants appeared more challenging to assess. First male participants of the team focus group discussions were less interested in the discussions. Their participation in the group interviews took work on the part of the Learning Facilitators and the Master Trainers. Male participants were not as forthcoming in providing examples of the program’s impact on their lives.

#### *Objective 2 – Role of YDC and YMC in Reintegration of War Affected Youth*

The YES program, by placing the decision-making process in the hands of the community yielded a sense of ownership, as the community served as the primary source of solutions affecting the community. The YES Management Committees was more effective when the programs had a complementing program in that the participants had concrete tasks to perform and responsibilities as custodians of project materials. In these communities, the YES Management Committees play a greater role in mobilizing the youth of the Communities. This was the same situation for the Youth Development Club, which had an impact in mobilizing the youth in the communities to contribute to the YES funded projects. This was quite clear in both groups’ responses to the team’s questions about their achievements. Both groups cited their respective contributions to the YES funded as major achievements (see Annex 8). Whether this was a major contribution to the reintegration process remains debatable.

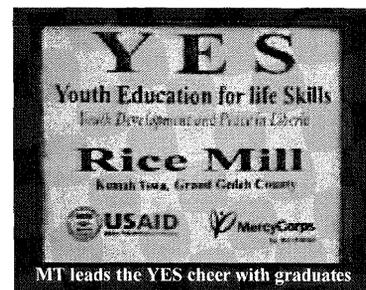
*Objective 3 - The Impact of Program on the Lives of LFs, MTs and YTMs*

YES had the greatest impact on the lives of the Learning Facilitators. Learning Facilitators were empowered socially and economically as major contributors to their communities. Both the elders and the youth respected and celebrated Learning Facilitators because of their contribution to their communities. Learning Facilitators aware of their new status in the community proudly carried out their duties. The monthly stipend they received from Mercy Corps translated into an improved lifestyle for their families and their small businesses, a contribution to their various communities. The impact of the program on the lives of the Learning Facilitators was more profound than that of the Master Trainers and Youth Team Members.

However, given the terrain and some of the situations that arose during the teams' visits to the various communities, it is quite commendable to the leadership of the Mercy Corps program that Master Trainers and Youth Team Members were able to carry out their duties. Master Trainers and Youth Team Members accredited their abilities to the extensive training they received. In some instances, the team observed Master Trainers and Youth Team Members effectively address issues regarding the teams' visits. One example was their ability to quickly reorganize the team's schedule and mobilize the relevant communities to meet the new schedule. Master Trainers and Youth Team Members attributed their ability to deal with challenges such as bad roads, community disputes and non-cooperation, to the extensive training they received during the program.

*General Challenges to Implementing YES*

First, from inception, because of time constraints and the size of the program, it appeared that the rollout of Cycle 1 followed by Cycle 2 affected the management of the program. Managers overwhelmed by the magnitude of the program had to continuously make adjustments due to a complexity of management issues including cost overruns thereby affecting the project delivery to all participating communities.<sup>11</sup> Some projects were more costly than projected and therefore some communities promised projects did not receive those projects. Master Trainers in the focus group discussion commented to the team that this occurrence made their jobs more difficult. Communities viewed their promises with skepticism. It also affected the participants' level of interest in the program. Members of the Youth Development Club and the YES Management Committee attributed much of their achievements to their contributions to the YES funded projects (see Annex 8). It is also worth noting that the team came across several situations where communities unable to purchase the fuel were not using the rice mill purchased as a YES funded project.



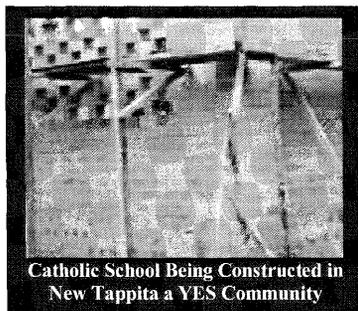
Second, although the participants expressed their enthusiasm about the curriculum and conveyed the impact it has had on their lives, some struggle with identifying some of the lessons taught in the modules. Participants over and over again, were ready to let the team know that the program taught them how to say their ABCs and count, but many appear to

<sup>11</sup> See Social Impact's Final Evaluation: The Liberia Transition Initiative (2004-2006), October 19, 2006.

struggle with some of the other lessons taught in the curriculum, especially those in modules such as Good Governance.

Third, in order to avoid duplication and unnecessary competition, NGOs needed to coordinate their efforts in implementing their programs to avoid the coincidence as the Save UK example given earlier.

One of the main points expressed by the Learning Facilitators and Master Trainers was that the discontinuation of community development projects in Cycle 2 and Cycle 3 had a negative impact on the communities' perception of the YES program, and required greater effort in promoting the program to convince people to participate. They perceived that the program came along with projects and the absence of these projects had a negative effect on the level of impact of the program. With more competing NGOs, especially for Cycle 2 and Cycle 3 communities, participants began to gravitate to programs where NGOs provided incentives for their participation.<sup>12</sup>



Catholic School Being Constructed in  
New Tappita a YES Community

Fourth, YES did not meet the objective of promoting mentorship or apprenticeship schemes as a component of the reintegration objective. The reason given for this was the lack of business enterprises. However, upon visiting the communities, it is worth noting that although a mentorship or apprenticeship schemes in the traditional sense may have been lacking in the communities, there were instances where opportunities warranted youth participation as apprentices. One clear example was a construction of a Catholic school in New

Tappita, a YES community. Master Trainers and Youth Team Members tasked by Mercy Corps to find and take advantage of such opportunities, could approach the managers of such projects to get more youth involve and work as apprentices.

Finally, there seemed to be a growing sense of donor-dependency among participants given the increase in NGO programs in the various communities, especially incentive driven programs. The team observed during their visits to the various communities, especially communities in Grand Gedeh, that many communities lacked youth initiated projects outside of the YES funded projects. Master Trainers and Youth Team Members cited the lack of a sponsorship, as an incentive for youth initiated project, as the reason for the absence of youth initiated projects in many of the communities the team visited. Communities also appeared less receptive of programs without projects or other forms of incentives. In some cases, community members were quick to point out that Mercy Corps did not even reward or recognize them for their hard work, for projects they initiated, although it benefited their community.

YES benefited the many communities participating in the program. However, the fact that the level of impact varied from community to community, is evident that YES proved to be a very complicated program to implement. The aim of behavior change through a curriculum tailored to address a multiplicity of issues regardless of the contextual application of such a curriculum proved to be quite an ambitious undertaking.

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<sup>12</sup> As per Annex 7, during the interview a focus group discussion with the MTs and YTM, cited the paying of sitting fees and stipends by DEN-L as an example of an incentive driven program.

The architects of YES failed to incorporate some of the culturally driven natural trends into YES design. It would have been worthy of research to investigate traditional norms of rehabilitation and reintegration to devise a more culturally sensitive curriculum. However, despite the many challenges and the magnitude of implementing such a robust program in a short period of time, YES had a positive impact on the lives of the members of the communities participating in the program. It however remains debatable as to whether the YES curriculum will lead to sustained behavior change in war-affected youth.

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## **ANNEX 1: Scope of Work**

### **Background**

Mercy Corps has been implementing the Youth Education for Life Skills (YES) program in seven counties for the past two years. The program will close December 31, 2006 and Mercy Corps wishes to conduct an external evaluation. The targeted group for the YES program is youth between ages of 18 to 35 years. The program has two major objectives:

1. Help was affected youth make informed decisions about their lives and future
2. Help was affected youth contribute positively towards the development of their communities.

This is achieved through two major activities:

1. Life Skills are provided to participants through a curriculum that covers such topics as: My Identity, Good Governance, Literacy, My Environment and Health. Implementation of the Life Skills curriculum takes approximately 4-5 months and is administered in cycles. Mercy Corps has completed three cycles and reached almost 300 communities. The training is delivered by two Learning Facilitators (LFs). The LFs are community members who are trained in facilitation skills by Mercy Corps staff called Master Trainers (MTs).
2. The youth in each community forms a YES Development Club (YDC) that is managed by a YES Management Committee (YMC). The YDC is comprised of youth in the community that are committed to the development of their community. This is done by undertaking an activity weekly that helps improve the livelihood of the community. The YMC is comprised of current leaders/elders in the community. Mercy Corps staff called Youth Team Members (YTMs) work closely with the YDCs and YMCs to meet this goal.

### **The objectives of the Evaluation are to:**

1. Assess the changes in Life Skills session participants as a result of the curriculum
2. To appraise the role of the YDC and YMC in the reintegration of war affected youth
3. Examine the impact of the program on Learning Facilitators, Master Trainers and Youth Team Members.

### **Methodology**

The surveying of participants will be done using focus group discussions. Two focus groups will be held in each community, one discussion will be held with participants and another with members of the YMC and YDC. LFs will be interviewed separately with a questionnaire. One day in each county been set aside to talk to the implementing staff (MTs and YTMs) in each office. Each staff team will complete a SWOT analysis looking at the overall program (the opportunities section should focus on the possible complementary or subsequent programs for the communities) and a discussion should be facilitated on lessons learned. Individual questionnaires should be conducted on an as needed basis.

Due to the complex nature of the program and the destiny of the curriculum, the questionnaires will be developed by Mercy Corps' program staff and reviewed by the evaluation team. The evaluation team can suggest changes to the questions to ensure ease in data collection. The administration of the questionnaires and analysis and interpretation of the collected data is to be done solely by the selected firm or consultancy group.

**Project Timeframe:**

Activity	Commencement Date	Number of Days to complete
Briefing on programs, review of questionnaires, YES curriculum and selection of communities	Upon signing of contract	3 days - Monrovia
Administering of questionnaires and collection of data from the field	Upon completion of questionnaires	3 travel days 2 days with MTs and YTM's 6 days with communities 1 day flex
Analysis and interpretation	Upon return from the field	5-10 days
Total		15 Days scheduled plus preparation

**Geography:**

The YES program is implemented in seven different counties. Mercy Corps implements the program directly in Bong, Grand Bassa, Sinoe and Grand Gedeh. A local partner NAEAL implements the program in Nimba and Margibi and another local partner implements the program in Montserrado. The evaluation will be conducted in Nimba and Grand Gedeh counties. These counties were chosen to provide a balance between a county where MC directly implements and one that is implemented through a partner, their physical proximity. OTI conducted an independent evaluation in September that visited Bong, Margibi and Montserrado thus those counties were ruled out. Twelve communities in each county (four from each cycle) and their corresponding LFs, YMCs, and YDCs will participate in the evaluation.

**Team Composition:**

Mercy Corps is recommending a team composition of 5 persons. One Evaluation coordinator, two discussion facilitators and two recorders. The discussion facilitators will be paired with the recorders so that two communities can be interviewed simultaneously. Mercy Corps anticipates that each group will need two to three hours in each community and that each team can evaluate two communities each day.

**Deliverables:**

Mercy Corps will require a narrative report as a final product. A draft is required within one week (seven days) of the return from the field visits. Mercy Corps will then make

comments and return it to the contractor within one week. The final report will be due within the next week. The report should not exceed 25 pages without appendices. The narrative report must be presented in the following format:

Executive Summary

Methodology

Findings against Objective 1

Findings against Objective 2

Findings against Objective 3

Recommendations for follow-on activities

Conclusion

Appendices

Questionnaire

List of communities visited sorted by date and time

List of people surveyed in each community

As needed

### **Important Conclusion**

- The selected contractors will be responsible for **reviewing questionnaires, administering questionnaires, collection of data, analysis and interpretation** of the collected data.
- The selected contractor will be responsible for briefing and management of evaluation team.
- Most of the participants are expected to be illiterate or semi-illiterate.

### **Mercy Corps' Responsibilities:**

Provide driver and vehicle to transport the evaluation team.

After the team selects the communities, mobilize the communities in preparation for the visit.

### **Contractor's Responsibilities**

Hire team members. Provide them with feeding and accommodation during field visits.

Brief and supervise the team members to ensure quality results.

Implementing the terms of reference as stated.

Photocopy questionnaire, provide writing implements and stationary as needed by the evaluation team.

## **ANNEX 2: Evaluation Team Composition**

Axel M. Addy lead the six-member AI evaluation team as the project lead along with, Alfred B. Stevens, team lead, Anthony Sumo Koisee, facilitator, Stephen G. Yekeh, facilitator, Sawo G. Buku, recorder, and Ernest Stevens, recorder. Mr. Addy holds an M.A. in African Studies from the University of California, Los Angeles (UCLA) with extensive research design and data analysis experience. He has also designed surveys and facilitated focus groups discussion for program evaluation and organizational development assessments. Mr. Alfred B. Stevens holds a B.Sc. in Economics and Minor in Demography with extensive field experience as a data analyst, facilitator and numerator. Mr. Koisee holds a B.A. in sociology with a Minor in Demography and Population Statistics from the University of Liberia with extensive experience in field research and data collection. Mr. Yekeh holds a B.A. in Sociology and Demography from the University of Liberia with extensive experience working with youth as a social worker and a field researcher. Mr. Buku holds a BA in Sociology with Minor in Demography from the University of Liberia with extensive experience working with youth as a teacher.

## **ANNEX 3: Methodology**

Upon extensive document review, the team utilized questionnaires, in-depth interviews (IDIs) and focus group discussions (see Annex 11) to survey all stakeholders to conclude its findings. They carried out a comprehensive review of the YES curriculum to formulate interview questions aimed at capturing information on the curriculum impact on the session participants. The team thoroughly reviewed the scope of works (SOW) of the Master Trainers, Youth Team Members, Learning Facilitators, YES Management Committees and Youth Development Clubs and conducted in-depth interviews and focus group discussions to conclude their findings. They utilized a SWOT analysis through a questionnaire and focus group discussion to assess the overall impact of the program on the stakeholders.

Prior to departing for the field, the six-member team spent three days at Mercy Corps' Monrovia office reviewing documents, especially the program curriculum. They held extensive discussions with senior program staff that provided ample information on the implementation of the program. The team underwent training on methods of conducting focus group discussions and in-depth interviews and briefed on AI standard operating policies and procedures.

During this time, the team also participated in the question scripting and selection process upon the extensive review of the curriculum and the various SOWs of the stakeholders. As a result, each formulated survey question aimed to capture the core message of each of the seven curriculum modules. General and targeted questions for the Master Trainers, Youth Team Members, Learning Facilitators, YES Management Committees and Youth Development Clubs were also prepared to attain each stakeholder's interpretation of their respective SOWs.

The team carried out community selection exercise prior to their departure for the field surveys. They randomly selected twenty-four communities from both counties with two

new communities and two repeat communities selected with the aim of having an even distribution between the Master Trainers and the Youth Team Members responsible for those communities.

<b>Cycles</b>	<b>Grand Gedeh</b>	<b>Nimba</b>	<b>Total</b>
Cycle 1	2 New	2 New	8
	2 Repeat	2 Repeat	
Cycle 2	2 New	2 New	8
	2 Repeat	2 Repeat	
Cycle 3	2 New	2 New	8
	2 Repeat	2 Repeat	
<b>Communities</b>	<b>12</b>	<b>12</b>	<b>24</b>

Upon the commencement of the field visits, four of the six-member team separated into two teams, with teams A & B and commencing their visits to their assigned communities. The Team Lead and the Project Lead also visited the communities to ensure that the surveys carried out were in accordance with the project's SOW. The team spent three days in each county visiting four communities per day. They visited two new communities and two repeat communities per cycle and conducted in-depth interviews and focus group discussions in each of those communities.

#### **ANNEX 4: Report Findings Validity**

The findings and conclusions of this report are limited to the information made available to the team and the interviews and field visits with the various stakeholders. First, the absence of any real baseline assessment data compromises the team's ability to truly measure the level of impact of the program. Evaluation of non-participants and non-participating communities could have provided important indicators pre and post implementation of the program to verify local knowledge before and after the implementation and to assess whether the program brought new knowledge to these communities or whether communities already had some knowledge of the various subject areas. This information could have had an impact on the curriculum design. Second, low turnouts affected community in some areas. The team schedule days of visits to the communities coincided with the days the community members' visited their farms. Saturdays and Sundays were the communities' preferred days for the interviews. Finally, the team had to replace some of the some of the communities selected due to the absence of many participants who were no longer residing in these communities.

## **ANNEX 5: The Liberian Context**

### **The Conflict**

For the past 26 years the Liberian experience has been one of social instability caused by civil conflict. Events contributing to this state of affairs include military coup (1980); two civil wars (1989 and 2003); two contentious multi-party elections (1985 and 1997); three interim governments and 14 aborted peace agreements amid intervention by Economic Community of West African States (ECOWAS), which, from 1990-1999, fielded its Military Observer Group (ECOMOG) in an attempt to establish peace. Finally, in August 2003, following Former President Charles Taylor's exile in Nigeria, representatives from the belligerents, LURD and MODEL (Liberians United for Reconciliation and Democracy and the Movement for Democracy in Liberia), the Government of Liberia (GOL), major political parties and civil society signed the Comprehensive Peace Accord (CPA) in Accra, Ghana and, at the same time, selected the National Transitional Government of Liberia (NTGL) to govern the country while preparing for elections in October 2005.

### **The Humanitarian Response**

As the result of the Civil War 200,000 Liberian civilians were killed; 500,000 were displaced inside the country and 800,000 became refugees in neighboring countries. Schools, clinics, roads, and markets were destroyed or severely damaged. At the same time, agricultural production was limited as was access to basic social services. In response to the devastation of the country's infrastructure and to the displacement of its population the United Nations and its myriad agencies as well as the European Union, USAID, other bilateral donors and international NGOs provided the civilian population protection, food, water and sanitation, shelter, health services, education and skills training. In many cases these multilateral and bilateral donors worked with the local NGOs, churches, mosques, and other civil society organizations to provide basic needs and to address human rights violations and security issues.

### **Implementation of UN Resolution 1509**

In September 2003 the Security Council passed UN Resolution 1509 authorizing the deployment of 15,000 peacekeepers to Liberia. By December 2003, 5000 or 1/3 of the 15,000 UNMIL troops had been deployed, which meant civilians in 85 percent of the country were still subjected to human rights violations by LURD forces in Lofa, Grand Cape Mount, Gbarpolu and Bomi; by MODEL in Sinoe, Grand Kru, River Gee and Maryland; and the GOL and MODEL in Nimba. It also meant that areas beyond Monrovia and its immediate suburbs remained insecure and accessible to humanitarian aid agencies until the end of December 2004 when the full complement of peacekeepers was deployed throughout the country. The deployment of peacekeepers had implications for Disarmament, Demobilization, Rehabilitation and Reintegration (DDRR) as well. Initially, disarmament scheduled to begin in December 2003, was postponed until April 2004 when proper planning and logistical support avoided the violence that had occurred in December. In any case 103,000 combatants were disarmed: 33,342 males; 22, 370 females; 8,532 boys; 2,440 girls.

## **Post-Conflict Reconstruction**

The task of rebuilding Liberia has required massive assistance from the international community. As a consequence, the agencies, donors, international and local NGOs along with the civil society organizations, referred to above, are assisting the Liberian government initiate post-conflict reconstruction activities designed to restore normalcy. As might be expected the USAID is a major party to this effort both on its own terms and in relation to its specialized offices. For example, USAID's Disaster Assistance and Response Team (DART) as well as OTI have been involved in providing assistance in post-conflict environment and continue to be. In August 2003, just prior to Taylor's departure and signing of the CPA, DART entered Liberia from Sierra Leone. In addition, in response to OTI's request to have the Abuse Prevention Unit (APU) represented on DART an APU representative was assigned to Liberia that September. By December 2003 the first Temporary Duty (TDY) personnel began OTI's longer-term presence in Liberia. Significantly, the CPA that established the NTGL led to UN Resolution 1509, which allowed the Security Council to field 15,000 Peacekeepers.

Since the inauguration of Ellen Johnson-Sirleaf in January 2006 as the first female woman elected president of an African country, several hundred internally displaced persons and refugees have returned to their respective communities. Although they have come back to depopulated villages where adequate housing, potable water, health care, education, agricultural inputs for farming and transportation to local markets are in short supply, returnees are hopeful circumstances will improve. Reportedly, some villagers are still refugees in neighboring countries where children are in school, others are in Monrovia, which is overcrowded and, in spite of UNMIL's presence, experiencing an increase in crime, particularly armed robberies.<sup>13</sup>

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<sup>13</sup> See US Mission Performance Plan: FY2008, US Mission to Liberia, Department of State, February 13, 2006.

## ANNEX 6: Stakeholders Responses to SWOT Questionnaire

### Distribution of Responses on Program Administration by Strength, Weaknesses, and Recommendations for the YES Program in both Grand Gedeh & Nimba Counties

Grand Gedeh	Nimba
<b>Strength</b>	
Timely delivery of materials	Training of LFs
Accountability strictly adhered to	Project implementation & implementation
Good Information dissemination	Providing stipend for LFs
Delivery of curriculum	Programme & Financial Management
Capacity building of MTs, YMTs & LFs	Logistics supplies
Sensitization of communities	Monitoring of projects by program staff
	Good working relation
	Trained manpower
<b>Weaknesses</b>	
Too much bureaucracy	Removal of projects from cycle 3
Constant breakdown of cars & bikes	Poor lighting facilities
Delays from partner organization	Changing of projects after being identified & approved
Delay in procuring spare parts	Low incentive for program staff
Purchase of sub-standard materials	Poor exit Strategy
Weak reporting system	Poor procurement system
Inconsistent project implementation	
<b>Recommendation</b>	
Bureaucracy procedures reviewed	Provide enough logistics for project implementation
Proper handling of procurement issues	Improve lighting system
Re-introduction of Grassroots Soccer (GRS)	Provide other incentive in addition to certificates
Introduction of Agriculture in program	Continue project implementation in all phases of program
Regular supply of spare parts for bikes & cars	Improve training for MTs & LFs
Age of participants be lower to 12 years	Empower youth participants
Increase stipend for LFs	Administrative staff should make more visits to project sites
Establish a monthly reporting system	Provide adequate support for project implementation
Empower field staff to conduct monitoring	Increase incentives for field staff

**Distribution of Responses on Program Impact by Strength, Weaknesses, and Recommendations for the YES Program in both Grand Gedeh & Nimba Counties**

<b>Grand Gedeh</b>	<b>Nimba</b>
<b>Strength</b>	
Capacity building	Training sessions using modules
Brought about behavioral change in participants	Involvement of youth in community activities
Curriculum; especially the literacy/ numeracy section	Involvement of participants in community activities
YES to soccer program	Project implementation method
Project implementation method	Literacy/numeracy session
Field visits by MTs, YTMs & office staff	MTS & YMTs visits to communities
Reintegration of youth into their communities	Use of LFs to conduct training
<b>Weaknesses</b>	
LFs not understanding modules	Selection method of participants
YMCs does not understand their roles & responsibilities	No identification cards for LFs and participants
Low stipends for LFs	Provision of inadequate logistics
Program Exit Strategy from communities	Low incentive for program staff
Poor lighting system	Low level of YMC & YDC support to LFs
Not providing means for project sustenance	Poor procurement system
<b>Recommendation</b>	
Leadership training for YMCs, YDCs	Program period be extended to 1 year
Empowerment of participants through Incentives	Provide adequate logistics
Include Agriculture within program	Accept youth with ages as low as 12 years
Establish an accurate and reliable reporting system	Increase number of participants
Improve procurement services	Improve lighting system
Include skills training in program	Develop projects for every community participating in program
Separate participants with literary skills from those without during literacy/ numeracy sessions	Increase number of field trips from both administration and MTs
Improve literacy/numeracy training	Provide more training for program staff
Empower field staff to conduct monitoring	Increase incentives for field staff

## ANNEX 7: FGDs SWOT with MTs and YTMs

SWOT	Nimba (11/25/06)	Grand Gedeh (11/29/06)
Strengths	<ul style="list-style-type: none"> <li>- Training – <i>building the capacity of implementers</i></li> <li>- Promotion of Youth togetherness</li> <li>- Level of transformation among youth <i>greater cooperation between youth and elders</i></li> <li>- Literacy – <i>participants learned to write their names</i></li> <li>- Positive change in the community</li> <li>- LFs members of community</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Training – <i>building capacity of implementers</i></li> <li>- Support – <i>Support from MC Monrovia</i></li> <li>- Community Participation</li> <li>- Literacy – <i>impact on community</i></li> <li>- MC Monrovia – <i>program staff</i></li> <li>- Curriculum Design and Method of Delivery (Participatory)</li> <li>- Moral Support – <i>from supervisors and MC Monrovia</i></li> <li>- Grassroots Soccer<sup>14</sup></li> </ul>
Weaknesses	<ul style="list-style-type: none"> <li>- Logistics – <i>delivery of supplies including spare parts for bikes, support in case of injury due to fall off bikes,</i></li> <li>- Stipends for field staff</li> <li>- Promises to community – <i>slow delivery on promises i.e. flashcards, picture boards</i></li> <li>- Support of youth activities – <i>no support of youth initiated community activities</i></li> </ul>	<ul style="list-style-type: none"> <li>- Low stipend to LFs</li> <li>- Unequal distribution of projects between cycles – <i>CYCLE 1 communities had project, some CYCLE 2 communities had projects, all CYCLE 3 communities have no projects</i></li> <li>- Leadership Training – <i>strengthen leadership training especially in terms of conflict resolution</i></li> </ul>
Opportunities	<ul style="list-style-type: none"> <li>- Sponsorship of youth initiated community activities – <i>incentives for greater youth participation</i></li> <li>- Consistent projects – <i>if projects for one community then projects for all communities</i></li> <li>- Greater NGO coordination</li> </ul>	<ul style="list-style-type: none"> <li>- Skills Training – <i>communities misinterpreted Life Skills as skills training – would like to have skills training that addresses their immediate needs</i></li> <li>- Night School – <i>communities feel they have learned from YES but would like to learn more.</i></li> </ul>
Threats	<ul style="list-style-type: none"> <li>- Parallel programs with incentives - <i>DEN-L gave sitting fee and stipends to participants</i></li> <li>- Schools – <i>students got grades and were promoted</i></li> </ul>	<ul style="list-style-type: none"> <li>Grassroots Soccer – <i>pilot program implemented in same YES communities and popularity undermined YES program. More youth joined GRS because of incentives.</i></li> <li>ALP – <i>implemented in some YES communities and gave grades and promotions as incentives, unlike YES that only gave certificates</i></li> <li>- Schools – <i>newly built schools in YES communities</i></li> <li>Change in methodology/strategy – <i>no projects for some communities in CYCLE 2 and all communities in CYCLE 3. Participants joined and dropped out when they discover no projects was apart of the program</i></li> </ul>

<sup>14</sup> Grassroots Soccer is a Mercy Corps pilot project implemented with great success in a few communities in Grand Gedeh and Sinoe counties.

## **ANNEX 8: Stakeholder Responses during IDIs and FDGs**

### **OBJECTIVE I: ASSESSING CHANGE PARTICIPANTS**

- Better hygiene practices
- Learned how to read, write and spell names, also to count from one to hundred
- Both youth and elders work together to develop the community
- Better understanding of the spread, prevention and treatment of malaria
- Improvement of their knowledge in understanding the spread and prevention of HIV/AIDS
- Wives and children can possess properties of their late husbands.
- Married age is 18 years and above.

### **OBJECTIVE II: APPRAISING ROLES OF YDC/YMC IN REINTEGRATION OF AFFECTED YOUTH**

#### **A. YDC**

- Youth's involvement in decision making with regards to project initiatives.
- Youth play most active part in project implementation such as clearing of site for project work to begin, digging of wells, making of bricks, etc.
- Most than half of the youth population is involved in community activities.
- Relationship between youth and elders is strengthened and improved because of the YES Program.
- Youth's involvement or willingness to implement community projects has benefited the community

#### **B. YMC**

- Keep Materials
- Select Candidates for LF Position
- Inform the community about which project has been identified and selected by the youth.
- See to it that youth (YDC) receive support or cooperation from other community members
- Give community support or encouragement for participants and LFs during YES training.

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### **OBJECTIVE III: EXAMINE THE IMPACT OF THE PROGRAM ON LFs, MTs AND YTMs**

#### **A. LF**

- Be with the community in order to find an area for the YES training.
- Stipend provided some source of income for LFs
- Curriculum/lesson was very useful in improving learning ability of participants
- Maintain an accurate report on participants' progress during the YES class/session.
- MT meet LF on a regular basic to guide LF in teaching the modules
- Curriculum helped LFs to improve their farming skills and to have a safe environment.

#### **B. MT**

- Constant visitation of MTs to LFs served as a great encouragement for participants.
- Traveling on muddy roads by bike during Rainy Season
- Sleeping out of their homes
- Guidance on LFs presentation of modules/lesson presentation
- Not get involve into marriage

#### **C YTM**

- Bad road conditions
- Help youth get involved in community activities
- Such as project implementation or initiative, clearing of site for project construction, and of roads
- Visitation of YTM was on a regular basic (once or twice a week)
- Direct involvement in cultural performances and drama

### **SUMMARY NOTES OF PARTICIPANTS RESPONSE IN NIMBA**

#### ***Q1. Participants learned that marriage is base on the following***

- Love, respect and understand each other
- Both husband and wife should provide for their home and children
- Both have equal rights in the home

#### ***Q2. As a result of the program participants did the following Below 18 years should job:***

- Soap Making
- Going back to school

- Doing business (i.e. selling kerosene)
- Q3. As a result of the program participants knowledge improved on the preventions of HIV/AIDS such as use of condom and being faithful to one partner.**
- Q4. Program taught them better understanding of the prevention and treatments of malaria, that is having a clean environment and going to clinic**
- Q5. A. Participants learned the following about working together:**
- Communal farming
  - Group discussion with regard to developmental activities such as project implementation
- B. Participants learned the following about fixing palava**
- Elders should get involve in fixing palava
  - Avoidance of lawsuit
- Q6. Participants learned about wife inheritance i.e. when husband die wife and children posses property.**
- Q7. Participants learned about personal hygiene such as bathing three (3) time a day, cutting of grass and branches of trees regularly.**
- Q8. As a result of the program the lives of participant have been changed in the following ways:**
- Participants learned how to read and write their names
  - Participants gained self esteem such as talking in public.
- Q9. Participants toke the YES class base on the following:**
- Performance of participants in previous cycles
  - LFs, YDC, YMC, encouraged participants
  - Peer pressure
- Q10. A. What participants like most about the YES class were:**
- LFs, presentation of lesson/modules
  - Modules on good governance and my identity
- What participants dislike**
- Poor lighting
  - Time too short for the program
- Q11. The total number of those who completed the cycles in all 12 committees evaluated was 616 participants**

**Q12. Some participants stopped attending YES class due to**

- Pregnancy
- Sickness
- Poor lighting facilities
- Farming engagement
- Expecting benefit or incentive from YES program
- Expecting grades or passes

**Q13. From the program, participants learned how to**

- Say the alphabet
- Count from one to hundred

**SUMMARY NOTE OF YDC RESPONSE IN NIMBA**

**Q1. YDC mobilized youth for community development such as bricks making,**

- Brushing of the town, helping digging of wells
- They also encourage youth to attend YES program

**Q2. In the YES program, Mercy Corps/NAEAL worked with the YDC in the following ways:**

- Help to provide leaning materials like books, chalks and kerosene
- Mercy Corps/NAEAL provided guidance for YDC Projects.

**Q3. They were involve in the following activities during the YES Program like:**

- Football games
- Culture/drama performance
- Cleanup campaign

**Q4. YDC carried out these activities on a weekly basis**

**Q5. About 75% of the youth were involved in the activities**

**Q6. These activities helped to unite youth with other community members.**

**Q7. These activities help youth to directly interact with other community members in making decision**

**Q8. To solve community matters (projects) YDC meet weekly.**

**Q9. To organize community activities YDC meet with YTM weekly.**

**Q10. Hand Pumps**

- Rice Mills
- Latrines

**Q11. In the implementation of the projects, the youth play the following roles:**

- Help in making books, hauling gravel, sand and provide manpower
- Play Grassrootss soccer
- Culture/drama performance

**Q12. As a result of these projects, relationship between youth and elders become better.**

**Q13. The project benefited the entire community**

#### SUMMARY NOTES OF YMC RESPONSE IN NIMBA

**Q1. YMC Keep YES materials like kerosene, chalks, zinc, sporting materials, planks, cement, and cultural items**

**Q2. The accomplishment of the YES Programs differ from community to community, for example some communities benefited from community hall, sport materials, rice mill, cultural material, market hall while others only benefited from skill training.**

**Q3. The challenges includes the following:**

- How to make youth understand the importance of YES Program
- How to improve youth and other community members relationship
- Learning how to read and write

**Q4. Since the introduction of the YES program, there has been no problem between youth and elders, instead there relationship has improved.**

**Q5. The relationship improved because they were taught their basic rights and identity**

**Q6. YMC bring both parties together for peaceful settlement.**

**Q7. Youth are to make sure that they meet weekly and carry out community work, and this has improved.**

**Q8. The biggest problem in these communities vary some lack of rice mill, palava hut, hand pump, latrine, farm to market road, and bridge. Hence they are expecting Mercy Corps and other non governmental institutions to come to their aid.**

**Q9. Program affected YMC lives in the following ways:**

- It taught them how to read and write
- It taught them how to express themselves freely and openly
- It gives YMC leadership ability.

**SUMMARY NOTES OF LEARNING FACILITATORS RESPONSE IN NIMBA**

- Q1. Community selected LFs**
- Q2. LFs received 5 different training**
- Q3. As a result of the basic training conducted by Mercy Corps (MTs), LFs find the training to be fine, therefore they were prepare to deliver to their respective communities.**
- Q4. It was difficult at the beginning of the program but at time went by, participants started finding the YES curriculum interesting and enjoyable.**
- Q5. At first it was difficult to keep the participants interested in coming, because of the farming season coupled with hunger, but later they develop interest due to what their friends told them.**
- Q6. Teaching ex-combatants**
- To meet and engage delinquent participants
  - To explain the modules, which was not academic
- Q7. youth and elders are involve in decision making of the community**  
**b- Participants involvement in farming to sustain themselves**
- Q8. MTs visited communities once a week to observe and make correction on curriculum/lesson**
- Q9. As a result of the basic training acquired by LFs some went into farming petite business, blacksmithing while others because class teacher.**
- Q10. A monthly stipend given by Mercy Corps to LFs was used the following ways:**
- Buy wire and set trips
  - Provide food and wearing for family
  - Help to build houses
  - Help to pay school fees
- Q11. LFs relationship with YMC and other members in the community was good**

**SUMMARY NOTES ON MTS RESPONSE IN NIMBA**

- Q1.** *Most MTs said that the training was adequate and therefore they were prepared to the job.*
- Q2.** *MTs' wanted extension in training time*
- Q3.** *MTs' criteria were as follow:*
- Accessibility of roads to communities
  - Willingness of community to accept YES Program
  - Availability of communities to provide two persons with at least a 10<sup>th</sup> grade or above.
  - Accommodation for participants (town hall, school building, etc.)
- Q4.** *MTs response was once a week*
- Q5.** *MTs Guidance to the selection of YMC to the communities were as follow:*
- One most reside in the community
  - Developmental oriented, influential and trustworthy
- Q6.** *The biggest challenges of MTs were as follow:*
- Road condition during Rainy season (muddy)
  - Learning to ride motorbike
  - Sleeping out of your home
- Q7.** *The biggest accomplishments of MTs were as follow:*
- To complete training of LFs
  - Implementation of projects
  - Elders entrusting project implementation to youth
- Q8.** *There were cooperation and coordination between youth and elders. Example. A youth was selected as a zonal chief for Sarlay Town and money was given to youth for rice mill construction in Vahn Town.*
- Q9.** A. *Beating on wife and children is wrong*  
B. *That every human has a right and self-esteem.*
- Q10.** A. *To reduce participants age from 18 to 14 years, because they were sexually active.*
- B. *Add motivation to the program such as printing T-shirt for graduation, giving copybooks in order to encourage their learning*
- Q11.** A. *Adult literacy school in each YES Community*  
B. *Agriculture training*

**Q12. Agriculture and accelerated learning program (ALP)**

- Q13. A. Change of emotion**
- B. Write reports on time**
- C. To have patience in dealing with people (improved human relationship)**
- D. Improvement in financial management.**

**SUMMARY NOTES OF YTM IN NIMBA**

**Q1. Training was adequate to prepare me for the job**

**Q2. One main change at TOT: improvement in lodging**

**Q3. Criteria set for YDC**

- Loyal to the community
- Unite youth
- Must live in the community

**Q4. YTM interact with YDC four times in the month**

**Q5. Guidance or selecting YDC by YMC**

- YMC should look at character
- Willingness to cooperate with YMC and YMT
- Be able to encourage youth

**Q6. Three biggest challenges**

- Road conditions during Rainy season
- Lack of safe drinking water
- Leaving one's home to sleep

**Q7. Three biggest accomplishment**

- To have sporting materials
- To have youth take part in the YES program
- To see transformation in youth

**Q8. Youth and elders work together to discuss about project works and implementation or such projects as in the building of a market house in Zolay Town**

**Q9. One lesson that I learn is:**

- It takes patience to convince elders

**Q10. To add motivation to the program such as T-shirt for graduation**

**Q11. Adult literacy school**

**Q12. The Communities must need**

- Hand pump
- Town hall/Palava hut
- Rice mill

**Q13. To be able to meet my work schedule on time**

**NOTE ON PARTICIPANTS RESPONSE OF GRAND GEDEH**

**Q1. Participant's knowledge on married**

- To know each other well before marriage
- Spouses should not listen to rumor (they say)
- Consult each other

**Q2. As a result of the program, the participants did the following jobs:**

- Soap making
- Farming
- Sale of kerosene
- Returning to school

**Q3. It improved their knowledge on the preventions of HIV/AIDS in the following:**

- Use of condom
- Avoiding used razor blade
- Faithfulness to one's partner
- Testing of blood before transfusion

**Q4. It taught them better understanding of the prevention and treatment of malaria in the following**

- Use of mosquitoes net and cleaning the yard as prevention.
- Go to clinic and use of traditional medicine as treatment.

**Q5. A. Working together does the following:**

- Cooperation and coordination in communal farming and community project implementation

**B. Fixing palava does the following:**

- Elder intervene to settle palava

**Q6. The program teaches the following:**

- Wives and children inherit property upon death of husband

**Q7. The participants learn about protecting their environment in the following ways:**

- It makes them to have a healthy living
- It makes them to care about their baby (personal hygiene)

**Q8. The Program has changed life in the following:**

- Able to express myself in public in group
- Transformation from bad behavior to good behavior

**Q9. Participant took the YES class due to the following:**

- Encouragement from LFs and participants that complete the cycles
- Peer pressure

**Q10. Participants like the YES class because**

- Presentation of curriculum/lessons by LFs
- Gender equity

Dislike: poor lighting

**Q11. All who completed the cycles were those who completed YES lesson**

**Q12. It was due**

- Pregnancy
- Hunger
- Poor lighting facility
- Ill health

**Q13. Participants could do the following:**

- Say the alphabet
- Count from one to hundred

**SUMMARY NOTE OF GRAND GEDEH YDC**

- Q1. YDC stated roles as follows:**
- Mobile youth for community development
  - Liaise between participants, LFs and YMC
- Q2. Mercy Corps work with the YDC, in the following ways:**
- A follow-up on participants who drop from the program
  - Project implementation of YES Program
  - Implementation of YES Program
- Q3. YDC does the following activities:**
- It encourage youth to attend session
  - Mobilize youth for community activities such as farming, hauling of gravels and sand, and cleanup campaign and sporting events.
- Q4. These activities are held weekly**
- Q5. They have approximately 75% of the youth population**
- Q6. These activities involve that youth in the following ways:**
- Youth meet to discuss community matter
- Q7. These activities improved relationship in the following way:**
- Youth meet and discuss matter with other community/members
- Q8. YDC meet once a week**
- Q9. YDC see YTM on a weekly basis**
- Q10. The following project;**
- In cycles I community, hand pump, rice mill and soap making
  - In cycles II community, hand pump, rice mill and soap making
  - In cycles III community, life skills training
- Q11. Youth play the following roles:**
- Youth provided manpower to implement project
- Q12. Relationship was better because**
- Q13. Community**

**SUMMARY NOTE ON YMC RESPONSES IN GRAND GEDEH**

- Q1. YMC understand role as follows:**
- Advise youth on project implementation
  - Encourage youth to attend YES Program
  - Take care of project of curriculum materials
- Q2. YES Program provided leadership such as LF, YMC, and YDC in the various communities**
- Q3. The three main challenges were as follow:**
- For youth to understand the value of the YES Program
  - Compensation was demanded by participants
  - Running of parallel programs in YES communities by other NGOs.
  - Selection sites
- Q4. In general, since the introduction of the YES Program, relationship between elders and youth has improved and therefore no problem between youth and elders**
- Q5. Relationship has changed in the following way:**
- Approach to solving conflict with both youth and elders involved
- Q6. Elders and youth are called together to settle disputes or conflicts**
- Q7. The role of youth to implement community activities and projects has improved relationship between youth and elders and the communities.**
- Q8. To have projects such as hand pump, rice mill, palava hut, market place and farm to market roads in their communities in which they plan in assisting the project implementation.**
- Q9. In the following ways, the program affects YMC**
- It provided them leadership opportunity

**SUMMARY NOTE OF LFs RESPONSE IN GRAND GEDEH**

- Q1.** *LFs were selected by their communities*
- Q2.** *They participants in 5 different training*
- Q3.** *Trainings conducted by the MTs to the LFs were encouraging, because it improved their teaching techniques and how to serve their communities, LFs were therefore prepare to deliver.*
- Q4.** *The participants saw the YES Curriculum/lessons to be challenging.*
- Q5.** *When the program started, more people hope were dash, they thought life has finish for them, but due to the massive mobilization and awareness, people started developing interest in the program.*
- Q6.** A. *Teaching the module/.lessons to illiterate and semi-illiterate was challenging.*  
B. *To have people understand the goodness of the YES program was also challenging*
- Q7.** *In term of achievement, the Yes program did extremely well, because of the war*  
*divided the youth and other members of the community, but with the introduction of the program youth were united with not only their parents but also with community members as well as elders.*
- Q8.** *MTS visited communities once a week to motivate youth to attend session and make some correction when necessary.*
- Q9.** *LFs venture into the following as a result of skills gained from the program:*
- Farming
  - Petite business
  - Counseling
  - Blacksmithing
  - Classroom teacher
- Q10.** *Stipend were used in the following ways by LFs*
- Pay school fees for children
  - Help build houses
  - Food wearing for family
  - Purchase wires to set traps
- Q11.** *LFs had improved relationship with YMC and other community members*

**SUMMARY NOTE ON MTs RESPONSE GRAND GEDEH**

**Q1. MTs said their training was adequate therefore, they were up to take the task to do their job.**

**Q2. MTs want time to be extended for training**

**Q3. When selecting communities for YES Program, MTs looked at the following:**

- Accommodation for participants (i.e. school building, town hall, church)
- That community should have a youthful population of between 35-75 persons or above
- That each community should select two person with at least 10<sup>th</sup> grade or high school students
- That community should be willing to accept YES Program
- Accessibility of road to communities

**Q4. YMC and MT interact once a week**

**Q5. MTs guidance to the selection of YMC to the communities was done the following ways:**

- Developmental oriented
- Influential
- Trustworthy
- One must reside in the community

**Q6. Three (3) biggest challenges of MTs**

- Learning to ride the bike
- Road
- Trying to gather people

**Q7. Three (3) biggest accomplishments of MTs**

- Trained LFs to meet the task
- MTs solve most of the tribal and community matter that exist
- MTs brought youth together by soccer tournament

**Q8. During the YES Program MTs were able to bridge that governmental gap that have exist between youth and elders in all YES communities.**

**Q9. Transforming youth to be productive citizens were lesson learned by most MTs**

**Q10. Yes Program should introduce "Grade System" as a reward, because other parallel program like ALP and the conventional school are rewarding grade a\to their students. Reduce participants' age from 18 to 14 years because they were sexually active**

**Q11. Structure should be put into place even if YES leave the community can stay continue or build up upon what YES Program left behind.**

**Q12. YES program built MTs in the following ways:**

- Improved their human relationship
- Improved their financial ability
- Improved their teaching techniques

### SUMMARY NOTES OF YTM GRAND GEDEH COUNTY

- Q1. YMT response is Yes well prepared**
- Q2. As YTM, conflict resolution should be added as part of TOT's curriculum/lesson**
- Q3. The following criteria were set for selecting YDC**
- Law abiding in the community
  - Able to mobilize and convince youth to attend YES class.
  - Able to bring youth and elders together
  - Was a resident of the community
- Q4. YTM interact with YDC every week in the afternoon.**
- Q5. The guidance in the selection of the YDC was as follows:**
- Consultation with YMC in selecting YDC with regard to good character and preparedness to carry on youth activities
- Q6. The three biggest challenges:**
- Complaints of LFs about stipend being small
  - Traveling on muddy roads
  - Elders who try to put youth a side
- Q7. Biggest accomplishments:**
- Youth have taken leader in the community
  - Good working relationship between youth and elders
  - Youth carry on project implementation
- Q8. Main changes:**
- Youth's involvement in project works such as the building of a market house in Zubay Town
- Q9. One basic that I learn is youth can take leadership role in community**
- Q10. Two (2) main changes in program**
- Have a graduation ceremony to motivate participants
  - To increase LF stipend in order to engage them.
- Q11. It is as follows:**
- Grassroots soccer should continue
  - Adult literacy school
- Q12. Agriculture program**
- Q13. The Program has made me to know my importance in the community**

## ANNEX 9: Interview List

### Nimba

LN	Community	MT	YTM	LF <sub>1</sub> /LF <sub>2</sub>	Date of Arrival	Number of Participant
1	New Tappita	Victoria Sonpon	Grant Kollie	Domingo Klee Catherine Wehyah *	Nov-24-06	F=13 M=8
2	Doeyelay	Daniel William	Grant Kollie	G. Robert Guanna Domingo Klee	Nov-24-06	F=7 M=5
3	Wrolay	Victoria Sonon	Grant Kollie	Joseph Montarwago Samuel Gaye	Nov-24-06	F=11 M=46
4	Vahn	Lanus Weh	Grant Kollie	Dahngbay Kwipu Samuel Sauah	Nov-24-06	F=15 M=4
5	Saye	Victoria M. Sonopon	Grant Kollie	Saye Dixon Abu Alvin	Nov-25-06	F=7 M=5
6	Volay	Victoria M. Sonpon	Grant Kollie	Marcus Y. Freeman Eugene Nuah Jr.	Nov-24-06	F=10 M=7
7	Yreah	Victoria Sonpon	Grant Kollie	Arthur Miatonah Mabel Yancy*	Nov-24-06	F=12 M=9
8	Marley	Stephen B. Danquan	Grant Kollie	Habakkuk M. Zoyah James Tiah	Nov-24-06	F=14 M=11
9	Sarlay	Stephen B. Danquan	Grant Kollie	E. Leona Miantona James Gborboe	Nov-24-06	F=13 M=6
10	Zoulay	Victoria Sonpon	Grant Kollie	James Gweh Albertha Wehyeh*	Nov-24-06	F=17 M=9
11	Gbarmpa	Daniel Williams	Grant Kollie	Elizabeth Duo* Adamu Glee	Nov-24-06	F=10 M=8
12	Zuatuo	Stephen B. Dahnquan	Grant Kollie	Goanue Gaye Moses Ziehyee	Nov-24-06	F=16 M=10

LN	YMC	YDC
1	Jason Saylee	Joseph Wleah
2	Joseph Nyuah	Gabriel Laye
3	George Tamba	P. Victor Y. Gongbaye
4	Princeton Torplue	Snemmon Bueh
5	Dorothy S. Mands	William Roberts
6	K. Roland Gme	Jefferson Browne
7	Edward Yancy	Yancy Tarwolue
8	Sam L. Beaye	Akarty Wehyee
9	Harrison Gbetoe	Junior Mentoe
10	Louise Smarthe	Paul Theo
11	Alfred mahn	T. Alphonso Myers
12	Dehmie Sayguah	Harrison Yormie

**Grand Gedeh**

LN	Community	MT	YTM	LF <sub>1</sub> /LF <sub>2</sub>	Date of Arrival	# Of Participant
1	Pellezon	Felecia Doe	Prince Dennis	Hamilton K. Jarbo Morris V. Deh	Nov-30-06	F=17 M=10
2	Gbarbo	Felecia Doe	Prince Dennis	Moses M. Zlah Hamilton Farbah	Nov-30-06	F=25 M=11
3	Beh Town	Timothy Matthias	Prince Dennis	Esther Menyeah S. Levi Dweh	Nov-30-06	F=19 M=9
4	Ziah	Gibson W. Doe	Prince Dennis	Wallace T. Gaye Trahusoe Wright	Dec-1-06	F=21 M=8
5	Wulue Town	Gibson w. Doe	Prince Dennis	A. Garla Gee V. Tarle	Dec-1-06	F=27 M=16
6	Pouh	Washington Saytue	Prince Dennis	T. Ramcy Gaye William Brown	Dec-2-06	F=11 M=25
7	Dougee	Washington Saytue	Prince Dennis	Alex Beh Kraty Goi	Dec-2-06	F=15 M=13
8	Barblor	Elizabeth Dorr	Prince Dennis	Ramcy T. Garwah Ezekiel Wrigh t	Dec-2-06	F=15 M=9
9	Necko	Washington Saytue	Charles Wleh	James B. Myers Robert D. Quowon	Dec-1-06	F=24 M=13
10	B'hai Jarzon	Washington Saytue	Charles Wleh	Augustine Bantu Emmanuel Doe	Dec-1-06	F=20 M=17
11	Gbolekin	Elizabeth Dorr	Prince Dennis	Eric Zealy Bill Freeman	Dec-2-06	F=10 M=7
12	Kumah	Felecia Doe	Prince Dennis	Evelyn Gbolo Stanley Droh	Nov-30-06	F=13 M=6

LN	YMC	YDC
1	William Weah	Prince Tarley
2	Fred Joeloe	James Wlue
3	Andrew Nimo	Sunday Bawneh
4	Mayson C. Yarlee	Prince Yomo
5	David C. Mitchell	G. Abednego Gorlo
6	Joseph S. Zaywa	Morris R. Dennis
7	Talata Haidula	Alex G. Beh
8	Rebecca Saylee	Moses Wleh
9	Thomas Belleh	Washington Yarweh
10	Comfort Goryeh	Amos G. Tartue
11	Stephen Y. Doe	Noah Gelee
12	S. K. Sobue Wulue	Cephas Krah

## ANNEX 10: Community Visits

<b>County:</b>		Nimba		<b>AI Teams: A &amp; B</b>		
<b>Implementing Partner:</b>		NAEAL				
<b>Field Administrator:</b>		Emmanuel Doe				
No.	Name	Cycle	New-N Repeat-R	MT	Date	Time
1	New Tappita	Cycle 1	N	Victoria Sonpon	11/24/06	8:47AM
2	Doeyelay	Cycle 2	N	Daniel Williams	11/24/06	11:47AM
3	Wrolay	Cycle 3	N	Victoria Sonpon	11/24/06	2:15PM
4	Vahn	Cycle 1	N	Grant Kollie	11/24/06	3:46PM
5	Gboanipea	Cycle 1	N	Grant Kollie	11/26/06	7:08 AM
6	Saye Town	Cycle 3	N	Stephen Dahnkuan	11/25/06	8:15AM
7	Volay	Cycle 3	R	Victoria Sonpon	11/25/06	3:02PM
8	Zoulay	Cycle 2	R	Victoria Sonpon	11/25/06	1:30PM
9	Sarlay	Cycle 3	R	Stephen Dahnkuan	11/26/06	8:46AM
10	Marlay	Cycle 2	N	Stephen Dahnkuan	11/26/06	11:08AM
11	Zuatuo	Cycle 2	R	Stephen Dahnkuan	11/26/06	8:11AM
12	Yreah Town	Cycle 1	N	Victoria Sonpon	11/25/06	12:45PM

<b>County:</b>		Grand Gedeh		<b>AI Teams: A &amp; B</b>		
<b>Implementing Partner:</b>		NA – Mercy Corps				
<b>Field Administrator:</b>		Varney Gaie				
No.	Name	Cycle	New-N Repeat-R	MT	Date	Time
1	Pellezon	Cycle 1	N	Felicia Doe	11/30/06	9:21AM
2	Gbarbo	Cycle 3	R	Felicia Doe	11/30/06	11:29AM
3	Kumah	Cycle 2	R	Felicia Doe	11/30/06	9:54AM
4	Beh Town	Cycle 2	N	Timothy Mathias	11/30/06	3:02PM
5	Ziah	Cycle 2	N	Gibson W. Doe	12/01/06	10:44AM
6	Wulu	Cycle 2	R	Gibson W. Doe	12/01/06	1:10PM
7	Nicko	Cycle 3	N	Washington Saytue	12/01/06	11:35AM
8	B'hai Jorzon	Cycle 3	N	Washington Saytue	12/01/06	10:44AM
9	Gboleken	Cycle 1	N	Elizabeth Dorr	12/02/06	9:45AM
10	Bargblor	Cycle 3	R	Elizabeth Dorr	12/02/06	12:15PM
11	Pouh	Cycle 1	N	Washington Saytue	12/02/06	9:50AM
12	Dougee	Cycle 1	N	Washington Saytue	12/02/06	12:33PM

## ANNEX 11: Evaluation Questions

### I. Questions for Participants - FGD

1. What have you learned about marriage through the program?
2. What job are you doing as a result of the program?
3. What are you doing to prevent yourself from getting HIV/AIDS?
4. How did the program help you understand ways to prevent and treat malaria?
5. Did you learn anything new about working together or fixing palava?
6. What did the program teach you about what happens to your husband's property if he dies?
7. What did you learn about protecting your environment? How are you doing what you learn?
8. How has the program changed your life?
9. Why did you take the YES class?
10. What was the best thing about the YES class? What did you not like?
11. How many of the people here completed all of the cycles?
12. Why do you think some people stop coming to class?
13. Besides writing your name, what else can you read, write, or count?

### II. Questions for YMC/YDC - FGD

#### A. YDC

1. What is your role in the YES program?
2. How did Mercy Corps/NAEAL work with the YDC?
3. What activities did/does the YDC do? What activities have you carried out?
4. How often do you hold these activities?
5. How much of the youth population are involved in these activities?
6. How do these activities help to involve youth in the life of the community?
7. How do these activities help improve the relationship between the youth and other community members?
8. Does the YDC still meet? How often?
9. How often did you see the YTM?

#### YES sponsored project (Only ask CYCLE 1 and CYCLE 2 communities)

10. Was there any project done in this community under the YES program? What was it?
11. What role did the youth play in the project?
12. Did the project make the relationship between the youth and elders better, worse or stay the same? Why?
13. Who benefited from the project?

#### B. YMC

1. How did you understand your role in the YES program?
2. Did the YES program accomplish anything in this community? What?
3. What were challenges encountered during the YES program?
4. Do you have problems between youth and elders in this community? Has the relationship between youth and elders improved or gotten worse?

5. How has the relationship changed since the YES program?
6. How do you address conflict between youth and elders?
7. What role do youth have in this community? Has it changed since the YES program?
8. What is the biggest problem in this community? Do you have a plan to fix the problem?
9. How has the program affected your life?

### **III. Questions for Learning Facilitators - IDI**

1. How did you get to become an LF?
2. How many trainings on the curriculum did you participate in?
3. How did you find the trainings conducted by the MTs? Did you feel prepared to deliver the training when you came back to the community?
4. In your opinion, how did the participants find the YES curriculum/lessons?
5. Was it easy or difficult to keep the participants interested in coming? Why?
6. What were your challenges as an LF?
7. What do you think the program achieved in this community?
8. How often did the MT visit you in your community? What did the MT do when they came?
9. Besides on the YES program, have you used any of the skills you gained from the trainings in the community?
10. How did you spend your stipend each month?
11. What is your working relationship with the YMC other members?

### **IV. Questions for MTs/YTs - IDI**

1. Was your training for the job adequate? Did you feel prepared to do your job?
2. Think back to the TOTs? What, if anything, would you have changed about the TOTs?
3. What criteria did you look at when selecting communities for the program?
4. How often did you interact with the YMC in each community you worked in? When did you interact with them?
5. What guidance did you provide the community in the selection of the YMCs?
6. What were your 3 biggest challenges as an MT?
7. What were your 3 biggest accomplishments as an MT?
8. What changes, if any, did you see happening in the relationship between the youth and the elders during the program? Can you provide an example?
9. What lessons did you learn?
10. If you could have made two changes to improve the program, what would they have been? Why?
11. What follow-on programs could be implemented in the communities that would build upon what the YES program did?
12. What type of programs do you think the communities most need/want?
13. How has the program affected you personally?

## ANNEX 12: Documents Provided by MC

#	Title	Description
1	YES Overview	Overview of Project
2	USAID RFA Technical Application	OTI Technical Application
3	Program Pre/Post test highlights	Indicators of programs
4	Scope of Work/Roles & Responsibilities of the YMC/ MTs Monitoring Form	Scope of work
5	Process Facilitation Guide, Module 1	Guide for Life Skill Training
6	Questions for Focus Group Participants	Focus Groups questions – per Mercy Corps
7	List of Communities	List of YES communities
8	First Annual Workplan/Quarterly Reports 1-6	Quarterly Reports on Program
9	Overview of Pilot-YES to Soccer	Overview of HIV/AIDS awareness initiative
10	LTI-Final Evaluation	LTI program evaluation
11	DM & E Tips for Focus Group Discussion	Cheat sheet

## ANNEX 13: YES Curriculum Profile

Module: 7 Modules  
 Sessions: 1-9 Sessions/modules  
 Methodology: Brainstorming/Group Discussion/Presentation/Skits/Case Study  
 Reading/ Picture Cards/Drawings/Singing/Role Play/Storytelling  
 Lectures

Duration: 2 hours/ 4 to 5 months/cycle

### Curriculum Evaluation Format

Module Number	Sessions	Priority	Module Title
1	8	2	My Identity
2	3	4	How I Make a Living
3	9	1	Keeping Healthy
4	4	3	Peace and Conflict
5	4	3	Good Governance
6	1	5	Our Environmental
7	1	5	Looking Back, Looking
Forward			