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Study commissioned by Welthungerhilfe in collaboration with the German Financial Cooperation-funded Reintegration and Recovery Program (RRP) and its partners IBIS and medica mondiale Liberia

**Empowering Youth, Opening up Perspectives -
Employment Promotion as a Contribution to Peace
Consolidation in South-East Liberia**

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Foreword

For 50 years, the Centre for Rural Development (SLE - Seminar für Ländliche Entwicklung), Humboldt Universität zu Berlin, trains young professionals for the field of German and international development cooperation.

Three-month practical projects conducted on behalf of German and international organisations in development cooperation form an integral part of the one-year postgraduate course. In interdisciplinary teams and under the guidance of an experienced team leader, young professionals carry out assignments on innovative future-oriented topics, providing consultant support to the commissioning organisations. Involving a diverse range of actors in the process is of great importance here, i.e. surveys from household level to decision makers and experts at national level. The outputs of this "applied research" directly contribute to solving specific development problems.

The studies are mostly linked to rural development (incl. management of natural resources, climate change, food security or agriculture), the cooperation with fragile or least developed countries (incl. disaster prevention, peace building, relief) or the development of methods (evaluation, impact analysis, participatory planning, process consulting and support).

Since 1972, SLE has carried out 147 projects with the current focus and regularly publishes the results in this series.

In 2012, SLE teams have completed studies in the Democratic Republic of the Congo, South Sudan, in Liberia and the Republic of Moldova.

The present study was commissioned by Welthungerhilfe in collaboration with the Reintegration and Recovery Program (funded through German Financial Cooperation) and its partners IBIS and medica mondiale.

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Thirdly, we would like to thank all stakeholders in the three South-Eastern counties and in Monrovia/Montserrado for their interest and extraordinary support in guiding the study and in participating in research through round tables, interviews, focus group discussions and by providing contacts and valuable information and the like to identify the key issues on youth employment promotion.

Special thanks in this regard goes to the communities and their inhabitants, in particular to the young women and men who openly shared their views and insights, as well as staff and representatives from the private-sector; organisations offering training and education as well as NGOs and the public sector, including local and national governments who provided us with their expert views for the study. The study would not have been possible without their support and patience, as well as their openness to discuss issues and in answering our endless questions.

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Executive Summary

Study Context

Youth unemployment is a critical concern worldwide. This is especially true for post-conflict societies such as Liberia, which continues to be one of the poorest countries in the world. The social and economic life of young people in Liberia is still characterised by the consequences of the 14-year civil war that ended in 2003. The capacities of public and private sectors at both national and local level were severely disrupted, the country's infrastructure destroyed and a whole generation was left insufficiently educated and prepared for the labour market. One major challenge of the reconstruction, rehabilitation and reintegration process has been to address the needs of youth, many of whom were both victims of and participants in the civil war. In this regard the creation of employment opportunities for young people and empowering them are essential cornerstones for economic and social development contributing to peace consolidation in a fragile, post-conflict state.

This study was commissioned by Welthungerhilfe in cooperation with the German Financial Cooperation-funded "Reintegration and Recovery Program (RRP)" and its implementing partners IBIS and medica mondiale Liberia in order to gain a deeper and holistic understanding of youth empowerment and sustainable youth employment promotion in the three operating counties in South-East Liberia, namely Grand Gedeh, River Gee and Sinoe. The study provides the relevant background and orientation for the development of a systematic approach of youth employment promotion, especially during the current and next phase of the programme. Furthermore, it is expected that the findings and recommendations are a useful source for the named organisations as well as other relevant stakeholders to develop further programmes and strategies in the field of youth employment promotion in comparable fragile contexts, and to sensitise relevant stakeholders in Liberia about this topic.

Concepts and Methods

The study is based on an integrated, three-dimensional approach of youth employment promotion, which combines concepts of youth promotion and employment promotion and is particularly suitable for post-conflict situations. According to this conceptual framework, an effective promotion of youth employment should address three main areas: (1) the labour supply; that is to say the employability of youth, including education, training, life skills promotion and psychosocial support; (2) the labour demand, meaning the generation of employment opportunities through private sector development, entrepreneurship promotion and

access to financial services; and (3) matching services, whose aim is to link labour demand and supply by strengthening cooperation and information-sharing as well as providing support such as career guidance and placement services.

Furthermore, the study addresses gender as a cross cutting issue throughout the study as well as in the methodology. It also takes into consideration the OECD “Principles for Good International Engagement in Fragile States and Situations” in its overall design and the recommendations provided.

Data about the three mentioned thematic areas were collected mainly in the rural counties of South-East Liberia where the RPP is operating but also in the capital Monrovia to better understand and compare specific aspects. Given the inductive nature of baseline studies, the research adopted an exploratory approach characterised by the adaptation of methods and the specification of the research areas in accordance with the results obtained from the ongoing data collection. Moreover, the research process ensured data triangulation by comparing information on the same topic obtained from different sources in order to increase the validity of results.

Both quantitative and qualitative methods were used for data collection, comprising 101 expert interviews with key informants, 191 questionnaires and 16 focus group discussions with youth, four round tables with relevant stakeholders and secondary data analysis. Selected methods were compiled in a toolkit, thus providing a guideline for further assessments in the field of youth employment.

Main Findings

Employment Situation of Youth: The majority of young people are self-employed and working in the informal sector, mainly in subsistence farming or doing small-scale business. While many women are engaged in petty trading, a lot of young men do small-scale mining and motorbike driving. The working situation of young people can be broadly explained by a lack of formal employment opportunities and is characterised by high vulnerability. Youth often base their businesses on products and services that are widespread and often lack long-term business plans, business skills and financial literacy. In contrast to prevalent perceptions, young people generally show a big interest and motivation in working.

Education and Training: The educational and skills level of youth is low, this is particularly true for young women. Teenage pregnancy is a major issue affecting the school attendance and access to training of female youth. The illiteracy rate is predominantly high among older youth (25-35 years).

Governmental institutions providing secondary education and training are extremely scarce in the South-East and the existing ones are poorly equipped in terms of

facilities and materials. Nevertheless, education and training is highly valued among youth and the lack of education opportunities is the main reason for young people migrating mainly to Monrovia. In general the quality of teaching and training is low and training institutions lack sufficient practical and labour market orientation. There is a lack of qualified teachers and trainers and of incentives attracting them to work in rural areas.

Social Life: Young people show a high level of social organisation often based on their own initiative and self-organisation. Community-based, formal and informal youth organisations present great potential for promoting issues related to youth employment and empowerment. However, these organisations have poor facilities and equipment.

Responsibilities traditionally carried out by older generations shifted towards youth leaving them with many burdens. Moreover, young peoples' need for psychosocial support and a promotion of social and work-related life skills was recognised. Young women are particularly vulnerable and cannot participate equally in society.

Infrastructure and Transport: Infrastructure is the major bottleneck for social and economic development and therefore for employment creation and human capital formation. This particularly applies to the insufficient roads and public power system, significantly raising production costs and limiting the access to markets, education and to health services. In addition, young people do not have an adequate means of transport available for business activities. It is predominantly the remote areas that are affected by these constraints. Currently, activities in the field of maintenance and repair of roads, facilities and machines are insufficient. Expected infrastructural improvements by governmental, international and private actors increasingly lead to a high demand for qualified personnel and providers in the construction sector.

Agriculture: Agriculture currently constitutes the main employment sector of youth who are mainly engaged in subsistence farming. However, the great potential of this sector still remains untapped due to poor infrastructure, land rights issues, limited farming and business skills and the lack of work force and mechanisation. Young people do not perceive agriculture as a business opportunity and production is rarely market-oriented.

Concessionaries: The growing presence of concessionaries has a tremendous social, economic and ecological impact. On the one hand they improve the infrastructure, generate direct and indirect employment opportunities and have the potential to boost private sector development. On the other hand their activities cause serious problems regarding working conditions, a drain on the labour force, land right issues, access to land and ecological issues.

Financial Services: Due to high risks and operational costs, formal financial service providers are absent in the study region with the exception of two bank branches. Young people therefore have a high demand for financial services that is partially absorbed by informal financial systems. Young people lack basic financial management and business skills for an effective utilisation of financial products.

Matching and Cooperation: While young people ask for more information about jobs, training and market prices through channels like radio and informal means of communication, no institution coordinates and organises the gathering and provision of labour market information. Moreover, the cooperation between training institutions and the private sector is limited. In regard to youth employment, there are unclear responsibilities and overlapping functions of relevant ministries.

General Aspects: The presence of numerous refugees from Côte d'Ivoire significantly affects the economic and social situation in the communities in South-East Liberia and only few development interventions are targeting youth in the South-East. Overall, the governmental institutions at county and district level are characterised by weak capacities and inadequate facilities and equipment.

Recommendations

In accordance to the conceptual framework and based on the assumption that labour demand, supply and matching all need to be addressed simultaneously, the recommendations represent a synthesis of all areas. All interventions should be designed with the aim that government structures will take the lead in the long-term. Regarding the RRP, it is strongly recommended to place a greater emphasis on youth promotion and employment, based on a coherent concept and strategy.

Education: The quality of teaching should be improved by enhancing teacher training and providing mentoring and further education. At the same time the appeal for teachers to work in rural areas has to be increased through the creation of incentives such as accommodation and a higher salary. The maintenance of school buildings needs to be improved and, based on this, school equipment and facilities should be upgraded, including the provision of day care facilities. A better access for remote communities to schools should be achieved through enhancing road conditions, exploring transport possibilities or wherever necessary establishing new schools. The Alternative Basic Education offer has to be intensified, specifically targeting youth aged between 25-35 and adopting short-term courses with flexible time schedules.

Vocational and Skills Training: It is of primary importance to expand the offer of skills training, in particular in the sector of construction, including trades such as masonry, carpentry, electrical work, plumbing, mechanics and metal work.

Furthermore, skills training should be more demand-driven and practice-oriented as well as linked to internships and on-the-job-training. In this regard, collaboration with the private sector has to be strengthened and adequate equipment should be provided to public training institutions such as the multilateral high schools. The chance to access training should be ensured to young people with different educational backgrounds and special attention has to be paid to the inclusion of women, through provision of day care services for example.

Youth Promotion: Financial and logistical support should be given to youth organisations and sport clubs to implement their own activities and initiatives when high engagement was observed. In addition, their facilities have to be upgraded, linking the support with measures to strengthen the maintenance. Furthermore, it is strongly recommended to implement and improve activities in the field of life skills promotion, maintenance and repair, career counselling and psychosocial support for both young women and men. In this regard, cooperation with youth organisations and sport clubs, and wherever appropriate, capacity development, is recommended. Moreover sports and movies should be used as entry points for interventions addressing youth.

Infrastructure: In order to improve the access to the hinterland in the long-term, the roads that connect remote communities to markets and public services have to be upgraded, taking planned routes of concessionaries into consideration. Subsequently, facilities such as latrines and water pumps have to be built in those communities. It is crucial that all infrastructural activities are linked with maintenance and repair measures. Training in management and business skills should be offered to the local private sector, especially to entrepreneurs involved in construction in order to create more job opportunities for young people in the long term. Moreover, local contractors should be supported and encouraged to provide adequate on-the-job-training, practical work experience and guidance for youth.

Transport: It is recommended to explore the use of bicycles as an alternative means of transport as well as the local production of trailers in order to improve the transport capacity of motorcycles and bicycles. Furthermore, the possibility of improving the transport of agricultural products to the market through the cooperation of farmers and rural communities with motorcycle drivers and youth groups should be assessed.

Agriculture: The identification and development of one or two promising agricultural value chains targeting local and domestic markets and involving both male and female young subsistence farmers is strongly recommended. The facilities needed along the value chain for storage, processing etc. have to be built or improved and training, as well as regular follow-ups, have to be provided to farmers. In order to motivate young people to engage in agriculture, awareness campaigns have to be

implemented and agriculture-based activities have to be linked to business skills, value chain promotion and the establishment of cooperatives. Pilot projects should be initiated to assess the potential of existing and alternative agricultural products and to explore intensification possibilities, through basic mechanisation, for example.

Concessionaries: Advocacy measures, stakeholder dialogues and participatory negotiations on land right issues related to wide-scale concessions given to foreign investors have to be facilitated and promoted, together with measures to minimise ecological damage and to improve the working conditions of employees. Furthermore, the concessionaries should be legally obliged to process the extracted raw material locally and thus create more employment opportunities for young people. The demand created by the presence of big concessionaries should be assessed as a possible avenue for the production and marketing of agricultural products as well as a business opportunity for local contractors and service providers.

Financial Services and Entrepreneurship: The potentials of existing informal systems like Susu Clubs and Credit Unions urgently need to be assessed to identify entry points for alternative financial services. Trainings in financial literacy as well as business and financial management have to be provided to youth, in particular self-employed young women, together with support in developing market-oriented business ideas and plans. These contents should possibly be integrated in vocational skills training.

Matching and Cooperation: Regular meetings should be initiated at county level to enhance the cooperation and coordination of relevant stakeholders such as ministries, education and training institutions, development agencies, private sector and the young people themselves. In addition, the roles and responsibilities of relevant ministries have to be clarified. A matching service that coordinates and provides labour market information at county level should be established. Furthermore, community-based radio stations should be supported by expanding their broadcast coverage and upgrading their facilities and equipment as well as used to provide information and training to youth. The initiation of job fairs at county level should be explored.

General Aspects: Given the fragile context, the continuing presence of refugees and the difficult situation of youth in general in the South-East of Liberia, conflict-sensitive approaches need to be taken into consideration when planning, implementing and monitoring the above-recommended activities.

Zusammenfassung

Kontext der Studie

Das Thema Jugendarbeitslosigkeit ist weltweit von großer Bedeutung. Liberia ist als eines der ärmsten Länder dieser Welt und als Post-Konfliktstaat in besonderer Weise davon betroffen. Noch heute wirkt der bis 2003 wütende Bürgerkrieg auf die soziale und wirtschaftliche Wirklichkeit der liberianischen Jugend. Im Zuge der 14-jährigen Kriegswirren wurde nicht nur die Leistungsfähigkeit des öffentlichen und privaten Sektors stark eingeschränkt und die Infrastruktur des Landes zerstört: Eine ganze Generation verbrachte ihre Jugend im Krieg, ohne Grundbildung zu erlangen oder eine berufliche Ausbildung zu erwerben. Folgerichtig ist es bis heute eine wesentliche Herausforderung des Wiederaufbaus und der Entwicklung des Landes auf die Bedürfnisse junger Menschen einzugehen, von denen viele im Krieg sowohl zu Opfern als auch zu Tätern wurden. In dieser Hinsicht sind die Schaffung von Beschäftigungsmöglichkeiten und die Stärkung der Jugend von herausragender Bedeutung für eine friedliche wirtschaftliche und soziale Entwicklung Liberias.

Um ein fundiertes und ganzheitliches Verständnis von einer nachhaltigen Jugend- und Beschäftigungsförderung in den drei Bezirken Grand Gedeh, River Gee und Sinoe County zu erhalten, gab die Welthungerhilfe in Zusammenarbeit mit dem über das Instrument Finanzielle Zusammenarbeit finanzierte "Reintegration and Recovery Program (RRP)" und den Programmpartnern IBIS und medica mondiale Liberia diese Studie in Auftrag.

Die Studie bietet die Grundlage zur Entwicklung eines systematischen Ansatzes der Beschäftigungsförderung, vor allem für die laufende und die kommende Phase des Programmes. Darüber hinaus sollen die Ergebnisse und Empfehlungen den genannten Organisationen, aber auch anderen relevanten Stakeholdern dienen, um in Zukunft Programme und Strategien im Bereich Jugendbeschäftigungsförderung in vergleichbaren fragilen Kontexten zu entwickeln und involvierte Akteure in Liberia für das Thema zu sensibilisieren.

Konzeptioneller Rahmen und methodisches Vorgehen

Die Studie basiert auf einem integrierten, drei-dimensionalen Ansatz zur Förderung von Jugendbeschäftigung, der sowohl Konzepte der Jugend- als auch der Beschäftigungsförderung beinhaltet. Nicht zu Letzt aus diesem Grund ist der Ansatz für Post-Konflikt-Situationen besonders geeignet. Entsprechend dieser konzeptionellen Grundlage umfasst eine effektive Förderung von Jugendbeschäftigung drei Bereiche: (1) Die Verbesserung des Angebots an Arbeitskräften im Sinne der Förderung der Arbeitsfähigkeit der Jugendlichen durch

Bildung, Ausbildung, Vermittlung von Kernkompetenzen für die persönliche Entwicklung sowie psychosozialer Unterstützung. (2) Die Steigerung der Nachfrage nach Arbeitskräften, sprich: die Schaffung von Beschäftigungsmöglichkeiten durch Förderung des Privatsektors und von unternehmerischer Initiative sowie der Verbesserung des Zugangs zu Finanzdienstleistungen. (3) Die Vermittlung zwischen beiden Seiten des Arbeitsmarktes durch die Stärkung von Kooperationen und Informationsaustausch sowie durch beratende und vermittelnde Dienstleistungen.

Darüber hinaus behandelt die Studie Gender in inhaltlicher und in methodischer Hinsicht als Querschnittsthema und berücksichtigt die OECD "Prinzipien für internationales Engagement in fragilen Staaten und Situationen" im Gesamtaufbau und den Empfehlungen. Die Daten zu den drei beschriebenen Bereichen wurden in erster Linie in den ländlichen Gebieten im Südosten Liberias erhoben, in denen das Programm (RRP) arbeitet. Um die Vergleichbarkeit und das Verständnis bestimmter Aspekte zu gewährleisten, wurden zudem Erhebungen in der Hauptstadt Monrovia durchgeführt.

Auf Grund der bei Grundlagenstudien üblichen induktiven Vorgehensweise wurde für die Untersuchung ein exploratives Vorgehen gewählt. Dieses ermöglichte es, die Methoden während der Datenerhebung anzupassen und die Untersuchungsbereiche zu spezifizieren. Um möglichst valide Daten zu erhalten, wurden verschiedene Methoden sowie Sichtweisen und Quellen für die einzelnen Untersuchungsbereiche herangezogen und Daten und Informationen entsprechend trianguliert.

Es wurden sowohl quantitative als auch qualitative Methoden eingesetzt und insgesamt 101 Experteninterviews mit Schlüsselpersonen, 191 Fragebögen und 16 Gruppendiskussionen mit Jugendlichen sowie vier Runde Tische mit relevanten Stakeholdern durchgeführt. Ergänzend wurde Sekundärliteratur ausgewertet. In einem Toolkit sind alle eingesetzten Methoden aufgearbeitet, um in zukünftigen Erhebungen eingesetzt werden zu können.

Ergebnisse

Beschäftigungssituation der Jugendlichen: Die Mehrheit der Jugendlichen arbeitet selbstständig im informellen Sektor, vor allem als Subsistenzbauern und Kleinunternehmer. Während viele junge Frauen im Kleinhandel ihr Geld verdienen, fahren junge Männer oft Motorradtaxi oder verdingen sich als Goldgräber. Diese Situation lässt sich durch den Mangel an formellen Beschäftigungsmöglichkeiten erklären und geht nicht selten mit schlechten Arbeitsbedingungen und unsicheren Arbeitsverhältnissen einher. Oft basieren die Geschäftsideen von Jugendlichen auf bereits vielfach angebotenen Produkten oder Dienstleistungen. Langfristige Geschäftspläne, unternehmerische Fähigkeiten und eine grundlegende Finanzbildung liegen dem beschriebenen Unternehmertum nur in den wenigsten

Fällen zu Grunde. Entgegen der weitläufigen Wahrnehmung haben Jugendliche ein großes Interesse daran zu arbeiten.

Bildung und Berufsausbildung: Das Niveau der Schulbildung und der beruflichen Bildung der Jugendlichen ist niedrig, dies trifft besonders auf die weiblichen Jugendlichen zu. So beeinträchtigt häufig Schwangerschaft im Jugendalter den Zugang junger Frauen zu Bildung und die Teilnahme am Unterricht. Die Analphabetenrate ist vor allem bei älteren Jugendlichen (25-35 Jahre) sehr hoch.

Staatliche Einrichtungen, die Sekundarbildung und berufliche Ausbildung anbieten, sind im Südosten des Landes dünn gesät. Zudem sind die bestehenden Anlagen unzureichend und schlecht ausgestattet. Dennoch haben Schulbildung und berufliche Bildung bei Jugendlichen einen hohen Stellenwert. Folgerichtig ist das unzulängliche Bildungsangebot der Hauptgrund für Jugendliche ländliche Gebiete zu verlassen und vor allem nach Monrovia abzuwandern. Insgesamt ist die Qualität des Unterrichts und der Ausbildung mangelhaft, für die berufliche Bildung fehlen oft praktische Bezüge und die Einrichtungen orientieren sich nur unzureichend am Arbeitsmarkt. Darüber hinaus fehlt es an gut ausgebildeten Lehrkräften und an entsprechenden Anreizen für diese in ländlichen Gebieten zu arbeiten.

Gesellschaftliches Leben: Die breite Mehrheit der Jugendlichen ist gesellschaftlich organisiert und engagiert sich in formellen und informellen Jugendorganisationen und Sportvereinen. Dieses Engagement basiert oft auf Eigeninitiative und Selbstorganisation und birgt aus diesem Grund ein großes Potential für die Förderung von jugendrelevanten Themen, einschließlich Jugendbeschäftigung. Einschränkend bleibt festzuhalten, dass diese Organisationen und Vereine schlecht ausgerüstet sind und keine adäquaten Einrichtungen und Anlagen besitzen.

Bestimmte soziale Verantwortlichkeiten, die traditionell von der älteren Generation getragen wurden, gehen zunehmend auf junge Menschen über, die damit oftmals überfordert sind. Ferner besteht ein großer Bedarf an psychosozialer Unterstützung und der Stärkung von Kernkompetenzen für die persönliche Entfaltung, einschließlich solcher mit gesellschaftlicher und beruflicher Relevanz. Junge Frauen bleiben besonders benachteiligt und ihre gesellschaftliche Teilhabe ist trotz kleiner Fortschritte nach wie vor gering.

Infrastruktur und Transport: Die mangelhafte Infrastruktur ist das wesentliche Hindernis für die soziale und wirtschaftliche Entwicklung der Region und somit auch für die Schaffung von Beschäftigung und die Ausbildung von Arbeitskräften. Vor allem das unzulängliche Straßensystem und die nicht vorhandene öffentliche Stromversorgung treiben die Produktionskosten in die Höhe und erschweren den Zugang zu lokalen und regionalen Märkten sowie zu Bildungseinrichtungen und Gesundheitsleistungen. Zudem verfügen Jugendliche über keine angemessenen

Transportmöglichkeiten, z.B. um ihren Geschäftstätigkeiten nachzugehen. Vor allem abgelegene Regionen sind von diesen Einschränkungen betroffen. Darüber hinaus erweisen sich die momentanen Aktivitäten zur Instandhaltung und Reparatur von Straßen, Gebäuden und Maschinen als unzureichend.

Es ist in den nächsten Jahren davon auszugehen, dass staatliche, private und internationale Akteure verstärkt Maßnahmen zur Verbesserung der gesamten Infrastruktur durchführen. Dies wird zu einer erhöhten Nachfrage nach qualifizierten Fachkräften im Baugewerbe führen.

Landwirtschaft: Die breite Mehrheit der Jugendlichen arbeitet derzeit als Subsistenzbauern. Das große Potential dieses Sektors bleibt dabei durch die mangelhafte Infrastruktur, Fragen zu Landrechten, beschränkte landwirtschaftliche und kaufmännische Kenntnisse und Fähigkeiten sowie einen Mangel an Arbeitskräften und an Mechanisierung weitestgehend ungenutzt. Außerdem nehmen viele junge Menschen Landwirtschaft nicht als Geschäftsmöglichkeit wahr, was dazu führt, dass die landwirtschaftliche Produktion selten marktorientiert ist.

Konzessionäre: Die wachsende Präsenz von Konzessionären in der Region hat gravierende soziale, wirtschaftliche und ökologische Auswirkungen. Einerseits tragen diese Akteure dazu bei, die Infrastruktur zu verbessern, direkte und indirekte Beschäftigungsmöglichkeiten zu schaffen und so die Entwicklung des privaten Sektors entscheidend voranzutreiben. Andererseits bergen zweifelhaft Arbeitsbedingungen, Landkonflikte, ökologische Schäden und die Abwanderung von Fachkräften aus anderen Sektoren gewaltige Probleme.

Finanzdienstleistungen: Auf Grund hoher Risiken und Betriebskosten fehlen in der untersuchten Region mit Ausnahme zweier Bankfilialen formale Finanzdienstleister. Folglich gibt es unter Jugendlichen eine hohe unbefriedigte Nachfrage nach Finanzdienstleistungen, die teilweise über informelle Systeme gedeckt wird. Um Finanzprodukte effektiv nutzen zu können, fehlen den Jugendlichen darüber hinaus oft Kenntnisse in Finanzmanagement und unternehmerische Fertigkeiten

Vermittlung, Informationsaustausch und Kooperation: Obwohl Jugendliche mehr Informationen über Arbeitsplätze, Ausbildung und Marktpreise durch das Radio oder über informelle Kommunikationskanäle erhalten wollen, gibt es keine koordinierende Institution, die solche Informationen sammelt und bereitstellt. Die Kooperation zwischen Ausbildungseinrichtungen und dem Privatsektor ist unzulänglich. Zudem sind die Verantwortungsbereiche und Funktionen verschiedener Ministerien in der Jugendförderung nicht klar voneinander abgegrenzt.

Allgemeine Aspekte: Zahlreiche Flüchtlinge aus der Elfenbeinküste beeinflussen maßgeblich die soziale und ökonomische Situation in den Gemeinden im Südosten. Zusätzlich werden Jugendliche in der Region nur von wenigen Entwicklungsprojekten

adressiert. Insgesamt sind die staatlichen Strukturen auf Bezirks- und Kreisebene schwach und die staatlichen Institutionen schlecht ausgerüstet.

Empfehlungen

Entsprechend des konzeptionellen Rahmens der Studie und in der Annahme, dass eine nachhaltige Jugendbeschäftigung sowohl die Angebots- und Nachfrageseite des Arbeitsmarktes, als auch deren Verknüpfung gleichzeitig adressieren sollte, gehen die folgenden Empfehlungen auf alle drei Bereiche ein. Alle Interventionen sollten mit dem Ziel gestaltet werden, diese Aufgaben langfristig an die staatlichen Strukturen vor Ort zu übergeben. In Bezug auf das RRP wird ausdrücklich empfohlen, einen stärkeren Fokus auf Jugend- und Beschäftigungsförderung zu legen und hierfür ein kohärentes Konzept und eine eigene Strategie zu verwenden.

Bildung: Die Qualität des Unterrichts sollte gesteigert werden, indem die Ausbildung von Lehrern verbessert sowie Fortbildung und Mentoren-Programme für Lehrer angeboten werden. Gleichzeitig muss der Anreiz für Lehrer, in ländlichen Gebieten zu arbeiten, erhöht werden, z.B. durch höhere Gehälter oder die Bereitstellung von Unterkünften. Es ist notwendig, dass in einem ersten Schritt die Instandhaltung von Schulgebäuden sichergestellt wird. Im Folgenden sind die Ausstattung sowie die Gebäude von Schulen zu verbessern. Neben den Bildungsangeboten sollte Kinderbetreuung eingerichtet werden. Der Zugang abgelegener Gemeinden zu Schulen sollte erleichtert werden, indem der Zustand der Straßen verbessert und alternative Transportmöglichkeiten bedacht werden. Falls notwendig, sollte auch der Bau neuer Schulen in Betracht gezogen werden. Das Angebot an Grundbildungsprogrammen sollte vor allem für 25- bis 35-Jährige ausgeweitet werden und dementsprechend Kurzkurse mit flexiblen Stundenplänen beinhalten.

Berufsausbildung: Es ist von elementarer Bedeutung, das Angebot an Berufsausbildung auszuweiten. Dabei müssen vorrangig Berufe berücksichtigt werden, die eng mit dem Bausektor verknüpft sind, wie Maurer, Schreiner, Elektriker, Klempner, Mechaniker, Schlosser und weitere. Darüber hinaus sollte sich die Berufsausbildung stärker an der Nachfrage auf dem Arbeitsmarkt orientieren, praktischer ausgestaltet und mit Praktika und betrieblicher Ausbildung verbunden werden. Folglich ist die Zusammenarbeit mit dem Privatsektor zu verstärken und öffentliche Ausbildungseinrichtungen, wie die Multilateral High Schools, mit der notwendigen Ausstattung zu versehen. Berufliche Bildung sollte zudem für Jugendliche mit unterschiedlichem Bildungshintergrund zugänglich sein. Dabei sollten vor allem die Zugangsmöglichkeiten für Frauen, z.B. durch die Einrichtung von Kinderbetreuungsangeboten, gesichert werden.

Jugendförderung: Jugendorganisationen und Sportvereine, die ein hohes Maß an Eigeninitiative zeigen, sollten bei der Durchführung ihrer Aktivitäten finanzielle und

logistische Unterstützung erhalten. Außerdem ist es notwendig, relevante Anlagen und Gebäude aufzubauen oder zu verbessern und mit Maßnahmen zur Instandhaltung zu koppeln. Es wird ausdrücklich empfohlen, Aktivitäten im Bereich Kernkompetenzen für die persönliche Entfaltung, Instandhaltung und Reparatur, Berufsberatung und psychosoziale Unterstützung für junge Frauen und Männer auszuweiten und durchzuführen. In dieser Hinsicht sind eine Kooperation mit Jugendorganisationen, Sportvereinen und ähnlichen Einrichtungen sowie Maßnahmen zur Stärkung deren Kapazität angeraten. Interventionen für Jugendliche sollten mit deren verbreiteten Interessen an Sport und Film verknüpft werden, um diese Zielgruppe besser zu erreichen.

Infrastruktur: Um die Anbindung abgelegener Orte an Märkte und öffentliche Dienstleistungen langfristig zu ermöglichen, müssen die entsprechenden Straßen ausgebaut werden. Die Straßenbauplanung von Konzessionären sollte dabei unbedingt berücksichtigt werden. In einem weiteren Schritt gilt es, sanitäre Einrichtungen wie Latrinen und Brunnen in diesen entlegenen Gemeinden zu errichten. Grundsätzlich ist es unerlässlich bei sämtlichen Infrastrukturmaßnahmen Ansätze zur Instandhaltung und Reparatur zu berücksichtigen. Lokale Unternehmer, vor allem solche die im Bausektor tätig sind, sollten durch Fortbildung in unternehmerischen Fertigkeiten und Betriebsführung unterstützt werden, um langfristig mehr Arbeitsplätze für Jugendliche zu schaffen. Zusätzlich sollten diese Akteure darin bestärkt und unterstützt werden, Ausbildungsmöglichkeiten, praktische Arbeitserprobung und eine generelle Orientierung für Jugendliche anzubieten.

Transport: Es wird empfohlen alternative Transportmittel wie Fahrräder und die lokale Produktion von Anhängern zur Steigerung der Transportkapazität von Motorrädern und Fahrrädern zu erproben. Außerdem sollten verbesserte Transportmöglichkeiten für landwirtschaftliche Produkte zu den lokalen Märkten durch Kooperationen zwischen Bauern, Motorradfahrern und Jugendgruppen geprüft werden.

Landwirtschaft: Die Auswahl und Entwicklung von einer oder zwei vielversprechenden Wertschöpfungsketten mit einem Fokus auf inländische lokale Märkte unter Einbeziehung männlicher und weiblicher Subsistenzbauern wird dringend empfohlen. Die notwendigen Einrichtungen und Anlagen entlang der Wertschöpfungskette wie Lager, Maschinen zur Weiterverarbeitung etc. müssen dazu aufgebaut oder verbessert werden. Zusätzlich sind Fortbildungen und regelmäßige Begleitung für Bauern bei der Umsetzung dieser Empfehlung unerlässlich. Um junge Menschen für die Landwirtschaft zu gewinnen, müssen Kampagnen zur Bewusstseinsbildung durchgeführt und landwirtschaftliche Aktivitäten mit Fortbildungen zu unternehmerischen Fertigkeiten, der Förderung von

Wertschöpfungsketten und der Einrichtung von Genossenschaften verknüpft werden. Darüber hinaus sollte das Potential alternativer landwirtschaftlicher Produkte sowie Möglichkeiten der Intensivierung, beispielsweise durch erste Schritte der Mechanisierung, im Rahmen von Pilotprojekten geprüft werden.

Konzessionäre: Anwaltschaft für Betroffene, Stakeholder-Dialoge und partizipatorische Verhandlungen von Landrechtfragen, die durch die großflächigen Konzessionen ausländischer Investoren auftreten, müssen moderiert und gefördert werden. Das Gleiche gilt für Maßnahmen zur Minimierung von Umweltschäden und zur Verbesserung der Arbeitsbedingungen. Darüber hinaus sollten Konzessionäre rechtlich verpflichtet werden, die gewonnenen Rohstoffe vor Ort zu verarbeiten, um weitere Beschäftigungsmöglichkeiten für Jugendliche zu schaffen. Die große Nachfrage der Konzessionäre nach Infrastrukturtätigkeiten, Dienstleistungen und landwirtschaftlichen Gütern sollte als Chance für lokale Unternehmer und Dienstleister sowie Agrarproduzenten gesehen und genutzt werden.

Finanzdienstleistungen und Unternehmertum: Um Möglichkeiten alternativer Finanzdienstleistungen zu bestimmen, ist es notwendig, die Potentiale von bestehenden informellen Finanzdienstleistern, wie Susu Clubs oder Credit Unions, zu analysieren. Des Weiteren ist das Angebot an Aus- und Fortbildungen im Bereich finanzielle Allgemeinbildung (Financial Literacy), Finanzmanagement sowie Geschäftsführung stark auszuweiten und vor allem an selbstständige junge Frauen zu richten. Unterstützende Maßnahmen, wie die Entwicklung von marktorientierten Ideen und Geschäftsplänen sind dabei unerlässlich. Diese Inhalte sollten in die Lehrpläne für die berufliche Ausbildung integriert werden.

Vermittlung, Informationsaustausch und Kooperation: Um die Kooperation und Koordination wichtiger Akteure wie Ministerien, Einrichtungen der schulischen und der beruflichen Bildung, Entwicklungsorganisationen, private Unternehmen und den Jugendlichen selbst zu verbessern, sollten regelmäßige Treffen auf Bezirksebene angestoßen werden. Darüber hinaus ist es unerlässlich, die Verantwortungsbereiche der relevanten Ministerien zu klären. Auf Bezirksebene sollte eine Einrichtung etabliert werden, die Informationen über den Arbeitsmarkt zusammenträgt und bereitstellt. Um diese Informationen zu verbreiten, ist es angeraten, die Reichweite von Radiostationen zu erhöhen und diese insgesamt besser auszurüsten. Auch die Organisation von Jobbörsen erscheint ein geeignetes Mittel, um die Arbeitsvermittlung zu verbessern.

Allgemeine Aspekte: Auf Grund des fragilen regionalen Kontextes, der anhaltenden Flüchtlings-Situation und der insgesamt schwierigen Situation der Jugendlichen im Südosten Liberias, sollten konfliktsensible Ansätze bei der Planung, Durchführung und dem Monitoring der empfohlenen Aktivitäten unbedingt berücksichtigt werden.

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List of Abbreviations

ABE	Alternative Basic Education
CBL	Central Bank of Liberia
CESP	Community Empowerment and Sustainable Program
EYE-Centre	Education for Youth Empowerment-Centre
FDI	Foreign Direct Investment
FGD	Focus Group Discussion
FIB	First International Bank
FLY	Federation of Liberian Youth
GOL	Government of Liberia
GVL	Golden Veroleum Liberia
IRC	International Rescue Committee
KfW	Kreditanstalt für Wiederaufbau
LISGIS	Liberian Institute of Statistics & Geo-Information Services
MHS	Multilateral High School
MIA	Ministry of Internal Affairs
mmL	medica mondiale Liberia
MOA	Ministry of Agriculture
MOGD	Ministry of Gender and Development
MOE	Ministry of Education
MOL	Ministry of Labor
MOPEA	Ministry of Planning and Economic Affairs
MOYS	Ministry of Youth and Sports
NGO	Non-Governmental Organisation
NRC	Norwegian Refugee Council
ROCH	Restore Our Children's Hope
RRP	Reintegration and Recovery Program
SGBV	Sexual and Gender Based Violence
SLE	Seminar für Ländliche Entwicklung/Centre for Rural Development
UNMIL	United Nations Peace Mission in Liberia
WHH	Welthungerhilfe/German Agro Action
YEP-Centre	Youth Education Pack-Centre

1 Introduction

1.1 Purpose of the Study

The focus of Liberia's development agenda since 2003 has been the social and economic reconstruction of the country, which entails creating jobs and opportunities to generate income. One major concern and challenge has been to address the needs of young people who were either born or have grown up during the 14 years of civil war.

Welthungerhilfe (WHH) and its implementing partners IBIS and medica mondiale Liberia (mmL) are implementing the Reintegration and Recovery Program (RRP) in three counties in Liberia's South-East, namely Grand Gedeh, River Gee and Sinoe. The RRP is a programme of the Republic of Liberia in partnership with the Federal Republic of Germany is funded through the Kreditanstalt für Wiederaufbau (KfW Entwicklungsbank), which is currently running in its third phase. Activities involving young people have emerged over the years in all components of the programme (Infrastructure, Agriculture, Education and Sexual and Gender-based Violence). However, there has been neither a focus nor a systematic approach towards addressing the empowerment and employment promotion of young people.

Therefore, on behalf of the partner organisations that are implementing the RRP, WHH in collaboration with its RRP partners has commissioned the Centre for Rural Development (SLE) with a baseline study on youth and employment. The findings of the study were expected to instruct the next phase of the RRP and the ongoing third phase of the programme towards the holistic promotion of youth employment.

In addition, the SLE study team expects the organisations commissioning the study, in particular WHH and KfW, to make use of the findings to further develop their programme and funding portfolios for Liberia. Also, based on the study's results, methods will be provided that could be used for the future monitoring and analysis of youth and employment issues in fragile contexts comparable to Liberia. Also, the study is expected to raise awareness amongst relevant stakeholders in Liberia about the topic of youth employment promotion.

1.2 Objectives of the Study

The analysis of the operational and policy context for long-term and sustainable youth employment promotion in South-East Liberia, as well as the conclusions and recommendations derived from these analyses are spelled out in eight specific objectives:

- Analysis of the overall context of youth employment in Liberia
- Analysis of trends of the situation of youth in communities, their attitudes and aspirations
- Assessment of the demands of Liberia's labour market regarding employment, the economic potential and viability of different sectors and sub-sectors
- Analysis of the access to financial services and the demand for start-up capital
- Role, potential and limitations of mining, logging, rubber and other private sector investments for youth employment and empowerment
- Assessment of the drain of (skilled and unskilled) labour from rural to urban centres including Monrovia
- Overview of the intervention landscape on empowerment and employment of youth and compiling lessons learned
- Assessment and development of possible entry points and strategies of WHH, IBIS, mmL and KfW to support youth and employment in Liberia

In addition, the study is expected to document the exemplary tools, methodology and practical procedures that have been used in implementing the study for future use by RRP and others in monitoring youth employment and income-generation issues (see Annex 1: Toolkit for Surveys).

1.3 Outline of the Report

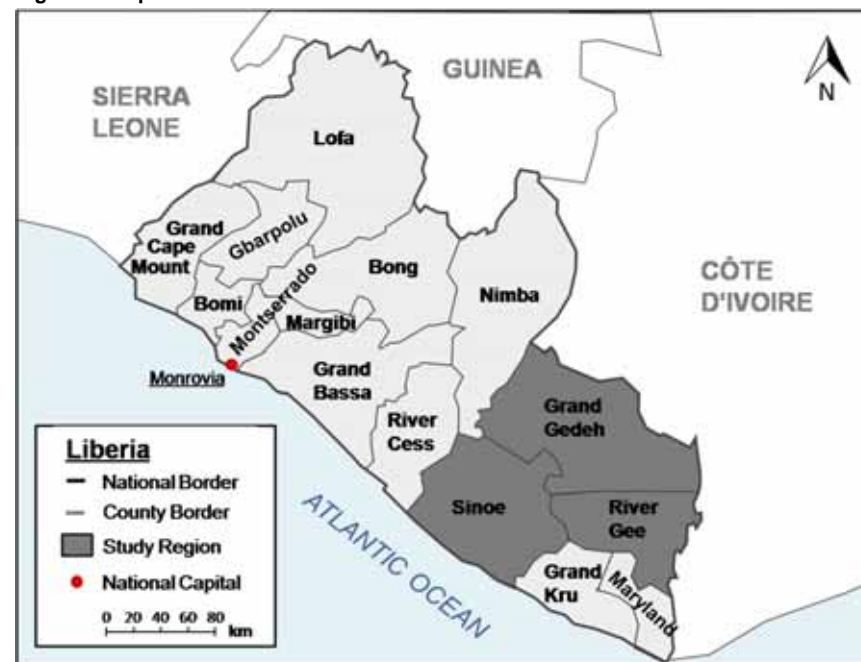
The structure of the report mirrors the research process and the research areas on employment promotion for young women and men in Liberia, in particular in the South-Eastern counties of Grand Gedeh, River Gee and Sinoe, on which the study places a special focus. The second chapter describes and analyses the context of Liberia and the study region, also addressing issues related to the fragility of the state due of the special situation after the civil war. The third chapter outlines the conceptual foundation of the study, mainly consulting relevant concepts from development cooperation. The fourth chapter gives a background on the design of the methodology and the tools applied by the study. Chapter 5 to Chapter 8 present the results and the analysis conducted following the main research areas along with specific conclusions: the economic sectors including agriculture (Chapter 5), institutions and services related to youth employment promotion (Chapter 6), the analysis of the situation of young people (Chapter 7) and the lessons learned from relevant interventions to encourage youth employment promotion in the study region (Chapter 8). Chapter 9 closes with overall conclusions and recommendations about the key entry points with which to address youth employment promotion in the future.

2 Overall Context of Liberia

2.1 Historical Background and Civil War

Liberia is a West African country that borders the North Atlantic Ocean, between Sierra Leone, Guinea and Côte d'Ivoire. Its territory spans 111,369 square kilometres and is divided into 15 counties with about 3,489,072 people (GOL, 2008: 2). The official language of Liberia is English. The 16 major ethnic groups speak about 20 different languages. More than 80% of the Liberian adult population is Christian; about 10% is Muslim and a small minority follows traditional religions or atheism (GOL, 2007: 280).

Figure 1: Map of Liberia



Source: own illustration.

Liberia has suffered a 14-year civil war that ended in 2003 with a Comprehensive Peace Agreement in Accra. By the end of the conflict, about 270,000 people were estimated to have been killed and hundreds of thousands had been displaced, either within the country or as refugees (GOL, 2008a: 14). The civil war devastated the country's basic infrastructure and made access to most of the productive inputs,

services and markets impossible. Public and private sector capacities at both the national and local level were severely disrupted. As a consequence, the majority of Liberians still have no access to electricity, improved water and sanitation facilities, acceptable housing or decent roads (Women's Refugee Commission, 2009: 2).

The development challenges for Liberia that result from the protracted civil war are enormous. 63.8% of Liberians (1.7 million people) live below the poverty line.¹ Of these, about 1.3 million people are living in extreme poverty, which is equivalent to 48% of the whole population (GOL, 2008: 25).

The Liberian population is mainly constituted of young people. In contrast to international conventions,² the Liberian government defines "youth" in Liberia as "a male or female person who falls within the age range of 15 to below 35 years" (GOL, 2009). The government's rationale behind such a broad definition of youth is that two decades of warfare have left "over-aged youth" ill-equipped to cope in a post-war society (USAID, 2009: 5). According to this definition more than 28% of the Liberian population is considered as youth, which is around one million people.³ This means that the vast majority of people that were affected by the civil war are young people, a large number of whom were uprooted, displaced or are ex-combatants⁴ and even today still feel frustrated and alienated. This traumatic past of extreme violence characterised by kidnapping and widespread rape has left a dire need to re-establish basic community foundations, build a more stable and healthy environment, and strengthen social security institutions (Brownlee et al.: 2012; 15).

2.2 Post-Conflict Situation

Since the Comprehensive Peace Agreement (Accra, 2003), the security of the country has been maintained by the United Nations Mission in Liberia (UNMIL). The peacekeeping force will be reduced gradually over the next few years, while steps have been taken by the Liberian government to completely rebuild the security forces and to move towards taking over security.

¹ The total poverty line is the sum of food poverty lines (derived from the cost of a food basket providing 2,400 Kcal per day per adult equivalent) and non-food poverty lines (by estimating the non-food spending of households). The food poverty line is the basis for measuring "extreme" poverty (GOL, 2008:25).

² In the 80th plenary meeting for "International Youth Year" the UN General Assembly defines youth as persons between the ages of 15 and 24 (18 November 1985).

³ The 2007 Liberian Demographic and Health Survey conducted by LISGIS provides considerable data on recent demographic developments and especially on youth.

⁴ Of the 102,193 combatants who registered during the formal disarmament process, the mean age was 25.3 (MacLay and Özerdem, 2010).

The international development actors still describe Liberia as a fragile state⁵ where "the governments and state structures are unable to meet its population's expectations or manage changes in expectations and capacity through the political process" (OECD/DAC, 2008: 16). Furthermore, the UK Government Department for International Development describes Liberia as a fragile state in a fragile region, with growing fears that the volatile situation in neighbouring countries, particularly in Côte d'Ivoire, could spill over the border. By 2011, over 130,000 Ivorian refugees had crossed the border into Liberian South-Eastern counties to escape the conflicts in their own country (UNHCR, 2012). Cross-border attacks⁶ and continuing insecurity in Côte d'Ivoire underline the vulnerability of Liberia in terms of the dual threats of mercenary activity and arms proliferation as well as the need for regional approaches to security (ICG, 2012: 9).

Economic insecurity is one of the main sources of fragility for Liberians' everyday life. Although the country has a rich natural resource base, including fertile lands for agriculture and tree crops, extensive forestry resources, iron ore, gold, diamonds, the ocean and the coastal areas, Liberia remains one of the poorest countries in the world. In 2011 the country had an estimated GDP per capita of US\$396⁷ and continues to lie near the bottom (Rank 182) of the United Nations' Human Development Index (UNDP, 2012). The widespread poverty reflects a large and acute deficit of productive employment opportunities. Data about the unemployment rate in Liberia differ significantly due to the various forms of calculation and definition.⁸ The unemployment rate in urban areas is more than double that of rural areas. Nearly 70% of Liberians active in the labour market are employed in the informal economic sector and only about 5% are formally employed (World Bank, 2010). The Liberian economy is characterised by the dominance of the subsistence agricultural sector with a low level of productivity. The comparatively small formal economy is highly dependent on exports of primary products and therefore vulnerable to fluctuations in international commodity prices and global shocks.

⁵ The OECD/DAC defines fragile states as follows: "States are fragile when state structures lack political will and/or capacity to provide the basic functions needed for poverty reduction, development and to safeguard the security and human rights of their populations" (OECD, 2007).

⁶ The latest fighting occurred in South-West Côte d'Ivoire on 8 June 2012, killing seven UN peacekeepers and a number of civilians (ICG, 2012: 9).

⁷ Source: International Monetary Fund (2011): World Economic Outlook 2011.

⁸ In general the available data on unemployment rates in Liberia, as in many developing countries, is characterised by high inaccuracy. The Fair Trials International's submission (2007) estimated the unemployment rate to be as high as 85% whereas in the recently published study conducted by LISGIS on behalf of the Ministry of Labour (MOL), the unemployment figure stood at 3.7% (cited in Liberian newspaper Daily Observer, Vol. 14. No. 786, September 12, 2012).

Although the economy is growing,⁹ Liberia is still Africa's most aid dependent country, with Official Development Assistance representing 177% of its Gross National Income (AfDB et al., 2012b: 52).

The impact of the war left the Liberian youth insufficiently prepared for the labour market. During the civil war about 70% of school buildings were partially or entirely destroyed and "a whole generation of Liberians has spent more time at war than in the classroom" (GOL, 2008a: 16). As a consequence, over half of the Liberian children and youth are estimated even today to be out of school and about 45% of youth to be illiterate (UNESCO, 2011: 36). The literacy level of women is particularly low in comparison to that of men: in 2007 the adult literacy rate was 41% for female and 69% for the male population over 15 years of age (GOL, 2008a: 32).

Apart from the above-mentioned socio-economical challenges, which are mostly related to the past, the Liberian youth of today is trying to reconcile religious and traditional practices with modern values. Youth is engaged in their communities, whether through religion, youth organisations or traditional groups. In Liberian society gender inequalities and women's marginalisation are maintained and sustained by traditional and religious perceptions of women as subordinate and as men being their superior. Since the end of the civil war these traditional gender roles have gradually begun to change and women are now getting more opportunities to participate in management and decision-making positions at all levels of society (GOL, 2009b: 6).

Poor health contributes significantly to poverty in Liberia (GOL, 2008a: 30). The LDHS report shows that in 2007 the child mortality rate was estimated at 111 deaths per 1,000 births. The maternal mortality rate even increased in recent years from 578 (2000) to 994 (2007) deaths per 100,000 live births (GOL, 2008a: 30).¹⁰ Even so, the same report notes that in one decade life expectancy at birth has increased by about 20% (55.48 years in 2009). Malaria remains the leading cause of morbidity and mortality, followed by diarrhoea and acute respiratory infections (GOL, 2008a: 109). According to Brownlee et al. (2012: 57) the HIV/AIDS rate has decreased from 3.3% in 2000 to 1.5% in 2009.¹¹ Other health-related issues that are considered critical for the development of Liberia are reproductive health and sexual and gender-based violence (SGBV).

⁹ According to the World Economic Outlook for 2011, Liberia is expected to remain one of the top-ten African rapid growth performers in 2012/2013 (AfDB et al., 2012b).

¹⁰ The mortality levels in rural areas tend to be higher than in urban areas. Under-five mortality in rural areas is 146 per 1,000 live births, compared with 131 for urban areas. The disparity is most notable for post-neonatal mortality, which is 62 per 1,000 births in rural areas versus 47 in urban areas.

¹¹ The HIV/AIDS rate for young people between the ages of 15-24 is currently reported as 0.5% (World Bank, <http://databank.worldbank.org/ddp/home.do?Step=12&id=4&CNO=2, 04.10.2012>).

Thus, it seems that empowering youth and in particular girls to articulate their interests, to take responsible control of their lives and to realise their full potentials in terms of skills and motivation by gaining access to employment could be an essential precondition for the eradication of poverty, sustainable development, the foundation of democratic society and peace building in Liberia.

2.3 Governance and Policies

In the post war stage the new Government of Liberia¹² was firstly committed to consolidating peace by strengthening security institutions and completing the process of demilitarisation, demobilisation, rehabilitation and reintegration (GOL, 2006: xi). The Government of Liberia (GOL), with the assistance of international organisations, launched different initiatives and longer term strategies¹³ for sustainable economic growth, poverty reduction and to make progress toward the Millennium Development Goals. Recently the GOL also presented a new "National Policy on Decentralisation and Local Governance" that was approved in 2010 to build functional systems at county level and effective support systems at central government level; reviewing and clarifying the mandates of the central and county authorities and their mutual relationships.

Although the Appraisal Report of the African Development Fund for 2011 noted that the GOL has made progress in key aspects of governance such as transparency, good governance etc. many international organisations are still reporting weak public institutions, a high level of corruption and a lack of human and organisational capacities to address existing problems that can lead to a vicious cycle of fragility (UNESCO, 2011: 26). These circumstances obviously have a direct impact on the daily life of Liberian youth. In recognition of the serious challenges that youth is facing in Liberia, (see Chapter 2.2) the GOL prioritised youth and employment generation for young people as a means of reducing poverty on the Liberian political agenda. In accordance, the GOL is trying to create conditions that allow young people to access decent education and productive employment. A number of policies and reforms for youth empowerment were initiated and are now at various stages of implementation, including "The Employment Policy 2009", "The Education Reform Act 2011", "The Gender Policy 2009", etc. Furthermore, with the 2005 Kakata Declaration, a "National Youth Policy" was adopted at the National Youth

¹² In 2005, after the first democratic elections, the President of Liberia Ellen Johnson-Sirleaf formed the New Government of Liberia.

¹³ The Liberia Poverty Reduction Strategy Paper (LPRSP) was implemented for the 2008-2011 period. The following strategy for the 2013-2017 phase is still being drawn up (UNICEF, 2012).

Consultative Conference attended by over 150 youth delegates from the Liberia's 15 counties. The policy visualises youth-related issues such as limited education and training opportunities, unemployment, the HIV/AIDS crisis, war and deprivation, etc. (Brownlee et al.: 2012; 83). In 2009 the Ministry of Youth and Sports (MOYS), in partnership with other sector-related ministries; youth groups and international actors, designed a 3 year-plus "National Youth Policy Action Plan" as a tool for implementation, coordination, monitoring and evaluating the "National Youth Policy".

The above-mentioned policies as well as the increasingly cross-cutting focus of international programmes and projects on youth confirm the particular relevance of youth-related issues and the importance of promoting youth participation in community and civil affairs and guaranteeing equal opportunities for young people to realise all their potential in Liberian society.

2.4 Profile of Study Region

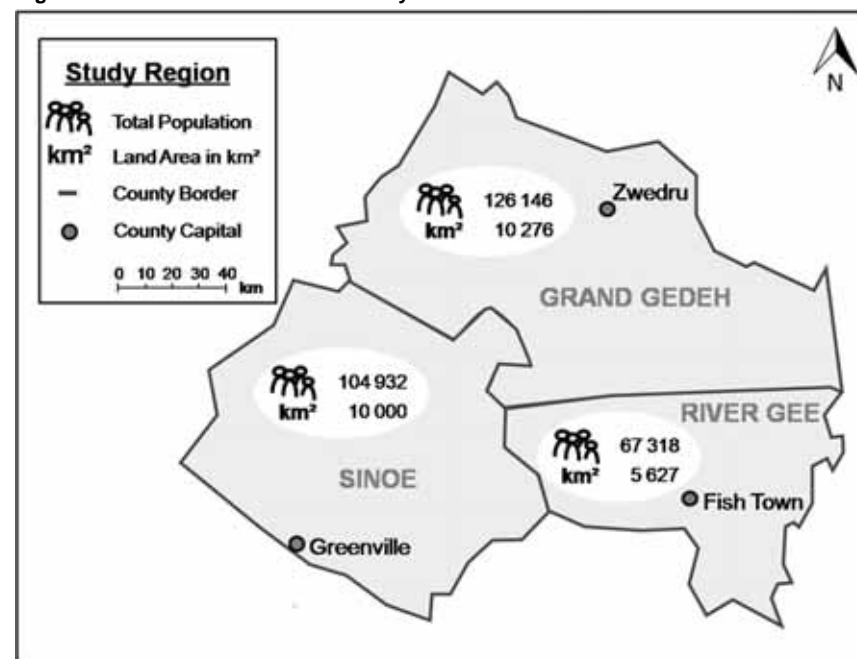
In the 2008-2012 County Development Agendas of Grand Gedeh, River Gee and Sinoe, all three counties are described as historically neglected in comparison to the other counties and especially to the country's capital Monrovia (in Montserrado County).¹⁴ The recent Liberian Youth Fragility Assessment acknowledges that although South-East counties are bordering Côte d'Ivoire (where according to UNMIL there are still up to 2,000 armed Liberian ex-combatants), these counties have been largely excluded from development initiatives. Despite the many challenges faced by the Grand Gedeh, River Gee and Sinoe counties, they also have rich natural resources (large forests, fertile soil and deposits of gold, iron ore, diamonds etc.), which represent a high potential for their development. The rehabilitation of existing companies and the establishment of new logging and mining concessionaries are confirming this. Furthermore, it should be noted that besides the revitalisation of the economy, the 2008-2012 County Development Agendas introduced youth as a mainstream issue in all development initiatives in the three study counties.¹⁵

Although the three counties in the study region have many similarities in terms of their development potential and challenges, they also have several historical, traditional and socio-economical peculiarities.

¹⁴ The urban-rural divide exists not only in relation to Monrovia, but also within the counties (Brownlee et al., 2012).

¹⁵ Together with gender equality, HIV/AIDS, peace-building and the environment (GOL, 2008c: 34).

Figure 2: Basic Information about Study Counties



Source: own illustration; data on land area and population taken from GOL (2008).

2.4.1 Grand Gedeh County

Grand Gedeh is the third largest county in Liberia.¹⁶ It shares a long border with Côte d'Ivoire and was a recruitment ground for fighters in Côte d'Ivoire's recent post-election crisis (ICG, 2012: 9).¹⁷ About 30% of the overall household¹⁸ population in Grand Gedeh are young people from 15 to 34 (GOL, 2011). The county is divided into two statutory districts and eight administrative districts.¹⁹ The county's capital is Zwedru, a centre with an increasing population and that represents the base of many international organisations. Young people in particular are migrating from rural areas to Zwedru in order to pursue educational or employment opportunities. Grand Gedeh has limited physical infrastructure and social amenities and thus few employment

¹⁶ It is about 9.22% of the territory of Liberia (GOL, 2008: 8).

¹⁷ Grand Gedeh is still hosting at least 67,000 Ivorian refugees.

¹⁸ The households are traditionally male-dominated (93%) (GOL, 2011).

¹⁹ Grand Gedeh is traditionally divided into 16 Chiefdoms, 32 Clans, 3 Cities, and 236 Towns (GOL, 2008b: 2).

opportunities. The rate of informal employment is over 80% (GOL, 2011: 50). This high rate presumably reflects the lack of availability of formal jobs. Besides administrative jobs in the line ministries and involvement in international organisations, formal employment is practically non-existent.

2.4.2 River Gee County

River Gee neighbours both Grand Gedeh and Sinoe and also borders the Côte d'Ivoire. Established in 2000, River Gee is one of the newest counties in Liberia and is considerably smaller than Grand Gedeh and Sinoe. The majority of traditionally male-dominated households are located in rural areas (about 75%). It is divided up into 6 administrative districts and has three large settlements with the political seat of Fish Town.

Low living standards and inadequate or non-existent basic infrastructure continue to threaten the quality of life in River Gee (GOL, 2008c: 1). More than 27% of the total household population are young people under 34, many of them unskilled and unemployed. Over 90% of the working population is involved in subsistence farming (GOL, 2011).

2.4.3 Sinoe County

Sinoe is bordered by Grand Gedeh in the North, by River Gee in the East and by the Atlantic Ocean in the South.²⁰ It has a land area that is about as large as Grand Gedeh with double the population of River Gee. In Sinoe more than a quarter of the overall household population are young people under 34 and about 85% of all households are located in rural areas. The county is divided up into five statutory districts and 16 administrative districts with the capital city in Greenville.²¹ The port of Greenville makes the capital city an important logistical gateway not only for the Sinoe but also for the whole of South-East Liberia. Besides the port, the county is rich in natural resources including gold, diamond and timber. Sinoe's Development Agenda for 2008-2012 described it as a county with great potential to become the engine of economic growth for all of Liberia. During the war period the largest part of the county's infrastructure was totally destroyed and many foreign concessions were closed. The war therefore left behind a largely under-educated and unemployed youth in Sinoe. According to the 2010 Liberia Labour Force Survey, the overall unemployment rate in Sinoe is the highest in Liberia (GOL, 2011).

²⁰ Sinoe has an overall coastline of 86km (GOL, 2008d).

²¹ Sinoe is traditionally divided up into 69 chiefdoms, 101 clans, 574 towns and 43 cities (GOL, 2008d: 5).

3 Conceptual Framework

In order to give the study a theoretical foundation relevant concepts in development cooperation have been identified. A combination of different concepts was decided on to apply the most appropriate approach for studying youth employment promotion in Liberia.

When analysing the topic of youth and employment in Liberia it is essential that the corresponding theoretical framework covers a broad range of closely linked conceptual areas. In the given post-conflict environment concepts of youth employment promotion have to be combined with concepts of youth promotion, gender and principles on how to approach interventions in post-conflict environments. This conceptual design results from recognising the importance of linking youth employment promotion to empowerment and peace consolidation, in this regard also taking specific gender issues into account.

The overall conceptual framework of the study is based on four conceptual areas that are outlined below.

3.1 Youth Promotion

Youth promotion in development cooperation is generally regarded as a cross cutting issue related to education, health, decentralisation and employment. Whereas youth employment promotion primarily aims to empower youth economically, youth promotion has a more holistic approach. It aims to actively integrate young people into society not merely through economic activity but also through social and political empowerment. Youth empowerment here is understood as an ongoing process that strengthens the self-confidence of disadvantaged youth, enables them to articulate their concerns (GTZ, 2007: 17) and ensures that young people have the skills needed to participate in society, in their capacity as individuals, as members of families, communities, organisations and as citizens (YEN, 2007: 18). For youth to be empowered, conditions have to be created to enable them to acquire the necessary resources, knowledge, political voice and organisational capacity (IBIS, 2011).

In this regard three relevant intervention areas of youth promotion should be emphasised (Brot für die Welt et al., n.d.: 13):

- Social work that promotes life skills, health, education, decision-making, skills for self-organisation, entrepreneurship, leadership skills and critical and creative thinking have proven to be essential for holistic youth development
- Leisure-time activities whose functions are manifold e.g. recreation, fun, team spirit, communication, as well as emotional and social learning

- Promotion of youth organisations so that young people can form their own associations in order to fight to improve their living conditions and working conditions and to break down stigmatisation. Youth organisations can also take over an important role in providing leisure-time activities and promoting life skills

Given the importance of youth promotion for a holistic perspective of youth, these strategies and interventions will be taken up by the integrated, three-dimensional approach of youth employment promotion as outlined in the next section.

3.2 The Integrated, Three-Dimensional Approach of Youth Employment Promotion

Youth employment promotion aims at reducing youth unemployment and under-employment, which have multiple causes on both sides of the labour market as well as in ineffective labour market institutions (BMZ, 2006: 4).

The study is primarily based on the integrated, three-dimensional approach of youth employment promotion as outlined by the BMZ (2006). The approach is an integrated concept of youth employment promotion as recommended for interventions in post-conflict situations (FAKT/PLANCO, 2011). It is based on a three-pillar model which responds to the major causes of youth unemployment, addressing the demand and supply side of the labour market as well as matching institutions. Comprehensive interventions that simultaneously address the three pillars are generally acknowledged to be the most effective (Ikatu International, 2010: 32).

Besides the common economic strategies of promoting youth employment (e.g. private sector development, technical and vocational training), the concept also includes youth promotion strategies as outlined in Chapter 3.1 and aspects such as psychosocial counselling that are seen as being crucial for promoting youth in post-conflict environments.

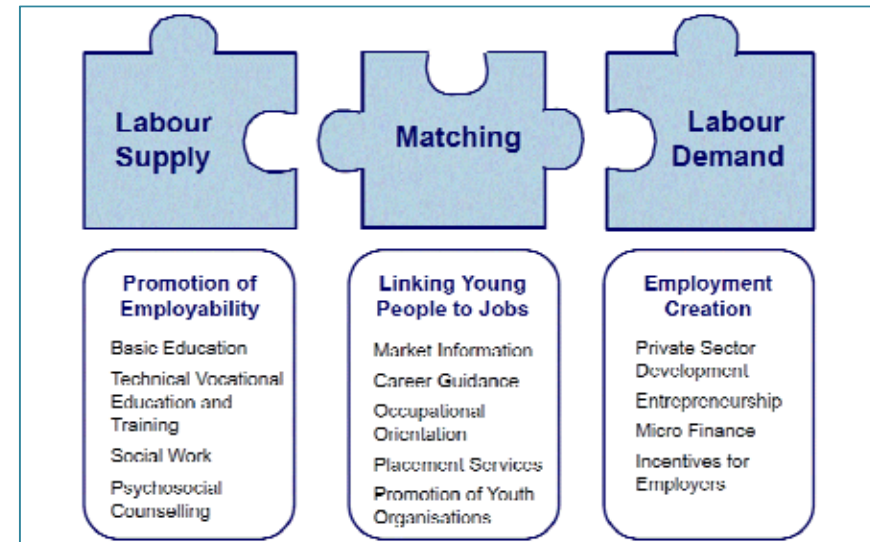
Here the strategies recommended by this concept will be outlined in relation to the three pillars. Additionally the approach is illustrated in Figure 3:

- **Interventions on labour supply** are aimed at preparing young people for the labour market by promoting the employability of young people. In Liberia, where many young men and women did not have the chance to receive basic education, this particularly applies to promoting literacy and numeracy. It is also important to improve the quality of the education and training institutions by linking them to the private sector. Social work institutions should be supported in their promotion of life skills and confidence-building measures for young people in order for them to feel empowered to be more active not only in choosing their career but also in participating at all levels of society. Social work and education institutions should

also offer psycho-social support to traumatised and troubled youth to facilitate their rehabilitation.

- **Interventions on labour demand** are aimed at generating more employment opportunities for young people. This requires the development of the private sector in general, entrepreneurship training, access to financial services and the promotion of mentoring schemes. Incentives are necessary to encourage employers to create more jobs for young men and women, but the open commitment of both public and private partners to invest in job creation is even more important. Such a statement would contribute to the awareness that young people need special attention when it comes to employment.
- **Matching interventions** are aimed at bringing together labour supply and demand by providing labour market information and other services such as career guidance, occupational orientation and placement services, which give effective orientation and assistance for both sides. These services could be offered directly by the government or other service providers, for example youth organisations, vocational training centres or non-governmental organisations (NGOs). Furthermore, the promotion of youth organisations is an important measure for youth empowerment as the young people themselves can be enabled to fight to prioritise youth employment and can actively participate in the design and implementation of youth-related strategies that focus on youth employment.

Figure 3: Conceptual Framework of the Study



Source: own illustration, adapted from BMZ, 2006: 8.

3.3 Gender

The importance of gender and therefore the need of systematically taking into account the gender approach are seen as indispensable in development cooperation (BMZ, 2006b). Gender roles are by definition the socially constructed roles of men and women (WHH, 2007: 7). In Liberia these roles tend to be constructed to the disadvantage of women (GOL, 2009a). As pointed out in Chapter 2, among Liberian youth, young girls and young women are faced with specific challenges.

In order to assess the current situation of gender, the topic will be treated as a cross cutting issue. Therefore, it will be reflected in the methodology as well in the empirical part of the study. The task is to analyse the relations that prevail between the genders in society and to gain an understanding of women's and men's role in general and in particular in the labour market.

To identify the specific problems, targets and the potential of women and men, it is necessary to collect gender-specific data. The data should not only be differentiated according to the sex but also, additional characteristics relating to gender roles have to be examined such as family status, employment and health condition (WHH, 2007: 13).

3.4 Interventions in the Post-Conflict Environment

The post-conflict situation faced by Liberian youth today presents complex challenges for development cooperation and therefore requires special attention. Stakeholders in development cooperation have to show great sensitivity to the political and social dimensions of the situation and must do everything possible to prevent a return to conflict. Therefore, applied measures should be conflict sensitive.

In this regard the ten "Principles for Good International Engagement in Fragile States and Situations" of the Organisation for Economic Cooperation and Development (OECD, 2007) will be used as an underlying concept to design the study as well as a key guideline to develop the conclusions and recommendations. The principles stress the importance of the "Do No Harm" approach, the coordination between international actors, the focus on state-building and the prevention of violence. A special focus will also be placed on the promotion of civil society as a contribution to peace and state-building as highlighted by the WHH (2010: 6) given that youth organisations can be crucial actors in the peace process.

At this point the role of employment as a contribution to peace consolidation in post conflict societies should be highlighted. The 2011 World Development Report prioritises the promotion of jobs and employment to break vicious cycles of conflict (World Bank, 2011: 6).

Regarding youth employment promotion in post-conflict environments, along with other donor agencies, KfW recommends integrated approaches such as the integrated, three dimensional approach presented in section 3.2 which will be used in this study. KfW also emphasises the importance of addressing the social integration of young people by promoting personal development and socio-political participation. In this regard, life skills training, psycho-social counselling and confidence-building measures are an essential part of the strategies to promote youth employment in post-conflict environments (FAKT/PLANCO, 2011).

3.5 Conceptual Framework of this Study

All in all, the combination of the four conceptual areas outlined above will serve as the conceptual framework of the study. The integrated approach of youth employment promotion (see Chapter 3.2) brings together youth promotion and employment promotion and therefore constitutes the study's central concept. It also provides the foundation for the empirical research areas of the study (see Chapter 4.1). Approaches on how to address youth employment in post-conflict situations will be used as a general underlying concept during the process. Additionally, gender will be treated as a cross cutting issue throughout the study and will also be reflected in the methodology.

4 Methodology

The study was implemented in Liberia from the end of July until the end of October. During this time, six weeks were used for data collection in Montserrado/Monrovia and the rural South-Eastern counties of Grand Gedeh, River Gee and Sinoe, followed by data analysis and report writing.

Given the inductive nature of baseline studies, whose aim was not to verify hypotheses but to describe and analyse a situation in a comprehensive way, the research adopted an exploratory approach. The study process was marked by consecutive loops of data collection and adaptation of methods. Accordingly the different research tools were modified throughout the field work phase. The explorative approach additionally made it possible to specify the research areas of the study. Thus topics that were not initially taken into consideration could be added and irrelevant ones removed.

4.1 Research Areas

Taking the conceptual framework (see Chapter 3.2 and Figure 3) as a starting point, the main research areas were defined: “Liberian Economy” and “Situation of Youth” were derived from the labour demand and labour supply side. An analysis of “Institutions and Services for the Promotion of Youth Employment” relates to both the labour supply side and matching. Due to the importance of taking previous development cooperation experiences into account, a fourth research area entitled “Intervention Landscape and Lessons Learned” was selected.

- **Sectors of the Liberian Economy:** this research area aimed at identifying the potential and constraints regarding youth employment promotion on the labour demand side. An analysis of the economic sectors was therefore carried out. In addition, the availability of financial services and the overall economic environment were examined.
- **Institutions and Services for the Promotion of Youth Employment:** as youth unemployment is not only caused by weak economies but also by inadequate and insufficient training, education and matching functions, an analysis of the relevant institutions and services was carried out. For youth promotion in general, other institutions and services involved in the empowerment and recreation of youth were also included into the analysis.
- **Situation of Youth:** this represents the supply-side of labour. Using livelihood-assets as orientation guide, the potential and constraints, skills, business capacities and needs of Liberian youth were surveyed. Their attitudes, motivation and values towards education, employment and work are also part of the

research area. Another current trend influencing the situation of youth employment is rural migration and the corresponding push- and pull-factors.

- **Intervention Landscape and Lessons Learned:** in order to build on previous and ongoing programmes and experiences, an analysis of the lessons learned from development interventions was carried out.

4.2 Instruments for Data Collection

Both quantitative and qualitative methods were used for data collection. The instruments were created considering a gender-sensitive sampling and gender-disaggregated data. The data collection was carried out with the help of the instruments that will be outlined in the following sections. Furthermore, the selected methods were compiled in a toolkit in Annex 1: Toolkit for Surveys which can be recommended for use in further assessments in the field of youth employment.

4.2.1 Expert Interviews

Qualitative, semi-structured interviews constituted a core tool of the research. In total 101 interviews were conducted during the six weeks of field research. Interviewees were mainly key informants on specific topics related to the research areas. They were selected according to snow ball sampling. The identification and selection of interviewees were mostly carried out with the support of the RRP Partners and the participants of the round table meetings, which constituted another valuable pool of informants who facilitated the study team with potential interviewees.

Interview guidelines for different groups of interviewees e.g. representatives of ministries, training facilities, the private sector, radio stations and youth organisations were developed²² and adapted during the process.

4.2.2 Questionnaire

In order to conduct a holistic analysis of the situation of young people, a semi-standardised questionnaire was designed²³ according to livelihood assets covering human, social, physical, financial and natural capital. Additionally, the questionnaire was also aimed at collecting data concerning further economic and institutional information.

²² Sector-specific analysis guidelines introduced by the Women's Commission for Refugee Women and Children (2008) were used as a basis to draw up the interview guidelines.

²³ Questionnaires of previous assessments LISGIS (2011), USAID (2009), GIZ (2012) were consulted when designing the questionnaire.

The survey was implemented in the two clusters in each of the Grand Gedeh, River Gee and Sinoe counties in which the RRP III is operating. Due to the fact that today's 26 to 35-year-olds were particularly affected by the war and in line with the definition of youth applied by the Liberian government (see Chapter 2.1), it was decided to target the entire range of age groups from 15 to below 35 years. Young people were selected using quota sampling according to the gender criteria (50/50) and three age clusters (15-19, 20-25 and 26-35 years) in order to obtain a representative, differentiated vision of this heterogeneous group. Overall, 191 questionnaires were conducted: 55% of the interviewees being male and 45% female. The average age of the participants was 24.8 years old.

As the questionnaires were carried out orally and in person local interviewers were trained in each of the counties (with a total of 15) to accompany and support the study team in the field.

4.2.3 Focus Group Discussion

16 focus group discussions were carried out in order to capture the different opinions and perceptions of young people. The two clusters of gender, and the age groups (see above) were used as sampling criteria in each of the three counties. Accordingly, focus group discussions with male, female and mixed gender groups took place in Monrovia, Grand Gedeh, River Gee and Sinoe. In addition, Focus Group Discussions (FGD) with youth group representatives of the Federation of Liberian Youth in Monrovia, the motorcycle union in Zwedru, graduates of the Youth Education Pac Centre in Fish Town, and two sport clubs in Fish Town were organised (also see Annex 3: List - Focus Group Discussions).

4.2.4 Round Table

Four round tables were held during the field phase in Monrovia, Zwedru, Greenville and Fish Town with an average of 22 participants at each round table. The participants were selected according to different criteria: representatives of the relevant government institutions such as the Ministry of Youth and Sports (MOYS), Ministry of Labour (MOL), Ministry of Education (MOE), Ministry of Agriculture (MOA), Ministry of Planning and Economic Affairs (MOPEA), Ministry of Gender and Development (MOGD), the Liberian Institute of Statistics & Geo-Information Services (LISGIS), private sector, education and training institutions, youth organisations and NGOs were invited in order to involve important actors in the field of youth employment promotion. On the one hand this instrument made it possible to generate and assess information as the different stakeholders were discussing particular aspects related to the research areas in small group discussions. On the

other hand, the round tables were the study's core tool aimed at raising awareness of the topic of youth employment among different actors.

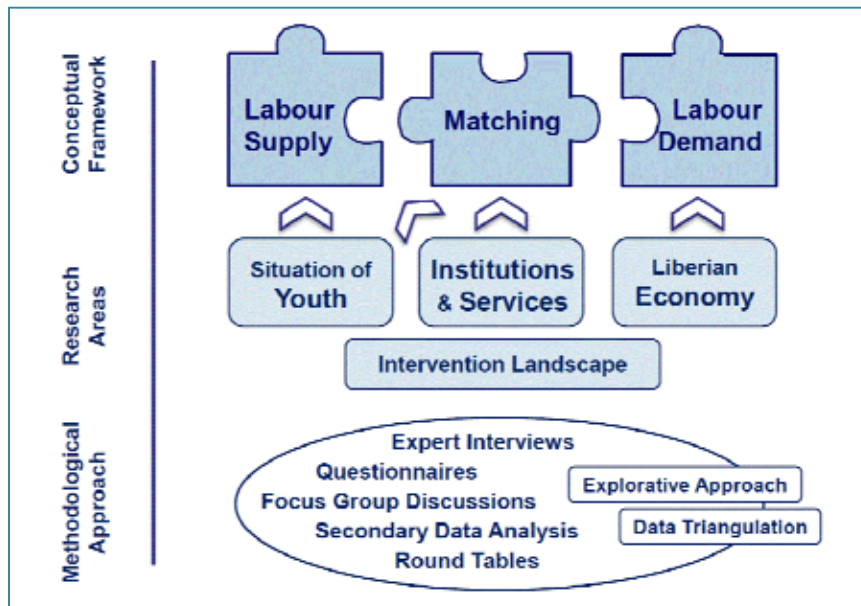
4.2.5 Secondary Data Analysis

Secondary data such as market assessments, policy papers and reports from development programmes were analysed to complement the empirical research results. A complete list of all sources that were used for this study can be found in the bibliography.

4.3 Triangulation

With the aim of increasing the validity and reliability of the results, the research process included data triangulation to compare information on the same topic obtained from different sources. In this way, the information collected was cross-checked, thus ensuring the quality of results. This means that each research area was explored using different instruments and information sources as displayed in Figure 4.

Figure 4: Research Design



Source: own illustration.

4.4 Data Analysis

Both quantitative as well as qualitative methods were applied to analyse the collected data.

Using the MAXQDA software, a qualitative data analysis was carried out by coding the documented expert interviews, focus group discussions and round tables according to the four research areas.

The quantitative data gathered through the questionnaire was entered into a SPSS database and was mainly analysed descriptively in terms of frequencies, cross tabs and multiple response sets. Using a chi-squared test, the distribution dependence of certain variables was examined. In addition, the qualitative questions included in the questionnaire were analysed using a table in Excel. For the purpose of clarity and readability, the digits were rounded to one decimal place and the number of cases were only mentioned when not referring to the full sampling, n=191.

4.5 Limitations of Implementing the Study

The general limitations are linked to the time of year in which the study was implemented. Data collection was conducted in August and September during the rainy season when road conditions were poor. This influenced the scope of data collection as the access to very remote rural areas was difficult, with the result that communities without access to roads could not be included in the research.

As the level of education of young people in the rural South-East is low, the study team experienced language and comprehension problems. This problem was partially compensated for thanks to the support of local interviewers but nevertheless it does result in some information losses.

Finally, a major concern of the study team was to raise expectations when assessing youth-related issues in communities. Even though the purpose of the research was explained very clearly in every single case, both when the study team informed the community ("community entry") and prior to and after the interviews, many young people expected a direct benefit or activity as a result of their participation in the survey.

In addition Katja Christensen (IBIS, Programme Development Advisor, Monrovia) pointed out that interviewees sometimes answer questions they do not understand to avoid unpleasant situations. This attitude might have led to biased results.

5 Liberian Economy

Liberia's present and expected economic growth rates look promising. The country is in the transition from post-conflict reconstruction to medium-term growth (AfDB et al., 2012a: 2). Economic development is mainly driven by the export of rubber, iron ore and timber and the labour market is not developing in such a way as to be able to absorb the rapidly growing young labour force on a large scale.²⁴

This chapter aims to identify the potential²⁵ and bottlenecks in South-East Liberia to be tackled in the formal and informal sector²⁶ in order to promote inclusive growth created by and for the poor, with a broad impact on the demand for workforce. The economic conditions and the resulting potential have to be connected to the promotion of capabilities and access to technical and business training services (see Chapter 6), whilst taking the livelihood-systems and livelihood-strategies into account (see Chapter 7) so that the youth in question are in the position to make use of them (Rauch, 2009). The following, relevant aspects on the labour demand side will be examined: the economic environment, the relevant economic sectors, and the financial services.

5.1 Economic Environment

The GOL has made an effort to simplify procedures to start-up businesses and improve access to financial services. In general, doing business in Liberia is still difficult due to poor infrastructure, especially in rural areas like the ones studied in the South-East, and a poor legal system. At the recent workshop on the National Employment Action Plan in Monrovia, the need for industry, sector, and trade policies was stressed, which are not existent yet or do not adequately address coordination, learning, and information externalities.²⁷

Living, transport and production costs are attributed to the dependency of the economy on international imports and the really low level of domestic production.

²⁴ For further details on economic development see also Chapter 2.2.

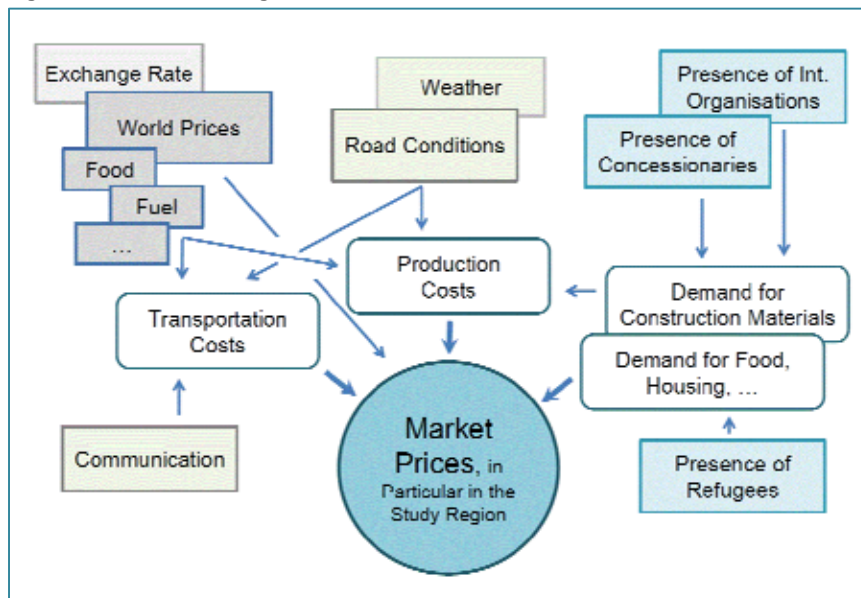
²⁵ Potential is defined as existing but untapped demand and resources (Rauch, 2009).

²⁶ In this study there is no distinction made between formal and informal economic activities, even though the importance of formalisation for tax creation and the national budget is recognised. A clear distinction would be inappropriate for the purpose of this study in an economy where the transition is really smooth. A sustainable economic development has, undoubtedly, to include the informal sector and to create links to the formal sector: access to productive inputs, markets, (financial) services, technologies and knowledge.

²⁷ Due to the limitations of the study it is referred to the study by the World Bank and IFC (2012) for further details on Liberia's investment climate.

Accordingly, it is extremely vulnerable to fluctuations of world market prices, in particular for fuel and food such as rice, which influence the inflation rate directly, around 8.5% in 2011 (AfDB et al., 2012: 4). The majority of goods and productive inputs (machines, construction materials, etc.) in the study region are brought from Monrovia, often imported from abroad. The high transport costs lead to expensive commodities and encumber the (private) economic sector with high input costs.

Figure 5: Factors Affecting the Price Generation on Local Markets



Source: own illustration.

5.1.1 Trade and Economic Integration

The commencement of iron ore-exports at the end of 2011 and an expected increase in timber and palm-oil production leads to rising exports. At the same time, Liberia remains highly dependent on imports. In general, trade is limited by the tremendous infrastructural and logistical problems (see Chapter 5.1.2).

Regarding the study region, Grand Gedeh is a major transit point for movements from and to Nimba and Monrovia and towards the border to Côte d'Ivoire as well as Ghana and Togo. In River Gee around 60 to 70% of the harvest is sold and consumed locally. The rest is transported to Grand Gedeh and Maryland, which is where fish is supplied from (Emmanuel Cooper, District Agriculture Officer, River Gee). Sinoe and River Gee have a particular trade disadvantage compared to Grand

Gedeh given that the infrastructure is worse in these two counties. Greenville Port seems to hold great potential for the study region and its improvement is expected to support trade and decrease the price of imported goods.

5.1.2 Infrastructure

Liberia's infrastructure was heavily destroyed during the war. As a result, the first LPRSP (2008) as well as recent policies have stressed the importance of developing its infrastructure.²⁸ The poor infrastructure and its impact on social and economic development are omnipresent in the study region and were mentioned by almost all interviewees and participants of discussion rounds: low road density and share of paved roads; high electricity costs and insufficient power supply; expensive and slow communication with poor coverage of networks; insufficient medical and sanitation facilities; inadequate port facilities.

Without any doubt infrastructure is still the major constraint cross-cutting almost all other socio-economic sectors. Investments in this area tackle the major bottleneck, lower transaction costs and improve access to schools and medical services. They are therefore crucial for private sector and human capital development.

The domestic market supply in the study region is limited due to poor farm-to-market road infrastructure, a lack of means of transport²⁹ and the absence of good storage facilities. This imposes heavy barriers on the marketing of (agricultural) produce. Improved access to markets, especially for remote villages that are not connected at all and other villages that are cut off from local centres during the rainy season, would motivate youth to be economically more active, e.g. growing more crops (Otis Jolo, former Head of UNICEF Mission in Zwedru, Grand Gedeh). It was found that due to the bad roads few middlemen are involved in buying and selling farm products, though they often earn more than the producers. In general, middlemen or traders buy produce at the farm gate and transport it to the market. Furthermore, the Market Superintendents in Zwedru, Fish Town and Greenville expressed their wish for storage facilities close to the market, cement tables, day-care for traders' children, access to hygiene facilities, and an extension to the existing market hall.

In addition to the poor road conditions, power supply is of great concern: Liberia's supply is one of the smallest and most expensive worldwide (Financial Times, 2012: 2).³⁰ Most interviewees from the business sector are using generators, making them

²⁸ For further details see Chapter 2.2.

²⁹ This leaves most of the rural population with motorbikes as the only and limited transport opportunity.

³⁰ Electricity costs are three times higher compared to most African countries (AfDB et al., 2012a).

dependent on the maintenance of generators, fluctuating fuel prices and the local availability of fuel.

Besides governmental efforts, other actors like private investors, international organisations and NGOs play a key role for infrastructural development. For example, the overall economy could benefit immensely from improvements by concessionaries: the construction, rehabilitation and maintenance of roads, bridges and wells; the improvement of ports; construction and operation of schools, housing, hospitals etc. While this development favours direct employees, ultimately all local residents could benefit (see as well Chapter 5.2.2).

“For everything you build, an association is needed to maintain it.” Dirk Raateland, Infrastructure WHH, Grand Gedeh.

Previous considerations have stressed the importance of constructing and improving infrastructure. The research results show that the maintenance and repair of roads, buildings, facilities and machines is equally as important for the sustainability of development. As WHH experts pointed out, maintenance is the Achilles' heel. It means that communities and their members have to make a commitment and take responsibility for maintaining the facilities. Persons or associations responsible for the repair and maintenance tasks have to be trained in hygiene promotion, for example.

Regarding repair, the study counties face a tremendous problem in the supply of spare parts for technical equipment, machines etc. Therefore the use of local materials is advisable. Furthermore, skilled people who are capable of carrying out the repairs, are lacking.

In general, the present efforts in the field of maintenance and repair unfortunately do not lead to the desired results and there is an urgent need for improvements in the design of activities concerning these two important aspects.

5.1.3 Access to Land

The access to land is essential for many economic activities, especially for the agriculture sector. Land rights and land use are a permanent source of conflict and grievances in Liberia, especially between ethnic groups. Land issues or a lack of access to land by young people are seen to be an important factor that contributed to the war. Displacement, (mis)appropriation of land and the destruction of records during the war period are still posing a threat to present stability (IIEP, 2011: 24).

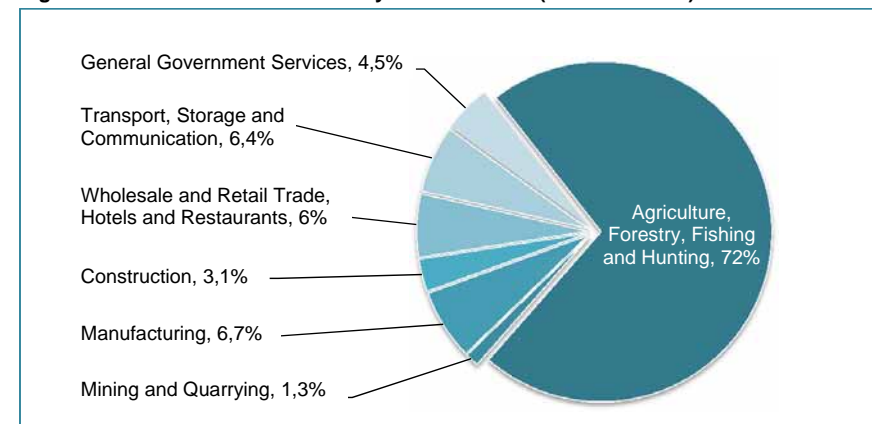
In general, land is often inherited within families and access is mostly governed by traditional rights that are unwritten and not secured by national law or registered land titles. Traditionally, land is owned by the community and permission to access and

use of the land requires negotiations with the chiefs, elders or other local authorities. This often causes problems for young people. Recent developments related to awarding land concessions to various foreign investors have already led to enormous problems for rural communities, e.g. forcing residential subsistence farmers to give up their land, often without adequate compensation, or even the resettlement of communities (see Chapter 5.2.2).³¹ Moreover the present refugee situation holds the potential for further conflicts, but has not been analysed in detail.

5.2 Relevant Economic Sectors

In this chapter relevant economic sectors are analysed in terms of their potential and constraints for youth employment promotion: agriculture, concessionaries' activities and others. The share of the different sectors with regards the Gross Domestic Product (GDP) has remained relatively constant over the last six years, with small growths in agriculture and the government service sector. The high share of the agriculture sector is a result of activities related to rubber, timber, palm-oil and food production. The low importance of the manufacturing sector is striking. The service sector (construction, wholesale and retail trade, transport and general government services) is largely supported by the presence of international organisations, including UNMIL (AfDB et al., 2012a: 5).

Figure 6: Gross Domestic Product by Sector in 2011 (as % of Sector)



Source: AfDB et al., 2012a: 4.

³¹ In order to settle and resolve conflicts, the GOL established a Land Commission in 2009 to reform the legal system and to “develop strategies for resolving land disputes and to adjudicate competing claims on land in a fair and transparent manner” (IIEP, 2011).

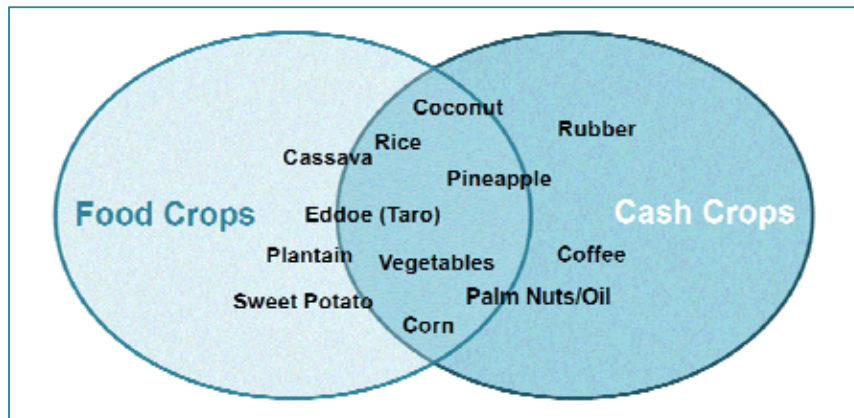
Interestingly, research results lead to the suggestion that most of the entrepreneurial and economic activities of young people are based on intuition and without basic business management skills. This corresponds with the livelihood situation and strategies that often focus on covering daily needs, through “quick money” (see Chapter 7).

5.2.1 Agriculture

Food and Cash Crops

The majority of the population in the study counties is involved in agricultural activities, mostly subsistence farming producing food crops and only a relatively small percentage doing commercial farming and producing cash crops.

Figure 7: Food and Cash Crops



Source: own illustration.

As shown in Figure 7, it is not easy to distinguish between food and cash crops in the study region because most of the farmers are not specialised in producing a certain crop, as mentioned by the County Agricultural Coordinator of Grand Gedeh, Maxwell Juwor. The common structure of agricultural farming in study counties is based on shifting cultivation. Mainly small farms are using traditional methods with limited access to the productive inputs such as seeds and production tools as well as to services and hired labour force, which leads to low productivity and poor quality.

In 2011, more than 85% of farmers in the study counties were involved in rice production. As the District Agricultural Officer of Fish town, Emmanuel Cooper, pointed out “rice is always the first crop after the clearing of [bush] land”. Some of the experts pointed out that although rice is being produced locally, the local market is largely overflowed with cheap imported rice coming mostly from Thailand, China and

other Asian countries influencing the local price formation. Even so, lowland farmers from the study region can produce swamp rice twice a year (even three times from improved varieties); as noted by Wilson Tokpah³² “the GOL is paying 8-9 million USD annually for imported rice instead of using this money [...] to produce our rice here”.

Interviewees pointed out that cassava³³ is the second most important crop cultivated in the study counties. The production of cassava “[...] is labour-intensive but also employment intensive, you can create jobs”, as emphasised by the Value Chain Expert of WHH, Bert Neevel. Also by cassava production farmers have to face many challenges related to the lack of access to inputs and services. Moreover, farmers used to store fresh cassava by burying the tubers in the soil but this ensures conservation up to a maximum of one week as Michael Wright³⁴ noted. Another way of storing is by processing cassava into products such as gari or fufu. Wright also stressed that the quality of processed cassava products is very high because farmers are experienced and have a good knowledge of processing cassava. Many local experts mentioned that the study counties have good production potential (rich soil, traditional farming skills, etc.) to extend the cassava cultivation areas and to export the harvest to the neighbouring counties and countries. This view seems to be based on experiences with the widespread practice of shifting cultivation in the South-East, which is characterised by relatively short cropping (and long fallow) periods and by using the fertility built up in the forest biomass. Conditions and potentials for intensifying cassava and crop production in general have yet to be explored.

Since the war, cocoa and coffee production is continuously declining (FAO/WFP, 2006: 8). Teemat Wilson³⁵ stated that before the war cocoa and coffee constituted key production areas for the economy of South-Eastern counties as well as for Liberia in general. As the District Agriculture Officer (Emmanuel Cooper) in River Gee emphasised “growing cocoa requires a lot of work, [...] cocoa involves the establishment of the plantation, at harvest gathering the pods, opening the pods and extracting the seeds, fermenting seeds, drying seeds and bagging the produce”. Although some of the county development authorities underlined the need to rehabilitate cocoa and coffee farms, one of the major constraints for many farmers are the current land right issues in the region.³⁶ Only few experts doubted the

³² Agro Business Officer of the HANDS/LOIC programme in Grand Gedeh.

³³ In 2011, a total of 63,650 metric tonnes of cassava was produced in three South-Eastern counties of Liberia, representing over 13% of the total volume of cassava produced in the entire country (GOL, 2011b, 2001: 78).

³⁴ WHH Agriculture Marketing Officer, Grand Gedeh.

³⁵ Agriculture Coordinator of WHH, Grand Gedeh.

³⁶ For further details see Chapter 5.1.3.

potentials and productivity of cocoa and coffee production, mostly because of the poor road and market conditions and the inadequate connection to the international market. Nevertheless, a high number of interviewees³⁷ stated that there is a high potential for cocoa and coffee production, which could open up new employment opportunities for young people.

Aside from these crops, the potential of expanding rubber cultivation was confirmed by most experts if young farmers could be encouraged to cultivate more rubber and if this is accompanied by the establishment of new factories in their counties. The Liberia Rubber Development Authority is supporting smallholders by providing improved seedlings, extension services and marketing. As Michael Wright described, “rubber farms are widespread in Maryland but for Grand Gedeh it is a new area; people know that farmers in [other counties] are making good profits from it and they are starting to produce rubber here; it also has considerable potential for young farmers.”

With regards job creation for young people, palm oil³⁸ production was also highlighted often in interviews. As Bert Neevel noted “palm oil has the advantage: once it is processed you can keep it.” Other experts were worried that the large expansion of palm oil production in the study counties, especially after the establishment of concessionaries, (see Chapter 5.2.2) could have negative impacts on the production and diversity of other important crops. As a manager of an agriculture cooperative in Sinoe noted, “[...] you can see people producing palm everywhere and no vegetables or other products.”

Vegetable production has been increasing in recent years; the Agriculture Officer Mehnwo Kollie of Grand Gedeh stated that the supply of vegetables on the local market was in the past largely covered by imported vegetables from neighbouring counties, particularly from Nimba, but in recent years the amount of imports is continually decreasing. Other interviewees emphasised different constraints regarding vegetable production. Wilson Tokpah³⁹ clearly referred to the stark fluctuation of vegetable prices due to the seasonal nature of vegetables particularly in December and January, related to the abovementioned general farming constraints. Furthermore, many interviewees confirmed that the low quality of vegetables on the local markets is also related to the widespread pests and diseases that significantly affect the harvest. Nevertheless, some vegetables such as pepper, bitter balls

³⁷ Among them members of farmer cooperatives and the County Agricultural Coordinator of Grand Gedeh.

³⁸ Is widely cultivated in Sinoe but also in River Gee.

³⁹ Agro Business Officer of the HANDS/LOIC programme in Grand Gedeh.

(African eggplant) and okra are traditionally cultivated by many farmers in the study region.

The majority of experts emphasised that there is a high potential for the value chain promotion of cassava (for local consumption and for domestic marketing to other counties), rice (mainly local consumption), cocoa and coffee (mainly for export abroad) but also of some vegetables and fruits (for local consumption) such as pepper, pineapple, orange etc. Experts were largely convinced that the promotion of selected value chains targeting local and domestic markets could contribute to employment generation for many young people in South-East Liberia. At the same time, “value chain promotion needs research and trying out” emphasised Bert Neevel. Further research and pilot projects are needed to assess the potential of selected value chains.

Forestry

Liberia is the most forested West-African country with a highly intact rainforest (Financial Times, 2012: 4). The forest covers about 45% of the country’s landmass (4.5 million hectares) and, at the same time, provides food, shelter and charcoal for the Liberian population (GOL, 2008d). Small-scale logging, rubber, palm oil and charcoal production as well as hunting and the collection of wild fruits are important sources of income for the rural population. Moreover timber is used as firewood and for construction purposes. In general, it is estimated that there are more informal forestry activities than formal.

In the study counties, rubber production is still developing. Especially in Sinoe and River Gee, it is increasing (Maxwell Juwor, County Agriculture Coordinator, Grand Gedeh). Moreover, there is a demand for rubber and palm oil by the larger enterprises who buy these products from smallholders, which opens up potential for young people.⁴⁰ Different interviewees mentioned that the GOL aims to limit the quantity of wild animals being hunted and to discourage hunting by communities.⁴¹ In the case of the Sapo National Park,⁴² former hunters are nowadays employed as rangers.

Interestingly it was mentioned that honey from wild bees may be a forest product with potential and demand (e.g. Bert Neevel, Value Chain Expert of WHH).

⁴⁰ For details about smallholder rubber production see the “Food and Cash Crops” section of this Chapter 5.2.1; and for logging, rubber and palm oil concessionaries see Chapter 5.2.2.

⁴¹ No official confirmation of these statements was found.

⁴² The Sapo National Park falls largely in Sinoe and is Liberia’s first nature conservation reserve with 180,000 hectares (GOL, 2008d).

Livestock

In the South-Eastern counties the number of livestock comprising mainly goats, pigs, chicken, ducks and a limited number of sheep and cows is rather low. According to interviewed experts, this can be explained by different factors that limit the profitability of the sector: the high cost of animal feeds (especially for poultry), poor access to veterinary services and control of animal pests, poor access to markets, the need to utilise economies of scale, lack of storage and cooling facilities, lack of governmental support for private investments, competition of local producers with the low prices of imports combined with the low purchasing power in the study region. Although some interviewees estimated high market opportunity for livestock production, currently these products are used mostly for self-consumption.⁴³ Further research and pilot projects are needed to analyse the potential of animal husbandry in detail.

Fishery

Different types of fishing activities such as sea-, river- and lake-fishing as well as fish farming were observed in the South-Eastern counties. In Sinoe, the importance of fishing is greater due to the direct access to the sea. Some experts and representatives of market associations noted that in the study region frozen imported fish through Monrovia (especially in the dry season) is playing a role. However, the interviewed fish pond farmers expressed the opinion that the fishery sector can be profitable and has an untapped potential. George N. Poka⁴⁴ emphasised that farming and business skills training courses (e.g. how to build and manage fishponds) are needed to support young people who are interested in going into fish farming. Furthermore, while traditional knowledge about the preservation and processing of fish products such as drying and smoking exists, there is a lack of storage and transport facilities. In order to identify and assess the promotion possibilities and potential of fishing (main area for men) as well as processing and marketing activities (involving mainly women) further research will be needed.

5.2.2 Foreign Direct Investment and the Role of Concessionaries

“We have to encourage companies to invest here,” Albert Nynabo, Commissioner MOL, Grand Gedeh.

⁴³ According to FAO/WFP (2006) households keep farm animals (e.g. sheep and goats) for ceremonies or to give as gifts to visitors and only a small number of livestock products are sold. In comparison, the FEG and Oxfam survey “Liberia Livelihood Profile” (2012) reports that in the South-East, livestock products are neither consumed nor sold.

⁴⁴ Fishery Inspector of Grand Gedeh.

Private investments are an injection of fresh cash into the money flow, a stimulation of the local trade and consequently a prerequisite for economic development in the study regions. The civil war caused a dramatic decline of foreign direct investments (FDI) further aggravated by UN embargos, forcing many companies in the logging and mining sector to close down their businesses. In recent years FDI from concessionaries increased tremendously, from US\$153 million in 2009 to an estimated US\$821 million in 2012 (AfDB et al., 2012a: 7). This clearly shows that in recent times the promising macroeconomic perspective is driven by increasing iron-ore, rubber, timber, and palm-oil exports (AfDB et al., 2012a: 2).

The social, economic and ecological impact of concessionaries is already highly visible in Sinoe and Grand Gedeh but has not yet reached River Gee.⁴⁵ Interviews with representatives of four main concessionaries (see Table 1), employees and experts were conducted.

Table 1: Main Concessionaries in the Study Region

Company	Area	Concession / Activity		
		Duration	Counties	Size
Golden Veroleum Liberia (GVL)	Palm-oil	65 years	River Cess, Sinoe, Grand Kru, River Gee, Maryland	220,000 hectares
Putu Iron Ore	Mining	25 years (planning, exploration, production)	Grand Gedeh	42,500 hectares
Euro Logging	Logging	25 years	Grand Gedeh, River Gee	N/A
Atlantic Resources	Logging	N/A	N/A	840,000 hectares ⁴⁶

Source: interviews with respective representatives.

On the one hand, the activities and presence of concessionaries open up perspectives yet on the other hand they present really serious problems. With great certainty concessionary activities will cause a massive structural change in the South-East and even beyond with major impacts on the lives of young people.

First of all they generate a significant number of jobs for different skill levels and even attract people from other counties.⁴⁷ Whereas concessionaries expressed their

⁴⁵ Euro Logging and Golden Veroleum Liberia (GVL) expressed their interest in starting activities in River Gee soon.

⁴⁶ Source: Global Witness et al. (2012).

difficulties in finding skilled and qualified employees for technical and management positions in the local market, other interview partners noted a lack of training opportunities provided by the concessionaries to improve the skills and capacities of the employees. Furthermore, the overall economy benefits immensely from improvements of the poor infrastructure by concessionaries. This active role of concessionaries can be explained by both internal business reasons as well as “social agreements” that are an inherent obligation of the concessions. The direct impact on activities of actors like WHH is particularly obvious in Sinoe, where Golden Veroleum Liberia (GVL) and Atlantic Resources partially “took over” the rehabilitation of roads. Therefore, overlaps have to be avoided and areas that are focused on need to be changed.⁴⁸

In general, the presence and respective investments of concessionaries open up the opportunity to promote inclusive business approaches to bring small and medium enterprises into their value chains (ILO, 2010: 2). Obvious employment opportunities in construction and different services like catering as well as operating kindergartens or schools are expected to be generated indirectly.

At the same time, the country or rather the government faces the challenge to simultaneously ensure an equal distribution of the returns from the extractive industry and especially to safeguard the interests and livelihoods of affected poor communities (IIEP, 2011: 24).

“[...] the contribution of concessionaries to social welfare is really low,” Peter Solo, County Superintendent, Grand Gedeh.

For example, the current ways and procedures used to allocate the government budget as well as the participation of communities on, implementing and monitoring concessions are not transparent and in general doubtful. Awarding land concessions of such a magnitude to various concessionaries brings along tremendous problems in regard of land right issues. Rural communities and their residents may be forced to give up their land, without adequate compensation, thereby losing their livelihoods and homes and livelihoods. Moreover questions related poor working conditions (see below “Palm Oil”) are of great concern. Furthermore it has to be seen as particularly critical that there is no law obliging the concessionaries to add value to the extracted raw material in Liberia itself.

⁴⁷ It is estimated that 90,000 jobs will be created by concessionaries in Liberia over the next ten years (AfDB, 2012a: 14).

⁴⁸ A study on the impact of GVL on community life and the RRP III activities in Sinoe was recently conducted by Samuel G. Toe, commissioned by RRP (internal paper).

Logging

The recent report by Global Witness et al. (2012) shows that contracts with logging companies cover about 40% of Liberia’s forests and nearly half its rainforest. The logging companies are logging species which can now be found exclusively in Liberia and the concessions allow them to clear the land after logging.⁴⁹ Even in times of economic crisis there is a demand for exclusive tropical wood and because of the increasing scarcity the price is expected to rise.

The two main players in the study region: Atlantic Resources in Sinoe and Euro Logging in Grand Gedeh, currently employ 400 and 150 persons respectively, and cut back activities during the rainy season. They are mainly looking for skilled people like mechanics or steersman and face the problem of finding these people in the study region. 65% and 50% respectively of the employees come from the regions where they are working. People from outside are often hired for the more senior positions. The vast majority of the workforce is male and aged between 18 and 30. Both companies have presented their plans to process timber in Liberia in the near future. Until now no shipment from Greenville Port (the professed, preferred port) had been carried out.

Palm Oil

Around 600,000 hectares of land have been given to palm oil companies for plantations that in some places, has led to tensions between communities and companies (Financial Times, 2012: 4). Golden Veroleum Liberia (GVL), Asia’s second largest palm oil producing firm, is the biggest player in the study region. One year after starting its activities GVL already has a tremendous impact on community lives (see Footnote 48). At this stage, it operates plantations in Kpanyan District and Butaw District, Sinoe, and in Solokon District, Grand Kru.

90% of the 2000 employees in Sinoe come from there (Bladee Hugh, Public Relations Officer, GVL, Sinoe) and 70% of them are between 18 and 25 years old. In general, GVL intends to have and actually has a gender balance. Even though most of the employees are unskilled, GVL is constantly searching for high school graduates and highly qualified people who mainly come from other counties. Graduates from the former agricultural training programme of Landmine Action and the College of Agriculture, Sinoe, hold more senior positions within GVL.

⁴⁹ This minimises Liberia’s natural heritage so that both the rare tree species and animals inhabiting the forest will be soon threatened by extinction.

GVL plans to increase the present workforce from 1500 to 3000 in Butaw and from 500 to 1500 in Kpanyan in the near future, and in all of the five counties to around 35,000 people in the long-term. Processing units are planned as well as housing, canteens, schools, day care, clinics and (super)markets. This demand to operate these facilities could be a potential market for farming groups facilitated by WHH.

Besides this potential, concessionaries like GVL cause a general abandonment of local agricultural activities and diminishing of farmland which leads to increasing food insecurity. The fact that skilled employees leave their former workplaces, young mothers leave their houses and children and students leave their training and education to work for GVL are similarly considered to be problematic. This causes a gap of qualified people who are willing to serve in the public (teachers etc.) and private sector, a lack of care for babies and children and missed chances for education and training.

Furthermore, employees remarked on the poor working conditions⁵⁰ which are characterised by: low wages (US\$3.50 daily for unskilled employees and a monthly bonus of a 25kg sack of rice), hard job, no safety standards, no or poor hygiene facilities, working hours (forcing most employees to get up at 3am), no food provided for lunch, no real contract and no insurance.

Mining

The contribution of the mining sector⁵¹ to Liberia's GDP is estimated to grow substantially from 1.1% in 2010 to 6.6% in 2011 and around 20% in 2015 due to the increased production of iron ore.⁵² However, the recent 3-year low of iron prices has dampened optimism (Financial Times, 2012: 1).

In the study region, Putu Iron Ore Inc. (abbreviated: Putu) is the big player, located in Grand Gedeh close to River Gee. At this stage, it is moving from its exploration phase towards the construction phase to establish the necessary infrastructure for full production which is expected to start in 2017.⁵³ Putu plans to invest US\$3 billion in this next phase on mines, the road from Zwedru to Greenville, the Greenville Port, a railway line, and further activities. The high costs and unavailability of energy in the South-East prevent Putu from planning to carry out the heat and chemical process in Liberia.

⁵⁰ The working conditions and the situation of women in particular are a big concern of mML in Sinoe. They wish to gain more in-depth knowledge and to even help building a gender component.

⁵¹ The importance and attraction of small scale mining is analysed in Chapter 5.2.3.

⁵² Sources: AfDB at al. (2012a); <http://web.worldbank.org/>, accessed on 29.09.2012.

⁵³ All information given in a meeting with Putu Iron Ore Inc. representatives, Grand Gedeh.

Putu looks for skilled people, even though the majority of the current 550 employees (including contractors) are unskilled, mainly coming from Grand Gedeh as well as from the other two study counties. They ask for many different technical skills and professions: geology, management, catering and construction, including electricians, carpentry, masonry, plumbing, mechanics etc. Putu expressed the problem they face in getting qualified nationals and it even tries to identify Liberians abroad who are willing to return.

During full production phase, Putu estimates to generate employment for 3,000 people directly and for 15,000 to 20,000 people indirectly, thus creating a high demand especially in the construction and service sector. Furthermore, in the surrounding areas where the mining sector is operating, there seems to be a potential market for the agricultural products of farmers targeted by WHH since food in the canteen is mostly imported. Putu already tried to initiate the establishment of a small agricultural industry around them to avoid transport constraints.

5.2.3 Other Sectors

This section gives an insight into further economic sectors and activities. Selected sectors were chosen according to their relevance on youth employment promotion in the study counties. Potential and bottlenecks have to be seen in the context of the influencing factors described earlier, focusing on the creation of synergy effects and ensuring links between and the cooperation of different actors.

Manufacturing

As shown previously, the manufacturing sector is small, with a 7% share of GDP in 2011. This is also true for the study region and can be explained through several reasons and constraints that largely apply to all economic sectors:

Table 2: The Manufacturing Environment and its Constraints

The manufacturing environment and its constraints	• Limited production capacity
	• Low technology level
	• Expensive and insufficient power supply
	• Insufficient water supply
	• Transport constraints
	• Limited availability of productive inputs and spare parts
	• Lack of information and communication technologies
	• Poor access to financial services
	• Competition with cheaper imports
	• Insufficient skilled and qualified labour force

Source: own illustration.

Interviews and observations suggest that the demand for common manufacturing products like clothes (tailoring) and soap is for the most part saturated by current supply. Further research is needed to come up with a detailed assessment.

Construction

Different experts from various sectors emphasised the high potential of the construction sector.⁵⁴ This is related to the present need for improvements in infrastructure, the demand of “new customers” like the international NGOs in Grand Gedeh and the investments of concessionaries. Therefore, a rising demand for skilled people – with a professional background in masonry, bricklaying, plastering, electricity, carpentry, metal work etc. – as well as construction materials is expected. These materials are at this stage mainly supplied from Monrovia or imported (with the exception of timber). Its resulting vulnerability to price fluctuations and transport conditions are serious challenges.

Interviews with contractors, other experts and young people show that the construction sector employs a lot of young people, mainly under 30s. It is not clear whether the low rate of women working in this sector can be attributed to a lack of interest or to other factors. So far, women are engaged in road rehabilitation, roadside brushing, cooking and fetching drinking water at the construction sites as well warehouse and administrative work. Employees in the construction sector are normally hired on contract; for smaller jobs often people are recruited from nearby communities.

The research results lead to the assumption that in the present situation the majority of the workforce in the study region does not meet the qualifications and skills required by the construction sector. Thus there is an urgent need for vocational training. Interestingly, the high demand for construction courses at the YEP-Centre in Fish Town suggests that young people are interested in learning these professions. Beside these training courses, local contractors have to be brought in to tap the opportunities of the existing demand by building on their capacity. At this stage, they seem to lack the adequate capacity to manage all the required tasks, e.g. responding to tenders; organising, buying and transporting materials; hiring qualified people. Thus the mentioned demand is partially met by contractors and personnel from other counties in Liberia or even from abroad.

⁵⁴ For the purpose of the study it is appropriate to summarise different relevant economic activities and professions under the umbrella term of “construction”.

Small Scale Mining

Mining sites are present in all study counties, making small scale (gold) mining⁵⁵ one of the most common economic activities of young people between the ages of 15 and 30, particularly men. The “popularity” of mining is reflected in the responses of interviewees:

- the lack of alternative employment opportunities
- the chance to earn “quick money”
- the response to the immediate need to make a living
- the lack of family and governmental support for education

The positive development of prices for minerals increased the attraction of mining and is attracting people from nearby, from neighbouring counties and abroad. The educational level of those engaged in mining greatly varies. It was noted that in many cases mining prevents young people from going to school and also that farmers leave their land to go and dig gold. However, mining is considered to be an “unsustainable” economic activity and the lack of controls to be a serious problem.

Young people often go into mining with the intention of staying for one or two months, earning enough money to go back to school or to start a business. In many cases they get addicted and stay on, often without accumulating any money. The irregular income is estimated at around US\$200 to US\$400 a month (Ranger Martin, WHH, Sinoe), which is mostly used for consumption, food, to renew licences and to buy the equipment, which is really expensive (also see Chapter 5.3.2).

Transport and Motorbike Riding

The transport sector can be considered to be the backbone of the Liberian economy (see Chapter 5.1.1). Thus, the development of the port in Greenville holds great potential, giving the South-Eastern economy a boost by lowering transport costs.⁵⁶

The demand for transport services and drivers is expected to increase as road conditions and the local market integration improves. A significant number of drivers are currently employed by international organisations and all interviewed

⁵⁵ In this study, small scale mining is defined as mining activities of individuals or small groups, mainly gold mining. For details about large scale (iron ore) mining see Chapter 5.2.2. The common expression “illicit mining” is avoided due to the structure and organisation of mining activities and the way minors see themselves.

⁵⁶ Construction was completed in May 2012. 16 large companies have permission to use the port and ferry companies are interested in a Greenville - Monrovia sea link (Doboyou, Port Authority Greenville, Sinoe).

concessionaries have a need for heavy equipment operators. A recently opened driving school in Greenville tries to improve the employability of drivers.

Motorbikes are the most commonly used means of transport for both goods and passengers, with all their limitations. The president of the Motorcycle Union in Grand Gedeh, Sunnyboy Jerome, stated that “50 to 60% of young men in Liberia are drivers.”⁵⁷ While this seems to be an overestimation, it underlines the importance of this employment opportunity for young men. In the same way as miners, motorcyclists offering transport services are mainly between 15 to 35 years old, many of them leaving school for starting to drive. Like mining (see above), this is seen as an unsustainable and temporary job or stepping stone. In FGDs it was mentioned that car drivers are more respected in Liberian society than motorcyclists.

Trade and Services

Market assessments (Sheriff, 2011, 2012a, 2012b) and observations clearly showed that many young Liberians are engaged in “small small” business, working as street traders - in retail shops and as street vendors.⁵⁸ Even this kind of retail trade is highly vulnerable due to its high dependency on the expensive and unreliable transport of inputs and goods. Most people engaged in trading are self-employed and operate without registration papers.⁵⁹

It was observed and confirmed through interviews and market assessments (ibid.) that the supply of street traders in local centres do not really vary and unsatisfied demand for these goods is low: dry goods, scratch cards and money exchange, petrol, used clothing, charcoal, small beverages. A couple of barber shops and beauty salons were found in local centres like Zwedru, Greenville and Fish Town. Interviews with shop owners suggest that this market segment is already saturated. Security services are mainly demanded by the expatriate community and small and medium enterprises due to security standards and a permanent risk of theft, respectively.

Besides the county centres, the catering industry seems almost non-existent (Sheriff, 2011). Interview partners see potential in the guest house industry and market associations and local community authorities stressed the income generation potential of having guest houses. Furthermore, the mentioned demand of concessionaries portrays a potential market for catering services (see Chapter 5.2.2).

⁵⁷ All motorcyclists who use motorbikes commercially are registered with the union, with a total of 4780 people in Grand Gedeh. The union cooperates with the Ministry of Transport.

⁵⁸ Moreover, the high involvement of Lebanese in wholesale and transport is obvious.

⁵⁹ This has been analysed in the market streets of Zwedru by Sheriff (2012a).

Public Sector and International NGOs

One of the focuses of this study is the development of the private sector, and so the employment-creation potential of the public sector has been analysed incidentally. In River Gee the young interview partners noted that there is no private investment in the county and it is only the government that is offering jobs. However, the research results lead to the assumption that there is an urgent need for improvements in the working conditions of civil servants in sensitive sectors, such as education and medical services, to build human capital (in education and health) and thus boost development.⁶⁰

Since the beginning of the crisis in Côte d'Ivoire (see Chapter 2.2), a large number of refugees migrated to Grand Gedeh and River Gee, followed by many international organisations and international NGOs. They are seen by the vast majority of young people as desirable employers, even though local authorities suspect that locals are only hired as drivers, watchmen and not for technical or management positions.

5.3 Financial Services

“Welthungerhilfe is of the view that functioning financial services play an indispensable role in the economic integration of the rural poor, and to secure development success.” Welthungerhilfe, 2011: 13.

The access to financial services such as credits, saving opportunities and remittances is internationally recognised as an important element for economic development and even social inclusion. Accordingly, participants in the workshop on the National Employment Action Plan in Monrovia emphasised the need to improve access to these services as a precondition for accessing productive assets. Consequently, in many interviews the limited access to credit and support networks was mentioned as a mayor constraint that is hampering the entrepreneurial activities of young people. In Liberia a common way of accessing financial means is by receiving international or domestic remittances.⁶¹ In addition to credits and remittances, saving opportunities can play an important role by smoothing consumption and the way towards long term investments.

⁶⁰ In the study region the attraction of such professions is closely linked to the financial compensation and the payment system (see Chapter 5.3.1).

⁶¹ In 2010, 420.000 emigrants were sending an estimated amount of US\$57 million back home to Liberia (World Bank, 2011a: 161). No data available about domestic remittances (see Chapter 7.6).

The study found clear indications that there is a great need for financial literacy: the knowledge about financial services as well as personal financial management, savings mobilisation and business management is crucial and currently lacking.

5.3.1 Formal Service Providers

Even though the International Labour Organisation (ILO) and other actors describe the development of the banking sector as promising (ILO, 2010: 2; CBL, 2011: 14), micro-finance institutions that could target the demand of young people and young entrepreneurs are absent in the study regions. The First International Bank (FIB), with a branch in Greenville, and the Ecobank, with a branch in Zwedru, are the only formal financial service providers in the three study counties. Apart from the two commercial banks all civil servants of the respective counties receive their salaries once a month at branches of the Central Bank of Liberia (CBL) in Zwedru and Greenville and through a mobile team via helicopter in River Gee (Gbateh Syen, Teller at CBL in Greenville, Sinoe). This system causes problems and leads, for example, to cancelled classes, when teachers leave school to collect their salary.

The lack of financial inclusion of rural areas in Liberia can be explained by the high operational costs due to poor infrastructure (see Chapter 5.1.2), security reasons,⁶² a slow and insufficient legal system⁶³ and low qualification levels of employees as mentioned by bank representatives. Corruption and embezzlement within the commercial banks were mentioned by experts and young people as obstacles. This is in addition to the loss of savings due to the closure of the American and Nigerian banks in the past have partially led to a certain lack of trust in commercial banks, as confirmed by interviewees.

Both Sunny Steveson, branch manager of FIB in Greenville and Adolphus Soeh, branch manager of Ecobank in Zwedru stated that collateral and good records with the bank are the main criteria for getting a loan. Start-up financing is seen by these bank officials as too risky and this type of loan is not provided to customers in the South-East. A normal loan size would be above US\$5,000.⁶⁴ Deposits of US\$10 at Ecobank and US\$15 at FIB are required to open a bank account.

⁶² The civil servants salaries paid out by the CBL are transported by UNMIL by air.

⁶³ The ratio of non-performing loans relative to the total loans provided by commercial banks stood at 20.8% in December 2011. Accordingly the CBL led efforts to establish a new commercial court in 2011, which should improve the enforcement of financial contracts (AfDB et al., 2012: 10).

⁶⁴ Customers with regular income and a good record have access to "consumer loans" below US\$5,000.

Both banks offer services to help illiterate customers in filling in forms and are accepting fingerprints instead of a signature. Ecobank and FIB serve a variety of customers (international organisations, small and medium enterprises, public sector etc.), mainly the "working class".⁶⁵ This explains FIB's plan to open a branch next to the GVL plantation in Butaw, Sinoe.

5.3.2 Informal Service Providers

Young people in Liberia mainly access financial services through their social networks (family, friends and neighbours; see Chapter 7.6) or informal money lenders. Furthermore, a considerable number are members of Susu Clubs and/or Credit Unions which are traditional and common financial systems in Liberia.⁶⁶ These two informal systems are built on trust and rely on "social control". Therefore different risks are inherent (ibid.).

The fact that also these two informal systems usually have requirements such as a regular income, entry fees or even collateral do exist, which leads to the conclusion that Susu and Credit Union members would be in the position to obtain a bank account but are not doing so. The main reasons for the popularity of these two systems seem to stem from the fiscal discipline in such a club or union as well as from the absence, reputation and (inadequate) conditions at commercial banks. Further research is needed to assess this in detail and to identify potential alternative financial services which build on (the advantages of) existing informal systems.

Susu

Susu Clubs are common, especially at workplaces. Staff of mmL in River Gee estimated that 80% of the population are part of a Susu Club (see as well Chapter 7.6). The revolving system of this saving club is quite simple: all members pay in kind or a certain amount of money on a regular basis (daily, weekly or monthly) and one after the other receives the total input. Some Susus have a formal bank account.

Credit Union

In comparison to Susu Clubs, Credit Unions seem to be more "formalised", there are greater requirements to access them and their purpose is more business-oriented. The interviews with two Credit Unions based in River Gee give an insight into their structure and organisation:

⁶⁵ There was no data available regarding the average age or sex of customers.

⁶⁶ In the mining area of Joquiken informal providers offer loans up to US\$1,500 which have to be paid back in minerals or cash within one to three months.

Table 3: Structure of Credit Unions

	Friendly Sisters	Women in Cross Border Trade
Meetings	Weekly	Twice a month
Amount of payment	US\$7	US\$1.50
Interest rate	10%	15%
Repayment period	3 months	N/A
Maximum amount	N/A	US\$700
Collateral required	Yes	Yes
Use of loans	Education, business and health	Business
Use of profits	Shared with all members	Operational costs
Entry fee	N/A	US\$15

Source: own illustration.

5.3.3 Demand

Shop owners and other people engaged in private businesses expressed their demand for financial services: e.g. a barber expressed the wish to buy their own tools and generator to avoid high rental costs; motorcyclists in Zwedru are renting their bikes and pay a daily rental of almost US\$10; and a stationery shop owner is not able to expand his business because Ecobank is not providing him with a loan.

Further details about the demand of youth and young entrepreneurs for financial services are given in Chapter 7.6. But it is worth mentioning already at this point that IBIS, as well as the Multilateral High Schools in Zwedru and Greenville, are looking for opportunities to ensure microfinance assistance for their training graduates (support fund, cooperation with financial service provider etc.) to enable graduates to open and sustain their own business. In general, a market assessment that focuses solely on financial services needs is required.

5.4 Main Findings

Economic Environment

- The rapidly growing young workforce is not absorbed by the private sector.
- The poor infrastructure is cross cutting all socio-economic areas and represents the main bottleneck for private sector development. This is especially the case for the private sector due to a high dependency on trade.
- Maintenance and repair of facilities, machines and technical equipment is the key for sustainability. There is a need for improvements in the design of activities addressing these two aspects.
- The access to land is mainly based on traditional land rights, posing problems for youth and a critical and permanent source of conflict.

Agriculture

- Promising potentials of the agriculture sector presently remain untapped.
- Poor market access, lack of storage facilities are a major obstacle for the production and marketing of agriculture products. Experiences in intensifying agriculture activities are missing.
- The labour force seems to represent the main limiting factor.
- Due to the mentioned obstacles, constraints can be found in all parts of a value chain.
- Even though many young people are engaged in (subsistence) farming, agriculture is not perceived as a business by young people.
- There is a need for training and support for agriculture production and marketing.

Concessionaries

- The social, economic and environmental impacts of concessionaries are serious and will cause a massive structural change with major impacts on the lives of young people.
- The effects of activities of concessionaries are double-edged.
- They directly and indirectly generate a significant number of employment opportunities.
- The large infrastructural investments favour both the local residents and the economy, and open up perspectives for economic development, especially in the construction and the service sector as well opening up a market for agricultural products.
- At the same time questions related to the ecological impact, land right issues and access to land, the participation and compensation of local residents and communities, the negotiation and implementation of "social agreements", the movement of skilled people from other sectors (private and public) and working conditions are causing concern.
- There is an urgent need to protect local communities and especially young people and their livelihood base from negative effects caused by activities of concessionaries.

Other Economic Sectors

- Many young people in the study region - especially male - are engaged in small-scale mining and motorcycling. These professions are often chosen due to a lack of alternative employment opportunities.
- There is and will be a high demand in the construction sector (masonry, plumbing, bricklaying, metal works, carpentry etc.). This demand for qualified and skilled people is presently not met by the local labour force. Moreover the local contractors are in the need of capacity building: advisory support and training in business management.
- The demand for common economic activities like "small small business", tailoring or beauty services seem to be largely saturated.

Financial Services

- Formal financial service providers face high risks and operational costs that seem to prevent the entry of further providers.
- At this stage young people lack financial literacy, as well as basic financial management and business skills. This consequently contributes to the high risks and costs of providers.
- There is a need to support youth in developing market-oriented business ideas and plans.
- Informal financial systems like Susu Clubs and Credit Unions partially absorb the demand for financial services.
- Further research is needed to assess the advantages and potentials of existing informal systems to identify entry points for alternative financial services built on these systems.

6 Institutions and Services

As highlighted by Mamakiziel Sicarr, Acting President of the Federation of Liberian Youth (FLY) “youth can do more, but they need training, empowerment and mentoring”. This statement emphasises that an effective promotion of youth employment depends on the presence and quality of different services, which can contribute towards increasing the employability of young people and linking them to the labour market. Therefore, those services and the institutions that are playing or that could play a relevant role in providing them are analysed in this chapter. A special focus is placed on identifying the main potential and constraints of the different services and institutions for the promotion of youth employment.

6.1 Education and Training

It is evident from the results that education and vocational training represent a crucial element in the promotion of youth employment, given that “capacity development is the key for economic development”, as Sinoe’s Development Superintendent Thomas Quioh emphasised. The public education system in Liberia is structured into elementary school (1st to 6th grades), secondary education, including junior high school (7th to 9th grades) and senior high school (10th to 12th grades), and higher education (college and university).⁶⁷ Vocational training can be carried out at Multilateral High Schools (MHS), which offer these courses from 10th to 12th grade in addition to the regular academic curriculum.

6.1.1 Basic Education

As a result of the long-lasting civil war in Liberia, the need for basic education, i.e. the teaching of basic literacy and numeracy skills, is very high among young people, especially those aged 25-34 (see Chapter 2.2 and 7.1.1). As pointed out by Victoria Walker, District Education Officer in River Gee, many Liberian young people “grew up without an educational path, [...] if they cannot read and write it is difficult to employ them”. Basic education can improve the employability of youth in a direct and indirect way, by increasing their possibilities to access and successfully complete vocational training courses and further education.

⁶⁷ Elementary teachers are educated at upper secondary level (C certificate), junior high school teachers are trained at post-secondary level (B certificate) and high school teachers need to hold a bachelor degree. A Master’s degree is required to teach in colleges while university teachers must hold a doctorate.

In the study counties basic education for older youth is offered mainly by NGOs, either in the form of special programmes of Alternative Basic Education (ABE) or as part of the curriculum in vocational training centres. The length of ABE programmes and their time schedule are problematic issues that have an impact on the attendance of students, given that “a lot of them work hard and do not have time to come to the classes” (IBIS staff, Sinoe). The standard length of three years seems to be too long according to the high dropout rate after the first year.⁶⁸ In the opinion of IBIS staff, six months would be more appropriate. Another factor that seems to influence the attendance of students and therefore the overall success of ABE programmes is the curriculum. In the experience of IBIS, some students found the curriculum provided by the Ministry of Education (MOE) to be too complicated, so the organisation is exploring and comparing different methodologies, including those of the National Adult Education of Liberia Association (NAEL). A simpler curriculum would correspond better to the interests of students, who often only want to acquire very basic reading and writing skills to be able to write their name, read and sign a contract.

Besides the provision of basic education for older youth, the general access of children and youth to quality basic education needs to be highlighted for long-term youth employment promotion. Even though elementary schools are present in every district in many communities, their facilities are often very poor, the teachers are lacking, especially in rural areas⁶⁹ and “the teacher/student ratio is generally very high, [...] one teacher for 70-80 students” (Stephen Collins, District Education Officer, Grand Gedeh). All these limitations seem to severely affect the quality of basic education provided.

6.1.2 Secondary Education

There is an extreme shortage of public institutions providing secondary education in the study counties. In Grand Gedeh and Sinoe a Multilateral High School is available, offering education up to 12th grade, while in River Gee there is one Senior High School in Kanweaken and one High School in Fish Town, which only runs up to 11th grade and is still in the process of being upgraded to 12th grade.

According to several experts, the first major constraint of secondary schools is the lack of facilities, in particular libraries and laboratories as well as materials such as

⁶⁸ The curricula are provided by the Ministry of Education and were designed and tested by the United States Agency for International Development (USAID) programme “Core Education Skills for Liberian Youth” (IBIS staff, Sinoe).

⁶⁹ Horst Croessman, WHH, Officer in Charge, Sinoe.

computers and textbooks. Furthermore, the funding for the maintenance of facilities and materials is lacking, thus greatly restricting the learning possibilities of students. The staffing with qualified teachers represents another crucial bottleneck. According to Joseph Bohlen, County Education Officer for River Gee, “it is difficult to find qualified teachers, they are not attracted to [...] rural areas”. One of the limitations is the availability of adequate accommodation or lodging.⁷⁰ As a consequence, the teacher/student ratio is very high at junior high school level (between 1/60 and 1/70) and even tends to increase at senior high school level, reaching 1/100 (District Education Officer, Grand Gedeh). Furthermore, teachers’ attendance is very irregular, mainly due to difficulties in the distribution of salaries. Given the lack of local bank branches, teachers need to go to the county capital to get paid (see Chapter 5.3.1).⁷¹ Representatives of youth groups in River Gee reported that “sometimes there is no school for two to five days, because teachers are away to collect their salary”.

The students themselves face challenges in accessing and attending schools. Public institutions do not charge school fees, but students have to pay for their uniforms and materials, as well as extra fees to be paid for computer and sport classes.⁷² Moreover, the students have to travel significant distances in the respective counties to register and to attend school (see Chapter 7.7), thus having to pay for transport or renting a room. Many students have difficulties in affording these expenses. Also, attendance in classes competes with work and more urgent and immediate needs to raise income, which often leads to drop outs. Moreover, given that many students need to help their families on the farm, a relevant bottleneck for education is the fact that “the school calendar does not go hand in hand with the farming and harvesting season” (Albert Nynabo, MOL Commissioner, Grand Gedeh).

Regarding school attendance, girls are particularly vulnerable “because of early pregnancies [...] and the consequent need to look for food for the children” (District Education Officer, Grand Gedeh). Teenage pregnancies affect around 40 to 50% of girls between 15 and 19 in the South-Eastern region of Liberia (Population Council, 2009: 37). As confirmed by different experts, none of the existing high schools provides care services for the children of the students, thus making it particularly difficult for girls to continue their secondary education. Additionally, disabled people have a very limited access to education. According to Stephen Collins, there is a poorly equipped blind school in Zwedru but “youth with other disabilities are

⁷⁰ Stephen Collins, District Education Officer, MOE, Grand Gedeh.

⁷¹ Ibid.

⁷² Amos Mulbah, Vocational Head of the Multilateral High School, Grand Gedeh.

supposed to attend normal schools” and “the buildings are not adequate for those using wheelchairs”. “Deaf youth don’t go to school”, Collins added.

6.1.3 Higher Education

The offer of higher education in Liberia is still very much limited and mainly consists of two public universities, the University of Liberia in Montserrado and the William V.S. Tubman University in Maryland, in addition to some private institutions that are concentrated in the counties of Montserrado, Bong and Nimba. The only higher education institutions that exist in the study counties are the Agricultural College in Sinoe and the Community College in Grand Gedeh.

The Agricultural College offers two programmes on general agriculture and is currently attended by 43 students. According to its Acting Dean, Danny Slah, the college is “targeting the employment needs of NGOs and companies” but its graduates could also “serve as role models” and “develop the commercial agriculture sector” (see Chapter 5.2.1). The Community College in Zwedru (Grand Gedeh) just started operating in September 2012 and offers courses in agriculture, sciences and technology, business and nursing. For the moment the classes take place at the Multilateral High School given that the actual college building is still under construction. The establishment of a Community College in Sinoe has been planned and is awaiting presidential approval, while no institutions for higher education are available in River Gee at this stage.

The District Education Officer in Grand Gedeh stressed an additional constraint, which relates to the “lack of qualified teachers for the higher levels of education”. As a consequence of this situation, the youth willing to acquire further education tend to move to Monrovia to enrol in the University of Liberia (see Chapter 7.8).⁷³ Additionally, it has to be said that according to the World Bank, 45% of tertiary educated people emigrate from Liberia (World Bank, 2011a: 33),⁷⁴ thus generating a phenomenon of brain drain, which in turn negatively influences the country’s capacity development process.

6.1.4 Vocational and Skills Training

The overall offer of vocational and skills training in Liberia is largely inadequate and in the study counties it is particularly limited. The main governmental institutions offering vocational training for youth in the study counties are the two Multilateral

⁷³ James Fallah, Multilateral High School Trainer, Sinoe.

⁷⁴ Data refer to the year 2000.

High Schools in Grand Gedeh and Sinoe.⁷⁵ The vocational programme takes place during the three years of senior high school and includes training in different areas like agriculture, auto mechanics, tailoring, baking, masonry, carpentry, electricity and electronics, computer and welding. Furthermore, IBIS established one training centre in River Gee and two in Grand Gedeh,⁷⁶ that are offering 10-month vocational training courses in similar subjects.

Other training opportunities are available that do not specifically target young people: WHH is implementing Farmer Field Schools, thus providing training in agriculture and marketing; a professional driving school offers 6-week training courses to acquire a car driving licence; and a printing centre gives 3-month computer courses in Zwedru (Grand Gedeh). Other short-term training possibilities are provided in Grand Gedeh by development actors like the Food and Agriculture Organisation, International Rescue Committee (IRC) and Norwegian Refugee Council (NRC). Nevertheless, it emerged in several interviews with experts and youth themselves that the training offered does not cover the current needs (see as well Chapter 7.1). As stated by Lusinee Freeman, Leader of the recently founded Education for Youth Empowerment-Centre (EYE-Centre) in Zwedru (Grand Gedeh), “there should be more training, [...] we only take 70 students but we have 200 coming at the time of registration”. In this sense the participants of the Round Table in Zwedru underlined the importance to decentralise the offer of training courses, which is still mainly concentrated in Monrovia.

A challenging issue emerges in relation to the length and structure of the training courses. They range from a few weeks to three years, depending on the area of training and the institution offering it. According to some experts, long training courses are more affected by high dropout rates than short courses. On the other hand, “the few short-term training courses that are offered also have significant limitations; there is not enough time to develop a full understanding of the respective work area and the tools” (Youth group representative, River Gee). This was also confirmed by experts from the private sector, who indicated that one year should be the minimum length for skills training.

Each training institution sets different requirements to regulate the admission of students. In order to attend the vocational training at the MHS for example, a junior high school certificate is needed, while the training centres run by IBIS specifically target vulnerable and illiterate or semi-literate youth between 15 and 25 years old,

⁷⁵ No governmental training institution is operating in River Gee. Compare with Liberia National Capacity Development Strategy (GOL, 2011: 79).

⁷⁶ The training centre in Zwedru opened in September 2012 as the study was conducted.

combining the training with basic education.⁷⁷ While on the one hand such targeting seems appropriate in order to better respond to the needs of the students, on the other hand it is discriminatory in a situation where there is a lack of training opportunities. This shows the importance of differentiating the training offer in order to address both the better and less educated youth.

Similarly to secondary education, attendance is a major challenge for public training institutions due to the costs that students are responsible for. Some of them reported that even getting the money for food is a challenge that can lead to absenteeism or even drop out.⁷⁸ Furthermore, the lack of daily child-care at the MHS “makes [it] difficult for students to attend the training”.⁷⁹ The centres run by IBIS address some of these constraints by providing breakfast and lunch to students as well as offering child-care services for children up to the age of three. Further support provided by IBIS is the distribution of tool kits at the end of the course, thus giving the graduates the possibility to start up an activity and earn a living (James Mannah, YEP-Centre Leader, River Gee).

A relevant constraint of both governmental and NGO-run training programmes is the lack of facilities and materials for practical training. Sometimes materials just do not arrive on time due to the bad conditions of the roads or the lack of transport possibilities (see Chapter 5.1.2), so that the trainers “cannot organise the practical part of study in a proper way and as a result there is too much theoretical work” (James Fallah, MHS Trainer, Sinoe). According to the District Education Officer of Grand Gedeh “the books are also not easy to find. Thus many students have no books and this is a big problem that influences their results”. A trainer also complained about the need for textbooks that have been updated with new materials and technologies.⁸⁰ This appears to be a constraint that significantly affects the quality of training and ultimately an appropriate market orientation.

Nevertheless, in the opinion of Amos Mulbah, Vocational Head of the MHS in Grand Gedeh, facilities and materials alone cannot guarantee the quality of teaching: “You can’t get good results if the trainers are not good. The trainers need to be further qualified. Pedagogical skills in particular are lacking”. Some capacity development is provided by IBIS, e.g. lesson planning and curriculum development and this is highly

⁷⁷ Lawrence Yeoh, EYE-Centre Leader, Ziah Town, Grand Gedeh.

⁷⁸ At the Agriculture College in Sinoe the attendance increased significantly as GVL provided food for the students during one semester, thus showing that support measures like the provision of a meal to students can have a positive impact on education. (Danny Slah, Acting Dean at Agriculture College).

⁷⁹ James Fallah, MHS Trainer, Sinoe.

⁸⁰ Augustine Collins, YEP-Centre Trainer, River Gee.

appreciated by the trainers.⁸¹ On the other hand, all interviewed trainers stated that they were unsatisfied with their salary, an aspect that discourages them: “Teachers are making sacrifices; you really have to love your country to do this job because what we are getting from the government is not sufficient” (MHS Trainer, Sinoe).⁸²

The MHS curriculum is developed by the MOE. According to the opinion of directors and trainers the relevance of the curriculum for the demand of the labour market could be improved by a closer cooperation with the private sector. The strategy adopted by IBIS in this direction is to establish dialogue with private economic actors and to conduct market surveys every year, which provide the basis for selecting the training courses to be offered.⁸³ Another aspect that could improve the relevance of training for the labour demand is the provision of more practical lessons beside the theory, given that “we learn by hand”, as stated by Right to Play staff in Sinoe. Moreover, it emerged during the Round Table in Sinoe that “it is very important to link the technical skills with business skills and financial services such as micro loans” (see Chapter 5.3.3). While business training is sometimes included in the curriculum, none of the training institutions analysed offers at present a concrete support to the students in accessing financial services.

Informal Learning

Besides the formal training offered by governmental institutions and NGOs, the informal learning of different skills such as farming and motorbike driving from members of the family or community is a widespread practice in the study counties, as several expert interviews and questionnaires with youth showed (see Chapter 7.1.2). Another common form of informal learning takes place in small workshops and enterprises, where people learn the skill on the job. “As there are skilled people as well as unskilled people they are learning from each other”, explained Joe Bangura, Executive Director of a local construction enterprise in River Gee. The relevance of this kind of learning can be related not only to the traditional way of imparting knowledge within the communities but also to the absence or insufficiency of formal training opportunities in the region.

⁸¹ Augustine Collins, YEP-Centre Trainer, River Gee.

⁸² Teachers and trainers at secondary school level earn between approximately US\$100 and US\$150 per month, depending on their degree and qualifications.

⁸³ James Mannah, YEP-Centre Leader, Fish Town, River Gee.

6.2 Matching Interventions

Matching interventions include all the services and initiatives that contribute to linking up labour demand with supply. They can be divided into four categories: (1) counselling, orientation and mentoring, (2) means to provide work experience such as internships, on-the-job training and volunteer programmes, (3) sharing information related to work, education and the market, and (4) cooperation between relevant stakeholders.

6.2.1 Counselling and Mentoring

One possible way to improve the link between youth and employment is represented by counselling and orientation services. Some education and training institutions like those run by IBIS and the MHS in Grand Gedeh offer guidance to young people before they start the training course.⁸⁴ Another interesting example can be found in the St. Joseph catholic high school in Sinoe. It provides guidance to students by inviting representatives of different sectors such as farmers, nurses and Golden Veroleum Liberia staff to connect with the students and provide insights about different jobs (Godfrey Nemah, Catholic Priest, Sinoe). A possible entry point to conduct similar guidance and counselling activities is represented by school clubs, as suggested by IBIS staff in River Gee.

After graduation, the high school students do not usually receive any support, such as job counselling or placement, apart from recommendation letters. Since January 2012 the YEP-Centre in River Gee established a mentoring service for graduates. As explained by Augustus Voahn, Cluster Manager of the Community Empowerment and Sustainable Programme (CESP), a local NGO providing this service, “there is usually no mentoring or follow-up of the people after a training course, so they tend to forget the things they’ve learned and don’t practice the trade anymore”. That’s why this programme aims at providing guidance to the graduates, helping them to build groups and start a joint business, as well as giving support in interaction or business problems. For this purpose, people living in the community are used as community mentors who follow up with the graduates on a regular basis. In addition, CESP supports the graduates in finding and negotiating contracts.

In general, career counselling seems to be considered a meaningful instrument to contribute towards matching labour demand and labour supply. During a recent workshop on the National Employment Action Plan, the President of the Chamber of

⁸⁴ Lusinee Freeman, EYE-Centre Leader and Amos Mulbah, Vocational Head at MHS, Grand Gedeh.

Commerce, Monie Captan, stressed the importance of setting up a career-counselling department at the University of Liberia. Similarly, a career awareness and counselling section within MOL was proposed at the Round Table in Monrovia. According to some representatives of youth groups in River Gee, a youth resource centre could be helpful in providing information and counselling services for youth. Anthony Wulue, County Coordinator of the Ministry of Youth and Sports (MOYS) in Grand Gedeh mentioned the case of the Gender Peace Network Youth Organisation, which is trained in this area and “have the skills to provide career counselling, conduct training and guide youth”, thus representing an existing potential for this kind of service.

6.2.2 Internships, On-the-Job Training and Volunteering

One of the main aspects discussed by participants of the Round Table in Monrovia for improving links between youth and employment was the importance of internship programmes and on-the-job training, and the central role that the MOL could play in this area. As the MOL Commissioner for Grand Gedeh noted, an “internship initiative” is currently not in place and the responsibility for such a programme would be on the national level. Nevertheless, several examples showed that internships and on-the-job training have great potential because they “can represent a starting point for employment” (MHS Vocational Head, Grand Gedeh). Many owners of small businesses and enterprises, like beauty salons and carpentry workshops, confirmed that they provide on-the-job training to their employees but also Euro Logging staff noted that “the older and more experienced employees train the younger ones”. Training and learning on the job represent important means for youth to acquire the skills needed by the labour market and gather work experience, “for a lot of people it is their first real job” (Mano Pillai, Regional Controller, GVL, Sinoe).

Internships can offer the same advantages to youth who are still completing their education. The MHS includes this opportunity in its vocational programme, though not for all students,⁸⁵ as the places made available by ministries, NGOs and private companies are limited (MHS Vocational Head, Grand Gedeh). This does not apply to IBIS training centres, where all the students have the chance to do a three to four week internship in different institutions, including local contractors as well as concessionaries like Putu Iron Ore.⁸⁶

⁸⁵ The students are selected according to their performance in the training course. Amos Mulbah, Vocational Head of MHS, Grand Gedeh.

⁸⁶ James Mannah, YEP-Centre leader, River Gee and Putu Iron Ore staff, Grand Gedeh.

In the opinion of the MOYS County Coordinator for Grand Gedeh, the Volunteer Service Programme is another “mean of providing job entrance for young people”. The youth participating in the programme work for one year at ministries, banks etc. receiving a living allowance and some of them are employed after completing it. Volunteering in general can be seen as a potential for capacity development and thus employment promotion. According to ROCH (Restoring Our Children’s Hope) representatives in Sinoe, youth “have better chances to find a job” thanks to the experience and training received through their volunteer work.

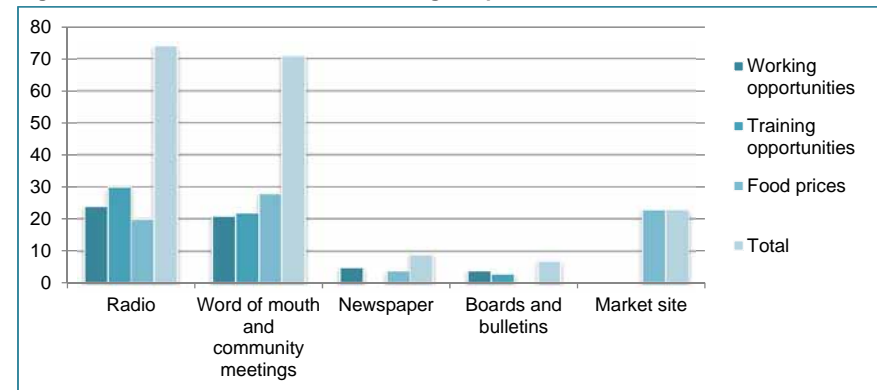
6.2.3 Information Sharing

An important role in linking the supply and demand of the labour market lies in the exchange of information about education and training opportunities, the availability of jobs, as well as about market prices. The main channels for receiving information related to work and training opportunities, as well as food prices, are radio and word of mouth (see Figure 8), in particular from family members and friends, as stated by the young people in River Gee and Sinoe (n=104).⁸⁷ Abraham Johnson, Programme Director of Smile Radio (Grand Gedeh) emphasised that “news travel fast in this region because social relations are important, so a lot of it is transmitted from mouth to mouth”. Potentially the internet could be the best information source “but there are no good internet providers available in the region”, students in Sinoe noted. Besides internet providers, other prerequisites like the access to and availability of power supply and computers are lacking.

The key role of the radio is illustrated by the wider audience, which in Grand Gedeh was estimated at 90% of the population by Mark Doerue, Station Manager of Smile Radio. The operators of the community-based Radio Gee also affirmed that the majority of their listeners are young people. All the radios included in the research offer several programmes that specifically target young people and address topics like agriculture, education, employment, food prices and road conditions. Many employers, including small shop’ owners and also concessionaries like Golden Veroleum Liberia, use this channel to announce open positions (Mano Pillai, Regional Controller, GVL, Sinoe).

⁸⁷ The questions about sources of information were included in the questionnaire at a later stage according to the explorative process adopted. Therefore, no data is available for Grand Gedeh, the first county where the survey was carried out.

Figure 8: Sources of Information for Young People



Source: own illustration; n=104.

Job advertisement boards and bulletins is another widely used means of sharing information. Students interviewed in Sinoe reported wall postings of jobs in the MHS administrative building. These are also often used by NGOs to announce tenders and job vacancies, as explained by Dirk Raateland, WHH Station Manager, Grand Gedeh. According to him, it is important to do everything “in a transparent way and in communication with the line ministries”.

The need to collect information about the labour force in the region was underlined by participants of the Round Table in Grand Gedeh. Ministries, in particular the MOL, could play a central role in collecting this information and making it available to employers and youth. The major constraint indicated by MOL is the lack of information about the labour demand (what kind of people are employed and what is needed by companies) and about the activities of education and training agencies.

6.2.4 Cooperation of Stakeholders

Another entry point to effectively link labour demand and supply is the coordination between different institutions and actors. This issue was mentioned by several experts and repeatedly came up during the round tables conducted in the three counties.

An area of cooperation that was often mentioned as having high potential is cooperation with the private sector, especially in relation to vocational training. Some collaborations in the form of internships are already in place (see Chapter 6.2.2), e.g. between training institutions like the YEP-Centre or the MHS in Grand Gedeh on one hand and Putu Iron Ore and local enterprises on the other. While all the experts agreed on the importance of consulting with the private sector, for example on how to adapt curricula to the needs of the market, this only happened in a few cases (see

Chapter 6.1.4). While this study was underway, a Labour Market Assessment was conducted jointly by MOYS and LISGIS to provide a better database for “skills training towards job creation and employment” (Sam Hare, MOYS Deputy Minister for Youth Development, Monrovia). Another issue is the involvement of part-time lecturers from the private sector in skills training and higher education, offering specialised knowledge and expertise, as proposed by the President of the Chamber of Commerce during a workshop about the National Employment Action Plan.

Another main need was found to be the coordination between ministries. The present situation seems to be characterised by overlapping responsibilities and in some cases also a certain rivalry about the respective areas of competence. The specific potential embedded in a closer cooperation between MOYS, MOE and MOL in relation to youth employment at national level was stressed at the Round Table in Monrovia. As the Acting President of FLY reported, “overlapping is a serious issue”, especially in relation to training and youth employment. The Deputy Minister for Youth Development, Sam Hare, admitted that even though MOE has the formal lead for technical and vocational training, this is also highly relevant for MOYS. In relation to the need “to coordinate and complement each other”, Hare mentioned the Youth Coordination Committee, where different ministries as well as UN organisations can meet and share their expertise under the leadership of MOYS. A similar situation characterises the agriculture sector. The county agriculture coordinator for Sinoe noted the overlapping functions of the Ministry of Agriculture (MOA) and the Ministry of Commerce, which “is making things difficult”. While different suggestions were made on whom should be given the task of coordinating the various stakeholders involved in youth employment promotion, and representatives of the Ministry of Internal Affairs (MIA) and Ministry of Planning and Economic Affairs (MOPEA) emphasised the role of their respective ministries,⁸⁸ MOYS was recognised as a suitable institution to assume this responsibility (Round Table in Sinoe).

A third area stressed by experts was the coordination between ministries and NGOs to create synergy effects in promoting youth employment. Some cooperation is already in place, between WHH, MOA and MOL in the field of agriculture, for example,⁸⁹ or between IBIS and MOE in relation to education and training.⁹⁰ One example of a platform that meets the need of coordinating all organisations and activities in a specific field of intervention is the Education Sector Working Group in

⁸⁸ Interview with Nicholas T. Watson, Monitoring and Evaluation Assistant, MOPEA, Sinoe and Round Table with Abraham Nyenteah, Program Planner, MIA, River Gee.

⁸⁹ Jowah Winker, Head of the Agricultural Component, WHH, Sinoe.

⁹⁰ Edwin Tarley, IBIS Team Leader, Sinoe.

Grand Gedeh, which includes MOE and several NGOs. Nevertheless, Abraham Nyenteah, MIA Programme Planner for River Gee highlighted the need for better coordination and information about interventions taking place in the counties.

6.3 Youth Promotion and Empowerment

“Youth empowerment is a really important – or even the most important – topic”, according to Sunny Steveson, Branch Manager of the First International Bank in Sinoe. According to the definition provided in Chapter 3.1, particularly taking into consideration the post-conflict situation of the country, empowerment of youth should go beyond economic issues and also focus on social and political aspects. This includes the development of life skills, supporting young people at the psychosocial level as well as opportunities for recreation and self-organisation.

6.3.1 Life Skills Development

As all the experts agreed, there is a strong need to develop young people's life skills. Life skills can be defined as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (BMZ, 2006: 12). According to the YEP-Centre Leader in River Gee, “there is a need for life skills training because the youth have responsibilities” and sometimes face difficulties in coping with them (see Chapter 7.1.2). Life skills are not only important for practical reasons but also to help youth “to forget about the war and make them more lively”,⁹¹ as well as “in giving them a sense of direction”.⁹²

According to the staff of different schools and the district education officer in Grand Gedeh, public education and training institutions do not offer comprehensive life skills training, but specific topics like peace building and hygiene promotion are part of the curriculum. Furthermore, Dave Gwah, MHS Trainer in Grand Gedeh reported that “during the trade class we also teach the students to refer things to the authorities, how to behave and to focus on things”.

Several NGOs are providing life skills training in the study region. While WHH is mainly focusing on hygiene promotion and covering the areas of personal, food, environmental, water and sanitation hygiene, similar skills training is provided in IBIS training centres, in combination with human rights and health education, including HIV/AIDS. The IBIS component of ABE concentrate on work readiness, including money management, how to set up a business and how to apply for a job and

⁹¹ Evelyn Maima Cassel, mmL Psychosocial Counsellor, River Gee.

⁹² Stephen Collins, District Education Officer, MOE, Grand Gedeh.

maintain it. mmL conducts training on reproductive health and peace building, in particular conflict resolution and family mediation. Right to Play and ROCH also offer life skills training, in particular linking it to sport activities (see Chapter 6.3.3). Nevertheless, the existing offer does not seem to cover the needs of young people, as most of the experts emphasised.

6.3.2 Psychosocial Support

The need to provide young people with psychosocial support was recognised by several experts, related to both past experiences during the conflict and the current situation of youth. “There is a need for trauma healing counsellors [...] because what was done during the disarmament was not enough”, as MOYS County Coordinator in Grand Gedeh argued. However, psychosocial support is not only needed for ex-combatants. As several experts noted, many young people need it, because they lost their parents or were victims of sexual abuse, for example.

“There is a strong need for psychosocial support because most of the time it is the youth who is abused, in particular between the ages of 5 and 20-25. Girls are especially affected by violence. [...] To enable them to cope with abuse takes time, it is a long way but it adds value to their lives. Psychosocial support helps to strengthen them. [...] We can see that thanks to the support and awareness, young people go more to school, learn to make decisions, take more political initiative.”
Evelyn Maima Cassel, mmL Psychosocial Counsellor, River Gee.

One of the very few organisations that offer professional psychosocial support in the study region is mmL, which is focusing on SGBV and thus targets women in particular. mmL established support groups in the communities and provides counselling mainly through trained community volunteers (Florida Clark, mmL County Coordinator, Sinoe).

Psychosocial support is not offered in public schools. The MHS Vocational Head in Grand Gedeh reported the presence of a “counsellor who is responsible when there are problems with a student. [...] This is not enough to cover the needs of youth but no other capacities are available”. At IBIS training centres this service is partially provided by the teachers. “All the teachers in the centre have been trained to talk to the students, to counsel them and provide this kind of support when the need arises” (Lawrence Yeoh, EYE-Centre Leader Ziah Town, Grand Gedeh).

6.3.3 Self-Organisation and Recreation

Youth Organisations

Responses throughout the survey show very clearly that youth groups and organisations play an important role “in reaching youth and in developing the communities” (FGD with youth representatives, Grand Gedeh). According to the Deputy Minister for Youth Development “youth organisations have the role of a forum for young people, where they can meet, interact and discuss the issues that affect them”. Justice Gaddeh (Former Executive Officer of the Association of River Gee Youth) estimated that more than 75% of young people are involved in youth organisations because this gives them the “opportunity to work with youth and for youth and to get connected”.

There are different types and sizes of youth organisation in Liberia and the South-East, including some larger ones that are organised at national or county level but there are also local youth groups. Many youth organisations are registered and recognised by MOYS and a large number is also organised under the Federation of Liberian Youth (FLY) that serves as umbrella organisation at national as well as county level.⁹³ According to representatives of MOYS and FLY there are more youth organisations in the cities than in the rural areas, even though this information probably refers to the organisations registered at MOYS. Some experts also mentioned the existence of youth groups that are not formally registered. The membership of young women is generally lower than that of men. This relates to the traditional gender roles, as Matthew Gee, Assistant County Coordinator of FLY in Grand Gedeh explained: “Before women were not allowed to speak in public, but now this is changing in the direction that men and women are equal and can do the same [...] but the challenge is still there”.

Youth organisations carry out different kinds of activities such as raising awareness about HIV/AIDS, advocacy for youth empowerment and job creation for young people, peace building and hygiene promotion.⁹⁴ They also sometimes offer volunteer services to schools and communities and cooperate with NGOs, supporting them in implementing their projects in communities.

⁹³ FLY was enacted into law in 1978 to coordinate youth and students activities in Liberia and currently has 206 member organisations distributed all over the country (Frank Suku, FLY Deputy Secretary for Programme, Monrovia).

⁹⁴ Interviews with representatives of different youth organisations; see Annex 2: List - Expert Interviews for a list of interviews.

The main constraint that youth organisations are facing in running their activities and pursuing their objectives is the lack of funding, facilities and materials, including the few resources available for transport, as youth representatives in Grand Gedeh noted during a discussion. The MOYS County Coordinator for Grand Gedeh underlined the general absence of a library, computers, basketball and football facilities at youth centres, which prevents youth from realising their projects. This was confirmed by Gban Sampson, MOYS Sports Development Officer in River Gee, who noted the lack of youth centres and recreation facilities and also stressed the neglect often experienced by South-East counties.

Sport Clubs

It is evident that sport plays a central role for youth in Liberia, as confirmed by several experts and by the youth responding to the questionnaire. During a FGD with members of two sport clubs in River Gee it emerged that the members meet on a daily basis, for example to organise activities like football, basketball and volleyball matches as well as music events. In addition, they carry out hygiene promotion and clean-up campaigns in communities. They also cooperate in arranging friendly matches, musical shows as well as drama and dancing competitions. Thus, sport seems to represent a means for recreation and for empowerment, contributing to social interaction and engagement, health and life skills promotion as well as peace building (see Chapter 7.4.3).

Furthermore, sport can represent an important entry point for other interventions targeting youth. As stated by Mehnwo Kollie, District Agriculture Officer in Grand Gedeh, “sports and social activities can be used to interest youth and draw them together”. A positive example was found in the activities of Right to Play and its implementing partner ROCH. Their staff in Sinoe explained that they use play and sport as tools “to develop young people”, e.g. by carrying out their hygiene and health promotion activities, life skills development as well as peace consolidation through ball games and sport events.

Similarly to the youth organisations, the members of sport clubs as well as NGOs like ROCH noted that the main challenges they face are the lack of facilities and materials and limited funding. Funds are mainly generated through membership fees, small contracts (e.g. brushing a school building) and support given by the community.

Religion

The Liberia Demographic and Health Survey Report (GOL, 2007) reveals that more than 57% of Liberian youth are members of religious organisations and among them girls and women have a higher membership rate. According to Emily White, Civil Peace Advisor for the Justice and Peace Commission in Monrovia, religion plays a

relevant role in young people’s life, because it “offers unique opportunities for young people to get involved in a social fabric”. The questionnaire showed that going to church is an activity often undertaken by young people in their free time (see Chapter 7.4.3). Religious institutions not only represent a place for recreation where youth can participate in activities like singing, dancing, watching videos and sport; they also offer a space for guidance and counselling, as explained by Reverent Daryours of the Dominion Christian Institute in River Gee.

Cooperatives

Cooperatives can be seen as a way to empower young people, strengthening their capacity to assist each other and advocate for their interests as a group. James Fallah, Head of the Lofa-Bong Farmers Cooperative in Sinoe, reported for example that they created the cooperative “to support each other in terms of sickness or other troubles, because not everybody has equal recourses to manage challenges”. Another example is given by Wilson Tokpah, HANDS⁹⁵ Agro Business Officer in Grand Gedeh, who mentioned that in other counties “farmers received credits through their cooperatives.” The MOA “in cooperation with the African Development Bank tries to support people to organise themselves into cooperatives”, as Gowin N’Collinh, County Agriculture Coordinator in Sinoe, affirmed. According to WHH staff in Sinoe, training on the advantages of cooperatives has also taken place within the RRP and “supported cooperatives have been successful”. Despite these advantages, only few cooperatives are in place in the study region, as confirmed by interviews with small business owners, contractors and farmers. The owner of a beauty salon in Grand Gedeh explained for example that she would not be willing to be part of a union or cooperative as groups can create problems.

6.4 Main Findings

Education and Training

- In the study counties there is an overall lack of secondary and higher education as well as vocational and skills training.
- The quality of existing education and training services is negatively affected by inadequate facilities and insufficient learning and training materials.
- The lack of qualified teachers and trainers at all education levels is a serious constraint, particularly affecting the rural areas.
- The attendance of students is often irregular, due to their need to work and the difficulties in affording education costs (uniforms, books, transport, etc.).

⁹⁵ HANDS is a programme run by the United States Agency for International Development (USAID) and the Liberia Opportunities Industrialisation Centre (LOIC).

Education and Training

- Girls in particular face many challenges in accessing and attending education and training because of early pregnancies and lack of child care facilities.
- The cooperation between training institutions and the private sector is extremely limited but both sides seem to recognise its importance and show interest in future cooperation.
- The offer of Alternative Basic Education is very limited and not suited to the needs of young people.
- Informal learning plays a relevant role in the study counties, as the transmission of knowledge is often integrated in social networks.

Matching

- Communication and cooperation between the various stakeholders in the area of youth employment promotion, including ministries, NGOs and the private sector are insufficient.
- There are minimal opportunities for youth to gather work experience through internships, job trainings and volunteer programmes.
- Career counselling and mentoring services are only offered in isolated cases.
- Radio and informal networks are the most important way of circulating information and also are a potential means for the transmission of education.
- At present there is no actor or institution systematically gathering and providing information about labour demand and supply.

Empowerment

- Besides technical training, there is an unfulfilled need for life skills development and psychosocial support of youth.
- Youth groups and sport clubs are relevant entry points in targeting youth empowerment and employment promotion but they face constraints, especially in terms of facilities.
- Potential can be seen in promoting volunteering and cooperatives as a means of empowerment and capacity development.

7 The Situation of Youth

“The youth of Liberia are our future, and they sent us a message. They are impatient. They are eager to make up for years of conflict and deprivation”, Ellen Johnson Sirleaf cited during the inaugural address of her second term (Daily Observer, 2012). As the president of Liberia indicates youth are still facing several challenges. The following sections analyse the situation of young people in the study region in a holistic manner investigating aspects that are influencing youth employment and empowerment directly and indirectly. Based on the five livelihood-assets,⁹⁶ the educational and skills background, the employment and health situation (human capital), social life (social capital), financial background (financial capital), access to natural resources (natural capital), and access to schools and markets (physical capital) of youth are the issues of this chapter. Additionally, the chapter highlights push- and pull-factors of rural migration. Correlations between age groups of youth and other variables were taken into account in analysing the data. However, unlike expected, age-specific differences of the results within the age-bracket of youth as defined by the Liberian government (see Chapter 2.1) appeared only in a few cases.

7.1 Educational Background and Skills

Good education, as well as technical and social skills, are a crucial precondition for the employment and the empowerment of youth. Education and training can further contribute to peace consolidation in Liberia as “the idle mind is the place of the devil’s workshop” (Anthony Wulue, MOYS, Grand Gedeh). The following sections therefore analyse the educational background and formal and informal technical and social skills present amongst youth in Grand Gedeh, River Gee and Sinoe.

7.1.1 Educational Background

Even though many young people in South-East Liberia go to school,⁹⁷ the educational level is generally low (see Chapter 2.2). The literacy level is particularly low among youth aged 25-34: in Sinoe for example the estimated illiteracy rate for this age group is almost 60% compared with a rate of under 30% for young people

⁹⁶ See ELDIS’ definition, for example: <http://www.eldis.org/go/topics/dossiers/livelihoods-connect/what-are-livelihoods-approaches/livelihoods-assets>.

⁹⁷ An overwhelming majority of the young people interviewed went to school (93.1%, n=188) while 37.2% of them, mainly the younger youth, currently go to school. These figures correspond with other studies, e.g. USAID, 2009: 17.

between 15-24 (GOL, 2011: 139). On average, the young people interviewed spent 8.2 years at school. Higher education is almost non-existent due to the lack of universities and community colleges in the three counties (see Chapter 6.1.3): only three of the interviewees went to university but without graduating. Female youth, however, received a limited level of education: most of them completed elementary school (55.7%) while 15.7% graduated from senior high school (n=70), compared to 35.6% of male youth having graduated from senior high school (n=90). Furthermore, girls face a relatively high risk of dropping out from school early because of teenage pregnancies and their involvement in domestic activities, as several experts indicated (see Chapter 6.1). Citing the same reason, a majority of the youth themselves (58.5%, n=188) believe that men have better chances for education. Aside from the poor quality of education (ibid.), generally missing out on schooling and the poor attendance of students are major issues. This can be related to lacking financial resources: "People cannot send their children to school because they need to help their parents [...]", James Daryours, Reverent in Fish Town, said. Experts also mentioned that the civil war prevented many young people from receiving proper education. Today, older youth who missed out on education due to the war are ashamed to sit with younger ones and often decide not to continue school.⁹⁸

The attitude of young people towards education might be another problem regarding poor school attendance and the low educational level: on one hand, the responses of most experts coincide with the statement by Abraham Johnson (Programme Director Smile Radio, Grand Gedeh) who said "young people want to get information, they want to be educated". Also a considerable part of the youths themselves responded that young people are considered successful when they are educated (61). On the other hand, other experts added that even if education is reputable amongst youth, motivation can be low, because job perspectives after education are limited.⁹⁹ After discussing this issue with focus groups in Monrovia it became apparent that even if some young people would like to get a good education, they do not have a choice in the matter: the simple need to sustain themselves and their family force them to earn money quickly instead of going to school.

⁹⁸ Joseph Bohlen, County Education Officer, MOE, River Gee; Lawrence Yeoh, Ziah Town EYE-Centre Leader, IBIS, Grand Gedeh.

⁹⁹ For example Gban Sampson, Sport Development Officer, MOYS, River Gee.

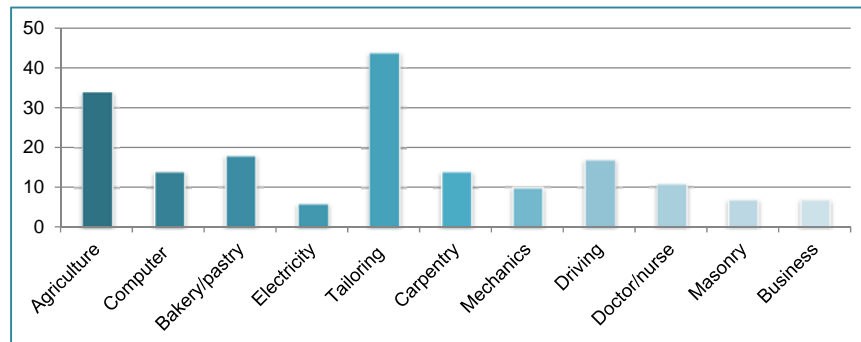
7.1.2 Skills

Technical Skills

Considering that there are few training institutions and services in the study counties (see Chapter 6.1.4), it is surprising that 27.7% of youth, mainly between 20 and 35 years old, have done or are doing a formal vocational training course. Other information shows that only a small fraction of youth is formally skilled: the town chief of Bassa Quarter in Fishtown reported that only two of an estimated 200 young people in his community are skilled and a serious lack of skilled labour force is voiced on the side of employers (also see Chapter 5.2). The gender differences, however, are significant, with 40% of male and 12.8% of the female youth having attended training. As a result of the higher presence of institutions and services, the share of young people who attended training was clearly higher in Grand Gedeh compared to Sinoe and especially to River Gee (see Chapter 6.1.4). The most common training courses were agriculture and carpentry (each 19.2%, n=52), followed by tailoring (13.5%). Few interviewees attended trainings in mechanics, pump maintenance, electricity and computer skills.

Aside from vocational skills, many young people (128) have skills that they acquired outside school through family members or friends, such as informal learning seem to be the most common way gaining practical knowledge (see Chapter 6.1.4). Informally acquired skills relate to farming (66), carpentry or masonry (9), tailoring (9) or digging gold, hunting, baking and cooking (each 4), as indicated in multiple responses by the interviewees. A small group discussion during the Round Table in Zwedru highlighted that young people have a lot of basic skills in subsistence farming, informal mining, mechanics, doing business, driving, hairdressing and construction. Advanced technical skills, however, are lacking in all these areas.

Overall, young people showed an interest in attending a vocational training course (96.8%, n=189). Even though some responses might have been triggered by an expectation of potential benefits from the study, Lawrence Yeoh (EYE-Centre-leader, Ziah Town) cited that "there is a huge demand". Interviewees indicated their interest in getting training in a number of different fields, especially tailoring, agriculture, baking/pastry and driving (see Figure 9).

Figure 9: Training Courses Young People are Interested in

Source: own illustration; n=183.

While young women are more interested in nursing, agriculture, tailoring and selling, men mainly mentioned agriculture, construction (masonry, carpentry, metal work, and plumbing), tailoring, driving, mechanics and electrician's courses, based on similar responses during FGDs with youth in River Gee and Sinoe. Both females and males said that young people would like to have some computer training. According to them, the opportunities to find employment are especially high when completing training in the health sector, in construction, agriculture or in tailoring. Remarkably, only around one fourth of the young people (26.7%) who attended training got a job afterwards. This could be partly related to the general lack of employment opportunities in the study region. More encouraging is the fact that 70.2% of them affirmed that they use the skills they acquired in everyday life (n=47).

Social and Life Skills

"Training in life skills is very much needed", IBIS staff explained in Grand Gedeh (see Chapter 6.3.1). Nevertheless, experts attributed several social skills to young people such as team work and cooperation, information sharing and conflict management during the Round Table in Zwedru. But at least the last point seems to be disputable, as the opinion that there is still potential for violence was shared by many interview partners. "When their eyes opened they saw war. They want to take the law in their own hands as they did in war", Gban Sampson (Sports Development Officer MOYS, River Gee) said. This attitude of self-justice and violent conflict solution was described by several experts. However, as some effort was made with this issue, things seem to be gradually improving: "People start to understand that it is better not

to use violence and to take people to court instead".¹⁰⁰ Anyway, other relevant skills for youth to be employable are lacking, too: Augustine Collins¹⁰¹ stated that young people "need to know manners and how to talk to people" and according to Augustus Voahn (CESP, River Gee), "setting priorities" and "relationship building" are the most lacking life skills.¹⁰² Furthermore, expert-interviews indicated that some young people are barely able to cope with everyday life and are lacking basic knowledge regarding hygiene or child care, for example. As a consequence, life skills should be considered as another key factor for the employability of young people in the study regions.

7.2 Work and (Self-) Employment

Besides education and skills, working experience and attitudes towards (self-) employment and labour are determining the employability of youth decisively. Analysing initial data, the definition of "work" and of "employment" turned out to be a major difficulty during the survey. While interviewees defined work as employment and therefore cited that they are not working, further analysis showed that they are working and have an income anyway e.g. as farmers or daily contractors. After clearly defining "work" as every activity contributing to a person's living, data collection improved.

7.2.1 Work Situation of Youth

Having settled this issue, it became apparent that 69.1% of the youth are working, most of them in the informal sector, mainly as farmers or small business people (see Figure 10). Only a few indicated that they are formally employed as teachers or civil servants in the public sector (9) or as labourers for GVL (3). The analysis showed that there is no gender-related correlation but an age related one, indicating that especially older youth, aged between 25 and 35 are working. However, 54.8% of young people who currently go to school are working, supporting the assumption that work influences school attendance (see Chapter 6.1). Generally, both male and female youth are involved in farming, while males are to a greater extend involved in driving, digging gold, teaching and hunting. "Doing business" is clearly dominated by females.

¹⁰⁰ Anthony Wulue, County Coordinator (MOYS), Grand Gedeh.

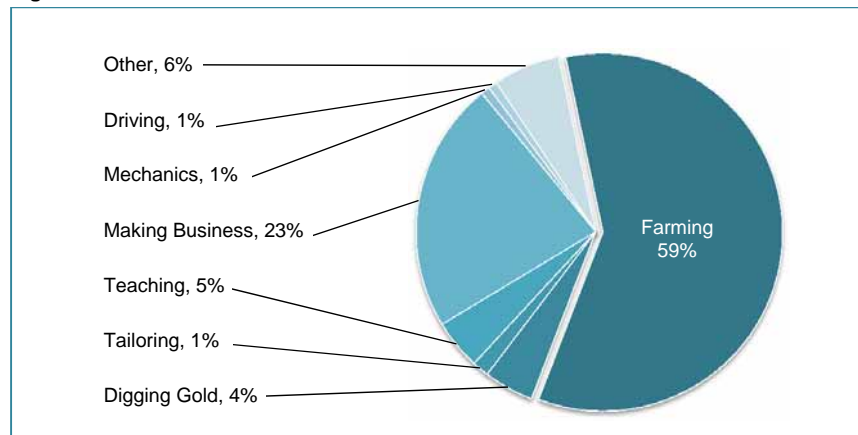
¹⁰¹ Trainer for masonry and plumbing at IBIS YEP-Centre, Fish Town (River Gee).

¹⁰² See Chapter 6.3.1 for a definition of life skills.

Further analysis showed that 80% are working five days or more a week with an average of 7.5 working hours (n=105). Those working less than five days have cited that they work an average of 17.2 hours a week. The last figure in particular indicates, along with the cases of daily labour, that underemployment might be an issue. Actually, there are considerable differences regarding working hours: while some of the small business women are working up to 65 hours weekly, some youth spend only a few hours a week on their farm.

It became apparent that young people are often engaged in more than one working activity to make their living: there are more people farming (112) or with a business (46) than those who actually cited that their main area is farming (77) or doing business (30). Also, some of the daily contractors for example cited that they do occasionally farming activities.

Figure 10: Main Area of Work of Youth



Source: own illustration; n=132.

As farming is the main activity for young people to make a living, the questionnaires gave some insights regarding this sector: corresponding with the Crop and Food Security Assessment 2006 (FAO/WFP, 2006) interviewees mainly cultivate rice and cassava on a small-scale level. Additionally, some of the youth cultivate plantain, eddoe, aubergine and occasionally corn, pepper, potatoes or tomatoes. Only a minority cultivates cash crops (rubber or oil palm). The biggest portion of the harvest is used for eating (90.2%) and the surplus for selling (67%), as a multiple response set indicated (n=123) (see Chapter 5.2.1). Interviewees cited that the most common livestock is poultry and goat. Again, this indication corresponds with official figures (GOL, 2011b: 16/17).

Generally, it seems to be very difficult for young people, even when educated and skilled, to find formal employment, as many experts observed. Consistently, there is a serious lack of formal work experience: "It is difficult to get work experience, so many people, even educated [ones], are forced to do small business because they have no other chance", as stated by Joseph Tanyon, principal of the High School in Fish Town. Actually only 17.5% (n=189) of the interviewees cited that they did on-the-job-training, most of them with NGOs (8), private companies such as GVL or Putu Iron Ore (7), family members (6) or with governmental organisations (5).

7.2.2 Attitudes towards (Self-) Employment and Agriculture

According to several experts one main aim of youth is to generate an immediate income, often referred to as "making quick money". Reason for this attitude can be the above-described need for self-sufficiency, the simple flashiness of money and the experienced material well-being experienced during war: many young people had money during war, enforcing it from others or working in small scale mining, for example. This hand-to-mouth existence is still present amongst some youth, leading to the high popularity of motorcycle driving and small-scale mining. Because of poor working conditions both activities were described as "unsustainable" ways of income generation by several experts. Consequently, some of the motorcyclists stated during a group discussion that driving is a "stepping stone" for them and even though there seems to be a high risk to keep driving or mining, some of them plan to use the money they earn for education. In accordance to the attitude of earning "quick money", some young people lack endurance and have difficulties to plan their future, as some experts and youth representatives mentioned during a FGD in Zwedru. Besides, the attitude of some employed youth seems to be a problem for employers. Sometimes young people do not respect contracts or do not take their work seriously.¹⁰³ Otherwise, Adolphus Soeh, Ecobank manager in Zwedru, emphasised that young people are full of energy and focused: "All this creates a motivating environment", he added. Actually he was not the only one assuming that youth is motivated. In FGDs in Monrovia, young people highlighted attitudes like punctuality and respect towards the boss.

Given that there are few employment opportunities, self-employment is very common and popular amongst young people. One reason behind this is the poor employment conditions some young people described thinking especially of concessionaries and even if it is difficult to start a business, some said it is more advantageous than being

¹⁰³ Workshop on the National Employment Action Plan in Monrovia.

employed. Moreover, for them self-employment means being independent and being the only one in charge. Others highlighted that employment is more secure and sustainable. Actually young people agreed that it depends firstly on the employer and secondly on your financial background, your skills and connections whether a young person benefits from employment or self-employment. In spite of all risks, 95% (n=141) said they would like to start their own business. But, as Steveson of the FIB in Sinoe noted, “a problem regarding “starting a business” is that there is no one in the county with good business ideas”. Actually most of young peoples’ ideas are limited to the existing forms of business, present in every townscape, mainly selling clothes, agricultural products, gas and “small small things”, exchanging money or starting a bakery or a tailor- or wood-workshop. Some interviewees even cited they would like to do “any business”. However, self-employment seems to be more a short-term livelihood strategy than a long-term investment based on a specific business idea or plan for the venturesome youth in the study regions.

Attitudes towards agriculture

As experts believe there is significant potential for economic development and youth employment in agriculture (see Chapter 5.2.1), the analysis of young peoples’ attitude towards agriculture was another of the study’s purposes.

The majority of the experts are sceptical whether youth are interested in agriculture. Maxwell Juwor (County Coordinator Grand Gedeh, MOA) stated, that “most of them don’t like to do any hard work” and others cited that agriculture is not seen as a potential for employment or business by young people. Furthermore, agriculture seems to be perceived as a “poverty tool”, as Sam Hare (Deputy Minister, MOYS) cited, and is often seen as an activity for uneducated people that have nothing else to do. Some young people agreed and described agriculture as “hard work” or an activity for “old people”. Additionally, various experts took into consideration that agriculture is not compatible with the young peoples’ attitude of making “quick money” and one youth cited during a FGD in Sinoe that “you get money but slowly, seasonally. [...] sometimes it’s plenty, sometimes it’s not.” Actually a lot of young people in the South-East are involved in subsistence farming activities (see above) and therefore perceive agriculture as a contribution to self-sufficiency rather than marketing or income generation. However, a lot of youth highlighted the high value of farming regarding food sovereignty.

On the other hand, the majority of young people stating their involvement in farming would like to do more farming (76.8%, n=109) or do processing their products (80%, n=111), as quantitative data analysis indicated. Again, some responses might have been triggered by expectation of potential benefits from the study. However, besides widespread crops such as rice, cassava and common vegetables some of the young

people are interested in rubber (24), oil palm (11) and cocoa (10) as additional cash crops. This interest indicates that at least some youth perceive agricultural activities as a business opportunity. Accordingly, some of the interviewees brought up unusual ideas on how to process agricultural raw materials (see Table 4), going beyond widespread processing, such as making Fufu and (Super-)Gari from cassava (see Chapter 5.2.1).

Table 4: Ideas for Processing Agricultural Raw Materials (Selection)

Raw material	Product
Pineapple, orange, tomato	Juice
Cocoa	Hair pomade
Groundnut	Butter
Sugar cane	Liquor

Source: own illustration.

Summing up, it became apparent that farming is often seen as a subsistent part-time activity, providing mainly food. While young people involved in farming are particularly interested in doing more farming, only a minority of young people perceive agriculture as a potential business in terms of marketing and processing.

7.3 Health

Malaria accounts for 40-45% of out-patient clinic attendance and 18% of in-patient deaths in Liberia (USAID, 2010: 10) and is therefore also the major health constraint of youth regarding education and employment. Corresponding with these figures, Jamshed Kahn (Merlin, Doctor, Sinoe) reported that young people in the South-East of Liberia are mainly affected by malaria and some interviewees cited that this disease makes it difficult for them to go to school or to work regularly. Besides malaria, Sexually Transmitted Infections (STI) are another obstacle regarding employment, as Kahn indicated. There are no available, reliable statistics about HIV-infection rates in the study region, but estimations in the County Development Agendas assume that the rates are higher than the figure of 1.5% provided for overall Liberia, especially in River Gee (see Chapter 2.2). Apparently the stigmatisation of HIV/AIDS-infected persons is another problem: “[...] people still have the idea that you shouldn’t touch or even talk to people with HIV. Even parents are discriminating their children.”¹⁰⁴ This attitude might reduce the employability of infected youth. Furthermore traditional treatment hinders an adequate medication: “Some young

¹⁰⁴ Gban Sampson, Sports Development Officer, MOYS, River Gee.

people don't even go to the hospital when they have malaria", dying after being treated with "fume" or other traditional medication.¹⁰⁵

Besides physical sickness, psychological problems are a serious challenge for youth in the South-East. A lot of them are still suffering from their experiences during war and are "distressed" and "traumatised": "Some of the students are sometimes listening, but their mind is actually far away", Augustine Collins (YEP-Centre, Fish Town), describes his experiences with war affected youth. During women-meetings,¹⁰⁶ organised by mmL, women "often come up with stories of the war and they break down and cry", some members of such a women-group reported. But not only war experiences affect young peoples' psyche: Kahn reported that there are many people with depression and no psychologists. Furthermore, everyday violence such as sexual abuse "which starts often in primary school", as Lisa Deyo said,¹⁰⁷ is destroying some young people's youth.

7.4 Social Life

Besides education, vocational skills, work experience and attitude towards work and employment, social factors are both hindering and promoting young people and their employability. The following section highlights aspects of the family and community life and the engagement of youth in organisations and clubs.

7.4.1 Family Life

Without any doubt the family is an important social entity and for youth in South-East Liberia: almost all the interviewees said they live with family members (93%, n=191) and on average more than nine persons live together in a household (9.1, n=191). Altogether 63.9% of the youth have three children on average. Even though the youngest person in the sample with a child is 18, teenage pregnancy is considered to be a serious problem by experts with all its implications for education, training and work (see Chapter 6.1, see above). Regarding the role of the family several experts observed "a breakdown of moral and family values",¹⁰⁸ especially due to the disastrous civil war: "Before the war [...] parents were providing for youth, they took care of them. Now youth are providing for their households", explained Justice

¹⁰⁵ Justice Geddeh (Former Executive Officer, Association of River Gee Youth); Jamshed Kahn (Merlin, Doctor, Sinoe).

¹⁰⁶ Only some of the women were under 35 and therefore considered as youth.

¹⁰⁷ American Institute for Research – Girls Opportunities to Access Learning (GOAL), Monrovia.

¹⁰⁸ Matthew S. Gee, Assistance County Coordinator FLY, Grand Gedeh.

Gaddeh.¹⁰⁹ Sinoe's Superintendent for Development, Thomas Romeo Quioh, specified that most of these parents are part of the "war generation". Actually 82.5% (n=143) of those who declared that they have an income are taking care of an average of 6.6 people with that money and amongst them are young people from every age group. Additionally more than one third (36.6%, n=191) are heading a household, although this is mainly male youth over the age of 20. In addition to the great responsibility taken up by youth, the "lack of parental guidance"¹¹⁰ could be linked with cases of domestic violence and sexual exploitation of the youngest, especially in very poor families: "[...] a lot of children are engaged in the streets. Some even have to take care of their parents and that's where the sexual exploitation comes in", Gaddeh cited.

Aside from the broken structure of families, another problem relates to slowly changing traditional hierarchies. Even though "the family structure changed and women and girls have a choice of whom to marry", "[...] the issue of power relations still exists: men still feel superior", Florida Clark, County Coordinator for mmL in Sinoe, qualified her statement. Actually SGBV is still prevailing, different experts mentioned (see Chapter 2.2). Aside from the violence that girls and young women are suffering, youth in general continue to be affected by former hierarchies: "Before the war young people were not given the opportunity to discuss, to speak or to decide for themselves, everything was decided by the older people", Anthony Wulue stated.¹¹¹

7.4.2 Community Life

The above described traditional hierarchies within the families are also present in community life and according to some experts even today communities in rural areas follow "highly traditional practices".¹¹² Nevertheless, most of them shared the opinion that "this trend is changing but the challenge is still there".¹¹³ Youth themselves sometimes experience conflicts between the generations in their communities (23.2%, n=190),¹¹⁴ while experts were divided in their opinion about reports on negative perceptions regarding young people. As a FGD in Monrovia showed, young people are well aware of how youth are sometimes being perceived by older people:

¹⁰⁹ Former Executive Officer of the Association of River Gee Youth.

¹¹⁰ Gladys A. Laveh, MOGD, Monrovia.

¹¹¹ MOYS County Coordinator, Grand Gedeh.

¹¹² Ditee m'Cooper, County Coordinator mmL, River Gee.

¹¹³ Matthew S. Gee, Assistant County Coordinator of FLY, Grand Gedeh.

¹¹⁴ Reasons for conflicts are mainly a lack of respect and communication from both sides (13), land issues, money things and the distribution of materials e.g. from NGO's (8) and domestic violence (5).

the members of FLY said that “older people give young people the responsibility for the war, for the killings” and noticed “disrespect towards youth” and older people being “jealous”. And Klahn-Gboloh Jarbah, Dean of a training facility in Sinoe, agreed that “adults are competing for the same jobs with youth”.

Young people themselves have no doubt about their participation in community affairs: 88% of both male and female youth said that they can participate, mainly by sharing their views, discussing, going to community meetings and by taking decisions.¹¹⁵ Furthermore young people are happy in their communities.¹¹⁶ In accordance to this some of the experts highlighted the social aspects of community life: “People share their food if you don’t have any”¹¹⁷ and they are “coming together and helping each other.”¹¹⁸ This observation was confirmed by the responses of a huge majority of young people who are helping the community mainly by brushing, cleaning and fixing facilities but also with volunteer teaching or protecting the community from criminal activities.

7.4.3 Engagement of Youth in Organisations and Clubs

The high level of social integration and commitment is reflected in a widespread engagement and interest of youth in organisations and clubs across all age groups: 72.8% are members of organisations and clubs and whereas 83.9% of those who are not members (n=56), would like to participate in future. Beyond the membership, 79% actively participate either daily or weekly, only 4.3% from time to time (n=138); and 59.7% claimed to have held a leadership position (n=139). It’s worth mentioning that many of these activities are based on the young people’s own initiative and self-organisation. The traditional understanding of gender roles described above could explain the significantly lower commitment of girls and young women.

Without any doubt and in accordance with all experts, sports are the most popular reason for coming together, especially football for male and kickball for female youth. There is a range of reasons for young people joining local youth organisations and clubs, boy scouts, secret societies,¹¹⁹ religious associations or for doing volunteer work in local NGOs such as ROCH. The advantages of being a member in a sports

¹¹⁵ Further 60.9% believe youth are represented at a national level (n=184).

¹¹⁶ Average rating of 1.9 on a scale from 1 (very happy) to 5 (very unhappy).

¹¹⁷ Florida Clark, County Coordinator Sinoe, mmL.

¹¹⁸ FGD with young women in Jaibo, Grand Gedeh.

¹¹⁹ Given the difficulty to gather data about traditional cultural practices and structures, such as secret societies and witchcraft during a short-term research their possible influence on the implementation of the recommendations cannot be foreseen.

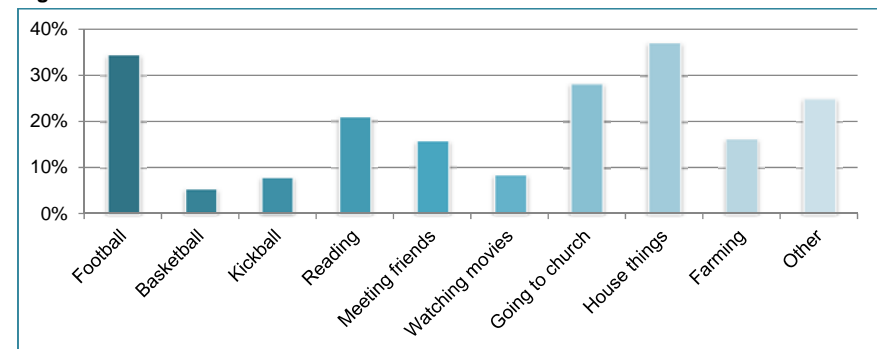
club are given as an example, based on responses during a FGD with members of the Dream Star F.C. and the Fish Town City Kickball Team in Fish Town.

Advantages of Being a Member in a Sports Club

- It makes one interact with other people and make new friends
- It brings peace, reconciliation, unity and development
- It builds our life skills such as running and jumping etc. (you are better in walking to school, hunting etc.)
- Sports will help you to develop your talents
- You will have more experiences (seeing life in other places, exchanging with people from other districts or even counties)

Aside from sports, young people are engaged in a variety of activities in their free time (see Figure 11). While more men read and meet friends, women mostly do household-related activities. Besides numerous video clubs, statements from experts and young people themselves testified that young people are very interested in movies.

Figure 11: What Do You Do in Your Free Time?



Source: own illustration; n=191 (multiple responses possible).

7.5 Access to Natural Resources

A decisive factor regarding youth employment especially in agriculture, hunting or fisheries is the access to natural resources such as arable land or forest. Almost two thirds (64.4%) of the interviewees of all age groups stated that they have access to farmland and 91.1% of them use this land for farming activities. Nevertheless, some obstacles for youth seem to remain as Table 5 shows.

Table 5: Issues Related to Land Access

Issues related to land access from discussions and interviews
Unclear legal system creates an environment of insecurity; no legal titles on land.
Consultation process with the community for getting permission to farm can be difficult and time consuming.
In case of successful farming, land owners become jealous and force farmers to leave the land or pay a (higher) lease.
Especially in urban areas, young people are limited to accessing land that is far from the town or village; land in bad condition causing costs in terms of time and transport; access to markets is difficult.
The permission of land cultivation is often restricted to one year; this system does not enable the planting of long-term crops such as cocoa or coffee.
The size of land is often limited and there is no opportunity to expand farming.
Refugees and other expatriates are not permitted to own land in Liberia, creating potential conflicts in areas with high shares of refugees (Grand Gedeh and River Gee).

Source: own illustration.

It seems that women are treated unequally regarding the access to land: 75.8% of male youths compared to 56.8% of females had access to land. Furthermore, there are significant differences between the counties, too. While only half of the youth in Sinoe have access to farmland, this same figure is almost 75% in Grand Gedeh and River Gee. These differences might be the result of large-scale investments in land through concessionaries, mainly GVL in Sinoe (see Chapter 5.2.2).

Besides farming, male youth in particular are using the forest, which in 2008 covered 44.9% (IFAD, 2011) of the Liberian area, as a source for food, income and building materials. As described above, the main activities are trap setting, hunting and “cutting palms” to produce palm oil or selling the fruits. Similar to the allocation of land, access to forest land is mainly organised by the communities (see Chapter 5.2.1).

7.6 Financial Background

As mentioned above (see Chapter 7.1.1), low levels of education are often caused or aggravated by a weak financial background. Moreover, financial resources are highly relevant for self-employment, especially farming or doing business (see Chapter 7.2). Therefore, young people’s access to financial resources has to be looked at when analysing economic opportunities for youth.

Even though two thirds of the young people answered that they make money with their work (67.5%),¹²⁰ most do not have a regular income or work on a daily basis. Also, there are huge differences within the sample: on a daily basis young people are earning between 0.1 and US\$178.6 and monthly between 0.6 and US\$308.6. As described above many of the youth have to take care of other people with this money (see Chapter 7.4.1). Whether young people quoted their income on a daily or a monthly basis depends on the work they are doing. While farmers and daily contractors depend on market days and contracts, teachers are supposed to be paid regularly (see Chapter 6.1).

Financial resources are not only received via work and employment: 16.3% of the interviewees indicated that they receive remittances from family members or friends within Liberia (n=190), and 11% from abroad (see Chapter 5.3). About half of them receive money regularly and the other half from time to time. The amount of the remittances varies remarkably, ranging from 0.7 to US\$163.¹²¹ As confirmed by Sunny Stevenson (First International Bank), in Sinoe remittances are an additional financial resource for close to a quarter of youth (see Table 6); consistently most of those persons that receive remittances from Liberia do receive remittances from abroad as well.

Table 6: Youth Receiving Remittances, by County

Source of Remittances \ By County	Grand Gedeh	River Gee	Sinoe
From Liberia	14.9% (n=87)	10.9% (n=55)	25% (n=48)
From abroad	10.2% (n=88)	3.6% (n=55)	20.8% (n=48)

Source: own illustration.

Regarding the fact that a bank account is a precondition for a formal loan or credit (see Chapter 5.3.1) and that only three of the interviewees have their own bank account, it seems surprising that 18.9% (n=190) have previously taken a loan. But actually some individuals got informal loans from family members, friends or neighbours (23), from a Credit Union or Susu Club (6) or from another club (6). In a multiple response set, 44% of the cases said they were using the loan for business, for consuming and buying food (36.1%), education (27.8%), health (8.3%) and for other activities (22.2%) such as “setting traps to hunt animals” or “brushing the farm”.

¹²⁰ There was no correlation between the variable making money and the age groups. Furthermore, it is worth mentioning that in some cases, they are not working but indicated an income anyway.

¹²¹ Remittances received from abroad are on an average higher (US\$51.5) than those received from family members or friends living in Liberia (US\$25.7).

Obviously the loan takers consider loans as being quite useful¹²² and most of them would like to access more loans. Also a majority of youth that have never taken out a loan before are interested in doing so (60.6%, n=155). As an overwhelming majority of young people emphasised that the main obstacle to starting a business is the lack of financial resources, it is hardly surprising that most of them want to take loan out to start a business, followed far behind by investing in education.

Consistently and due to the non-existent access to formal financial services, informal groups such as Credit Unions and Susu Clubs are very popular among young people in the South-East (see Chapter 5.3.2). Even though only 5.3% (n=190) of the interviewees are members of a Credit Union and 17.3% of a traditional Susu Club, a majority of the non-members would like to join a Credit Union (74.6%, n=177) or a Susu Club (84.4%, n=154). These figures indicate that access to financial services is limited for youth while the demand for such services is very high. In spite of this, discussions with young people showed that there are some doubts regarding the reliability of Susu Clubs. Depending on the constitution of a Susu Club, “the Susu-father can just eat your money, but Susus help us as a kind of a local bank”, one graduate of the YEP-Centre in Fish Town explained. However, members stated that they were largely happy with the financial services provided by their Credit Unions and Susu Clubs.¹²³

7.7 Physical Access to Schools and Markets

As for the economic actor, a major constraint for youth in the South-East of Liberia is the lacking infrastructure in terms of the road network (see Chapter 5.1.2). With the exception of youth in the county capitals and some larger towns at district level, such as Ziah Town (Grand Gedeh) or Kanweaken (River Gee), young people often have to cover long distances to reach markets and education facilities except for primary schools, which are normally located in the communities. Due to bad road conditions, youth living in Boundary Town (Grand Gedeh) stated that during rainy season it takes them up to two hours by motorcycle to reach the next market, high school or training centre. In other communities, such as Kilo Town and Johnny Town (Sinoe), young people walk for two to three hours across the bush in order to get to Greenville. In short, most of the communities where interviews were conducted are more than 10km away, especially from the next high school and training centre that are concentrated mostly in the county capitals. Access to markets is slightly easier, as

¹²² Rated 2.4 on average on a scale from 1 (very good) to 5 (very poor).

¹²³ Rated on average 2.0 for Credit Unions and 1.9 for Susu Clubs; scale: 1 (very good) to 5 (very poor).

market places are located not just in the counties capitals but also in other towns, e.g. in Kanweaken (River Gee) or Nyefueh (Sinoe). Only a small fraction of young people seems to own transport (7.4% of 189). Most of them use motorbikes (77.9%) or walk (68.4%) to schools and markets. Cars and bicycles are used rarely.

7.8 Push- and Pull-Factors of Rural Migration

As rural migration and urbanisation is a serious issue in Liberia (USAID 2009: 14/15; see Chapter 2.2), one objective of the study was to determine factors and reasons that push or pull young people from the countryside to the city. The results of nine Focus Group Discussions in Grand Gedeh, Sinoe, River Gee and Monrovia showed that most of the factors pulling or pushing youth to urban centres, mainly Monrovia, are closely linked to the constraints described in the earlier sections. Young people perceive the following disadvantages (push-factors) of living in rural areas and advantages (pull-factors) of living in the city:

Table 7: Push- and Pull-Factors of Rural Migration

Countryside	City (Monrovia)
Disadvantages (push-factors)	Advantages (pull-factors)
<ul style="list-style-type: none"> • No job opportunities • Inadequate facilities in education, health, sanitation and communication/information • Lack of electricity • Poor road network • High prices for food and drinking water • Lack of equal opportunities • SGBV • Lack of clothes 	<ul style="list-style-type: none"> • Job opportunities • Good health and educational facilities • Electricity • Good road network, good transport • Good and cheap food • Businesses/trade • Interaction with friends, going out/having fun • Police comes quickly

Source: own illustration.

The perception of young people from the countryside differs in various aspects from the perception of urban youth regarding life in the city. While some rural groups presumed that police comes quickly in the city, urban youth were well aware of the different forms of armed violence occurring every day in Monrovia. Both agreed that crime rates are higher in the city. They also agreed on better health, education and communication facilities and on the fact that higher education can be only achieved in the city, while access to natural resources is better in rural areas. This finding corresponds with the views provided by experts and with the reasons young people gave when asked why their family members or friends had moved to Monrovia: 66.7% said education was the reason, 35% employment, 21.1% family reasons, 13.1% public services and 17.9% gave other reasons such as buying goods, making

a good life or war, as a multiple response set indicated (n=123). In short, the most evident pull factor to the city, especially for young people, is education.

It's worth mentioning that while some people believe that there are good job opportunities in Monrovia, others stated that "people are coming back from Monrovia because they can't find a job." Some experts specified that young people from rural areas moving to Monrovia with no money or family connections are at high risk of ending up in degraded areas like West Point (Emily White, Civil Peace Advisor, Monrovia).

The described push- and pull-factors can scarcely be overestimated: two thirds (63.7%) of the full sample, in the same proportion of men and women from all age groups have thought about leaving their community. 57.5% of them would like to go to Monrovia, 30.8% to other places, mainly to other cities in the region like Zwedru and Fish Town (23), to the USA (17) or to other African countries like Ghana and Nigeria (6) (n=123).

7.9 Main Findings

Educational and Skills Background

- The educational level of youth, especially female youth is low. While education seems to be very popular amongst young people, the need for self-sufficiency and lacking financial resources are major obstacles for going to school.
- Only some youth, mainly males, attend a formal vocational training. On the other hand a lot of young people acquired informal skills on a basic level outside school and training, such as farming, driving and small-scale business skills.
- There is a high need for life skill training. As there is still a potential for violence, especially conflict management skills are needed.
- Young people seem to be very interested in attending skills training. Especially tailoring, construction, nursing, agriculture and computer skills are in demand.

Work and (Self-) Employment

- A majority of the young people is working in the informal sector, mainly farming or doing small-scale business. Most of them are self-employed. Only a minority has formal work experience. Employment opportunities for youth are lacking.
- Self-employment is very popular amongst young people. While a lot of young people want to do business, business ideas and start-up capital are often lacking. Moreover some youth are looking for "quick money" or are not reliable regarding employment.
- Young people involved in agriculture in particular would like to do more farming or process raw materials. Otherwise farming is often not seen as work or a business.

Health

- Physical sicknesses, especially malaria and STIs and psychological problems are a major constraint for young people in terms of employment and education.

Social Life

- Traditional hierarchies and the perception of youth in families and communities can be seen as a constraint for young people, especially for female youth. Further, young people are taking great responsibility in their families as parental guidance is lacking.
- There is a high commitment of youth in communities, organisations and clubs. An overwhelming majority is interested and engaged in sports such as kickball and football.

Access to Natural Resources

- Most young people have access to land. Occasionally the access is limited and restricted.

Financial Background

- Only a few young people have a regular income and are using other financial sources such as remittances and informal loans. The demand for informal Credit Unions and Susu Clubs seems to be very high.

Physical Access to Schools and Markets

- The physical access to education, training and markets is strongly limited. Most young people do not own transportation and depend on motorcycles as taxis.

Push- and Pull-Factors of Rural Migration

- The most evident factor for rural migration is education. Many young people are thinking about leaving their communities to go to Monrovia, the counties' capitals or abroad.

8 Intervention Landscape, Lessons Learned

This chapter provides a brief overview of international organisations involved in youth empowerment and employment promotion in the South-Eastern counties of Liberia. In this regard, different approaches of youth employment promotion will be outlined and the lessons learned will be summarised in order to inform the RRP and other interested stakeholders about strategies and experiences in the field of youth employment promotion.

Accordingly the international organisations and their relevant interventions are described in the first part of this chapter. The second part is devoted to looking at what has worked well and what has not.

8.1 Approaches and Programmes

Since the end of the civil war, various international organisations focused on the rebuilding of economy, basic infrastructures and health services to develop peace and stability and to eradicate poverty in Liberia. In 2012 researchers from the American University¹²⁴ analysed the post-war flow of international assistance to Liberia and determined that for the 2002-2010 time period, the major part of ODA¹²⁵ came from 12 donor countries and institutions.¹²⁶ The biggest portion of the ODA funding went to the different sectors that are important for youth empowerment such as education (about 60%), peace and security (about 20%), government and civil society (over 10%), health (about 10%) etc. (OECD, 2012). Beside overall programmes and projects, various youth-specific initiatives have focused on reducing the vulnerability of youth and enhancing their livelihood opportunities through skills training and labour-intensive employment.

Strikingly, the majority of these programmes and projects are located in the more accessible counties and cities and particularly in Monrovia and the surrounding Montserrado County. This fact illustrates that the South-Eastern counties are more or less neglected not only by GOL but also by international organisations. Immediately after the civil war, the majority of organisations established in Grand Gedeh, Sinoe and River Gee counties had the mission of ensuring peace and security in the South-East by rebuilding police forces, armed forces, and all other security forces, for

¹²⁴ Study "Youth to Youth: Measuring Youth Engagement", Liberia 2012.

¹²⁵ US\$702.5 million in 2010 (<http://stats.oecd.org/Index.aspx?datasetcode=TABLE2A>, 05.10.2012).

¹²⁶ The United States (26%); Germany (14%); the World Bank (14%); the International Monetary Fund (11%); EU Institutions (8%); Norway (3%); the UN, comprising UNAIDS, UNDP, UNECE, UNFPA, and UNICEF (3%); the United Kingdom (3%); Sweden (3%); Italy (2%); Japan (2%); the Netherlands (2%).

example. Consequently, at the outset, these activities were mostly of a peacekeeping and humanitarian nature and only indirectly impacted on youth empowerment and employment promotion issues. This first group of organisations included almost all the organisations and agencies of United Nations represented in South-East Liberia. These are UNMIL, UNDP, UNICEF, UNHCR, UNOCHA, Food and Agriculture Organization and World Food Program. Other international organisations that concentrated on similar issues are NRC, Danish Refugee Council, Peace Corps and IRC.

Another group of organisations was specialised in specific sectors, for example Merlin is running health facilities in Grand Gedeh and Sinoe counties. In cooperation with local youth groups Tia-Tayien Health is providing HIV/AIDS awareness and other behaviour change programmes for young people.

The next group of organisations are religious-based organisations such as the Catholic Health Service and Christian Humanitarian Assistance Programme that provides health services in River Gee; the Young Men's Christian Association located in Grand Gedeh that provides skill training and Caritas.

Although child protection and child care issues are important current issues (see Chapter 6.1), organisations offering child care facilities are underrepresented in all three South-Eastern counties. One of the few organisations active in this area is the British NGO Save the Children in Grand Gedeh. Also Right to Play (with its local implementing partner ROCH) is providing youth-oriented activities in all three counties by using the transformative power of sport and play to build skills in youth and children.

Besides the abovementioned “single” organisations and services, there are also some established programmes in cooperation with different international partner organisations involved in different important socio-economic sectors. The Reintegration and Recovery Programme (RRP) is currently one of the largest programmes operating in South-East Liberia. The programme is run by the Liberian Government in collaboration with the German Government funded through KfW and WHH - the executing agency for the RRP - which implements activities in different sectors: WHH being responsible for infrastructure and agriculture (including farmer training). Its Danish partner organisation IBIS provides educational activities for young people and teachers, whereas its partner mMIL addresses protection and empowerment services for women.

After almost one decade of relief activities, most of the abovementioned organisations are now moving to longer-term development activities and are committed to addressing the root causes of fragility and conflict such as among others education and employment. For this reason most of the international

organisations are starting to engage youth in reconciliation and reconstruction processes; to provide activities related to youth empowerment such as youth livelihoods skills, psycho-social support, transitional education services to fill gaps, etc. (USAID, 2009). In this transitional phase, organisations' different youth-empowerment and employment promotion procedures and perceptions can have different impacts on youth. It is very common to mainstream “youth” as a cross-cutting issue through various programmes and projects. Sometimes objectives are not very clear, raising false expectations and causing disappointment among young people.

8.2 Lessons Learned

The relevant lessons learned from one decade of international cooperation in South-East Liberia are presented below, based on interviews with international organisations as well as with different experts from line-ministries, youth organisations etc.

Sustainability of Development Programmes and Projects

- Most programmes and projects of international organisations including disarmament and livelihood projects were short-term (following the civil war); to achieve a lasting impact, interventions need to be more sustainable.
- Some international organisations and NGOs that provided short-term trainings and child care services pulled back from the region without passing on their activities to the local authorities.
- Sometimes the relevant county authorities are refusing to take the lead in the coordination of local and international organisations that work in certain sectors because of weak capacities and internal disagreements.
- Local implementing partners are in several ways highly dependent on international organisations. Especially when financial support from international development partners is stopped or decreased, local partners have to stop ongoing activities.
- In order to lead to sustainable changes, it is necessary to involve community representatives in planning activities “not just by jumping into a community”. A good and cordial relationship of international organisations with the communities with whom they are working influences the success of a project.

Participation and Ownership Issues

- Youth-oriented international programmes and projects yield a better result if the project design involves the youth themselves and also women groups, community leaders, representatives of relevant ministries and other key stakeholders.
- Youth-oriented programmes and projects run by international organisations work well when young people are involved in all the phases of a project - from the inception and development to implementation and monitoring.
- If young people initiate and implement activities on their own and provided that young people are organised and the initiatives are good, it is better to support such initiatives and build on this organisational structure rather than ideas of “donors”, due to better commitment and ownership.
- Training courses (for example to repair water pumps) were sometimes offered to selected community members with the intention that they would later provide these services for free in their own communities. These initiatives did not achieve the expected results because trained people were expecting payment and thus left to find a paid job.
- Results of community activities of international development organisations can be constrained if some of the young people involved do not take their responsibilities seriously, i.e. do not visit the communities regularly when working as hygiene promoters.

Education and Training

- In many cases, young people who have been trained in a field are just doing similar skills trainings in the same field instead of building on skills/knowledge that they have already acquired and advancing their skills.
- Too often “new” skills training courses are being planned without proper analysis of the market and of the lessons learned from previous trainings. Consequently, many young people are getting trained in professions where several jobless specialists are already awaiting employment whilst there is a lack of qualified people in other areas.
- For certain professions such as mechanics, electricians, plumber a one-year training course is not sufficient to acquire the skills in order to become a good specialist.
- Some training activities, for example in carpentry, have a low impact because the trainees do not have the required literacy and numeracy skills. Often, basic education is not built into the training programme in order to prepare trainees for the actual skills training.

- Training courses for ABE participants should be adapted to them and last no longer than six months; their interest and motivation drops after a certain period of time if courses are too long and address complex issues.
- Two to four-day training and capacity building courses for young people, as hygiene promoters for example were considered too short by participants. Another problem is that they are not open to other interested community members.
- Supporting trainees to earn money during and after the completion of the training is keeping youth from focusing on immediate income. Otherwise, trainees tend to go into quick income activities like gold mining.
- If students and trainees have holiday jobs or other leisure activities in their communities during the holiday period, the probability of dropouts decreases.
- Training courses are mostly offered during the week, whereas young people are left on their own during the weekend. Young people being trained away from home face a big challenge in sustaining themselves without any support during the weekends with the result that many of them drop out. Concepts of international organisations have been insufficient in this regard.
- Food and other support for trainees are important to keep dropout rates down. Some organisations provide a hot meal every day as well as child care. This works well and young people shows higher rates of attendance in these training programmes.
- Start-up kits are considered important to help young people starting their own business after completing training. Tools provided to training graduates often did not yield the expected result, as many of them sold the tools for cash to meet immediate needs.
- Aside from inputs and tools, the activities of some international organisations lack sufficient business and management skills training on how to produce for the market to achieve a better impact of skills training.
- Overall, organisations that are offering training have difficulties with their curricula when they are not flexible enough to be adapted to the actual needs of the target group and the context.

Recruitment and Job Placement of Youth

- International organisations and NGOs often recruit citizens from other counties instead of trying to first recruit applicants from the county where they are located.
- International organisations are sometimes not transparent enough and open in the selection process and in involving youth groups in their activities.

9 Conclusions and Recommendations

Based on the findings presented in the previous chapters, this section presents the overall conclusions and recommendations for youth employment promotion in South-East Liberia. They are structured along major thematic areas.

In accordance with the conceptual framework and based on the assumption that labour demand, supply and matching need to be addressed simultaneously, the main conclusions and recommendations represent a synthesis of all areas. Accordingly, these don't only reflect the needs of the young people but also the relevance of demand-driven interventions for sustainable youth employment. This is of crucial importance in order to contribute to peace consolidation in Liberia.

The recommendations mainly focus on mid- and long-term interventions that are context-specific in order to address the particular needs of the South-East. The recommendations take into consideration the structure and the existing resources of the actors involved. They are firstly explicitly targeted at the RRP partners, being WHH, IBIS and mML, as well as KfW, which is funding RRP to further develop their programmes; and secondly they are addressed to relevant ministries in order to emphasise the role of governmental structures in achieving the sustainability of recommended interventions. Thirdly, they are meant to inform and serve other stakeholders in their efforts to promote youth employment. The results of the study intend to contribute to the ongoing national discussion on youth employment and to stimulate dialogue processes and commitment on this urgent matter.

9.1 Conclusions

Employment Situation of Youth

- The majority of young people is working in the informal sector, mainly in subsistence farming or doing small-scale business. This working situation, which is mainly characterised by insecurity and low and irregular income, contributes to a high vulnerability of youth. Only a minority has formal work experience. The employability of young people is low and formal employment opportunities for youth are lacking.
- A lot of young people are self-employed. However, they seem to base their businesses on products and services that are widespread and where the demand is already saturated. There is a lack of new business ideas, long-term business plans, business skills and financial literacy.
- Many women are engaged in petty trading. A lot of young men do small-scale mining and motorbike driving, which often represent an option for quick income

generation. Although these activities attract a lot of male youth, limitations in regard to education need to be highlighted as many drop out of school.

- In contrast to widespread perceptions about the attitudes of youth towards employment, young people generally show a big interest and motivation in working.

Education and Training

- The educational and skills level of young people is low and education and training opportunities are lacking. Nevertheless, education and training is highly valued among youth.
- The educational level of young women is particularly low and teenage pregnancies, in combination with a lack of day care services, are affecting their school attendance and access to training.
- The illiteracy rate is particularly high among older youth (25-35 years). Basic education opportunities for this age group are insufficient and not designed and adapted to their needs.
- Governmental institutions providing secondary education and training are extremely scarce. This especially applies to the rural areas of River Gee and Sinoe. Furthermore, the existing institutions focus on specific target groups which at the same time lead to exclusion and the limited access of other young people.
- The quality of teaching and training is low and there is a general lack of qualified teachers and trainers. Incentives are missing to attract them to work in rural areas.
- Existing institutions are poorly equipped in terms of facilities and materials. In the case of training institutions this leads to an insufficient practical orientation and low quality of training.
- Curricula of training institutions are insufficiently oriented to the demand of the labour market.
- The lack of education opportunities is the main reason for young people migrating mainly to Monrovia and regional centres such as Zwedru.
- Young peoples' interest in training relates to both professions with a high demand and therefore potential e.g. construction and sectors that show a high level of saturation like tailoring and hairdressing.

Social Situation of Youth

- There is a high level of social organisation among youth that is often based on young peoples' own initiative and self-organisation. Community-based, formal and

informal youth organisations e.g. sport clubs, present great potential for promoting issues related to youth employment and empowerment such as life skills, social support, awareness-raising, and career counselling. However, the organisations have poor facilities and equipment and lack financial and technical support in general.

- Main interests shared by young people are sports (football, kickball) and movies.
- Throughout the years, responsibilities that have traditionally been carried by the older generations shifted towards youth leaving them with many burdens. They are not only expected to educate themselves but often also to provide for their family and take care of their children.
- Even though there have been improvements in the past years, young women are still particularly vulnerable and are often exposed to SGBV and domestic violence. Given the traditional hierarchies young girls and women lack empowerment and therefore cannot participate equally in society.
- A need for psychosocial support of youth was recognised, related to both their current challenges and past experiences during the conflict. Even though there are a few services that are successfully addressing this need, this is not yet sufficiently covered.
- Young people show a lack of life skills such as self-confidence, long-term life planning, peaceful conflict resolution and other social and work-related skills.

Infrastructure and Transport

- Infrastructure is the major bottleneck for local economic development and therefore for the creation of employment opportunities for young people. This particularly applies to the insufficient roads and public power system that significantly limits the access to markets and rising production costs.
- Only a few young people have adequate means of transport available for business activities. Motorcycles are widely used and these present various limitations.
- Apart from being a constraint for economic development infrastructure, it also influences the development of human capital limiting the access to education, training, health and sanitation.
- Predominantly remote areas are affected by the constraints described above.
- Due to expected infrastructural improvements by governmental, international and private actors such as concessionaries, there is a high demand for qualified personnel and providers in the construction sector, including professions like masons, carpenters, electricians, plumbers, mechanics and metal workers.

- Activities in the field of maintenance and the repair of roads, facilities and machines are insufficient, thus negatively affecting their long-term use.

Agriculture

- Agriculture currently constitutes the main and most important employment sector of youth. They are mainly engaged in subsistence farming, hardly able to cover their daily needs.
- While agriculture holds great potential to improve the livelihoods of young people, they are still untapped due to poor infrastructure, land right issues, limited farming and business skills and the lack of work force and mechanisation.
- Young people do not perceive agriculture as a business opportunity and production is rarely market-oriented. Therefore agriculture is not prioritised by young people when it comes to income generation.

Concessionaries

- The growing presence of concessionaries has a tremendous social, economic and ecological impact and is leading to a massive structural change.
- Concessionaries improve the infrastructure, generate direct and indirect employment opportunities and boost private sector development through a growing demand in the construction and service sector as well as for agricultural products.
- Their activities cause serious problems regarding working conditions, drain of labour force, land rights issues, access to land and ecological issues.
- Interests and livelihoods of affected communities are not sufficiently safeguarded and an equal distribution of returns is not ensured and the implementation of “social agreements” is unsuitable and causes concerns.
- The fact that there are currently no processing steps in place locally results in untapped potential for employment creation and local economic development.

Financial Services

- There is a lack of formal financial services due to high risks and operational costs faced by formal service providers.
- Young people lack basic financial management and business skills for an effective utilisation of financial products.
- The high demand of young people for financial services is partially absorbed by informal financial systems like Susu Clubs and Credit Unions. These institutions

show great potential and a lot of young people are interested in joining them, although high entry requirements are an obstacle for young people.

Matching and Cooperation

- Although there is a demand, there are no institutions that coordinate and organise the gathering and provision of labour market information.
- Young people are asking for more information about training, jobs and market prices. The channels preferred by young people for obtaining information are the radio and informal means of communication such as word of mouth, community meetings and town criers.
- Limited cooperation between education and training institutions and the private sector results in an insufficient market orientation of curricula and a lack of internship opportunities. Both sides show an interest for more cooperation.
- In regard to youth employment there are unclear responsibilities and overlapping functions of relevant ministries, especially MOE, MOYS and MOL. In addition, the efforts to coordinate youth-related activities and strategies among governmental organisations, NGOs, youth organisations and the private sector are insufficient.

General Aspects

- The RRP has integrated different aspects that directly and indirectly promote youth and youth employment. However these are not based on a coherent concept and strategy. Furthermore the access of the RRP to youth is largely limited to youth groups registered under MOYS, which does not represent the broad spectrum of youth. Their activities in the field of hygiene promotion, awareness-raising and maintenance and repair are not achieving the expected results. The potential of synergy effects of different programme components implemented by WHH, IBIS and mmL are only exploited to a minimal extent.
- The presence of numerous refugees from Côte d'Ivoire significantly affects the economic and social situation in the communities in South-East Liberia. This is especially true for Grand Gedeh and River Gee. Furthermore armed cross-border incidences continue to be a threat for the peaceful development and stability of the region.
- In comparison to Monrovia and Montserrado, only few development interventions are targeting youth in the study counties. While in River Gee and Sinoe only very few development agencies are present, in Grand Gedeh most of the numerous interventions focus on the refugee situation.
- The governmental institutions at county and district level are characterised by weak capacities and inadequate facilities and equipment. The limited

implementation of decentralisation results in a low level of governance and decision-making at local level.

9.2 Recommendations

Education

- In order to improve the quality of teaching, the MOE together with the RRP should enhance teacher training, ensure regular mentoring and provide them with further education.
- The appeal for teachers to work in rural areas has to be increased by the MOE through the creation of incentives such as accommodation and a higher salary.
- The maintenance of school buildings should be improved through capacity building and awareness-raising of school management, PTA, youth groups, school clubs, for example. In this regard the RRP should cooperate with the MOE, which is expected to take the lead in the long-term.
- Based on the improvement in the maintenance of schools, the MOE should upgrade school equipment and facilities with the support of the RRP. Day care facilities should be provided, especially for secondary schools.
- Access for remote communities to schools should be improved. This can be achieved through improving road conditions and exploring transport possibilities or wherever necessary through the establishment of new schools. This has to be done in close cooperation between the RRP and the MOE.
- The RRP and MOE should promote and intensify Alternative Basic Education (ABE) courses that specifically target 25-35 year-olds. The content should be tailored to the needs of the target group and linked to the training of practical skills. Programmes should take short-term courses that offer flexible time schedules into consideration.

Vocational and Skills Training

- The MOE and the RRP are strongly advised to expand the offer of skills training, in particular in the sector of construction, including trades such as masonry, carpentry, electrical work, plumbing, mechanics and metal work. Skills training should be long enough to deliver quality graduates and provide evidence through recognised certificates.
- Skills training has to be much more demand-driven and practice-oriented and linked to internships and on-the-job-training in different work areas. In this regard the public sector and the RRP should explore and seek collaboration with the

private sector in building training facilities, developing curricula, and implementing skills trainings.

- The MOE, supported by the RRP, is urged to provide adequate equipment to public training institutions such as the multilateral high schools in Zwedru and Greenville and build up trainers' capacity. In addition the high school in Fish Town should be upgraded to a multilateral high school.
- The MOE and RRP should ensure that in all the three counties young people with different educational backgrounds have the chance to access training. The offer has to be adapted to their needs, paying special attention to the inclusion of women, e.g. through the provision of day care services.
- Existing training institutions should explore the possibility of developing and implementing business activities and projects for the trainees, consisting in producing/constructing for the internal use or the local market as an integral part of the training.
- In implementing skills training, the MOE and the RRP should explore collaboration with local private service providers e.g. in offering computer training.
- Further recommendations for skills training aiming to promote entrepreneurship are included in the section financial services and entrepreneurship.

Youth Promotion

- The MOYS and the RRP should upgrade the existing facilities of youth groups, sport clubs etc. in cases where a high engagement of youth was observed. The support has to be linked with measures to strengthen the maintenance of these facilities.
- The MOYS and the RRP should provide financial and logistical support to youth organisations and sport clubs to implement their own activities, encouraging initiatives and ideas coming from young people themselves.
- The RRP is strongly recommended to implement and improve activities in the field of life skills promotion, maintenance and repair, career counselling and psychosocial support for both young women and men.
 - In this regard the RRP should enhance its collaboration with youth organisations and sport clubs. Where appropriate the capacity of youth organisations should be developed.
 - Furthermore the RRP is recommended to use sports and movies as an entry point for example by organising football and kickball matches, collaborating with popular football and kickball players and involving youth in the production of movies, possibly cooperating with existing video clubs.

- The RRP partners are advised to explore the cooperation with ROCH and Right to Play in order to benefit from their experience in the field of life skills promotion, awareness-raising, maintenance and repair and their established access to youth.

Infrastructure

- In order to improve access to the hinterland in the long-term, the government should upgrade roads that connect remote communities to markets and public services, especially feeder roads, taking planned routes of concessionaries into consideration.
- RRP should build up facilities such as latrines and water pumps in remote villages in the hinterland, which have been made accessible by the government.
- All infrastructural activities have to be linked with maintenance and repair measures.
- Training in management skills should be offered by the RRP to the local private sector, especially to entrepreneurs involved in construction in order to create more job opportunities for youth in the long term. A supportive framework and advisory service for management, business calculation, proposals writing, etc. should be designed and provided to these actors.
- Local contractors, especially those contracted by the RRP, should be supported and encouraged by the RRP to provide adequate on-the-job-trainings, practical work experience and guidance for youth.
- Further recommendations for infrastructure measures are included in the sections regarding agriculture, education, youth promotion and matching.

Transport

- It is recommended that the RRP explores the use of bicycles as an alternative means of transport, accompanied with the development and support of workshops for their maintenance.
- The RRP should assess the possibility of locally producing trailers in order to improve the transport capacity of motorcycles and bicycles.
- The RRP should assess the possibility of improving the transport of agricultural products to the market through the cooperation of farmers and rural communities with motorcycle drivers and youth groups.

Agriculture

- The RRP is recommended to promote the development of agricultural value chains targeting local and domestic markets involving subsistence farmers.

- Participatory assessments are needed to identify and analyse relevant value chains or components where both young women and men can be involved. The focus should be placed on one or two promising value chains such as cassava and pepper.
- To realise the potential of the selected agricultural value chains, the RRP has to build up and improve the necessary facilities for storage, processing etc.
- RRP has to provide necessary training and regular follow-up along the identified value chains, adapting the training's structure and content to the needs and educational background of young farmers.
- In order to motivate youth to engage in agriculture and to change the prevailing image of this sector the RRP in cooperation with the MOA should
 - Implement awareness campaigns to promote the perception of agriculture as a business for example by using means such as sports, movies and drama, as well as building on role models and successful farmers.
 - Link agriculture-based activities to business skills and value chain promotion.
- The involvement of young people in the agriculture sector should be promoted through cooperation with existing groups such as youth and women groups, e.g. mmL, or by establishing cooperatives. In order to use synergy effects, the RRP partners should adopt a joint approach that targets the same groups with their different activities.
- The RRP should initiate innovative pilot projects on the one hand to assess the potential of existing and alternative agricultural products. And on the other hand to explore intensification possibilities, through basic mechanisation for example, in order to overcome the problem of the lack of workforce. The RRP should place special emphasis on supporting women groups in developing production, processing and marketing opportunities.
- RRP should identify and involve key persons of existing social networks or groups with the aim of developing their role as a multiplier in promoting agriculture in communities. Gender-related issues should be taken into consideration in selecting the multipliers and the trainings should be based on traditional knowledge and farming practices. In addition, the development of a farmer's business handbook should be considered, ensuring its suitability for illiterate and semi-literate youth.
- The government, assisted by the RRP, should support existing community and agriculture colleges in the development of curricula to build up specialised agricultural experts, which should strengthen local government capacities, especially of the MOA, in the future.

Concessionaries

- The RRP is strongly advised to take a proactive role in facilitating advocacy measures and in promoting a stakeholder dialogue and participatory negotiations on land right issues related to wide-scale concessions and the use of natural resources given to foreign investors. In addition, measures to minimise ecological damages has to be promoted.
- The government is advised to legally oblige the concessionaries to process the extracted raw material locally and therefore create more employment opportunities for young people.
- In supporting the development of the agriculture sector, the demand created by the presence of large concessionaries, in particular Putu Iron Ore and Golden Veroleum, should be assessed by the RRP as a possible avenue for the production and marketing of agricultural products.
- In addition, the RRP is encouraged to bring local contractors and service providers in the position to tap opportunities arising from the activities of concessionaries. To estimate the extent of the future demand further assessments are needed.

Financial Services and Entrepreneurship

- There is an urgent need to assess the potential of existing informal systems like Susu Clubs and Credit Unions to identify entry points for alternative financial services based on these systems.
- The RRP is strongly recommended to provide trainings in financial literacy as well as business and financial management, and to support youth in developing market-oriented business ideas and plans. These contents should be integrated in vocational skills training and a special focus has to be given to self-employed young business women.
- In this regard, RRP should ensure regular follow-ups and support and consider possible cooperation with formal financial service providers and training institutions.

Matching and Cooperation

- The RRP should initiate regular meetings of relevant stakeholders at county level with the aim that government structures will take the lead in the long-term. Participants of such meetings should include ministries, education and training institutions, development agencies, private sector and young people themselves.

- A matching service that coordinates and provides labour market information at county level should be established under the umbrella of a governmental institution like the MOL. They should look into which institutional setup is appropriate and which support is required. To initiate this process a stakeholder dialogue could be a promising tool.
- It is recommended that MOE and MOYS enhance their cooperation and coordination in regard to youth employment and training. In these areas, a clarification of the respective roles and responsibilities is urgently needed.
- The RRP is strongly advised to support the matching function of radio and in particular community-based radio stations by expanding their broadcast coverage and upgrading their facilities and equipment. Furthermore, the RRP should use radio to provide information and training to young people as well as to contribute to awareness campaigns. This has to be combined with capacity-building measures for radio stations focusing on involving young people in radio journalism.
- The MOL supported by the RRP should explore the possibility of initiating job fairs for young people at county level in cooperation with relevant private-sector actors especially in the agricultural and construction sector. These fairs aim to bring together potential employers and interested youth and provide information on respective professions and career opportunities. They should be implemented in decentralised places to ensure that rural areas also benefit from such events. The appeal of job fairs can be increased by linking them to sporting events and by inviting well-known personalities.

General Aspects

- The RRP is strongly recommended to place a greater emphasis on youth promotion and employment. This has to be based on a coherent concept and strategy, and activities have to be systematically incorporated into the planning and implementation of the programme.
- Cooperation within the RRP should be intensified and synergy effects utilised to a greater extent. WHH, IBIS and mmL should continue their long-term engagement in the South-East, which is receiving broad acknowledgement in the communities and which is also needed in order to achieve sustainable impacts this is particularly relevant for the promotion of youth employment.
- Given the fragile context, the continuing presence of refugees and the difficult situation of youth in general in South-East Liberia, conflict-sensitive approaches need to be taken into consideration when planning, implementing and monitoring the activities recommended above.

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Annex 1: Toolkit for Surveys

This section introduces a toolkit for baseline and monitoring assessments on youth and employment which can be utilised by the Reintegration and Recovery Program (RRP) and other development programmes, projects or organisations dealing with youth-related issues. As the toolkit was developed based on the experiences from the SLE study conducted 2012 in Liberia (see Chapter 4) the tools and methods are suitable for assessments in fragile contexts. Moreover the tools are designed in a youth-appropriate and gender-sensitive manner.

The proposed activities and methods can be utilised in a flexible manner, adapting activities and contents to particular needs. It is possible to both implement the methods as a package as well as to utilise selected tools only.

The toolkit consists of detailed guidelines for

- Round Tables
- Semi-Structured Expert Interviews
- Focus Group Discussions
- Questionnaires and
- Training of Local Interviewers.

Tools are accompanied with instructions including the required time for each step, the materials needed and tips for the facilitator.

Triangulation, Mix of Methods




Note that in general a methodological triangulation and a mix of qualitative and quantitative tools is recommended in order to cross-check results and to ensure the data quality. Furthermore, the use of different methods has the advantage that different perspectives on a certain issue can be taken into consideration. This also helps to deepen the knowledge about important topics that emerge during the study process.

Documentation, Data Analysis, Explorative Approaches

Make sure that all activities and results will be documented in a structured manner as a good documentation is an important pre-condition for data analysis. Before starting with data collection develop a procedure how to analyse this information. Quantitative data can be analysed statistically using standard software packages such as SPSS or Excel, while analysis of qualitative data requires a special thought. The analysis requires several steps of structuring and systematising gathered information by identifying key words or categories and by attributing it accordingly. This process can

be also supported by software packages such as MAXQDA which are able to extract qualitative information according to specific codes assigned to this information. Another more pragmatic form to analyse the qualitative data is to evaluate key messages of the conducted activities jointly with the facilitators. This has to be closely linked to the phase of data collection to avoid information loss. It includes a further step of matching important statements with pre-formulated hypotheses in order to validate or adapt these hypotheses. With regard to baseline studies it is strongly recommended to initiate preliminary data analysis at an early stage along with the adaptation of the design and methodology.

Round Tables

 Objectives <ul style="list-style-type: none"> Collecting qualitative data Sensitising important stakeholders for the topic of youth employment and the need for cooperation Initiating a discussion on youth topics and dialogue between different stakeholders Assessing the discussion and different opinions of stakeholders on specific issues Identifying further experts and resource persons 	 Time needed <p>Round Tables should be designed as half-day meetings, followed by a concluding lunch</p>  Material needed <ul style="list-style-type: none"> Tape, markers, flip chart, facilitation cards in different colours Paper and pens for participants Copies of the agenda
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! Notes for the Facilitator

- As the topic of youth employment is related to various thematic areas a range of different experts should be invited to a Round Table such as respective (line) ministries, youth organisations, education and training institutions, private sector representatives (agriculture, infrastructure, transport, mining, craftsmen, market associations etc.) and actors in development cooperation.
- Sessions should alternate between discussion in plenary and in small groups. Groups for this purpose are most effective at sizes of 4 to 7 participants.
- In-depth discussion of key issues related to youth employment promotion can be described as the central element of the Round Table. Therefore, it is important that different stakeholders are given the opportunity to debate youth employment-related issues in small groups before results are presented and discussed in plenary (see Annex-Table 1).




Outline of a Round Table

- Registration
- Opening ceremony
- Presentation of study concept and discussion
- Break
- Small group discussions (see Annex-Table 1)
- Plenary discussion of the results
- Summary and closing remark

Annex-Table 1: Topics and Guiding Questions for Small Group Discussions

Topics	Guiding Questions
Youth	<ul style="list-style-type: none"> What are key issues to promote youth's employability? What kind of jobs are young people interested in and why? Which potentials/skills do young people have in this region? How are these potentials being used to promote youth employment?
Economic Sectors	<ul style="list-style-type: none"> In five years from now, what will be the economic sectors which are expected to employ young people? What are the present bottlenecks which keep these sectors from developing in a promising way? Which are current measures generating employment opportunities for young people in different economic sectors? What are the bottlenecks or constraints in implementing these measures? What are opportunities and problems regarding the employment at concessionary firms?
Matching	<ul style="list-style-type: none"> What concrete measures should be implemented and by which institutions to effectively match employment opportunities for young people to the youth seeking employment? (Explanation for facilitator: This question aims at discussing the matching of labour demand and supply e.g. through labour market information systems, career counselling, placement systems)
Cooperation between Institutions and Organisations	<ul style="list-style-type: none"> What could my organisation do to contribute to more income generation possibilities for young people? Which specific cooperation could be established to be more effective in promoting youth's employability? What kind of support does my institution or organisation need and what kind of support can it provide to other institutions /organisations?

Semi-Structured Experts Interviews

 Objectives <ul style="list-style-type: none"> • Collecting qualitative data • Deepening knowledge about specific topics • Gaining information about delicate issues that cannot be discussed with youth themselves • Getting aggregated information 	 Time needed <p>Depending on the interviewee and on the issues to be discussed an Expert Interview takes 30-90 minutes</p>
	 Material needed <ul style="list-style-type: none"> • Copies of the interview guideline • Recorder

! Notes for the Facilitator




- Semi-structured guidelines allow the interviewer to adapt the questions to the issues discussed during an interview.
- It is recommended to conduct an Expert Interview with an interviewer and a second person who takes responsibility for the documentation.
- To avoid loss of data interviews should be recorded and transcribed afterwards.
- Before starting the interview the interviewee should be informed about purpose and objective of the research and the duration and documentation of the interview. Also, the need for maintaining anonymity of the interviewee has to be clarified at the outset.
- As the topic of youth employment is related to various thematic areas a range of different experts need to be consulted such as respective (line) ministries, youth organisations, education and training institutions, private sector representatives (agriculture, infrastructure, transport, mining, craftsmen, market associations...), formal and informal financial service providers, cooperatives, radio stations and actors in development cooperation. There is no uniform outline for the interviews; rather every interview partner requires his/her own guideline.

For the elaboration of guide questions the Annex-Table 2 presents an overview of potential issues that can be discussed during the interviews.

Annex-Table 2: Potential Issues to be Discussed during Expert Interviews

Youth	<ul style="list-style-type: none"> • Family and community life and social engagement • Professional and educational background, life skills • Physical and psychological health • Interest and needs regarding financial services • Access to natural resources and infrastructure • Attitudes towards (self-) employment, education, agriculture, religious values, traditional values and perception of youth • Past and present experiences of violence, SGBV, potential for violence • Push- and pull factors of rural migration
Economic Sectors	<ul style="list-style-type: none"> • Economic environment, investment climate and trade • Infrastructure and market access • Activities of maintenance and repair • Potentials and bottlenecks of local economic sectors (agriculture, manufacturing, construction, wholesale and retail trade, transport, governmental services, small scale mining) • Foreign direct investments and effects of the growing presence of concessionaries • Supply and demand for formal and informal financial services
Institutions and Services	<ul style="list-style-type: none"> • Institutions offering basic, secondary and higher education, vocational training • Characteristics of education and training (facilities, materials, teachers/trainers, curriculum, access of and attendance of students, services offered) • Offers of counselling, orientation and mentoring services • Possibilities for internships and on-the-job trainings • Means of information sharing • Cooperation and communication between relevant stakeholders • Institutions and services for empowerment and recreation services (self-organisation, sport, life skills, psychosocial support, volunteering)
Intervention Landscape	<ul style="list-style-type: none"> • Key actors in development cooperation • Current development interventions to promote youth and youth employment • Relevant measures conducted so far • Key "Lessons Learned" in youth and youth promotion; what has worked well and what has not worked • Main results from the analysed program relevant for youth and youth employment issues in the study region

Focus Group Discussions

 Objectives <ul style="list-style-type: none"> Collecting qualitative data Assessing opinions of young people Capturing discourses among youth on controversial issues Exploring new topics Verifying hypotheses Giving youth the chance to articulate their needs and to learn from other opinions and views Transferring knowledge to participants about methodology and topics of youth employment 	 Time needed <p>Focus Groups Discussions are designed as 2- to 3-hour mini-workshops</p>  Material needed <ul style="list-style-type: none"> Tape, markers, flip chart, facilitation cards in different colours Rope
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! Notes for the Facilitator

- Focus Group Discussions are a flexible and interactive tool and therefore are appropriate to gain and transfer knowledge.
- Focus Group Discussions should be designed in a way that young people can learn from the content and the methodology. At the end of each activity the purpose and reason for an activity should be explained to the participants.
- To assure a smooth process of discussion and a high level of concentration not more than three activities should be conducted during one Focus Group Discussion.
- Especially young women and girls might be reserved or shy in gender mixed groups. Therefore Focus Group Discussions should be divided by sex. However, if a Focus Group Discussion is gender mixed equal participation of young women and girls must be assured by the facilitator.
- To assure the contribution of every participant and a lively discussion a Focus Group Discussion should assemble between 6 and 10 participants.
- Young people are spending valuable time to contribute to an investigation. Therefore, providing water and small snacks should be considered.
- An adequate venue with tables, chairs, enough space and light is an important precondition to conduct a successful Focus Group Discussion.

- It is recommended to work with local interviewers who translate contents to local languages and dialects if necessary and who support the facilitation of the Focus Group Discussion.




To simplify the documentation and clarify the results of the group activities should be visualised if possible (see

- Annex-Table 3).
- It is important to be aware that some of the participants, especially in rural areas, might be illiterate. Simple and short presentations using pictures and oral explanations are recommendable.
- To stimulate the concentration of the participants and to generate good working-atmosphere appropriate energizers should be applied if appropriate. Generally, promote fun and interaction.



Framed by a short introduction to the research, the presentation of the agenda, an ice-breaker activity to get to know each other and a closing, three activities from the following pool should be selected.

🔄 Outline of a Focus Group Discussion

Annex-Table 3: Pool of Activities for Focus Group Discussions

ACTIVITY 1: BAROMETER OF OPINIONS	
 Discussion of controversial topics	 30 min  Tape, flip chart or print outs with statements
<ul style="list-style-type: none"> Place two contrary statements in opposite sides of the room, read the sentences and let the participants position themselves with the statement they agree with. If participants are undecided, they can position themselves in between. When everyone has taken position pretend to be a journalist and walk from one side to the other and ask participants why they have taken a certain position. Interview several people and document the statements with a recorder if necessary. Then go on with the next statement. The following statements are examples of possible sentences for this activity: 1. I want to have my own farm land to work on AND I'm not interested in having my own farm land to work on; 2. I would like to be self-employed AND I prefer to be employed by someone else; 3. Saving groups are good for improving the life in the community AND Saving groups do not help to improve the life in the community; 4. The peace in this country is stable AND the peace in this country is unstable. 	



ACTIVITY 2: CITY AND COUNTRYSIDE


 **Assessment of push- and pull-factors**  30 min

 **Tape, markers, flip chart**

- Divide the participants in two sub-groups. Group 1 will discuss about the life in the city (for example the capital) and Group 2 about the life in rural areas.
- Each group receives a flip chart divided into two parts: one for the positive and one for the negative aspects. Discuss in the sub-groups and write down what they think are advantages and disadvantages of life in the city or rural areas.
- Both groups present their results in plenary. After each presentation give the other group the opportunity to complement the presented results. If needed, the participants can discuss controversial aspects in plenary.



ACTIVITY 3: ROLE PLAY (SELF-) EMPLOYMENT


 **Inquiry of youth's attitudes towards self-employment, starting a business and being formally employed**  1 h

 **Tape, markers, facilitation cards**

- Divide the participants into two groups: Group 1 collects advantages of self-employment and writes them on a flip chart. Group 2 collects advantages of being employed.
- After 10 minutes the groups should engage in a role play and try to convince the others to be self-employed or employed.
- Show a flip chart with the following questions: 1. What would you need to find a job/ to be employed? 2. What would you need to start up your own business?
- Each participant receives two cards (one for each question) and writes down his/her answer. Everyone can present the ideas in plenum and put up the cards on the wall.
- Cluster the cards if necessary and discuss with the group.

ACTIVITY 4: JOBS YOUTH ARE INTERESTED IN


 **Analysis of popular jobs among youth, perception of certain professions**  30 min

 **Tape, markers, facilitation cards, prepared cards with categories**

- Collect five jobs on the cards that young people are interested in. If the moderator is interested in the opinion of youth on a particular profession that has not been mentioned by the participants, an additional card can be added. Then show the group four categories of respect, money, working atmosphere and hardship noted on cards.
- Let individuals rank the jobs they mentioned for each category. Note the order on the cards to document the results or take a photo.
- After ending the activity, look at the cards which have been ranked extremely good or extremely bad, summarise and if necessary discuss the results in plenum.



ACTIVITY 5: VISIONS AND MILESTONES FOR PEACE BUILDING IN LIBERIA

 **Assessment of young peoples' opinion and perception of peace to find out about their ideas for building peace and for developing solutions**  30 min

 **Markers, facilitation cards, markers, rope**

- Place a rope on the floor: mark the present situation (problems) at one end of the rope and the vision at the other. Ask participants to describe the present situation and, in comparison to it, how a favourable situation could look like (a kind of vision). Visualise the results on cards and place them on the floor.
- Ask the participants to name milestones for reaching this favourable situation. Collect the ideas on cards and place them on the floor along the rope.
- Present and discuss the results in plenary.
- If there is extra time, ask how young people in Liberia could contribute to reaching these milestones and to realise this vision.


ACTIVITY 6: ATTITUDES TOWARDS EMPLOYMENT

 **Analysis of the motivation of youth towards employment**  40 min

 **Prepared pictures or drawings**

- PART I (20 min):
 - Show and explain a picture where a young employee is arriving late for work: the employer punishes him/her (e.g. shortens the pay of that day), while the young person insults him/her. Discuss the behaviour of the employee and the reaction of the employer in plenary. Ask the youth how the employee and the employer should behave in such a situation.
- PART II (20 min):
 - Ask the participants to imagine that one of their friends has to decide between two options for her/his future; they should give her/him an advice. Present two scenarios: 1. Your friend has the chance to go to a vocational training centre close to his home and get trained in auto repair/mechanics (for women: nurse/tailor). But it takes one and a half years until he graduates from the training centre and is able to start working. 2. The uncle of your friend is about to move to another region to work in a mine (for women: to work on a rubber plantation). He offers your friend to come along with him. Your friend would earn money right away but working conditions are poor; there is no guarantee for a long-term job.
 - Let participants discuss the advantages and disadvantages of the two scenarios.
 - Note: Adapt the picture and the scenarios for males and females.

ACTIVITY 7: TRAININGS OF INTEREST TO YOUNG PEOPLE

 **Analysis of the popularity of training areas among youth and their expectation of a successful training**


 1 h



Tape, markers, flip chart, facilitation cards in different colours, prepared cards with categories

- Collect on cards five ideas on trainings that the group is interested in.
- Show cards with the categories “most popular” and “best job perspectives” and let them rank the trainings which they cited before in each category. Note the order on the cards to document the results or take a photo.
- For the training topics, which were ranked best, ask them how such a training should be designed: length, content, practical parts etc., write down the results on a flip chart.
- After ending the activity, look at the cards which have been ranked extremely good or extremely bad; summarise and if necessary discuss the results in plenary.

ACTIVITY 8: ADVANTAGES OF BEING A MEMBER OF A SPORT CLUB

 **Analysis of the popularity of training areas among youth and their expectation of a successful training**


 30 min




Tape, markers, flip chart

- Ask the participants why it is good to be a member of a sport club and divide them in two groups to discuss the question and visualise the results on a flip chart paper.
- Each group should present its results to open up the issue to the entire group (plenary), let them discuss.

ACTIVITY 9: ADVANTAGES AND DISADVANTAGES OF WORKING IN AGRICULTURE

 **Assessment of youth's attitude towards agriculture**


 30 min



Tape, markers, flip chart

- Divide the participants into two groups. Group 1 will discuss the advantages of working in agriculture; Group 2 will discuss the disadvantages.
- Give each group 10 Minutes to collect the arguments on a flip chart.
- Then let the two groups present their arguments and give the other group the chance to comment on the results. Let them discuss controversial issues if appropriate.

Questionnaire

 **Objectives**

- Gathering quantitative and qualitative baseline data
- Capturing views of many youth



Time needed

40-50 minutes



Material needed




- Copies of the questionnaire
- Clip boards and pens

! Notes for the Facilitator

- Depending on the interviewee, the interviewer and the interview situation one interview takes 40-50 minutes. Introducing the purpose of the survey to the interviewees and the community authorities will take up to 30 minutes. In planning interviews in remote villages, sufficient time for transport should be calculated.
- A pre-test of the questionnaire is strongly recommended. Furthermore, the instrument should be checked by local experts in terms of language, structure etc.
- Delicate issues like experiences of violence shouldn't be part of the questionnaire. For this purpose other instruments like Expert Interviews are more appropriate to gather information.
- As the questionnaire is standardised fundamental adaptations of its content are not possible during the survey process. Other more flexible instruments like Focus Group Discussions and Expert Interviews can help to deepen specific issues.
- The survey requires a respective number of interviewers who are familiar with the local context. Therefore local interviewers should be trained to conduct the interviews orally and personally (see following section on Training of Local Interviewers).
- The collaboration with people known by the different communities is recommended in order to gain the support of the authorities and the community people and to be able to conduct a valid and transparent survey.
- It is recommended to assemble the interviewees and the community authorities when entering the communities to introduce the purpose and procedure of the survey.

- To assure a convenient atmosphere during the interview young women should be interviewed by female interviewers, young men by males.
- Interviews should be conducted in a quiet and sheltered spot, e.g. palaver huts. Bystanders should be avoided as they might influence answers.
- It is important to create a situation where interviewees and interviewers should meet at equal terms. Even illiterate interviewees must not feel inferior to interviewers.
- While interviewers should use simple language or where necessary local languages to explain questions, the meaning and intention of a question mustn't be changed.
- In order to avoid expectations of interviewees and young people towards benefits for the communities arising from the interview, the purpose of the research has to be explained very clearly during community entry and prior to every interview.
- The following questionnaire was designed in accordance to the livelihood assets covering human, social, physical, financial and natural capital. It was conducted using a gender balanced sampling including youth aged 15-35 years from different social and educational backgrounds.
- Depending on the purpose and the extent of the research the questions of the questionnaire can be considered as a pool from which the most suitable questions can be selected.

Training of Local Interviewers

 Objectives <ul style="list-style-type: none"> • Training local interviewers in interview techniques and survey tools, especially the applied questionnaire • Local interviewers gain methodical knowledge and experiences in interviewing and facilitation of Focus Group Discussions 	 Time needed 2 days  Material needed <ul style="list-style-type: none"> • Tape, markers, flip chart, facilitation cards in different colours • Handouts (Schedule of field work, list of participants, contact lists, general rules to conduct an interview, specific rules to conduct the questionnaire)
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! Notes for the Facilitator

- As trained interviewers will ensure the quality of the collected data it is recommended to calculate two days for an effective training. The length and intensity of the training will differ if you do not plan to accompany and guide the interviewers during interviews. The training should include a half day to one day test-phase in the field which gives interviewers the opportunity to apply the questionnaire in target communities of the survey.
- Let interviewers sign the contracts prior to the day of the training, try to set the agenda and schedule for everyone on the first day so there won't be any confusion. Clarify, if necessary, how and if you are going to hand out water, soft-drinks and food.
- To stimulate the attention of the participants and to generate a good working-atmosphere energisers should be applied if appropriate.
- If interviewees are both female and male it is advisable to compile a gender-balanced team of interviewers to assure a convenient interview-situation for young women/ men. Interviewers should be divided into gender-balanced sub-teams.
- As the educational level of interviewers even of senior high school graduates can be low, the training should be adapted accordingly.
- Permanent monitoring of the survey and interview process and quality of the results is of high importance.



Outline of a Training for Local Interviewers

- Introduction
- Presentation of the agenda of the training and the schedule of the survey
- Get to know each other
- Objectives of the training
- Introduction to the survey and its objectives
- Clarification of roles
- Introduction of questionnaire
- Training on the questionnaire and in conducting interviews
- Conclusion



Annex-Table 4: Facilitation Plan

INTRODUCTION	
 10 min	 Tape, markers
<ul style="list-style-type: none"> • Hand out markers and tape and ask participants to write name tags. • Welcoming words, introduction and acknowledgement/appreciation. 	
AGENDA OF TRAINING; SCHEDULE OF FIELDWORK	
 10 min	 Flip chart, handout schedule of field trip
<ul style="list-style-type: none"> • Explain visualised agenda of the training (flip chart). • Hand-out and discuss the schedule including important contacts, the list of participants etc. 	
GET TO KNOW EACH OTHER	
 10-15 min	 Markers, facilitation cards (two different colours)
<ul style="list-style-type: none"> • Hand out two cards per participant. Ask participants to write down their names and their previous experiences with questionnaires on the two cards. Give them max. 5 min. • Let them present their cards to each other in plenary. 	



OBJECTIVES OF THE TRAINING

-  5-10 min  Markers, flip chart
- Prepare a flip chart with the objectives of the workshop:
 1. Establishment of a good working atmosphere,
 2. Information on the ongoing survey and objectives,
 3. Clarification of roles and responsibilities,
 4. Training on implementing the survey and applying the Questionnaires,
 5. Selection of survey-teams.
 - Introduce the participants to the objectives of the training



INTRODUCTION TO THE STUDY AND OBJECTIVES OF THE STUDY

-  20 min  Markers, flip chart
- Shortly introduce participants to the study and the overall objectives.
 - Give time for questions and comments. It is very important that they understand the purpose of the survey. The local interviewers also might have interesting feedback on the survey concept.



CLARIFICATION OF ROLES

-  15 min  Markers, flip chart
- Go into further detail about roles. Role of interviewers: to ask the questions, to translate questions if needed, to fill in the answers and to give feedback to the team leaders regarding the process and the survey tool. Role of team leaders: Accompanying and supporting the interviewers, assuring a smooth data collection.

INTRODUCTION OF THE QUESTIONNAIRE/RULES AND WAY OF INTERVIEWING

-  40 min  Markers, flip chart, Copies of questionnaire, handouts
- Present the structure of the questionnaire and comment on the elaboration of the questions.
 - General rules and ways of conduct an interview: Hand out cards and ask the following question: "What do you think are important rules when interviewing another person"; let them present their ideas after 5 min of silent brain storming in plenary.
 - Hand out copies with general rules of interviewing and specific rules of the questionnaire and go through the rules with the participants. Discuss the rules and by means of specific questions of the questionnaire.

TRAINING ON THE QUESTIONNAIRE

 At least 1h  Copies of questionnaire, clip boards, pencils

- Participants should practice the survey in sample communities. Interviews should be conducted in teams of two persons, changing roles after short periods of time (15 -20 min). At best the teams go through the whole questionnaire.
- Discuss experiences and clarify open questions in plenary.

CONCLUSION

 20 min  Markers, flip chart

- Conclusion on the training of the questionnaire: Summarise the training.
- If necessary division into sub teams (visualise the sub teams on a flipchart) and go through detailed schedule.

BUFFER

- Plan a time buffer of at least 20 min.

Annex 2: List - Expert Interviews

Date ¹²⁷	Name of interviewee	Position and organisation
Monrovia		
31.07.	Lisa Deyo, Gabriel Davis, Arthur Tuba and Marlyn Kicuslah	American Institute for Research – Girls Opportunities to Access Learning (GOAL)
01.08.	Emily Whight	Civil Peace Advisor, Justice and Peace Commission (JPC), Monrovia Regional Office, Catholic Archdiocese
01.08.	Klahn-Gboloh Jarbah	Dean, Training Facility Sinoe
02.08.	Rosalind Hanson-Alp	Country Director, IBIS
06.08.	Asja Hanano	Program Manager, RRP, WHH
07.08.	Flomo Golanyon	Field coordinator, Advancing Youth
07.08.	Caroline Bowah	Deputy Country Director, mML
07.08.	Sarah Maine	Right to Play
08.08.	Lawrence Bindah	Field coordinator, Peri-Urban Project, WHH
08.08.	Katja Christensen	Program Advisor, IBIS
17.09.	Bernd Schwenk	Regional Director, West Africa Coast , WHH
18.09.	Hon. Sam E. Hare, Jr.	Deputy Minister for Youth Development, MOYS
18.09.	Bert Neevel	Agriculture Staff, Peri-Urban Project, WHH
Grand Gedeh		
13.08.	Kadi Harris and Harrison Tiah	Adult Literacy Facilitator & Partner Facilitator, IBIS
13.08.	Lawrence Y. Yeoh	Leader EYE-Centre Ziah Town, IBIS
13.08.	Lusinee Z. Freeman	Leader EYE-Centre Zwedru, IBIS
13.08.	Richard D. Zabadee	Project Coordinator, IBIS
13.08.	Alyssa L. Moy and Derick O. Abula	OIC, Education Advisor and Business Skills Mentor SIRHC, IBIS
13.08.	Teemat Wilson	Agriculture Coordinator, RRP, WHH
13.08.	Jowola Diggs	Wash Coordinator, RRP, WHH
13.08.	Natsnet Ghebrebrhan, Elizabeth Greene, Cynthia Tailue	Jointly for the different work areas, mML
14.08.	Albert Nynabo	Commissioner, MOL, Zwedru

¹²⁷ All Expert Interviews were conducted in the year 2012.

14.08.	Mehnwo Kollie and Doely Bavlee	District Agriculture Officer, MOA and Director Sustainable Agriculture Programme, SAP
14.08.	Wilson J. Tokpah	Agro Business Officer Grand Gedeh, HANDS Programme, LOIC/USAID
22.08.	Maxwell G. M. Juwor	County Agriculture Coordinator, Grand Gedeh, MOA
22.08.	George N. Poka	Fishery Inspector for Grand Gedeh
22.08.	Dirk Raateland	OIC and Infrastructure Coordinator, RRP, WHH
22.08.	Charles Spencer and Irene Steven	Youth Component, RRP, WHH
22.08.	Dave G. Gwah, Sr.	Trainer/Head of Metal Work Department, MHS Zwedru
22.08.	Amos S. Mulbah	Vocational Head, MHS Zwedru
22.08.	Sunnyboy Jerome	President, Liberia Motorcycle Transport Union
23.08.	Hon. Peter L. Solo	County Superintendent, County Administration
23.08.	Stephen Collins	District Education Officer, MOE
23.08.	Anonymous	Euro Logging Company
23.08.	Orlando Tarlye, Jr.	Business Owner, Otar Enterprise Ltd., Greenvillage
23.08.	Anonymous	Head of Agricultural Department, MHS Zwedru
23.08.	Anonymous	Market Superintendent, Zwedru Main Market
24.08.	Asja Hanano	Program Manager, RRP, WHH
06.09.	Christian Masurenko, Einar Rossmann, Michael Toe, Tale Dua, Diliun Barley, George Mahdea and Kenneth Belleka	Country Manager, Chief Geologist, Community Relationships Officer and Head of Social Department, Government Relationships, Human Resource Manager, Catering Services; Putu Iron Ore Mining Inc.
07.09.	Anthony Wulue	County Youth Coordinator Grand Gedeh, MOYS Zwedru
07.09.	Matthew S. Gee	Assistant County Coordinator Grand Gedeh, FLY
07.09.	Abraham Johnson, Mark Doerue	Program Director and Manager Smile Radio
07.09.	Melvin Tomanpou	County Coordinator Grand Gedeh, ROCH
08.09.	Adolphus Soeh	Branch Manager Grand Gedeh, Ecobank
08.09.	Abednego Sohn	Owner, Pure Printing Center
10.09.	Tom Mtaisi	Head UN Mission Zwedru, UNMIL
10.09.	Henry Jones	Business Owner, GD Woodwork, Contractor WHH
13.09.	Otis Jolo	Former Head of UNICEF Mission in Zwedru; now consultant and member of the Liberia Democratic Institute (LDI)
River Gee		
27.08.	James N. Mannah	YEP-Centre Leader Fishtown, IBIS
27.08.	Tenneh A. Kamara-	Teacher Trainer, RRP, IBIS

	Subah	
27.08.	Evelyn Maima Cassell	Psychosocial Counsellor, mmL
27.08.	Oliver Swen	WASH Technican, RRP, WHH
27.08.	Anthony B. Weah	Construction Foreman, RRP, WHH
27.08.	Anthony Davis	Agriculture Field Officer, RRP, WHH
27.08.	Varlee M. Sarnor	Education Liaison Officer, SIRHC, IBIS
27.08.	Ditee m'Cooper, Dorothy Jlehbo Grahbah and Sando Kollie	County Coordinator, District Councillor and Logistics, mmL
29.08.	Augustine Collins	Trainer for Masonry and Plumbing, YEP-Centre
29.08.	E. Daniel Waylee and Joe Foday Bangura	Executive Director, Barmulu Agro Development and Reconstruction Agency; Executive Director, United Brothers Construction Agency
30.08.	Townchief Bassa Quarter	Townchief Bassa Quarter Fishtown
30.08.	Joseph Bohlen	County Education Officer, MOE
30.08.	Emmanuel Cooper and D. Wilson Solobert	District Agriculture Officer and County Agriculture Coordinator
04.09.	Augustus Voahn	Cluster Manager, CESP (Community Empowerment Sustainable Programme)
05.09.	Joseph T. Tanyon and Victoria Y. Walker	Principal of Twehgaiklay Senior High School and District Education Officer for Potupo District
05.09.	Comfort Toe, Cecilia Toe and Wata Wesseh	Market superintendent, Secretary and Treasurer, Fish Town Market Association
04.09.	H. Mogharbe Williams and Louise Luogoe	Business Owner and Holder of Mining Claim, Joquiken, Mining Community
04.09.	Peter Sargba	Community Elder and Miner; Joquiken, Mining Community
04.09.	Magrett M. George	Shop Owner, Joquiken, Mining Community
04.09.	Justice C. Gaddeh	Former Chair Person/Executive Officer, Association of River Gee Youth
04.09.	Regina S. Saytue	Chair Person, Friendly Sisters (Credit Union)
04.09.	Davis Bardy and Justice Gaddeh	Programme Director and Radio Journalist, Radio Gee
04.09.	Community Elder (Male)	Joquiken, Mining Community
04.09.	Youth (Male)	Joquiken, Mining Community
04.09.	Youth (Female)	Joquiken, Mining Community
04.09.	Esther G. Williams	Financial Secretary, Women in Cross Border Trade (Credit Union)
05.09.	James S. Daryours	Theological Head, Dominion Christian Institute (DCI) and

		Social Worker and Counsellor, Samaritans Purse, International Relief U.K.
05.09.	Dominic J. Toe	Youth Leader/Elected Representative, Mano River Union Youth Parliament
05.09.	Aby Monly Hanin Michel and Dominic J. Toe	Refugee Representative Fishtown and Field Monitor, Liberia Refugee Repatriation and Resettlement Commission (LRRRC)
05.09.	Gban Sampson	Sports Development Officer, acting as County Coordinator, MOYS
Sinoe		
05.07.	Danny A. Slah	Acting Dean, College of Agriculture, United Methodist University
27.08.	Ranger Martin, Horst Croessmann and Lasting S. Kaydee	Infrastructure department, RRP, WHH
27.08.	Jowah Winker	Head Agriculture component Sinoe, RRP, WHH
27.08.	Myer Kolo Gbarwea, Jenneh Sesay, Perry T. Boyee, Maniama Tiakah, Abraham D.S. Pantoe, Jr. and Naomi Gbanwulue	Liaison Officer Hygiene Promotion, Wash technician and Hygiene Promoters, WASH, RRP, WHH
27.08.	Florida Clark and Theresa Dunbar	County Coordinator District Counsellor, mmL
27.08.	Edwin Tarley, John Mills and Alfred Rogers	Team Leader and Teacher Trainer, Adult Literacy Facilitator, IBIS
29.08.	Joe Doboyou	Superintendent of Port, Port Authority, Greenville
31.08.	Manoharan Pillai	Regional Controller, Golden Veroleum Liberia
03.09.	B. Isaiah Dapaye	Manager, Community Sustainable Development Cooperative
03.09.	Gbateh Syen	Regional Controller, Central Bank Branch
03.09.	Ceceli Doe	Market Superintendent, Greenville Market Association
03.09.	Dr. Jamshed Khan	Doctor and Health Promotor, Merlin
03.09.	4 women of a mmL women group	Banna Town
03.09.	Gowin N'Collinh	County Agriculture Coordinator, MOA
03.09.	Harrison J. Jelleh	County Educational Officer, MOE
03.09.	Nicholas T. Watson	M&E Assistant, County Development Planning Office, MPEA
04.09.	Joseph W. Nagbe, Sr.	Human Resources, Atlantic Resources
04.09.	Abraham N. Jumbo	Owner of the Vision International School of Professional Driving

04.09.	Sunny O. Steveson	Branch Manager, First International Bank (FIB)
04.09.	James F. Fallah	Professor and Head of Electricity Department, MHS Greenville
04.09.	John K. Snawulu, Gabriel J. Yonly, Sr., Leo K. B. Dennis, Sr., Sam K. Wisseh and Gleekam Decomtee	Right to Play, ROCH
04.09.	James F. Fallah	Head of Lofa-Bong Farmers' Cooperative
04.09.	Max K. Klah	Station Manager, Voice of Sinoe
05.09.	Godfrey Nemah	Priest, Parish of Catholic Church
05.09.	Afrey Elfred Elliott	Manager, SRS (Sinoe Releasing Services), Construction Company
05.09.	Thomas Romeo Quioh	Development Superintendent, County Administration, Ministry of Internal Affairs
05.09.	Horst Croessmann	Officer in Charge, RRP, WHH
05.09.	Ranger Martin	Administrator, WHH
05.09.	3 Students (Male)	Department of Electricity, MHS Greenville
21.08.	Michael Wright	Marketing Officer, RRP, WHH
21.08.	Yaya Trawally	Work & See Farmers Cooperative

Annex 3: List - Focus Group Discussions

Date ¹²⁸	Participants	County	Location
06.08.	10 male youth	Montserrado	Monrovia, West Point
06.08.	8 female youth	Montserrado	Monrovia, West Point
06.08.	16 mixed youth	Montserrado	Monrovia, Peace Island
08.08.	26 mixed (Representatives FLY)	Montserrado	Monrovia, Sinkor
20.08.	6 female youth	Grand Gedeh	Tuzon
20.08.	6 male youth	Grand Gedeh	Tuzon
20.08.	5 female youth	Grand Gedeh	Jaibo
20.08.	6 male youth	Grand Gedeh	Jaibo
22.08.	10 male youth (Members of the Motorcycle Union)	Grand Gedeh	Zwedru
31.08.	6 female youth	River Gee	Fishtown
31.08.	6 male youth (Members of the Association of River Gee Youth)	River Gee	Fishtown
03.09.	6 mixed youth (Graduates of the YEP-Centre in Fishtown)	River Gee	Fishtown
05.09.	10 mixed youth (Members of the "Dream Star Football Club" and the "Fishtown City Team Kickball")	River Gee	Fishtown
31.08.	11 mixed youth	Sinoe	Dejilah
31.08.	7 female youth	Sinoe	Grigsby Farm
31.08.	6 male youth	Sinoe	Grigsby Farm

Annex 4: List - Round Tables

Date ¹²⁹	Participants	County	Location
09.08.	26 participants	Montserrado	Monrovia
14.08.	26 participants	Grand Gedeh	Zwedru
29.08.	17 participants	River Gee	Fishtown
28.08.	20 participants	Sinoe	Greenville

¹²⁸ All Focus Group Discussions were conducted in the year 2012.

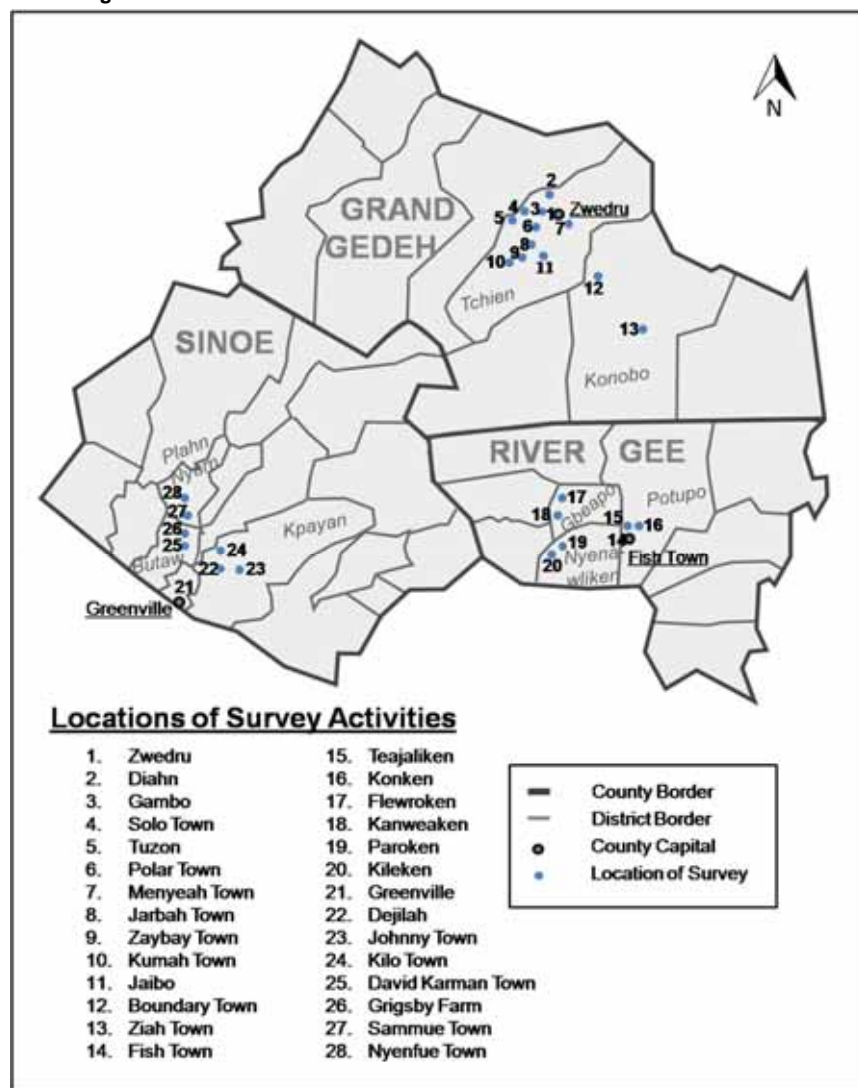
¹²⁹ All Round Tables were conducted in the year 2012.

Annex 5: List - Locations of Questionnaire

Community	County	District	Activity Cluster of RRP	No. of valid Interviews	Date of Survey ¹³⁰
Menyeah Town	Grand Gedeh	Tchien	Zwedru	2	15.08.
Polar Town	Grand Gedeh	Tchien	Zwedru	5	15.08.
Diahn	Grand Gedeh	Tchien	Zwedru	2	15.08.
Kumah Town	Grand Gedeh	Tchien	Zwedru	6	16.08.
Zaybay Town	Grand Gedeh	Tchien	Zwedru	6	16.08.
Ziah Town	Grand Gedeh	Konobo	Ziah Town	7	16.08.
Solo Town	Grand Gedeh	Tchien	Zwedru	8	16.08.
Gambo	Grand Gedeh	Tchien	Zwedru	8	16.08.
Jarbah Town	Grand Gedeh	Tchien	Zwedru	12	20.08.
Zwedru	Grand Gedeh	Tchien	Zwedru	18	20.08. 22.08.
Boundary Town	Grand Gedeh	Konobo	Ziah Town	14	21.08.
Teajaliken	River Gee	Potupo	Fishtown	5	30.08.
Bassa Community	River Gee	Potupo	Fishtown	6	30.08.
Konken	River Gee	Potupo	Fishtown	6	30.08.
New Market, Fishtown	River Gee	Potupo	Fishtown	6	30.08.
Flewroken	River Gee	Gbeapo	Kanweaken	6	03.09.
Kanweaken	River Gee	Gbeapo	Kanweaken	8	03.09.
Kileken	River Gee	Nyenawliken	Kanweaken	9	04.09.
Paroken	River Gee	Nyenawliken	Kanweaken	9	04.09.
Greenville	Sinoe	Greenville	Greenville	9	29.08.
Dejilah	Sinoe	Kpayan	Greenville	6	30.08.
Kilo Town	Sinoe	Kpayan	Greenville	6	30.08.
Nyenfueh Town	Sinoe	Plahn Nyahn	Unification	9	30.08.
Sammue Town	Sinoe	Plahn Nyahn	Unification	7	30.08.
Johnny Town	Sinoe	Kpayan	Greenville	2	31.08.
David Karman Town	Sinoe	Butaw	Unification	9	31.08.

¹³⁰ All Questionnaires were conducted in the year 2012.

Annex-Figure 1: Locations of Questionnaire



Source: own illustration.

Annex 6: Impact Chain

Impact			
<p>WHH and its RRP partners IBIS and mmL implement gender-sensitive measures of youth employment promotion in the South-East of Liberia. In this way they improve the training and employment possibilities of youth and therefore contribute to youth empowerment and peace consolidation processes. Youth employment is promoted as an integral part of the WHH and KfW program and portfolios.</p>			
Outcomes			
<p>Outcome 1: WHH and its RRP partners Ibis and mmL use the study results for further development of RRP in terms of a sustainable and holistic youth employment promotion</p>	<p>Outcome 2: The study results provide WHH and KfW with sound ideas of how to address youth employment promotion in post-conflict situations, which can be used for their conceptual work and portfolio development</p>	<p>Outcome 3: WHH, its RRP partners IBIS and mmL and other actors have at their disposal methods for the analysis of important aspects of youth employment in fragile contexts</p>	<p>Outcome 4: Relevant stakeholders are sensitised about the topic of youth employment promotion and the importance of dialogue between them</p>
Outputs			
<p>For Outcomes 1 & 2:</p> <p>a) Analysis of the overall Liberian context with relevance for the promotion of youth employment, including the analysis of urban and rural bias, government policies and development strategies</p> <p>b) Analysis of relevant concepts in development cooperation, especially in relation to youth empowerment and employment promotion in post-conflict environments</p> <p>c) Analysis of the intervention landscape and lessons learned in the area of youth employment promotion and youth empowerment</p> <p>d) Analysis of the situation of youth at the local level, especially in relation to livelihood strategies, employment and education, experiences of violence, urban-rural migration, needs, attitudes, motivations and values</p>		<p>For Outcome 3: Development, use and documentation of quantitative and qualitative methods that are understandable, transferable and feasible and that facilitate the analysis of changes relevant for youth employment</p>	<p>For Outcome 4: a) The relevant stakeholders for the effective promotion of youth employment are identified b) The relevant stakeholders were involved in conducting the study c) The study includes concrete recommendations for the cooperation/communication between relevant stakeholders</p>

e) Analysis of the potentials and limitations of the formal and informal sectors of the economy and their structures related to youth employment		
f) Analysis of institutions and services for the promotion of youth employment		
g) Recommendations for concrete interventions and possibilities for improvement		
h) The study results are communicated to WHH and its partners (in the form of a study report, a final workshop and regular feedback)		

Annex 7: Questionnaire

Questionnaire: Empowering Youth, Opening up Perspectives		
Introduction interviewer: Hello, my name is... I'm... (Professional background). First of all I would like to thank you very much for participating in this interview.		
Study background: I would like to inform you about why we are here. We are conducting a study about youth employment commissioned by German Agro Action (GAA) and its implementing partners IBIS and mml.. We would like to ask you some questions as a young person because we want to get an idea of the way you are living, what are your interests and aspirations, your education, your work and so on. We think it is important that different people like the politicians, training centres and international organisations understand your situation, your needs as well as your problems. So we will take this information and provide it to these people in the hope that they will use it to focus their activities more on youth and their needs. We have to be really clear and let you know that we are just talking to you and also other young people to collect this information. This means that no project or activity will start directly as consequence of this interview. Do you have any question about this? Is that ok for you?		
Introduction questionnaire: The interview will last 40-50 minutes. Please be assured that your answers will be used anonymously and only for the purpose of this study. If you don't want to answer a question feel free to do so. If you have any questions during the interview please don't hesitate to interrupt me, ok?		
Location:	Date:	Time interview started:
I. Background Information		
Q1	Respondent's Sex (to be filled out by the interviewer)	1. <input type="checkbox"/> Male 2. <input type="checkbox"/> Female
Q2	How many years are you? [How old are you?/Age]	_____ years
Q3	a) Which town/county you live now?	Town and County _____
	b) Which place you born (town/county)?	Town and County _____
	c) How many years you live here? [only if not the same place] <i>Note: Question needs to be specified when aspects regarding migration are part of the investigation</i>	_____ years
Q4	What is your religion? (one tick only)	1. <input type="checkbox"/> None 2. <input type="checkbox"/> Muslim 3. <input type="checkbox"/> Christian 4. <input type="checkbox"/> other, specify: _____
Q5	What is your tribe? [What is your people?]	
Q6	Which dialects/languages do you speak? (multiple ticks allowed) <i>Note: Answers should consider English as additional language</i>	1. <input type="checkbox"/> Tribes language, please specify: _____ 2. <input type="checkbox"/> Liberian English 3. <input type="checkbox"/> Other, please specify: _____
Q7	Are you married? (If married and male, how many wives do you have?) (one tick only)	1. <input type="checkbox"/> Single, Never married 2. <input type="checkbox"/> Divorced / Separated 3. <input type="checkbox"/> Widowed 4. <input type="checkbox"/> Married (Number of wives: _____) 5. <input type="checkbox"/> Other, please specify _____
Q8	Do you have children of your own?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (Continue with Q12)
Q9	If yes, how many?	
Q10	If yes, do you leave your children with someone when you go for work/school?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q12)

Q11	If yes, who is taking care?	
Q12	How many families are living in your house?	
Q13	Who is living in your house? (multiple ticks allowed)	1. <input type="checkbox"/> Wife 2. <input type="checkbox"/> Husband 3. <input type="checkbox"/> Mother 4. <input type="checkbox"/> Father 5. <input type="checkbox"/> Brothers (How many?) 6. <input type="checkbox"/> Sisters (How many?) 7. <input type="checkbox"/> Uncle (How many?) 8. <input type="checkbox"/> Aunt (How many?) 9. <input type="checkbox"/> Cousins (How many?) 10. <input type="checkbox"/> Grandfather (How many?) 11. <input type="checkbox"/> Grandmother (How many?) 12. <input type="checkbox"/> Friends (How many?) 13. <input type="checkbox"/> Children (How many?) 14. <input type="checkbox"/> I live by my self 15. <input type="checkbox"/> Other, please specify _____
Q14	[Verification, including the interviewed person] How many people in your house?	
Q15	Are you the head of the house?	1. <input type="checkbox"/> Yes (Continue with Q17) 2. <input type="checkbox"/> No
Q16	If not, who is the head of your house?	
Q17	Do you or your family...(read answers)	1. <input type="checkbox"/> Rent own home 2. <input type="checkbox"/> Own your home 3. <input type="checkbox"/> Live on street 4. <input type="checkbox"/> Live with friends 5. <input type="checkbox"/> Other, please specify _____
2. Educational and Professional Background, Disadvantages/Health Problems (Human capital)		
Educational Background		
Q18	Do you [currently] go to school now?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (Continue with Q20)
Q19	If yes, what kind of school?	1. <input type="checkbox"/> Elementary school (Grade 1-6) 2. <input type="checkbox"/> Junior High (Grade 7-9) 3. <input type="checkbox"/> Senior High (Grade 10-12) 4. <input type="checkbox"/> Some University without degree 5. <input type="checkbox"/> Completed University
Q20	Did you go to school before?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (Continue with Q25)
Q21	If yes, how many years have you been in school?	Categories or _____ years
Q22	If yes, what is the highest level of education that you have completed? (one tick only)	1. <input type="checkbox"/> Elementary school (Grade 1-6) 2. <input type="checkbox"/> Junior High (Grade 7-9) 3. <input type="checkbox"/> Senior High (Grade 10-12) 4. <input type="checkbox"/> Some University without degree 5. <input type="checkbox"/> Completed University
Q23	If yes to Q19, do you attend class all the time? If yes to Q21, did you attend class all the time?	1. <input type="checkbox"/> Yes (Continue with Q26) 2. <input type="checkbox"/> No
Q24	If not, for what reason? (multiple ticks allowed)	1. <input type="checkbox"/> Taking care of the baby/child 2. <input type="checkbox"/> Pregnant 3. <input type="checkbox"/> Marriage 4. <input type="checkbox"/> Sickness 5. <input type="checkbox"/> Home duties/work 6. <input type="checkbox"/> Farm work

		7. <input type="checkbox"/> Making money/business 8. <input type="checkbox"/> No money for school fee, uniform, etc. 9. <input type="checkbox"/> No road 10. <input type="checkbox"/> No school 11. <input type="checkbox"/> No teacher 12. <input type="checkbox"/> War/conflict 13. <input type="checkbox"/> Other, please specify _____ (Continue with Q26)
Q25	If you never went to school, why? (multiple ticks allowed)	1. <input type="checkbox"/> War/conflict 2. <input type="checkbox"/> Too expensive 3. <input type="checkbox"/> No school nearby 4. <input type="checkbox"/> Family responsibilities 5. <input type="checkbox"/> Other, please specify _____
Q26	Have you gone to a training/training centre? [...to a skill centre/vocational centre?]	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (Continue with Q40)
Q27	If yes, who did it and where?	Name of institution: _____ Town/City: _____
Q28	If yes, how many years/months/weeks you go?	Number of weeks _____ Number of months _____ Years _____
Q29	If yes, what kind of training did you do? (multiple ticks allowed)	1. <input type="checkbox"/> Agriculture 2. <input type="checkbox"/> Tailoring 3. <input type="checkbox"/> Carpentry 4. <input type="checkbox"/> Other, please specify _____
Q30	If yes, is there anything asked for before entering the training? [Age, educational level, etc.]	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q32)
Q31	If yes, what was asked for?	
Q32	If yes, did you finish training?	1. <input type="checkbox"/> Yes (continue with Q34) 2. <input type="checkbox"/> No
Q33	If not completed, why you drop out? (multiple ticks allowed)	1. <input type="checkbox"/> Too expensive 2. <input type="checkbox"/> Not interested 3. <input type="checkbox"/> Family issues 4. <input type="checkbox"/> Lack of support 5. <input type="checkbox"/> Lack of food 6. <input type="checkbox"/> War/conflict 7. <input type="checkbox"/> Other, please specify _____
Q34	If yes, did the institution have good training materials?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
Q35	If yes, how you weigh the teaching? (show the smiley and write down the appropriate number: 1=very good, 2=good, 3= ok, 4=poor, 5=very poor)	Number _____
Q36	If yes, did you get any support from the institution to find a job after the training?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q38)
Q37	If yes, what kind of support? [e.g. tool kits, references...]	
Q38	If yes, did you get job after?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
Q39	If yes, are you using the skills you learnt in all day life and current activities?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
Q40	You learn other skills outside school/training?	1. <input type="checkbox"/> Yes

		2. <input type="checkbox"/> No (continue with Q42)
Q41	If yes, which skill? (multiple ticks allowed)	1. <input type="checkbox"/> Farming 2. <input type="checkbox"/> Carpentry 3. <input type="checkbox"/> Tailoring 4. <input type="checkbox"/> Trades/Selling 5. <input type="checkbox"/> Others, please specify _____
Q42	Have you done any on-the-job training/apprenticeship?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q45)
Q43	If yes , who did you work for?	
Q44	If yes , how long did it last?	
Q45	Would you like to get some (further) training?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q47)
Q46	If yes , which training?	
Professional Background		
Q47	Are you working? [Are you working to do a living?] (Including informal work/subsistence farming!)	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q58)
Q48	If yes , do you make money?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
Q49	If yes , what is your main area? (one tick only)	1. <input type="checkbox"/> Farming 2. <input type="checkbox"/> Rubber tapping 3. <input type="checkbox"/> Digging gold 4. <input type="checkbox"/> Tailoring 5. <input type="checkbox"/> Teaching 6. <input type="checkbox"/> Making business 7. <input type="checkbox"/> Office job 8. <input type="checkbox"/> Mechanics 9. <input type="checkbox"/> Riding bike 10. <input type="checkbox"/> Student 11. <input type="checkbox"/> Other, please specify _____
Q50	For how long did you work in this area?	
Q51	If yes , are you working for yourself?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q54)
Q52	If yes , are there other people working for you?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q54)
Q53	If yes , how many?	Number _____
Q54	If yes , are you working every day? [Every day = at least Monday to Friday]	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q56)
Q55	If yes , how many hours are you working a day?	Number of hours: _____ (continue with Q57)
Q56	If no , how many hours you work in a week?	Number of hours: _____
Q57	If working , please rate, how happy are you with your job? (show the smiley and write down the appropriate number: 1= very happy, 2= happy, 3= ok, 4= unhappy, 5= very unhappy)	Number _____ (continue with Q59)
Q58	If not working , you are... (multiple ticks allowed)	1. <input type="checkbox"/> ...not able to find work/no job facilities. 2. <input type="checkbox"/> ...not looking for work. 3. <input type="checkbox"/> ...not willing to work.

		4. <input type="checkbox"/> ...sick/disabled. 5. <input type="checkbox"/> ...a student. 6. <input type="checkbox"/> Other, please specify _____
Q59	Did you work before?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q63)
Q60	If yes , what kind of work did you do?	
Q61	If yes , how long did you do that job?	
Q62	If yes , who did you work for?	(continue with Q64)
Q63	If not , why? (multiple ticks allowed)	1. <input type="checkbox"/> ...not able to find work/no job available 2. <input type="checkbox"/> ... a student 3. <input type="checkbox"/> ...performing home duties 4. <input type="checkbox"/> ...not looking for work 5. <input type="checkbox"/> ...not willing to work 6. <input type="checkbox"/> ...sick/disabled 7. <input type="checkbox"/> Other, please specify _____
Other		
Q64	What do you do when you not working/in your free time? (multiple ticks allowed) <i>Note: In some cases interviewees didn't understand the expression „free time“</i>	1. <input type="checkbox"/> Football/soccer 2. <input type="checkbox"/> Basketball 3. <input type="checkbox"/> Kickball 4. <input type="checkbox"/> Reading 5. <input type="checkbox"/> Meeting friends 6. <input type="checkbox"/> Watching movies 7. <input type="checkbox"/> Going to church 8. <input type="checkbox"/> House things (washing, cooking, etc.) 9. <input type="checkbox"/> Farming 10. <input type="checkbox"/> Other, please specify _____
Disadvantages/Health Problems		
Q65	Do you have any disability or serious sickness that makes it difficult to work or go to school?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q68)
Q66	If yes , what kind?	
Q67	If yes , since when [for how long]?	
3. Access to Financial Resources/Services (Financial Capital) <i>Note: Generally answer-categories regarding time should be standardised</i>		
Q68	How much money do you make in one day/month/per crop and harvest season? (Crosscheck with Q47)	(Enter income in Liberian S) _____ per day _____ per month _____ per crop and harvest season
Q69	Do you take care of other people, e.g. your family, with this money?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q72)
Q70	If yes , how many people do you take care of?	Number of people _____
Q71	If yes , for what purpose do you spend this money normally?	
Q72	Besides you, who else is working in your house, and how much do they make monthly/daily?	Number of people _____ (Enter income in Liberian S) _____ per day _____ per month
Q73	Do you get money from family members or friends living in the city?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q76)
Q74	If yes , how often do you get money? (one tick only)	1. <input type="checkbox"/> Every week/every month 2. <input type="checkbox"/> From time to time

Q75	If yes, how much money do you get?	(Enter amount in Liberian \$) _____
Q76	Do you get money from family members or friends living outside Liberia?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q79)
Q77	If yes, how often do you get money? (one tick only)	1. <input type="checkbox"/> Regularly 2. <input type="checkbox"/> From time to time 3. <input type="checkbox"/> Seasonally 4. <input type="checkbox"/> Other, please specify _____
Q78	If yes, how much money do you get?	(Enter amount in Liberian \$) _____
Q79	Do you have a bank account?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q80)
Q80	If yes, at which bank?	
Q81	If yes, do you use it for saving money?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
Q82	Have you ever taken a loan or borrowed money in your life?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q91)
Q83	If yes, who gave you the loan? (multiple ticks allowed)	1. <input type="checkbox"/> Family 2. <input type="checkbox"/> Neighbour 3. <input type="checkbox"/> Money lender 4. <input type="checkbox"/> Bank 5. <input type="checkbox"/> Other, please specify _____
Q84	If yes, how often?	
Q85	If yes, how much money is it normally?	(Enter amount in Liberian \$) _____
Q86	If yes, how much do you have to pay back?	(Enter amount in Liberian \$) _____
Q87	If yes, what did you use the money for? (multiple ticks allowed)	1. <input type="checkbox"/> Consuming/Buying food 2. <input type="checkbox"/> Health 3. <input type="checkbox"/> Education 4. <input type="checkbox"/> Business 5. <input type="checkbox"/> Other, please specify _____
Q88	If yes, how useful/good do you consider credits/loans for your economic wellbeing? (show the smiley and write down the appropriate number: 1= very good, 2= good, 3= ok, 4= poor, 5= very poor)	Number: _____
Q89	If yes, would you like to have more access to credits/loans?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q93)
Q90	If yes, what would you use the money for? (multiple ticks allowed)	1. <input type="checkbox"/> Consuming/Buying food 2. <input type="checkbox"/> Health 3. <input type="checkbox"/> Education 4. <input type="checkbox"/> Business 5. <input type="checkbox"/> Other, please specify _____ (continue with Q93)
Q91	If no, would you like to borrow money?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q93)
Q92	If yes, what would you use the money for? (multiple ticks allowed)	1. <input type="checkbox"/> Consuming/Buying food 2. <input type="checkbox"/> Health 3. <input type="checkbox"/> Education 4. <input type="checkbox"/> Business 5. <input type="checkbox"/> Other, please specify _____
Q93	Are you part of a Susu?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q96)
Q94	If yes, how good is Susu for your wellbeing/life?	

	(show the smiley and write down the appropriate number: 1= very good, 2= good, 3= ok, 4= poor, 5= very poor)	Number: _____ (continue with Q96)
Q95	If no, would you like to join a Susu?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
Q96	Are you part of a credit union?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q99)
Q97	If yes, how good is the credit union for your wellbeing/life? (show the smiley and write down the appropriate number: 1= very good, 2= good, 3= ok, 4= poor, 5= very poor)	Number: _____ (continue with Q99)
Q98	If no, would you like to join a credit union?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
4. Social integration/community life (Social capital)		
Q99	Are you member of any organisation [youth organisation, associations, clubs, unions...?]	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (Continue with Q105)
Q100	If yes, in which organisation are you member and what are they doing?	
Q101	If yes, have you ever held a leadership position in any organisation?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
Q102	If yes, how often do you participate in activities of any of these organisations? (one tick only)	1. <input type="checkbox"/> Daily 2. <input type="checkbox"/> Weekly 3. <input type="checkbox"/> Monthly 4. <input type="checkbox"/> From time to time
Q103	If yes, did the organisation support you in finding a job/work?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q107)
Q104	If yes, what kind of support?	(continue with Q107)
Q105	If no, are you interested in joining some group or organisation?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q107)
Q106	If yes, which?	
Q107	What do you do to help your own community [tasks etc.]?	
Q108	In general, how happy are you in your community? (show the smiley and write down the appropriate number: 1= very happy, 2= happy, 3= ok, 4= unhappy, 5= very unhappy)	Number: _____
Q109	Did you experience any tensions/conflicts between young people and elders in your community?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q111)
Q110	If yes, which are the reasons?	
Q111	Can young people participate in community decisions?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q113)
Q112	If yes, how do they participate?	
Q113	Do you think youth are represented in politics/at national level?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
5. Access to markets and to educational and vocational services (Physical capital)		
Q114	What kind of transport do you normally use? (multiple ticks allowed)	1. <input type="checkbox"/> Car 2. <input type="checkbox"/> Bicycle 3. <input type="checkbox"/> Motorcycle

		4. <input type="checkbox"/> Walking 5. <input type="checkbox"/> Other, please specify _____
Q115	Do you have your own transport?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q117)
Q116	If yes, what kind of transport? (multiple ticks allowed)	1. <input type="checkbox"/> Car 2. <input type="checkbox"/> Bicycle 3. <input type="checkbox"/> Motorcycle 4. <input type="checkbox"/> Other, please specify _____
6. Access to natural resources (Natural capital)		
Q117	Do you have land available for farming? [they don't have to own it!]	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q129)
Q118	If yes, do you use the land for farming?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q128)
Q119	If yes, who land you use for farming? (one tick only)	1. <input type="checkbox"/> I own the land 2. <input type="checkbox"/> I lease the land 3. <input type="checkbox"/> My parents own the land 4. <input type="checkbox"/> I take care for the land for somebody else 5. <input type="checkbox"/> Other, please specify _____
Q120	If yes, what farm you make on the land/what are you growing there? (multiple ticks allowed)	1. <input type="checkbox"/> Vegetable/crop production, please specify _____ 2. <input type="checkbox"/> Timber production/logging 3. <input type="checkbox"/> Pastoralism 4. <input type="checkbox"/> Fodder production 5. <input type="checkbox"/> Other, please specify _____
Q121	If yes, how do you use the biggest portion of your farming products? (E.g. vegetables, milk, eggs, meat...) (multiple ticks allowed)	1. <input type="checkbox"/> For eating 2. <input type="checkbox"/> For sale 3. <input type="checkbox"/> Gift 4. <input type="checkbox"/> Other, please specify _____
Q122	If yes, would you like to do more farming?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q126)
Q123	If yes, what kind of farming would you like to do additionally?	
Q124	If yes, how would you use the additional produce? [processing, marketing]	
Q125	If yes, what would you need to do more farming?	
Q126	If yes, would you like to process your products? <i>Note: The meaning of processing might need explanation</i>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q133)
Q127	If yes, which products would you like to process and how?	(Continue with Q133)
Q128	If you don't use this land, why? (multiple ticks allowed)	1. <input type="checkbox"/> Lack of skills 2. <input type="checkbox"/> Lack of tools 3. <input type="checkbox"/> No seeds 4. <input type="checkbox"/> Lack of money 5. <input type="checkbox"/> No water 6. <input type="checkbox"/> Lack of manpower 7. <input type="checkbox"/> No interest 8. <input type="checkbox"/> Other, please specify _____

		(continue with Q133)
Q129	If no, does any person of your house have access to such land?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
Q130	If no, if you would have access to land, would you like to farm it?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q132)
Q131	If yes, why would you like to work in agriculture?	(continue with Q133)
Q132	If no, is there any reason why you don't want to work in agriculture?	
Q133	Do you or your house have or has any animals/cattle [live stock]?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q135)
Q134	If yes, what kind of farm animals do you own? (multiple ticks allowed)	1. <input type="checkbox"/> Cow 2. <input type="checkbox"/> Chicken 3. <input type="checkbox"/> Goats 4. <input type="checkbox"/> Sheep 5. <input type="checkbox"/> Ducks 6. <input type="checkbox"/> Fish 7. <input type="checkbox"/> Pigs 8. <input type="checkbox"/> Other, please specify _____
7. Youth's perception regarding employment (attitudes, motivations, aspiration, values etc.)		
Q135	Would you like to have a job or another job?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (Continue with Q137)
Q136	If yes, why? (multiple ticks allowed)	1. <input type="checkbox"/> Money 2. <input type="checkbox"/> Respect 3. <input type="checkbox"/> Contributing to community/country welfare/development 4. <input type="checkbox"/> Other, please specify _____
Q137	What job would you like to do [in future]?	(multiple ticks allowed)
		1. <input type="checkbox"/> Farmer 2. <input type="checkbox"/> Rubber Taper 3. <input type="checkbox"/> Teacher 4. <input type="checkbox"/> Trades 5. <input type="checkbox"/> Lawyer/Doctor/Engineer 6. <input type="checkbox"/> Nurse 7. <input type="checkbox"/> Driver 8. <input type="checkbox"/> Construction 9. <input type="checkbox"/> Government job 10. <input type="checkbox"/> Other, please specify _____
Q138	When do you think a young person is successful?	
Q139	Who do you want to look like in future and why?	
Q140	Do you usually get information about working opportunities?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q142)
Q141	If yes, how do you get it?	
Q142	Do you usually get information about training opportunities?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q144)
Q143	If yes, how do you get it?	
Q144	Do you usually get information about food prices?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q146)
Q145	If yes, how do you get it?	
Q146	Would you like to get more information about working/training opportunities and food prices?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q148)

Q147	If yes, how would you like to get it?	
Q148	In your own thinking, do men have better chances for education than women?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
Q149	Why do you think so?	
Q150	In your own thinking, do men have better chances to get a job than women?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
Q151	Why do you think so?	
Q152	In your own thinking, what could you do to get a job [better job if employed]? (multiple ticks allowed)	1. <input type="checkbox"/> Further education 2. <input type="checkbox"/> Skills training 3. <input type="checkbox"/> Move to another area 4. <input type="checkbox"/> Other, please specify _____
Q153	Do you have your own business	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q155)
Q154	If yes, what kind of business?	(continue with Q157)
Q155	If no, would you like to have your own business?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q158)
Q156	If yes, what kind of business?	
Q157	Why is it difficult to start up a business? (multiple ticks allowed)	1. <input type="checkbox"/> No money 2. <input type="checkbox"/> Fragile environment 3. <input type="checkbox"/> Lack of skills 4. <input type="checkbox"/> Poor infrastructure (market access) 5. <input type="checkbox"/> Other, please specify _____
8. Push- and pull-factors of migration		
Q158	Do you have friends/family members who moved to Monrovia [to other cities?] within the last year?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q161)
Q160	If yes, why do they move to the city? (multiple ticks allowed)	1. <input type="checkbox"/> Employment 2. <input type="checkbox"/> Education and training opportunities 3. <input type="checkbox"/> Family reasons 4. <input type="checkbox"/> Better public services (health, sanitation etc.) 5. <input type="checkbox"/> Other, please specify _____
Q161	Have you thought about leaving this area [going away from here]?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No (continue with Q163)
Q162	If yes, to go where? (multiple ticks allowed)	1. <input type="checkbox"/> Monrovia 2. <input type="checkbox"/> Other county in Liberia, please specify _____ 3. <input type="checkbox"/> Neighbouring Country 4. <input type="checkbox"/> Anywhere 5. <input type="checkbox"/> Other, please specify _____
9. Finish		
Q163	Is there anything else you want to share with me or do you want to ask a question?	
Thank you very much for your time. We really appreciated your cooperation.		
Time interview ended:		
Interviewer's/Enumerator's Name/Signature:		

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