



# Impact Evaluation of the Reintegration Programme for Children Associated with Fighting Forces (CAFF) in Liberia

A Report Submitted to the United Nations Children's Fund  
Monrovia, Liberia

April 2007

For every child  
Health, Education, Equality, Protection  
ADVANCE HUMANITY

unicef 

# Impact Evaluation of the Reintegration Programme of Children Associated with Fighting Forces (CAFF) in Liberia

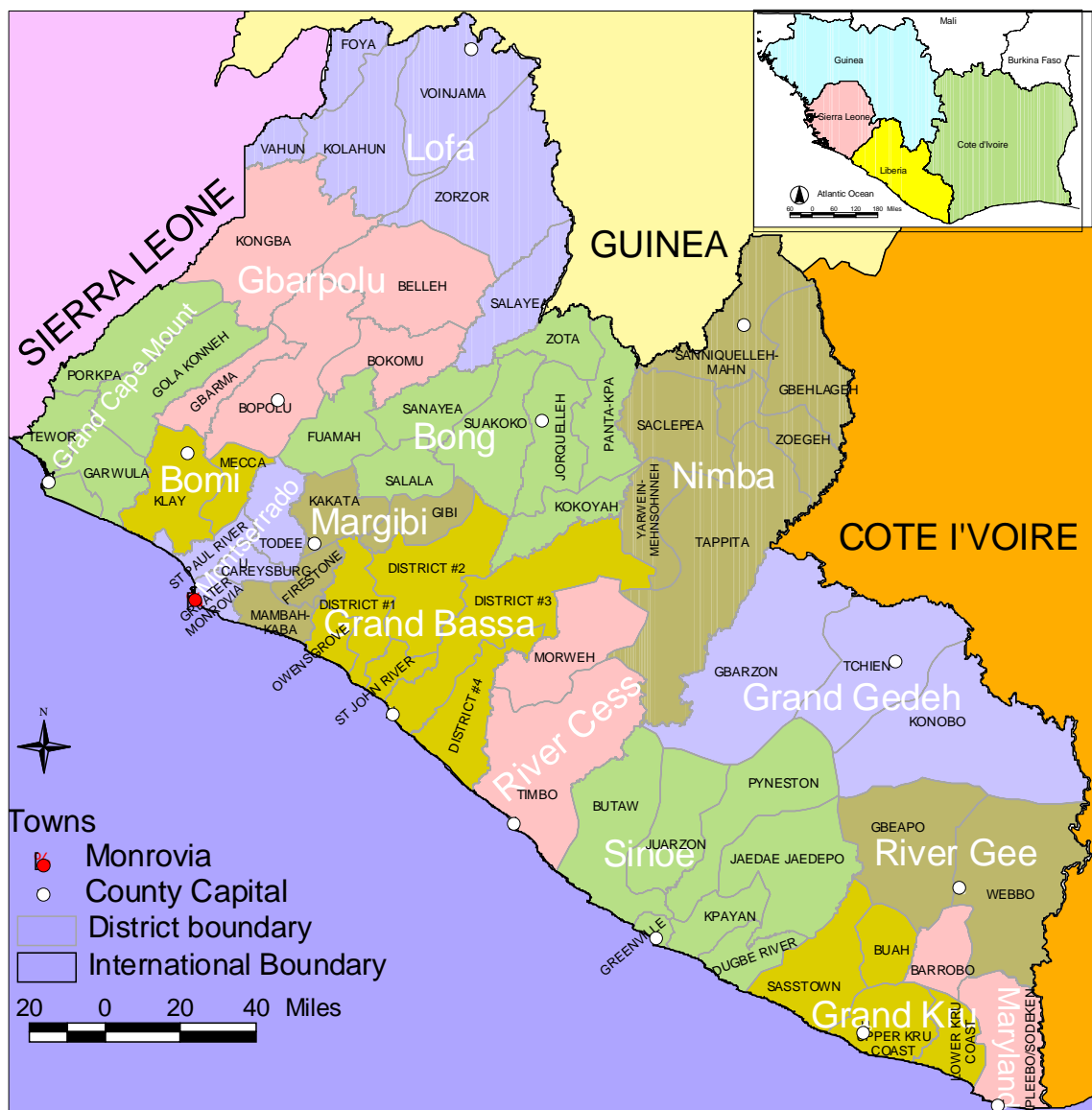
A Report Submitted to the United Nations Children's Fund  
Monrovia, Liberia

by

Irma Specht & Hirut Tefferi

April 2007

Map of Liberia showing County and District Boundaries



## Acknowledgements

*We would like to extend our heartfelt thanks to the individuals and organizations that availed their staff to contribute to the evaluation. The evaluation was a process that was highly supported by heads of agencies and their participating staff. We would particularly like to express our gratitude to Keith Wright, Senior Programme Officer in UNICEF Liberia, Fatuma Ibrahim, Head of the Child Protection Section, Alfred Mutiti and Edwin Dorbor both of UNICEF for their guidance and support throughout the evaluation process. We would also like to thank all the other staff of child protection section for their support. We also thank NCDDRR staff and Charles Achodo of UNDP for their support and openness.*

*Special thanks also go to the evaluation team members who provided their invaluable support in gathering and analysing information for the evaluation. They are Martin Moriwai, CCF; A. Lott Simbo, SM; Dedeh L. Sorbor, WAI; Doris Geedeh, THINK; Rosana Schaack, SPIR; William K. Jallah, MADET; De-Great Walters, NAEAL; James Benson, WANEP; WE. Narplah Wereh, NCDDRR; Joseph D. Howard, CJPS; James A.K. Pellicot, CODAH; Stanley K. Beyan, PBRC; Moses B. Doeboyan, NAPAD; Benedit C. Harris, SDP; Emmanuel Wahn, SEARCH; Martin G. Flomo, CESP; Welleh Bohlen, Don Bosco Homes; Beatrice Togba, PNO; Roland T. Suomie, EQUIP; Bob W. Gleatee, SERE; Stephen M. Kolleh Helping Hand; Loise Gbarwheur, BAWODA; Eunice D. Gardner, CAP; and Jennet S. Sarsih, World Vision, Liberia.*

*Our thanks also go to all our informants - community members, religious leaders, boys and girls - who provided information and let us share their experiences openly.*

***Irma Specht and Hirut Tefferi.***

## Acronyms

ALP	Accelerated Learning Programme
BDS	Business Development Skills
CAFF	Children Associated with Fighting forces
CEIP	Community Education Investment Programme
CPA	Child Protection Agencies
CWC	Child Welfare Committees
DD	Disarmament and demobilization
DDR	Disarmament, Demobilization and Reintegration
DDRR	Disarmament, Demobilization, Rehabilitation and Reintegration
GBV	Gender Based Violence
GOL	Government of Liberia
ICC	Interim Care Centers
MOE	Ministry of Education
NCDDRR	National Commission for Disarmament, Demobilization, Rehabilitation and Reintegration
RR	Rehabilitation and Reintegration
TSA	Transitional Safety Allowance
UNMIL	United Nations Mission in Liberia

# Table of Contents

Acknowledgements .....	ii
Acronyms .....	ii
Executive Summary .....	iv
1. Introduction .....	6
1.1 General Context .....	6
1.2 Children in the Liberian wars.....	6
1.3 Objectives and methodology of the evaluation.....	7
1.4 Analytic framework for the evaluation .....	10
1.5 Limitations .....	11
2. The Reintegration Programme.....	11
2.1 Programming framework .....	11
2.2 Components of the UNICEF reintegration programme .....	13
3. Findings .....	14
3.1 Social, economic, political and security conditions.....	14
3.2 The program’s success to reach ex-CAFF and vulnerable groups.....	18
3.3 Social and economic empowerment .....	20
3.4 Ex-CAFF becoming civilians.....	24
3.5 Root causes of child recruitment in fighting forces .....	26
3.6 Engagement in violent activities .....	27
3.7 Capacities of key national actors .....	28
4. Conclusions .....	30
4.1 Social Reintegration.....	31
4.2 Economic reintegration.....	31
4.3 Post DDR .....	32
5. Recommendations .....	32
5.1 Short term recommendations .....	32
5.2 Longer term recommendations .....	34
5.3 Lessons learned for child-DDR programmes in other counties .....	36
Annexes.....	38
Annex A: Terms of Reference for the Evaluation.....	38
Annex B: Analytic Framework for the Evaluation.....	41
Annex C: Tools used in the Evaluation.....	49
Annex D: Members of the Evaluation Team.....	62
Annex E: Interviews per county and per group.....	63
Annex F: DDR Guiding principles and policy commitments .....	65
Annex G: Community Education Investment Programme (CEIP) .....	67
Bibliography.....	71

## Executive Summary

The Liberian disarmament, demobilisation and reintegration (DDR) programme contributes to peace in the entire region as it has demobilized over 11,780 and been able to reintegrated over 9000 children associated with fighting forces (CAFF) and managed to settle them in their communities. This contributed to reduction in violence and tensions in the communities and gave a strong sign to the population of Liberia that the war is over. With regard to social support and reintegration, ex-CAFF reported benefiting from a wide range of support systems that extended beyond their parents to grandparents, friends, and other community members. They have friends that are ex-CAFF and in general, former commanders have been identified as friends, sources of support and rarely as abusers. The ex-CAFFs also listed other children from the community as friends. The children now live in a more protected environment, where the influence of commanders over a large majority of the children is not seen to be significant

The Reintegration programme has shown significant success in terms of social reintegration of CAFF both at individual and community levels. As a result of the inputs made by the programme, the behavior of former CAFF has improved. Former CAFF are not labelled as hard core problematic groups, in fact they are rarely identified as security threats or as a special group. Community-based child protection mechanisms have been put in place to safeguard the protection of children, and also ensure their participation. Capacities are built with respect to protection of children's rights and psychosocial support programmes. The strength of the Reintegration programme can be seen in the fact that ex-CAFF are generally accepted and treated as community children and their level of interaction with other children and adults. Community children also reported that they cannot usually identify between who is a former CAFF and not.

The majority of ex-CAFF are in school and many of them combine skills training, apprenticeship and/or work with education, resulting in the fulfilling of their immediate needs while working towards a better future. The combination of vocational training/apprenticeships with education seems to be among the biggest successes of the programme, increasing the chance of a better future for children, while addressing the immediate needs for income. This positive impact on this new approach deserves replication in other DDR contexts.

However, some programme elements could also be improved in the remaining period of the reintegration programme. For example, the programme is not effectively reaching some of the ex-CAFF. Some of the children who took part in the DD but returned to inaccessible areas, where the infrastructure is damaged, have not accessed the services. Although there were efforts to include children with disabilities in reintegration programmes, it appears that the number that are actually addressed are very few. Those CAFF still with commanders and did not disarm were therefore not reached.

There are also emerging tensions around the issue of fairness of the programme. The provision of Transitional Safety Allowances, first to the children and later in the programme to the parent, gave the wrong signal that child soldiering pays, hence fostering feelings of unfairness among other war affected children and their parents. In addition, the targeting of the skills training programme on ex-CAFF (with a maximum of 10% of non-CAFF) has exacerbated these feelings of unfairness, especially because there are no such programmes available for other children and youth. The CEIP approach was more appropriate and benefited both ex-CAFF and non-CAFF.

The economic reintegration of ex-CAFF seems to be less successful, partly related to the overall economic situation in the country. Poverty, lack of jobs and low economic activity in the communities are still remaining. As economic reintegration is one of the last things that can be measured, it might be that, if given sufficient attention, the programme will achieve more than is currently felt on the ground.

The skills training programme has managed to engage large numbers of children in learning a trade and some business skills, but it has not always increased their employability. The skills training courses often

do not respond to real demands in the labour market and the quality of the training varied greatly. The result is that not all children that are trained will be able to use these skills in order to find a decent job.

So far, not enough has been done to ensure that the graduates are becoming successful employees or business people. No efforts have been made to create an enabling environment for economic reintegration and the linkages required with other actors have been too limited to make a significant difference. The challenges relate to establishing linkages with the private sector, timely delivery of tool kits, quality control, follow-up to new businesses, certification and linkages with the job market and lack of investments to boost local economies. In this respect, UNICEF, its implementing partners and other stakeholders will have to utilize resources and recommendations that are made to improve this part of the programme. Follow-up of new businesses is weak and therefore there are failures that are already being seen. The young inexperienced entrepreneurs are operating in highly competitive markets and need intense follow-up and mentoring in order to succeed. In the current programme, the euphoria associated with graduation will put a mask over the real problems of finding and sustaining well paying jobs.<sup>1</sup> There is an urgent need to build a sustainable system that will ensure that business trainers remain in their contracts to provide follow-up training and mentoring to former CAFF on their new businesses.

The apprenticeship programme however, seems to book good results. A relatively high percentages of apprentices remain with their masters, to do some self-employed work within their workshops, combined with school. This is a new approach that must be supported and potentially become one of UNICEF's approaches for the reintegration of youth.

The Reintegration programme appears to be too short to achieve what it has set out to do. Therefore, there is a need to come up with Bridging Programme that can build upon the positive dynamics initiated through the DDR programme for children. If this cannot be assured, there are serious risks that the results of the reintegration programme will not be sustainable. Reintegration takes much longer than the remaining 7 months of the current programme with currently approximately 70% of the target group (9,100) working, in school or in training. The community structures that have been set-up are good but need more support to become sustainable. The capacities of national actors to ensure that the positive results can be maintained are not fully in place. Therefore, the remaining period of the programme needs to focus on consolidation of these results and planning for a post DDR youth programme.

---

<sup>1</sup> Business Development Skills Report (2006)

# 1. Introduction

## 1.1 General Context

After fourteen years of civil war in Liberia which ended following the Accra Comprehensive Peace Accord (CPA), resulted in the establishment of the United Nations Mission in Liberia (UNMIL) in October 2003. The Disarmament and Demobilization (DD) process was started in December 2003 and by the end of the formal disarmament process in December 2004, a total of 103,912 persons were disarmed and demobilized. A MoU was signed between UNICEF and UNDP which mandated UNICEF to coordinate the reintegration programmes for children. The number of children that were demobilized and expected to be targeted with reintegration assistance were 11,780 – 9,042 boys and 2,738 girls. It is estimated that up to 4,000 CAFF never went through the DD process.

The children's DD process in Liberia had a unique feature in that there were various attempts to focus on and address the rights and special needs of children associated with the fighting forces. There were various networks of agencies that worked to address the identified issues in a coordinated manner. Another strong feature of the Liberian DDR programme is that it considered the Cape Town Principles right from the planning stage. This has made it possible to include in the DD process not only children that had weapons but also those who were associated with the fighting forces (CAFF) in other duties such as cooking, porters, messengers or sexual purposes.

However, *not all CAFF benefited fully from the DDR programme* due to factors such as misinterpretation of the DD process by children and their families, inaccessibility, and manipulation of the process by commanders to benefit their own relatives instead of those who actually served under them. The issue of geographical inaccessibility was partly addressed through mobile demobilization efforts<sup>2</sup>.

The DD process started preparations that could enhance the rehabilitation and reintegration of children into their communities. In the Interim Care Centres and Drop in Centres demobilized children were provided with programmes that were planned to facilitate the psychosocial recovery and reintegration of children. Psycho-social support and counselling focused on discontinuing the relationship between commanders and CAFF, and guidance to modify the behaviour of CAFF so that they would be accepted by members of their communities<sup>3</sup>.

A total of 99% of the demobilized children were reunited with their families. As at time of evaluation, a total of 4,295 CAFF (3,295 males and 1,000 females) are in the second year of attending the Community Education Investment Programme (CEIP) while 4,965 (3,048 males and 1,881 females) are enrolled in skills training programme; of these 2,885 (1,979 males and 906 females) are still undergoing training, while 2,080 (1,105 males and 975 females) have graduated from skills training programmes. The UNICEF-supported programmes are reaching a total of 9,260 CAFF out of 11,780 that were demobilised.

## 1.2 Children in the Liberian wars

The long years of exposure to war resulted in multiple vulnerabilities of children. Family breakdown, separations and the collapse of infrastructures such as education, lack of economic opportunities for parents and older children have exposed children to serious problems. The same problems that resulted in lack of supportive systems for children have also been the causes for children joining the fighting forces. Some of the children were forced to join the fighting forces while others “volunteered” to join for a variety of reasons. The large scale atrocities committed in communities during the conflicts, pushed children to join the fighting forces in search for food, protection, belonging, revenge. Some children

---

<sup>2</sup> See External Mid Term Evaluation Report of the Disarmament, Demobilization, Rehabilitation and Reintegration Programme in Liberia, UNDP, July 2006

<sup>3</sup> UNICEF, Hirut Tefferi, Evaluation of the DD Programmed for Children Associated with the Fighting Forces in Liberia 2005.

perceived that they and their families are better protected from harassment if they join the fighting forces. Some also joined in search for material luxury items such as make-up or shoes<sup>4</sup>, or to join a relative that was already serving in the fighting forces. In addition, “the conflict situation, and with the prevalence of gun ownership amongst males, was accompanied by increasing incidence of rape...it is striking in this case that explicit ‘feminist’ motives for enlisting were widely cited”<sup>5</sup> such as joining to fight against rape or for proving equality to boys. Children associated with the fighting forces have been used in different capacities and widespread abuse of drugs and alcohol have been reported. The involvement of children in wars in Liberia is also linked to other conflicts in the region, thereby being a motive for cross-border movement and engagement of children in conflicts.

The post conflict conditions are proving to be difficult for children and youth. They are buffeted by a breakdown in social norms during the conflict period and have limited access to education and hardly any job opportunities. Many girls are becoming parents at very young ages. Liberia has one of the highest teenage pregnancy rates in Africa, with estimates that 23% of adolescent girls have given birth before they are 18 years old<sup>6</sup>. Transactional sex is common, and widely accepted practice in war-torn Liberian culture.

After the DDR process in 1997, many adolescents did not find work due to an extremely low absorption capacity of the local economy and hard competition. Moreover, the vocational training offered did not result in lasting employment for the majority of CAFF, as the courses were not based on the actual skills demand of the local labour market. In addition, graduates of training have not received appropriate guidance in job-search or business start-up. Without employment, the child soldiers of the first war were re-recruited into the fighting forces in the next war, which started in 1999<sup>7</sup>. Realizing the need to learn from the past experience, a labour market and training needs analyses was commissioned to make concrete recommendations for the current reintegration programme for CAFF. It identified those sectors and skills areas that have the potential to absorb demobilized CAFF and other war-affected youth.

Although Communities were not prepared adequately to receive children that returned after having been demobilized, the social component of DD appears to be relatively well-organized and characterized by follow-ups and strengthening supportive systems in communities.<sup>8</sup>

Access to quality education and training is a major concern in post war Liberia. Generally, there are inadequately trained teachers, little or no supervision or quality control, poor learning environments, lack of teaching and learning materials, over-crowded classes, a high percentage of over-aged students, inadequate numbers of school facilities and the inability of many households to pay schools fees, even in public schools<sup>9</sup>.

## **1.3 Objectives and methodology of the evaluation**

### **1.3.1 Objectives**

The current evaluation of the children’s reintegration program attempts to critically assess the impact of the various aspects of the reintegration programme on the social and economic reintegration of demobilized children and other children from the community.

---

<sup>4</sup> See Specht, I. *Red shoes: experiences of girl-combatants in Liberia*, Geneva ILO, 2006

<sup>5</sup> idem

<sup>6</sup> The Government of Liberia – UNICEF Programme of Cooperation, 2005. *Rebuilding Social Services and Reintegrating Children Associated with the Fighting Forces Supporting the Reintegration and Rehabilitation Process*

<sup>7</sup> Labour Market and Training Needs Assessment: Mapping of Reintegration Opportunities for Children Associated with Fighting Forces, A Report Covering Liberia. ILO, Geneva, 2005

<sup>8</sup> See External Mid Term Evaluation Report of the Disarmament, Demobilization, Rehabilitation and Reintegration Programme in Liberia, UNDP, July 2006

<sup>9</sup> The Government of Liberia – UNICEF, Programme of Cooperation (2005)

The aim of the evaluation is to collect, collate and analyze data on the impact of the children reintegration programmes in order to inform both policy and programming priorities for the reintegration programmes for children in the remaining seven months of the Liberia programme. The evaluation is also expected to inform donors on needs and rights of children that are not met and will advise the Government of Liberia (GOL) about the necessary follow-up to be taken in order to ensure sustainability of the progress attained so far. Finally, it will highlight lessons learned and best practises for child DDR programmes in other countries.

The objectives of this evaluation as described in TOR (Annex A) are the following:

- Evaluate how the reintegration programmes have enhanced the social and economic reintegration of children who were demobilized from fighting forces.
- Assess the overall impact of the reintegration programmes on demobilized boys and girls, community children, families and communities.
- Assess the effectiveness of the implementation strategies employed by the agencies carrying out different reintegration options for demobilized children.
- Identify lessons learnt and best practices in the reintegration programming for demobilized children.

In 2006 UNICEF supported an inter-agency evaluation of the disarmament and demobilization of children who had been associated with fighting forces. The study established that the DD component of the programme had put the children in the right framework for the reintegration programme<sup>10</sup>. This evaluation builds upon the interagency evaluation and on the recently completed mid-term evaluation of the adults and children' reintegration programmes carried out by UNDP.

### **1.3.2 Methodology**

Three major components of the child reintegration programme as implemented by UNICEF and its partners are used as entry points for the evaluation:

- (a) The Community Education Investment Programme (CEIP),
- (b) The Skills Training and Apprenticeship, and
- (c) The community reintegration component.

The above were also supplemented by such cross-cutting issues as the gender and child rights.

#### **Selection of counties for evaluation**

Ten counties - Bong, Lofa, Bomi, Cape Mount, Nimba, Grand Gedeh, Maryland River Gee, Grand Kru and Montserrado - were selected for primary data-collection by using the following criteria:

- high concentration of ex-CAFF
- counties bordering other countries
- Counties with high and low economic activities
- Remote and insecure areas
- Different time of start of reintegration activities

#### **Data collection tools**

Various methods were used to generate quantitative and qualitative data. These included review of documents, observations, interviews with key informants from the community, and Focus Group Discussions. Key Informant Interview and Focus Group Discussion guides were developed and field-

---

<sup>10</sup> The evaluation of the DD program showed that the interventions made in the DD phase helped to prepare children to benefit from the reintegration programme. Specifically, the DD phase focused on consistently communicating to children that their roles and identities as CAFF was discontinued as they enter the process of DD; thus they had to revert back to taking up the role of children. Although there were various supportive programmes, the expected change of role was difficult for many children especially girls who have their own children. These vulnerable groups were supported in various respects during the DD phase – services were provided by taking into account their special situations. Children were also provided with support and advice which helped them to adopt acceptable ways of relating to persons in their communities. Inputs that included traditional and modern ways of providing psychosocial support and integration of children with their communities were implemented, thus encouraging the process of healing and reintegration.

tested in Monrovia (Attached in Annex C). Data was collected from demobilized and non-demobilized boys and girls, county and district officials, local leaders, parents, social workers, Child Protection Agencies (CPA) and UNICEF and UNDP staff, the National Commission for Disarmament, Demobilization, Rehabilitation and Reintegration (NCDDRR) staff, trainers, teachers and business people. The information generated at the time of the testing of the tools is also included in the analyses.

The assessment teams undertook a broad assessment in the selected counties. In addition, 6 teams were established to focus on specific areas of concern. These areas were decided based upon preliminary findings, from discussions with the team from different implementing partners, and literature reviews and international experience from other DDR settings. These thematic areas are: root causes for participation of children in fighting forces; participation of children and youth in reintegration programmes; gender; disability; relationships with former commanders; and new businesses.

Information collected from children was triangulated with information collected from other informants.

### **Sample size**

The sample size was designed to reflect a fair range of opinions from children and adults with children making up 59% of the respondents.

Individual interviews and focus group discussions were conducted with children who are former CAFF, those children who were not CAFF and living in communities, former CAFF who created businesses, children who are members of children's clubs, youth groups, CWCs, and Resource Centers.

Adults were represented from vocational trainers, business trainers, local government officials/ religious leaders, parents of CAFF and non-CAFF, local women groups, school teachers, leaders/coaches of sports and recreational activities, social workers and psychosocial counselors, private sector actors, UNICEF and other CPAs.

Thematic assessments in topics concerning root causes of child recruitment, gender, children's anticipation, disability, relationships of CAFF with former commanders, and new businesses were conducted. Information for the thematic assessments were also gathered through individual interviews, focus group discussions and observations of team members who were chosen on the basis of their familiarity with the specific county and the theme under consideration.

The total number of key informant interviews were minimum of 30 persons from each county (a minimum of 6 children and 24 adults). The Focus Group Discussions were conducted in groups of 8-10 persons. For each County children participated in six group discussions while adults took part in two focus group discussions. The minimum number of key informants in the thematic assessments were a minimum of 10 focus groups of children, of which the large majority are children (Annex E).

### **Evaluation team**

Since 2003 UNICEF has coordinated the children's component of the Disarmament, Demobilization, Rehabilitation and Reintegration (DDRR) through an inter-agency forum named the DDRR Core Group comprising international and national NGOs and a host of smaller local child protection partners. In keeping with the inter-agency approach to the DDRR program, this evaluation was carried out by an inter-agency team led by two experts on DDR of children namely Irma Specht of the consultancy firm Transition International and Hirut Tefferi from Child and Family Support Services. The evaluation team consisted of 24 staff members from the Child Protection Agencies implementing reintegration programmes. The evaluation team was supervised by the Head of Child Protection Section in UNICEF and advised by the Senior Programme Officer in UNICEF. Annex D provides a list of members the evaluation team.

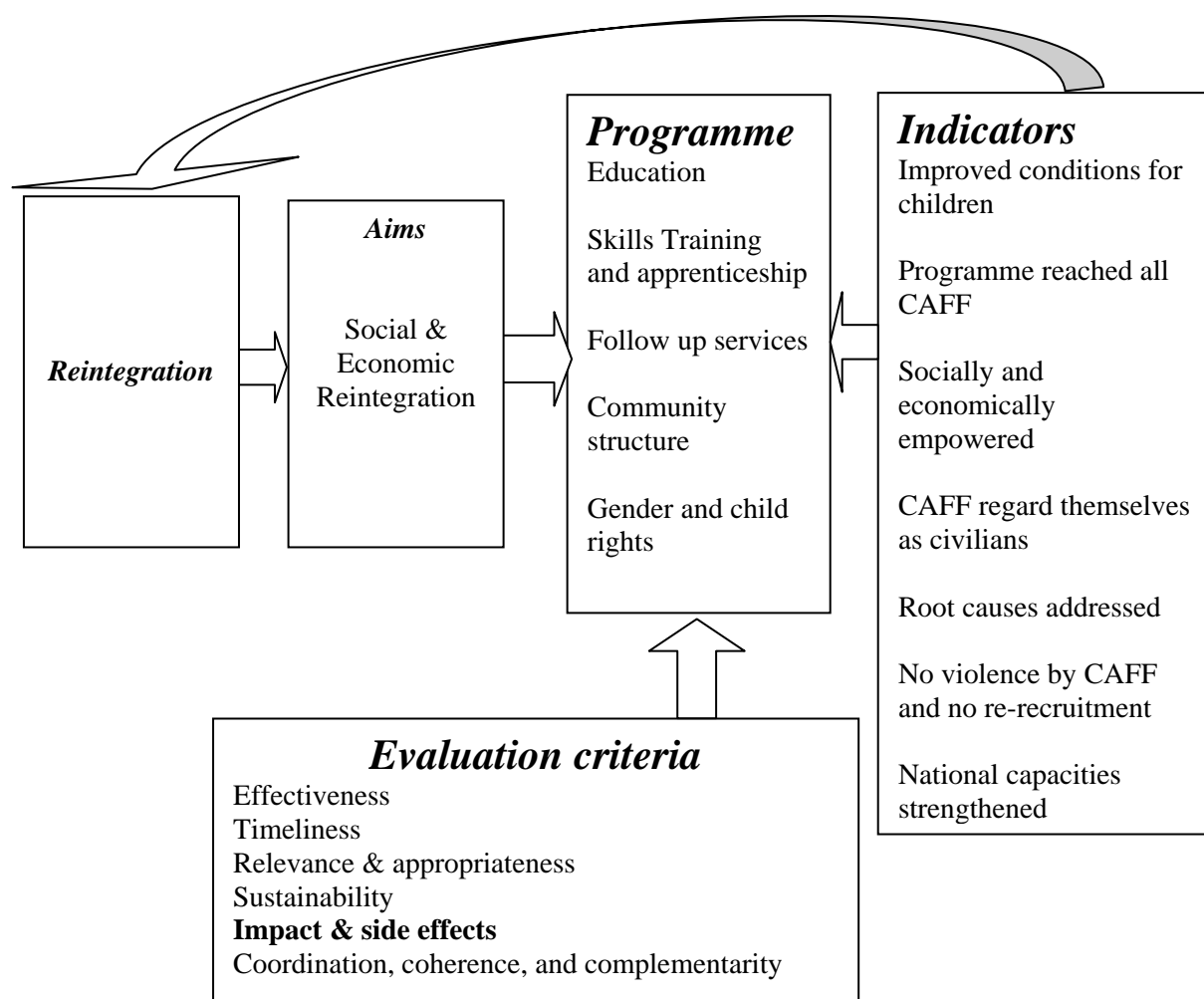
## 1.4 Analytic framework for the evaluation

In the absence of a set of indicators that is normally formulated as part of the design of a child reintegration program, a set of impact indicators were designed specially for the evaluation. The indicators are used to assess the extent to which the programme achieved intended impact on changing the children’s lives and opportunities. Unfortunately, no baseline has been established at the beginning of the programme and therefore the findings could not be mirrored against this in order to systematically measure impact.

In order to have a common platform for the different Child Protection Agencies that were engaged in the evaluation, a framework was developed by taking into account the two main aims of reintegration of children – social and economic reintegration - into their communities. The main goals for reintegration were then compared with the programme components designed to achieve the goals. The components are Education, Skills Training and Apprenticeship, Follow up Services and Community Structures, which were all planned to be implemented from a child rights perspective focusing on non-discrimination with focus on addressing the needs of girls and boys.

The evaluation was initiated to inform UNICEF and its partners on the impact of the programme and has not systematically evaluated the efficiency and effectiveness in terms of performance of UNICEF or its implementing partners.

### The Evaluation Framework <sup>11</sup>



<sup>11</sup> A detailed description of the framework of the evaluation and the indicators used are attached in Annex B.

## 1.5 Limitations

The evaluation result was affected by the following limitations:

- It was difficult to find and interview a significant number of ex-CAFF that did not take part in the DD and who were not part of the reintegration programme. Other persons in communities were asked to report on their situations.
- The number of interviews with those who dropped out of the skills training programmes are low because the child protection agencies lost track of them and were not able to be followed up.
- The assessment is based on limited number of interviews (see Annex E), thus does not give a total picture of the situation but is a reflection of the sample that was interviewed.
- The evaluation teams did not have physical access to a number of isolated locations. We regard this a major bias as most probably the service delivery in these isolated areas are also low. It is important to find out how CAFF in these areas are doing, with relatively less support.
- The evaluation teams did not manage to talk to CAFF with disabilities who are not in the skills training or schools at the moment of the evaluation. The overall low number of participants with disabilities raises concerns in terms of their access to the DDR process altogether.
- The lack of a clear definition of reintegration, the lack of indicators and baseline information made the evaluation more difficult and time consuming. Discussions in terms of what the intended result should or should not be, and how to measure this, should ideally have taken place before the start of the implementation phase. This is important especially as UNICEF works through CPAs, that should all work within the same definition, to the same goal, using the same indicators for measuring their impact on a regular bases.

## 2. The Reintegration Programme

### 2.1 Programming framework

At the start of the DDRR programme a Strategic and Implementation Framework (SF)<sup>12</sup> was developed by UNDP in collaboration with all stakeholders. The SF was comprehensive and attributed clear roles and responsibilities. The Framework included a section on indicators but did not set out specific indicators to measure success of the child DDRR programme with the exception of some generic reference to vulnerable groups such as:

#### **Indicative activities**

- Select out vulnerable groups for tailored programmes and separate cantonment
- Vulnerable groupings are provided with opportunities to access tailored programmes for economic participation

#### **Indicators**

- Vulnerable groups are placed in appropriate programmes or are able to access appropriate services
- Ex-combatants access opportunities generated

UNICEF did not develop indicators at the beginning of project implementation.

---

<sup>12</sup> Liberian Disarmament, Demobilisation, Rehabilitation And Reintegration Programme Strategy and Implementation Framework. Prepared by The Draft Interim Secretariat (Comprising UNDP, UNMIL, World Bank, USAID, UNICEF, UNHCR, OCHA, World Vision), Monrovia 31st October 2003

## **Objectives**

According to the SF the overarching objective of the DDRRP is the consolidation of peace through comprehensive disarmament, demobilisation and sustainable reintegration of all ex-combatants into civilian society<sup>13</sup>. It is therefore hoped that the programme will enable ex-combatants to contribute to national development and reconciliation in Liberia instead of posing a threat to peace and stability. The immediate objective is to consolidate national security as a precondition to facilitating humanitarian assistance, restoration of civil authority, promotion of economic growth and development. Only a coordinated and well-structured programme for disarmament, demobilisation, rehabilitation and reintegration will assist the government in achieving these objectives.

The overall DDR strategy and Strategic Framework specifies the objectives and main activities for the component of Child DDR. The programme aims to “enforce non-recruitment and non-participation of children in armed conflicts in compliance with the provision of the Cape Town principles and the Convention on the Rights of the Child.”<sup>14</sup>

The strategy and implementation framework, outlined the specific objectives of the component on children, namely:

- (i) ensuring access to health, education, skill training and family tracing and reunification support for demobilised child combatants;
- (ii) continuing the reunification of child ex-combatants with families;
- (iii) increasing the awareness and improving the capacity of families and communities to protect children; and
- (iv) enhancing the capacity of NGOs and agencies in the country to address the immediate and longer-term needs of former child combatants.

The main activities to accomplish the above objectives are:

- (i) provision of cash and in-kind assistance to various schools to cover basic education fees and enrolment requirements;
- (ii) provision of educational materials for primary and secondary levels to expand their capacity to admit child ex-combatants;
- (iii) training of social workers;
- (iv) support to training and employment through apprenticeship schemes;
- (v) enhancing family reunification efforts; and
- (vi) Sensitising receiving communities.

## **Definition of Reintegration**

In the programme documents on the child DDR, no concise definition is found on the subject of reintegration. It can however be inferred from documents produced by UNICEF and its partners that reintegration is perceived as cumulative impact brought about on children’s overall development as a result of their engagements in educational, socio-economic programmes offered and supplemented by psychosocial support initiatives, accelerated learning programmes and family reunification efforts. The evaluators choose the Integrated UN DDR Standards (IDDRS) definition in this impact assessment.

Within the context of DDR, reintegration is the process through which ex-combatants and their dependants return and (re)integrate into civilian life. Sustainable reintegration is achieved when the political, legal, economic, social and security conditions needed for the ex-combatants to maintain life, livelihood and dignity have been secured.<sup>15</sup>

---

<sup>13</sup> Ibid page 40

<sup>14</sup> Ibid page 36

<sup>15</sup> Interagency definition of reintegration as spelled out in the Integrated DDR standards (IDDRS draft 2006).

The definition from the draft Paris Commitments is also found to be relevant:

*“Reintegration” is the process of establishing or re-establishing acceptable social and economic functioning, comparable to that of the community the child returns to, preferably within a family as well as a community environment.*

In this impact evaluation, therefore, the evaluation team assessed if the former CAFF have returned and reintegrated into civilian life and if the political, legal, economic, social and security conditions needed for the former CAFF to maintain life, livelihood and dignity have been secured.

## **2.2 Components of the UNICEF reintegration programme**

### **2.2.1 Community Education Investment Programme (CEIP)**

The CEIP is designed to support the reintegration of 5,000 school-aged demobilized children by providing them access to basic formal primary education in government and community schools, by supporting the schools through the provision of stationery, sports and recreational materials, reference books, and staff training. Assistance is targeted at the school level and not the individual child as was the case in the disarmament and demobilization phase. Both demobilized children and other war-affected children in the community who attend schools that have accepted CEIP benefit from the support that comes through CEIP, thus enhancing the overall education level, minimizing the stigma against returning demobilized children in the community and promoting their reintegration. Annex G provides a detailed description of CEIP and its main objectives.

### **2.2.2 Skills training and apprenticeships**

The skills training programme is designed with the understanding that a lot of ex-CAFF have lost the opportunity for education during the time of their engagement with the fighting forces. Consequently, the Reintegration programme included in its design a component of vocational training which would lead to economic self sufficiency, especially targeting those 14 years and above. The vocational training programme is also supplemented by basic literacy and numeracy, business development skills, follow ups, psychosocial care, and placement into apprenticeship programmes, where trained ex-CAFF are placed for on-job training.

### **2.2.3 Community Based Reintegration**

The community reintegration program is designed to promote the reintegration of CAFF into their communities by supporting them in their social context, while also working with long term solutions that are intended to bring about changes in the situation of children. This involves working with existing community structures in the communities or forming new ones where none exists. Child Welfare Committees, Children’s Clubs, Children’s Resource Centres and youth clubs were formed and received capacity support in terms of training in order to follow up reunified children and provide psycho social support in communities.

### **2.2.4 Cross cutting Issues**

The main aim of introducing the cross cutting issues in the reintegration programme is to ensure that the rights of children are protected and promoted and vulnerable groups, such as girls, are addressed in the different components of the programme. Cross-cutting issues are expected to be mainstreamed in all UNICEF supported programmes. In principle, the project monitoring mechanisms of UNICEF and its partners are also expected to address the issues. The main cross cutting issues identified in this programme are protection, gender and child rights.

### **3. Findings**

Findings for this evaluation are based on the opinions of various respondents that include children, who took part in the DDR programme and other war-affected children in communities, parents, teachers (school teachers, vocational trainers and sports teachers and those who organize recreational activities for children), psychosocial counsellors, members of Women Groups, Child Welfare Committees, children's clubs, representatives of local government, chiefs and religious leaders, masters of apprenticeship places, and child protection agencies.

A total of 23 indicators were developed to help in the evaluation of the programme. The major findings are described according to these indicators.

#### **3.1 Social, economic, political and security conditions**

One of the indicators for the success of the reintegration programme has been the extent to which the social, economic, political and security conditions around children have improved, thereby creating an enabling environment in which the rights of ex-CAFF boys and girls are respected and protected.

In the scope of DDR impact assessments, it remains difficult to determine how much of the development in terms of social and economic infrastructures is achieved through the DDR, or through other programmes, or simply because of peace and improved security that made it possible for people to restart their normal activities.

##### **3.1.1 The DDR programme in the light of the wider recovery programmes and its coherence**

Linkages have been established internally within UNICEF supported programmes such as the Accelerated Learning Programme (ALP) and programmes which included rebuilding and furnishing of public schools. Some external linkages have been established such as with the UNMIL Quick Impact Programme. One good example is the partnership with the National Foundation against Poverty and Disease Inc. (NAFAPD) road brushing project supported by UNMIL and in which UNICEF lobbied for targeting parents of demobilised children to help them increase their household incomes. Other firms and organisations hired some graduates from the skills training programme. The recent effort to establish linkage with micro-finance organisations is another promising example. However, the Reintegration programme could have benefited from more explicit linkages with other programmes and activities on the ground.

Although some children who have graduated from skills training have been employed in the private sector, the reintegration programme was not sufficiently linked to the private sector, which could be an important resource for on the job training, employment, essential infrastructure repair directly linked to reintegration and especially supporting the young entrepreneurs in starting their businesses, establishing chains of production into which ex-CAFF can be included etc. These linkages should be established as soon as possible.

It must be recognized that this is challenging in war-torn Liberia where economic and social structures have largely broke down and need to be build from scratch and the DDR programme cannot rebuild Liberia. Having said so, more emphasis is needed to invest in improving the environments around the children, both directly through the DDR budgets and programmes and more importantly through linking with other reconstruction programmes and initiatives. The child reintegration programme did not sufficiently linked to this general national recovery programme, although its components contributed to national recovery.

### 3.1.2 Social and economic infrastructures and expanded market access and trade

One attempt in the impact assessment has been to see if there have been improved social (school, health, water supply, support systems) and economic infrastructures (microfinance, roads, training, job placement services, Business Development Services(BDS), career centres, etc.

#### Economic Infrastructures

Economic development, expanded market access and trade leading to better conditions of living for communities in areas of return and increase opportunities for graduates of skills training to be employed, or to run their new businesses successfully. Families will improve their capabilities as care-givers when local economies provide more opportunities to generate income. Children who start businesses need to have sufficient support services around them to succeed.

In Liberia, as in many DDR settings, the jobs need to be created and targeted investments are needed to boost local economies so that the absorption capacity will increase. The older CAFF will need to work and therefore successful reintegration cannot be achieved without addressing these issues. The Reintegration programme for children did not invest in infrastructures with economic benefits, with the exception of some equipment to schools and tools for training and businesses start-up.

Liberia's vocational training system is extremely weak and hardly any decent training facilities were available when the reintegration programme started. However, the skills training programme of the child reintegration programme has managed to train an impressive number of children. The weaker point of this component is the failure linked to the ministry of vocational training. Part of the structures for training that were used or set up are not sustainable and therefore do not improve the economic infrastructure.

The initiation of business training, the development of a manual for this and the training of business trainers was a very positive development in this area. However, the business trainers are located within the vocational training providers and their contracts automatically end when the funding for vocational training stops. There is an urgent need to make the availability of business training sustainable.

There are no or limited investment in economic infrastructures such as Business Development Structures, chains of production, business groups, essential roads, wells etc. and too little partnerships have been developed in this area. The economic situation remains difficult and is improving slowly, thus there are no real improvements seen in terms of economic infrastructure.

#### Educational infrastructure

Category	The various category of persons trained in the programme
CAFF	4,295
Teachers	3,722
Principals	326
DEOs	56
CEO	12
<b>Total</b>	<b>84</b>

Source UNICEF 2006, Protection Annual report

There were a total of 4,295 (3,295 male, 1000 female) in programme. This was in 582 elementary schools implementing CEIP, 329 public schools, 208 private schools and 45 community schools. It is important to note that the original thinking was that CEIP was to be implemented in public schools. However many private and community schools came on board.

In areas where there are CEIP schools the conditions at the schools in terms of provisions of psychosocial care and support and educational materials have improved. In addition, in areas where CEIP

is implemented the rates of participation of ex-CAFF are high, especially in recreational activities, despite some complaints that the recreational programmes did not always correspond to their interests. The goal of education in the reintegration programme was to enrol former CAFFs into schools so that they are engaged in routine and constructive activities towards a better future. The CEIP programme was designed in consultation with Ministry of Education (MOE).

Although the focus is to facilitate the enrolment of ex-CAFF, and provide psychosocial support leading to integration into community, recreation, life skills training, educational materials and teacher training are also provided to the schools and are directed to all children. For instance, various books that contain relevant messages were distributed to the schools to serve as readers on life skills, self-esteem development, rights of girls and leadership skills. This has contributed to the improvement of the social infrastructure around the children.

The extent to which books that were distributed to the schools are being used, varies significantly from one school to another. In some of the visited schools, it was obvious that the books were quite unused and stored away, while some schools used the books well and requested for additional supplies. Prior to the distribution of educational materials and books, various consultations were held between the MOE and UNICEF to decide on the utility of the materials and books. Community members, parents, social workers and teachers were also oriented to some extent. However, at the grass roots level, not all schools were aware of the involvement of the MOE in the decisions made and the materials distributed. As a result, some schools felt cash should have been made available to the schools instead of materials, so that they can buy their own materials. This is usually based on the perception by some schools that books are not being commensurate with the national curriculum.

Gaps identified in this respect are the hesitance of some schools to implement the CEIP programme, restrictions by schools on the number of students they want to accept; and the lack of teacher education on the importance of the books given to their various schools. Another problem with regard to education is that some children returned to areas where there are no schools like in the South Eastern counties, making access to education very difficult.

### Social infrastructure

Structures	Status of structures		Trained members		Members not trained	
	Formed	Active	M	F	M	F
CWC	293	217	1,499	1,040	591	574
CC	228	163	1,805	977	1,033	926
Youth group	193	35	413	241	974	661

Source UNICEF 2006, Protection Annual report

A significant achievement of the reintegration programme is the development and functioning of the Child Welfare Committees (CWCs), a total of 293 had been formed, 217 of which were active. These are community based structures that are designed to ensure that the rights of children are protected through monitoring and follow up of the situation of children in their localities. At the same time, the CWCs also serve to lay a foundation to institutionalize community level child protection. The CWCs need more strengthening especially to also play a role in assisting children and families to achieve economic security. The remaining period of the Reintegration programme should put emphasis on ensuring that the CWCs remain active in the post-DDR period.

A total of 228 Children's clubs were formed, 163 were active and 193 youth groups were formed, 35 youth groups were active. These serve to ensure that there are forums for participation of children. Children's clubs and youth groups have remarkable potentials to address individual developments of children while contributing to the overall reintegration of children. Children and youth who participate in the different groups reported that their participation helped them to improve their self esteem and also gave them opportunity to solve some daily problems. The clubs also present children with opportunities

for associating with other children and provide some level of direction. These groups also represent a huge resource in terms of implementing certain programmes, although to achieve this they need to be adequately guided and supervised. This is an intervention where the social and economic component of the reintegration programme could benefit from. The reintegration programme has also tried to include youth in activities and its programming.

However, the success and sustainability of such groups largely depend on the interest they hold for their members and the support and guidance they get from adults, in these case teachers and other community workers. Therefore, the functioning of the children's clubs and youth groups should be given support in the remaining project period, especially in terms of direction not only for the current period but also on how to make themselves sustainable after the DDR funding will stop.

The remaining project period should also be used to devise and apply ways in which different groups can systematically discuss the functioning of their groups, clarify future visions and forward ideas to improve the performance of the groups, especially in areas such as reconciliation and reintegration. The remaining period of the Reintegration programme could look into these aspects.

### **3.1.3 Feeling of security**

The reintegration programme's success depends, among other things, when children feel safe and that there are no reports of increased sexual and gender based violence (SGBV) of CAFF and other types of violence targeted at children. In this respect, a general feeling of safety is expressed by children primarily due to the absence of war and that communities have become more peaceful places for children to live in. Demobilized children, other children in communities, teachers, parents, local leaders, women groups expressed that there is a significant reduction of violence and no GBV is targeted at former CAFF.

At the DD phase of the project communities were not sure the extent to which ex-CAFF, who have been away in the war for very long time, could pose a security threat.<sup>16</sup> Although communities believed that they have a duty to try their best to help in accepting the ex-CAFF in their communities, their experience of the activities of the CAFF during the war had left serious doubts about peaceful intentions by ex-CAFF. As a result, sometimes CAFF were blamed even for things they have not done. However, during this impact assessment, children in communities, parents, community leaders, religious leaders and local authorities reported that violent behaviour exhibited by ex-CAFF has decreased over time.

The ex-CAFF interviewed also reported that they expect to continue to be active in an environment which is peaceful. Education and vocational skills training that could eventually lead to earning a decent living are prioritized by children and the different stakeholders that were interviewed. Education and skills training that leads to employment are means of enabling children to protect themselves and are recognized as such.

Transactional sex is still common and perceived as a means of coping in times of economic difficulty. The fact that girls still perceive having boyfriends as a means of survival and security indicates that more work needs to be done in empowering girls to become independent. In other instances community members expressed that when girls are in problem, support to girls from their boyfriends is acceptable, and additionally, not only the girls but also family members expect to be supported by the boy friend. Despite some reports that show that there is a general increase of SGBV, community members have the impression that incidence of rape has gone down. One explanation might be that the reporting mechanism for GBV has improved, and that therefore more cases are known. This is however, a subject for further investigation and is not examined in the current assessment.

---

<sup>16</sup> UNICEF, Hirut Tefferi, Evaluation of the Disarmament and Demobilization Programme for Children Associated with the Fighting Forces in Liberia., 2005.

## 3.2 The program's success to reach ex-CAFF and vulnerable groups

One area that the assessment ventured into was to verify whether the reintegration programme has addressed the needs and rights of vulnerable groups such as children with disabilities, minorities, girls, youth and ex-CAFF who did not formally demobilize.

### 3.2.1 Access of vulnerable groups to reintegration services

The realization of equal rights of vulnerable groups is determined by the extent to which they are able to access reintegration services and benefited to the same level as other CAFF, resulting in the same socioeconomic benefits.

Out of approximately 15,800 CAFF, 11,780 CAFF are demobilised by the programme and 9,186 have been reached by the UNICEF supported programme.

#### Children with disabilities

Provisions were made at a programmatic level to ensure that children with disabilities are addressed. Various trainings on child rights and on addressing the needs of vulnerable groups were conducted by UNICEF to CPA staff. Despite these efforts, the reintegration programme is not assisting many children with disabilities. Few children with disabilities are in reintegration programmes and at this point it is hard to draw any conclusions to this. Most probably a combination of reasons is causing this low numbers of children with disabilities among the children assisted:

- Few CAFF have actually visible disabilities;
- Few CAFF with disabilities came to the DD sites due to transportation problems and/or fear of stigma;
- Some of those who did go through the DD programme have difficulties of transportation in order to come to the skills training centres and schools;
- Traditional interpretations of disabilities leading to shame and embarrassment, but also to over-protection, resulted in parents keeping their children home.

The number of children with disability who went through the disarmament and demobilization programme is not actually known to many child protection agencies (CPAs) that are doing the reintegration programmes. The ratio of children with disabilities to other children in reintegration programmes in other countries range from 1% to 5%, depending on the nature of the warfare. However, those who are part of the reintegration programmes are doing well. Many of the courses they are doing seem to be suitable because the courses take into consideration their physical conditions.

The involvement of children with disabilities in recreational activities appear to be low. Those children who attended recreational programmes or teachers who conduct recreational programmes indicated that there were none or very few children with disabilities in their groups. It should be pointed out to those organizing recreational activities, that CWD can be included in support roles such as directors of theatre, coaches of sports etc.

#### Girls

Overall, female participation in the DD program was low, partly due to lack of awareness on the program and on who was regarded as CAFF.

Table showing statistical information on girls in reintegration programmes

Item	Total number	Male	Female	% of females
Demobilised CAFF	11,780	9,042	2,738	23
Accessing CEIP	4,295	3,295	1,000	23
Accessing skills training	4,965	3,048	1,881	38
Total in RR (CEIP & skills training)	9,260	6,343	2,881	31

Although the number of girls that were demobilized were much lower than that of boys (2,738 girls as compared to 9,042 boys), out of the total number of children enrolled in the reintegration programmes, their share in accessing the reintegration programme has risen to 31% of the total demobilized children. Some girls are in schools and others in skills training but the drop-out rate among girl CAFF is higher due to the following reasons:

- Their ‘bush husbands’<sup>17</sup> either left them with babies or pregnancies and they’re faced with the challenges of caring for themselves and the babies. Their attentions are divided between studying for the future and running after quick economic gains to sustain themselves and their babies. Many girls in rural areas continue with their bush husbands. Some report indicated that these boyfriends prefer their girls staying home.
- To meet the challenge of caring for themselves and their babies, female CAFF/girl mothers either get engaged in commercial or transactional sex or farming activities which result in lack of focus on the programs in which they participate.
- The educational levels of most female CAFF is lower compared to boys; this contributes to poor performance in school or in the theoretical component of the vocational training program; that is, they can not read or write, and hence, get discouraged and drop out of the program.

It is important to note that there were more girls in skills training than formal education an indication that the girls preferred an option where they could quickly earn an income to support themselves and their babies. In skills training the girls tended to concentrate more on the traditional female dominated trades like cosmetology and pastry, few went for male dominated courses like auto mechanics, metal works, masonry and carpentry. However those that ventured for the male dominated courses, their performances was high. The monitoring visit reports from UNICEF indicate that there were more girls utilizing the acquired skills compared to the boys.

The large majority of girl CAFF, especially girl mothers, need special psychosocial care since majority of them suffered sexual violence: rape, forced marriage, and forced conscription into the fighting forces. This is also one of the causes why many young girls in Liberia (especially CAFF/girl mothers) are either on drugs, engaged in street life or in abusive relationships instead of meaningful activities such as formal education and vocational skills training.

### **Children from destitute families**

Some teachers and other community members reported that children from very poor families do not attend the programme’s activities regularly because they need to help their parents with ensuring that there will be food. Some are benefiting as community children but especially in skills training that percentage is very low. It is important to further investigate the extent of this problem and to apply pragmatic anti-child labour strategies such as providing income generating support to those families in return of the child’s school attendance.

### **3.2.2 Opportunities for self-demobilized CAFF to benefit from the reintegration assistance**

Some children who were associated with the fighting forces did not go through with the DD programme for various reasons, as explained in the evaluation of the DD process.

Although accurate numbers are not available to indicate the number of children who were part of the fighting forces but who did not get access to the DD or who chose not to take part in the DD, a common characteristic of the group of ex-CAFF that were interviewed appears to be that they take their own initiatives to reintegrate themselves.

---

<sup>17</sup> The term ‘bush-husbands’ is commonly used by CAFF to describe relationships that was initiated during their time in the bush. These relationships are commonly entered into without consent of the girls but most of the relationships developed to last for many years, because this arrangement may result in better protection for the girl, because of children being born to the couple or on the part of the girl to avoid stigmatization and consequent difficulty.

Among those children who did not take part in the DD on the advice of their families, some reported that they were happy about the decisions they took, because they were backed by their families and they felt responsible to abide by their family's decisions. Some reported that their parents did not want them to go through with the programme, not wanting them to be officially part of the fighting at group; in fear of later repercussions on parents and children and fear of stigma. However, some of the ex-CAFF reported that they feel left out of the process and are angry and bitter over the whole situation and regret their decision of not to go through with the DD programme.

Most of the self-demobilized CAFF reported that as they did not receive any support from the reintegration programme, the payment of school fees is an important issue that could have helped their future aspirations to continue with their education. 50% of those interviewed ex-CAFF who did not go through the DD process reported that the biggest obstacle they foresee in achieving their aspirations are financial problems. This was in contrast to the reports by CAFF who went through the DDRR process, and who reported that they foresee no or very minor problems when it comes to fulfilling their aspirations.

### **3.2.3 Appropriate reintegration assistance tailored to the rights, needs and ambitions of youth**

Reintegration assistance usually focuses on the needs of children versus adults. The youth are a group that are neither children or adults and their needs are often not adequately treated in the reintegration programmes. Addressing the rights and needs of youth in post-conflict situations is of paramount importance as the youth are active and majority of combatants during conflicts. The flexibility of the DDRR programme to address the needs and ambitions of young boys and girls who make important transitions in life (socially, psychologically and economically) between the time the DD programme started and the Reintegration assistance is completed needs to be taken into serious consideration.

The large majority of ex-CAFF who are youth (over 15 years of age) reported that they are supporting themselves (70%), while some still get support from their parents, and from other relatives. In this impact assessment, it was not possible to clearly establish if youth have received appropriate reintegration assistance tailored to their rights, needs and ambitions so that they can become valuable contributors to society because the category of youth (15-24) also contains youth who benefited from the adult programme. However, it important that the remaining period of the programme will focus on the specific economic needs of self-supporting youth will be addressed. This will include their placement in jobs after skills training graduation and sufficient assistance and mentoring to start and keep their businesses.

There are not as many youth groups as children's clubs possibly because there are no youth programmes that focus on the organization of youth clubs. In the few youth groups that exist, the youth reported that they have difficulties in keeping the group together because of lack of support to keep the group moving on such as recreational materials. Sometimes they have problems with keeping the ex-CAFF in the group because they easily irritable and they also want to be paid for everything. They also get discouraged easily when they are called to meetings once or twice and the turn out is not good numbers.

## **3.3 Social and economic empowerment**

Economic empowerment of the older children is mainly achieved by increasing their employability and skills training is an important facet of this. The assessment found that in terms of choice of training courses the main areas of training are 'traditional' choices of vocation such as carpentry, cosmetology and other typical skills that are already on the market and in high competition. Very few courses were offered in agriculture and food processing. The question remains IF courses were designed in response to the demands for skilled labour in the market.

The Labour Market Analyses commissioned by UNICEF and ILO at the beginning of the reintegration programme has informed the reintegration strategy and some recommendations were successfully adopted, such as the advice to combine formal education with skills training. However, the report has not

been sufficiently used to guide the vocational training courses. UNICEF distributed the market assessment widely and partners all received the document. Many of the partners did not use the results of the study to guide their choices of courses. UNICEF's needs to employ more proactive monitoring and follow up of the implementation of the same and should withdraw funding to its implementing partners if the skills offered are not in relation to local labour market demands. This requires detailed monitoring, for which UNICEF should use the Labour Market analyses, complemented by assessments done by the partners.

However, at least one partner reported that the food processing trades were very unpopular to students. In a skills training in Buchan on food processing, after three months, the course was discontinued due to the students lack of interest that led high drop out from the programme.

Based upon the lessons learned from the DDR programme in Liberia 10 years ago, where many children left their parents again after placement due to economic constrains, it was advised to provide income generating support to the parents of the younger children. This recommendation was not taken. Funding could not enable this to happen. Funding limitations as this have a negative impact on the potential achievements of the reintegration programme and donors should be made aware of this. The lack of funding within the child DDR programme to directly invest in families and community environments, furthermore stresses the need for linking the reintegration programmes to a wider national programme. However, the reality is that most other programmes that could be linked too, are not yet operational during the time of DDR. Therefore, the DDR programme itself must invest directly and needs adequate resources to do so.

A total of 43 parents of ex-CAFF were interviewed by the evaluation team. They reported that they received limited social empowerment mostly limited to a few workshops. However, the majority of the parents reported that the psychosocial support they received enhanced the reintegration of their children.

### **3.3.1 Opportunities for education and employment**

The transitional safety allowance (TSA) which was provided at the end of the DD process is reported to have been misused to a large extent by ex-CAFF and their commanders. However, in the case of those interviewed, over 50% of the parents reported that the money received through the TSA was used to start small businesses, pay school fees for their children, or to buy personal effects.

Nevertheless, families of ex-CAFF and non-CAFF reported that they have relatively equal opportunities for employment in the labour market provided that they have the qualifications. However, parents of children who are non-CAFF expressed that their children are not given equal opportunities for skills training; and that the process of reintegration is biased and one-sided; concentrating only on ex-CAFFs. Access to skills training for non-CAFF is limited due to the low percentage of non-CAFF allowed to be enrolled in the vocational training courses (10%). Since there are hardly any other vocational training programmes ongoing in the country it can be concluded that the DDR programme has created an unfair balance of trained ex-CAFF in a situation where alternative training is not available to other children.

### **3.3.2 Continued school attendance or engagement in work**

One of the indicators of success set by the assessment for the reintegration programme was to see if 80% of the target group are working or in school. The findings showed that, close to 70% of the target group are working or in school. However, the identified lack of follow-up to the new businesses might bring the figure much lower. Therefore, one of the main challenges of the remaining period of the programme is to consolidate this relative success of 80% of the children actually engaged in school or work.

According to sports coaches and teachers ex-CAFF do participate actively in activities that are offered to them. They also relate positively to other children and adults in the recreational and school situations. However, the teachers identified that despite the acceptable quality of the participation of ex-CAFF, the

challenge is in terms of ensuring that ex-CAFF shall continue to attend schools, recreational services and skills training.

The majority of schoolteachers have received psychological training that they found to be useful in their work with ex-CAFF and other children; they are concerned about the continuity of educational and psychosocial care and support activities after the project end.

### **Apprenticeships**

Apprenticeship has been taken as one avenue to facilitate the entrance of the ex-CAFF to the labour market. To solicit information on this, ten masters of apprenticeships, engaged in tailoring, carpentry, driving and mechanism, pastry etc. were interviewed. The businesses that offer apprenticeship places have been operational for more than a year, most of them in carpentry, tailoring and pastry businesses. Most of these businesses have more than five ex-CAFFs as apprentices in their businesses.

Five of the ten apprenticeship workshops trained only ex-CAFF while the rest also trained other groups of children from the communities. 80% of ex-CAFFs who have undergone apprenticeship are engaged in work. The overall performance is very good. The majority of the masters are willing and ready to continue taking apprentices in the future.

Owners of apprenticeship places provided support in areas such as feeding, giving advice and sometimes cash for transportation. With respect to performance, the majority of apprentices are performing well and show good behaviour. That capacities/resources/equipment of most masters and their businesses are low to absorb and provide services; some masters have over 25 /30 apprentices and lack the capacities.

Many children are in business now but need additional support in terms of follow up, materials/equipments and funds to improve their businesses. An interesting development is that the ex-apprentices actually stay with their masters, but they are self-employed within the workshops. With more support from the apprenticeship masters, it appears that apprentices do well when self-employed. Of these self-employed apprentices, 62.5% have brought tools and/or other supplies and 27.5% did not carry tools.

However, information about drop outs is sketchy as no longer term follow-up system is in place CPAs do not follow their graduates systematically and loose track of those who dropped out, who's businesses failed etc. More rigorous monitoring should be developed in order to measure real impact at the end of the programme.

### **3.3.3. Economic impact of the training**

An attempt has been made to see if training graduates are economically active in jobs or new businesses, and that all graduates possess basic numeracy and literacy skills.

It has been established that relatively high percentages of apprentices remain with their masters to do some self-employed work in their workshops, combined with school. Combining education and skills training seems very effective; it also keeps them occupied and provides a large network of new friends. The combination of training, apprenticeships, working in the masters workshop as being self employed, combined with evening schools is a new **major achievement** that should inform other child DDR programmes around the world.

As part of the training programme, students are provided with business training courses delivered by specialised business trainers. UNICEF commissioned the consultancy firm Transition International who adapted the Grassroots Management Training (GMT) methodology to the Liberian context and who trained the business trainers. The GMT was reported as an appropriate methodology and the training was very positively evaluated by the business trainers. However, there is a significant lack of follow-up in terms of distribution of the revised GMT manual and follow-up training to the business trainers. In one

area, the vocational training programmes are closed and business trainers, who are responsible to provide follow-up services, are either voluntary or absent.

A number of trained ex- CAFF remained idle in their communities due to the following reasons:

- *Toolkits*: toolkits were sometimes stolen from or sold by the recipients;
- *Start-up capital*: are sometimes misused; or toolkits and /or initial capital not yet received.
- *Placement related problems*:
  - As not all courses are responding to the demands for skilled labour, some trained CAFF find it difficult to find jobs or their businesses face hard competition on the market in which their skill area is in fact already oversupplied;
  - CAFF are not adequately trained due to limited time for the training (short duration), hence, can not produce quality finished products; as a result, business entities do not have confidence in their capabilities or skills;
- *Enrolment*: Some children only enrolled in the program for the immediate benefits, i.e. tool kits and initial funds but not interested in applying their acquired skills. Some left the training and fully concentrate on school
- *Performance of trainees*: Some children fail or did not do well in the training/ lessons due to economic reasons; became irregular due to distractions caused by economic problems (did not devote quality time to the training or school);

In relation to newly started businesses, the following were reported:

- Over 90% of those who started new businesses have received tool kits and cash.
- Some children are also accessing formal school programmes alongside skills training/after skills training
- Most are alone in businesses; cooperatives could be encouraged during/ after training
- Most CAFFs are not saving their incomes partly because their families/relatives have little or no income, thus they spend the profit to support themselves and other family members;
- Follow ups are not regular
- Need additional support- for place, tools, capital
- Competition very high in labour market

#### **3.3.4. Participation of children**

The impact assessment explored the Reintegration programme in terms of opportunities and practices that provide for the opinions of boys and girls to be heard in matters that affect their reintegration and that they have a voice in society. Although it is obvious that the participation of children in society is largely rooted in the roles and perceptions about children and everyday practices, some developmental programmes may be implemented to contribute to developing the participation of children. In this respect, the Reintegration programme is designed to enhance the participation of children in communities and more specifically in matters that affect them. Ideally, at the end of the programme, it will have left some impact that will have modified the attitude of communities to enhance the continuation of children's participation. It will also have given the children motivation to be engaged in matters affecting them thus resulting in better protection for them.

At the individual level, ex-CAFF reported that they have participated in selecting whether to go to school or skills training. This was usually done in consultation with their families. However, the selection of vocational training skills areas is limited to those skills that are being offered and some were informed that most courses were full so that they took the only option left.

There is a great deal of participation of children in the children's clubs. Membership of the groups included both ex-CAFF and other children and participation in the clubs is dependent on the interests of the children rather than their status. Although there are a lot of children's clubs, members of some of these clubs leave their membership because of the lack of support. The clubs are neither morally supported by the communities nor have access to much recreational activities and materials. The

participation of girls in the clubs' activities happens to some extent but there is a lot to be done in this respect. The participation of children with disabilities in the children club is almost non-existent. It is also reported that some girls are prohibited to work by their husbands, especially when it entails long hours.

Community leaders and parents reported that CAFF participate in community activities. Parents reported that participation in community work is one of the important factors that helped CAFF in their integration into communities.

### **3.3.5. Perception of fairness of the reintegration process and acceptance of ex-CAFF**

The Reintegration programme has contributed significantly to making CAFF more accepted as other children, mainly by engaging them in learning activities, providing them with routine activities and surrounding them with trained adults that could support them with counselling and advice.

There are mixed results in terms of fairness. Parents of CAFF generally believed that the reintegration programme is fair. However, parents of children not demobilized (other community children) feel their children are not treated fairly, that the process of reintegration is biased and one sided, only concentrating on ex-CAFFs. The TSA created feelings of unfairness among the non-beneficiaries. TSA is an input only to individual children and their direct families and not as a badly needed input into the local economy. It makes the difference between a beneficiary and a non-beneficiary unnecessarily big.

The social workers and community leaders believed that it was fair only to some extent. The general picture, however appears that the reintegration programme is not regarded as fair by many persons, especially by those who did not benefit from the programme, and that attempts to distribute reintegration opportunities to all war affected children are not completely successful. In some situations, the reintegration programme is perceived as having provided false promises to CAFF and their communities.

One of the reasons for this is that there is a gap in information concerning the benefits that the reintegration programme has provided to other war affected children. It appears that the feeling of fairness is strongly linked to availability and dissemination of information about the programme to all stakeholders. For example, the payment of TSA is one of the points that is still remembered as having created unfairness, but many people did not recognize the additional benefits that went to communities. The training of teachers in psychosocial support has a far reaching impact that is beneficial to all children in schools; especially considering that it was identified by demobilized CAFF as one of the most important support they received.

Among the CPAs, the children, the trainers of skills training and many others it was felt that the maximum 10% of non-CAFF enrolment into skills training was too low. Non-demobilised children (CAFF and non-CAFF) hardly have access to learn a profession.

The remaining period of the Reintegration programme has to take stock of this aspect of the reintegration programme and start dialogue among major stakeholders in the community. Their understanding of the programme and its benefits does not only help in decreasing the perceived unfairness of the programme but also increases the chance of sustainability. This process of consultation will have to be done at local level, to ensure a sustained impact.

## **3.4 Ex-CAFF becoming civilians**

An indicator of the reintegration of ex-CAFF is described as conditions where demobilized children regard themselves as civilians and are no longer dependent on their former commanders for social and other support and when they manage to extend their social network beyond their former combatant circles.

Former CAFF reported that they have friends that are CAFF and also others from the community. Community children also responded that they have friends from all groups, including former CAFF and other community children and can not usually identify between who is a former CAFF and not.

Former CAFF expressed a wide range of support system that extended beyond their parents to grandparents, friends, community leaders and even in a few cases the court system. In exceptional cases, former commanders have been identified as sources of support. The general picture therefore shows that former CAFF have extended their social network beyond their immediate environment.

98% of CAFF interviewed live with their parents or other relatives and 90% reported that they are supported by families. About 25% said they maintain contact with their commanders, although the relationships are generally not very close, but more on a social level. Some children still get occasional support from their commanders. Approximately 5 % still has intense contact, partly abusive. This group is still in need of serious assistance to become civilians. They work and live with commanders and get little or no pay. It seems that many of these CAFF were never formally demobilized in the first place and are therefore hard to reach by the reintegration programme.

Ex-CAFF are generally optimistic about employment and believe that they have equal opportunities for employment as other children. In fact, it is among the non-CAFF that feelings of unequal access to opportunities was found as they hardly have access to training and have no support in starting up businesses.

#### **3.4.1. Participation of ex-CAFF in community development and recreational activities**

Participation of children in activities that are performed in communities is identified by parents as one of the factors that facilitated the reintegration of children into communities. Various instances relating to active participation of children in community work and in religious activities were described during the interviews conducted for the impact assessment. Among the various activities provided by the reintegration programme, psychosocial care and support activities are reported as having contributed significantly to tolerance, forgiveness and fairness and in a manner that did not discriminate ex-CAFF and other children.

There were isolated reports of stories of CAFF playing basketball with their IDs and excluding community children. On the other hand, there were also reports about discrimination by children from communities. Although there are such isolated cases, adult respondents and many children reported that these are not major problems and tensions are reducing as time goes by.

#### **3.4.2. Relationship of ex-CAFF with others**

A series of items were put in the questionnaires to explore the extent to which ex-CAFF have come to terms with their past experiences and are able to relate to other children, parents, teachers and community members in a socially acceptable manner and adjusted to their current life as non-fighters. Questions relating to who the children live with, daily activities, the nature of communications with former combatants and their commanders, and if they think they are given equal chance for employment and other opportunities as other persons were assessed.

A large number of the interviewed ex-CAFF continues to live with their parents, siblings, grandparents or boy friend or girl friend. Only very few persons reported that they live with acquaintances who are not related to them. Ex-CAFF reported that when faced with problems, they go for help to their parents, and they have friends from among ex-CAFF and other children in the communities. The majority of interviewed children reported that they attended schools and also help out with household chores. This is similar to the activities reported by non-CAFF.

The majority of responses showed that ex-CAFF are not labelled differently. They are called by their names or other group identity such as students, etc. The headmasters of schools, teachers, and

community leaders and parents are aware of the negative impact of labelling them as CAFF, rebels, etc and are trying to change the situation. For example, many school teachers said that they prohibit such labels in their schools. However, when the ex-CAFF misbehaves, they are usually called as rebels, etc.

### **3.5 Root causes of child recruitment in fighting forces**

The impact assessment explored the issue of whether root causes for child recruitment and participation in the fighting forces have been identified, addressed and reduced in such manner that former CAFF are at no particular risk of re-recruitment.

Some of the reasons indicated are external factors while others are internal factors that took place in response to the external conditions. An important reason for joining the fighting forces is reported to have been revenge, harassment by fighters (including rape), being forced at gunpoint, saving their lives, death of relatives, loss of providers, displacement of children, parents and families, and in search of protection. The state of being unaccompanied and economic hardships was also identified as indirect push factors. The collected data showed that there are some geographical differences in the prevalence of the push factors.

UNICEF supported an in-depth qualitative research on the reasons of girl-participation in the fighting and their challenges for reintegration. The report, financed by UNICEF, UNDP and published by ILO highlights the need understand that girls are not an homogeneous group and that consequently the reintegration challenges of higher ranked CAFF are different than those who participates in lower ranks or were only associated. In this research, it was further explained that a large number of girls joined the fighting group in search for luxury items such as make-up, while others joined to revenge their rape and to prove equality to men.<sup>18</sup> This evaluation starts to show that very few of these causes to join have improved: it is still extremely hard to get hold of some luxury items, the rapists are still around and equality is not showing sufficiently. However, those who joined to seek protection from groups of door to door violence and rape, are no longer in need to do so.

A large majority of the former CAFF interviewed responded that the immediate causes for joining the fighting forces such as seeking protection from harassment by joining the fighting forces are removed. The exception is that children still find it difficult to meet their needs because of economic reasons.

The reintegration programme has constantly been informed about the root causes for child participation in the fighting forces. However, some of the problems such as economic hardships are not yet addressed sufficiently, but if those who started businesses can get the additional support to survive, it will have. In addition, the overall economic improvements caused by the improved of the security situation, is also partly due to the DDR programme. Economic recovery as such goes beyond the mandate of the reintegration programme and should be addressed in the wider recovery strategy of the country. In addition, the impacts of the interventions are also felt in the longer term rather than in the relatively short duration of the DDR programme.

#### **3.5.1. Reduction of personal and external conditions that trigger child recruitment**

Community structures play a positive role in addressing some of the personal and external conditions. Therefore, when DDR phases out, the sustainability of these structures are crucial.

The DDR programme has contributed to stability in the country. The absence of war is in itself a factor that reduces the external conditions that triggered child recruitment. Psychosocial care and support has also been reported to have contributed to facilitate the reintegration of ex-CAFF and eventually reducing the risks of re-recruitment.

---

<sup>18</sup> See: *Red shoes: experiences of girl-combatants in Liberia*, 2006

It is assumed that if ex-CAFF are engaged in activities that relate to their ambitions, they are less likely to join armed groups. However, if the socio-economic reintegration would not be sustainable (such as new businesses closing down) children's vulnerability will increase.

The combination of education and vocational training seems to have a positive outcome especially in gearing the minds of CAFF towards the future while addressing immediate needs. This combination will definitely reduce the chances of CAFF choosing to give it all up and rejoin.

Areas of improvement of the reintegration programme as suggested by ex-CAFF relate to continuation of education; more school supplies; skills training, (specialised training) and provision of specialised toolkits. When ex-CAFF and other children were asked what they would like to do in a period of one or two years, the main activities for both groups were that they wanted to continue/ complete their education and/ or starting their own businesses.

The risk of cross boarder recruitment is still an issue for ex-CAFF and other children that were not reached or targeted by this reintegration programme. Therefore, coordination with the child DDR programme in Ivory Coast, and UNICEF Guinea remains important. Also UNICEF's border monitoring efforts remain important and valid.

There is great need to engage the ex-CAFF and other children along the borders more pro-actively even after the end of the official Reintegration programme.

So far, there are no incidences of re-recruitment into armed groups. In fact ex-CAFF and other children expressed strong opinions about not wanting to join fighting forces. However, a lot appears to depend on the individual socio-economic status of children and their past experiences. What is obvious is that children and youth appear to have a clear understanding of the benefits that they are likely to get if they take part in DD programmes in neighbouring countries. In interviews conducted a few months ago with ex-CAFF, a few of them expressed that their former commanders have discussed with them opportunities of DD in neighbouring countries. What is also obvious is that when DD starts in neighbouring countries, it is likely that some youth would try to benefit from the programmes, especially in areas bordering conflict affected countries and where reintegration programmes are not operational for reasons of inaccessibility.

### **3.6 Engagement in violent activities**

Deviant behavioural problems among some ex-CAFF are reported as stealing, drugs abuse, fighting among themselves and use of abusive language. These are similar behaviour patterns as those reported by psychosocial counsellors. It is also reported that those behaviours reported are decreasing and that the involvement of ex-CAFF in organized or unorganized criminal activities occur very rarely.

Interviews during this assessment confirm that ex-CAFF are increasingly resorting to peaceful conflict resolution methods. This has been one of the major inputs to CAFF when they were in Interim Care Centers and among the services that CAFF reported as having been most useful in their reintegration.

#### **3.6.1. Rehabilitation from drug abuse**

It is widely reported that CAFF used drugs to a relatively high degree. Reports also indicated that ex-CAFF use mainly 'soft' drugs and fewer cases of cocaine and alcohol uses are reported. These habits have also continued for sometime. However, with regard to intervention, there are no agencies that deal with this problem in a systematic manner. Although the impact assessment identified this as a major issue for reintegration, due to the nature of the problem, questions with respect to alcohol and drug abuse were asked to persons around ex-CAFF, and not to ex-CAFF directly. The reports gathered are mixed, some respondents indicated that the abuse of alcohol and drugs have decreased while others reported that some ex-CAFF are still engaged in those behaviours.

In view of the fact that the Reintegration programme did not systematically implement targeted rehabilitation programmes to assist those with alcohol and drug abuse problems, it is likely that the problem still continues and that alcohol and drugs are still used as a means of coping with stressful situations. An influencing factor in this respect appears to be the decrease in availability of hard drugs which were more readily available.

### **3.7 Capacities of key national actors**

The sustainability of the inputs made by the Reintegration programme will be effective and sustainable only if they are owned by the key national actors. The capacity of national commissions, ministries and the private sector to effectively coordinate, plan, and implement the provision of services to children, including ex-CAFF is a key factor.

#### **3.7.1. Capacities of key government actors**

The Reintegration programme has attempted to build the capacity of national actors to get involved and contribute to implement services to children. However, so far, the reintegration programme has not managed to develop the capacities of national actors in an effective and sustainable way.

NCDDRR has not been very strong in terms of coordination and not optimally involved at the beginning of the DDDR process. However, it appears that there is more focus and capacity now, backed by the GOL. NCDDRR is currently undertaking a major assessment to determine the future course of action and to actively plan activities beyond the UN DDR programme.

Almost all local government officials interviewed said they were involved in the DDDR programme, but the level of involvement varies. In many locations, local government actors do not have a comprehensive and realistic picture of the Reintegration programme for children.

On the basis of previous experiences with the Reintegration programme, the Ministry of Education appears to have serious shortcomings in terms of coordination. This is seen in the monitoring, information communication to the schools, payment of teacher salaries and usage and distribution of CEIP materials. The Ministry of Health and Social Welfare is also not strong in providing psychosocial services at community level. The Ministries of Labour and Commerce and Trade have not been involved, although needed for the development of small businesses. The ministry of youth has had some involvement in the beginning, but no solid partnership has been build. The strongest relationship between the programme and the Government seems to be through the minister of Gender and Development.

The vocational training system in Liberia is still weak and uncoordinated with regard to quality control, certification, adaptation to market demands and linkages with businesses. The educational system in the country also has shortcomings with regard to access and quality of education and the capacity of the system to target vulnerable groups such as girls and children with disabilities.

The conclusion reached by this impact assessment is that the partnerships developed with the key ministries are not strong enough. Ministries of Education, Gender and Development, Youth and Sports and Labour are not strengthened enough to be capable of designing and implementing child-oriented policies and programmes through which the reintegration programme could be sustained. Without strong inputs from all stakeholders to build the capacity of the different Ministries, the Reintegration programme is likely to encounter serious problems of sustainability.

#### **3.7.2. Capacities of the private sector**

The IDDRS and the Labour Market Analyses strongly recommended that linkages be established with the private sector and that the sector is actively engaged and contracted in the reintegration process and enhanced to increase their activities and create more lasting jobs and apprenticeship places. However, so

far, there are almost no systematic linkages established, with the only link to the private sector being the apprenticeship programme.

Economic empowerment of families and communities is still very low. Trainees have in general limited opportunities to be employed in the labour market as training has not been demand driven and no active partnerships for placement of graduates have been established. However, apprenticeships seem to offer better possibilities for employment in the businesses where they are trained. Many of them also hire trainees to stay with them at their business centers based on commitment and hard work.

One third of the Masters interviewed reported that they were contracted to carry out certain tasks during the DDR period-including tasks such as construction engineers, drivers etc. This experience appears to have increased the understanding of the business owners about the situation of the CAFF. Prior to the war, most of the businesses interviewed had apprentices undergoing training.

Businesses that are neighbours to those owned by former CAFF reported their behaviour is good and that they have business relations with the former CAFF. These relations should be supported further such as stimulating CAFFs inclusion in chains of production and trade.

### **3.7.3 Capacities of civil society organizations and service providers working with and for children**

One of the major impacts of the Reintegration programme is the capacity that is developed among the implementing partners many of which have been involved in planning from the very beginning of the programme and for some, they were involved from the DD phase of the project. As a result, the capacities have been increased to deliver services and advocate for children's rights.

The nature of interventions such as psychosocial support to war affected population needs a relatively longer period of time, especially for populations in situations where the conflict situation has brought about a lot of destruction to the normal social support systems in communities. The fact that a significant proportion of the affected population are adolescents and youth highlights the importance of the continuation of the support programmes. Therefore, it is of paramount importance to the success of the reintegration programme that those agencies that are subcontracted to deliver services such as training, psychological support etc remain operational and continue to deliver these services to other target groups.

With the exception of few agencies that may be able to continue with the services. For the majority, at present, the likelihood that the services shall remain operational is questionable. For instance, many skills training providers were temporally set-ups that are likely to stop functioning soon after the Reintegration programme is phased out.

There is a need to set in place mechanisms whereby more focused efforts should be geared to build the capacity to continue with the services. Increased networking among stakeholders and more focused planning by service providers are some of the inputs that appear to be lacking.

The support to schools have mixed results, where some community members and leaders believed that there was a strong focus on former CAFF and exclusion of other war affected children while others reported that the educational programme has served to stabilize the situation of former CAFF in their communities. Others complained that those who should have benefited from the programme are left out.

### **3.7.4. Capacities of community structures**

The child protection of the Reintegration programme relies quite heavily on the functioning of protective structures at community level. The Child Welfare Committees, children's clubs and children resource centers and youth groups have received a varying level of support and training in the aim of ensuring that they remain active and grow beyond the DDR programme and donor funding.

However, there are certain gaps that need to be addressed in terms of the capacity of these community structures that have proved to be very useful in promoting the protection rights of not only ex-CAFF but also other groups of children in the communities.

The main issue during the last period of the programme is to reinforce these structures and to work towards their sustainability, beyond the DDR programme. This can only be achieved by effective linking to the relevant government structures.

## 4. Conclusions

The Liberian DDR programme contributes to peace in the entire region because it has demobilized a large number of CAFF and managed to settle them in their communities. However, there is still a need for long term funding to restore basic services such as law enforcement, law reform and institutional capacity building in a framework of national recovery and reconciliation. Economic development and poverty alleviation programmes must address as much as possible issues of equity and reconciliation. The capacities of national actors need to be strengthened in order to support and continue with activities that have relevance for reintegration in a long term perspective.

With regard to social support and reintegration, ex-CAFF expressed a wide range of support system that extended beyond their parents to grandparents, friends, and community leaders. In addition, ex-CAFF have friends that are CAFF and also other children from the community. Community children also reported that they cannot usually identify between who is a former CAFF and not. However, in some cases, former commanders have been identified as sources of support and rarely as abusers.

50% of ex-CAFF are in school and many of them combine skills training, apprenticeship and/or work with education, resulting in the fulfilling of their immediate needs while working towards a better future.

Strength of the Reintegration programme can be seen in the fact that ex-CAFF are generally accepted and treated as community children and they have positive interactions with other children and adults. Many are in school and are serious about continuing their schooling. The children live in a more protected environment, where the influence of commanders over the children is not seen to be significant.

Community structures have been set-up to support the children and their families. The effects of structures such as Child Welfare Committees (CWCs) appear to extend beyond the reintegration programme and have long term impacts on the protection of children in their communities. The CEIP programme benefited both ex-CAFF and non-CAFF. Furthermore skill training has empowered the children.

The skills training programme has managed to engage large numbers of children in learning vocational and business skills, but it has not always increased their employability. The skills training courses often did not respond to real demands in the labour market and the quality of the training varied greatly. Follow-up of newly established businesses is weak therefore there are failures that are already being seen. If nothing is done to ensure employment or successful entrepreneurship in the remaining period of the reintegration programme, “the euphoria associated with graduation will put a mask over the real problems of finding and sustaining well paying jobs.”<sup>19</sup>

TSA gave the wrong signal that child soldiering pays, hence fostering feelings of unfairness among other war affected children. The programme is not effectively reaching some CAFF.

---

<sup>19</sup> Business Development Skills Report (2006)

## **4.1 Social Reintegration**

The Reintegration programme has shown significant success in terms of social reintegration of CAFF both at individual and community levels. As a result of the inputs made by the Reintegration programme, the behavior of former CAFF has improved. Former CAFF are not identified as hard core problematic groups, in fact they are rarely identified as security threats or as a special group. Community based child protection mechanisms have been put in place to safeguard the protection of children, and also ensure their participation; and capacities are built with respect to protection of children's rights and psychosocial support programmes.

A strength that contributed to the success of the Reintegration programme appears to be that activities that led to reintegration of former CAFF have been initiated already at the DD phase.

The Reintegration programme has managed to follow up and support the majority of the children that are reunited with their families. It was reported that anti-social behavior patterns that were shown by former CAFF are consistently decreasing.

Community members, with or without the support of the Reintegration programme, played active roles in ensuring social reintegration of children, through advice and support and through different ceremonies. The support the community could provide in terms of economic reintegration was limited. Those who received support said that the support to the CAFF were adequate. This perception is different from commonly heard complaints and demands, especially at the DD phase. This change of perception appears to be caused by the exposure of CAFF to the realities of economic and social hardships that other children face in their communities.

The combination of vocational training/apprenticeships with educations seems to be among the biggest successes of the programme, increasing the chance of a better future for children, while addressing the immediate needs for lively hood and income.

Despite the successes, there are limitations with regard to the meaningful participation of the youth in the Reintegration programme. Those who did not go through the DD programme for some reason feel that the Reintegration programme was not fair. However they appear to be supporting themselves to a reasonable extent. Children who took part in the DD but are returned to inaccessible areas, where the infrastructure is damaged, did not receive manage to access services. Although there were efforts to include children with disabilities in reintegration programmes, it appears that the number that are actually reached are very few.

## **4.2 Economic reintegration**

The economic reintegration appears to be less successful, partly due to the overall economic situation in the country. Poverty, lack of jobs and low economic activity in the communities are still remaining. Improved economic infrastructure will increase chances of employment of the CAFF and but the contribution of the Reintegration programme to improve economic infrastructures appears to be limited.

The UNICEF-supported programme has been successful in increasing the employability of former CAFF through skills straining, business training and apprenticeships. However, not enough has been done yet to ensure that the graduates are becoming successful employees or business people. No efforts have been made to create an enabling environment for economic reintegration and the linkages required with other actors have been too limited to make a significant difference. The challenges relate to linkages with the private sector, timely delivery of tool kits, quality control, follow-up to new businesses, certification and linkages with the job market and lack of investments to boost local economies. In this respect, UNICEF, its implementing partners and other stakeholders will have to utilize resources and recommendations that are made to improve this part of the programme.

One urgent issue is to build on the successful initiation of business training. The trainers have been trained and a good manual has been produced<sup>20</sup>. The business trainers are currently contracted simultaneously with the vocational training delivery. There is an urgent need to build a sustainable system that will ensure that business trainers remain in their contracts to provide follow-up training and mentoring to former CAFF on their new businesses, but also to train non-CAFF who so far had very little opportunity to join.

Currently approximately 70% of the target group (9,100) are working, in school or in training. The identified lack of follow-up to new businesses projects indicates that future figures might be lower.

On a more positive note it seems that relatively high percentages of apprentices remain with their masters, to do some self-employed work within their workshops, combined with school. As this is a positive result, it will strategically be wise to provide masters with more support.

### 4.3 Post DDR

The Reintegration programme appears to be too short to achieve what it has set out to do. Therefore, there is a need to come up with Bridging Programme, to address those who are not targeted, with ongoing areas of intervention. Reintegration takes much longer than the remaining months of the current programme, thus it is essential to increase the target group before phasing out and to plan and mobilize resources for bridging programme that is not targeted at ex-CAFF but builds on the efforts initiated.

Youth have not been regarded as important actors in the reconstruction of their communities. There are no systematic interventions to rehabilitate children with histories of alcohol and drug abuse, this problem is not adequately addressed. There is a need to design programmes whereby youth can participate in the process of reconstruction. There must be efforts to prevent the feeling of marginalization of the youth that is likely to result due to idleness/unemployment and lack of income.

## 5. Recommendations

In the remaining period of the Reintegration programme, efforts should be put in the following activities:

### 5.1 Short term recommendations

- i) **Consolidate results.** Although currently approximately 70% are enrolled in schools, take part in training and work there is a need to maintain this figure once the skills training courses are finalized. The ultimate success of the programme depends on maintaining this figure. Achievements made so far in the programme must be consolidated and shared with national stakeholders so that they may be engaged in mainstreaming activities started by the reintegration programme into their regular work.
- ii) **Building capacities of national actors.** Focus on ensuring that national actors at all levels will have the capacities to continue their work after the phasing out of the DDR programme. A starting point for this would be to ensure that all stakeholders, especially local leaders, are informed about the reintegration programme, its achievements and weaknesses. The remaining project period should be utilized to create a network of actors at different levels and build their capacities. Further strengthening of local government to coordinate and implement child-focused programmes. Need to strengthen key-ministry and establish new relationships with Ministry of Labour and commerce and trade on the new businesses. The remaining period of the project

---

<sup>20</sup> Grassroot Management Training, adapted version to Liberia, UNICEF 2007

should also focus on ensuring the sustainability of CPAs, not only in terms of their programmes but also their organizational capacities.

- iii) Support to CAFF in remote areas: There is a need to follow up on conditions of children who do not have access to reintegration programmes due to inaccessibility of their residential areas. Other vulnerable children also include those that do not live in houses, those who may be living in the streets and without adult support. The follow up of these and other vulnerable groups of ex-CAFF may be carried out by partnering with relevant agencies in providing services or facilitating their accessibility.
- iv) Set up **economic support structures** in the ongoing skills training program. More linkages need to be established with other programmes, especially placement of graduates by other programmes. There is an urgent need to **initiate business follow-up services** through mentors. Although not ideal, at this stage, the business trainers can receive additional support and extensions of their contracts to full time deliver business support services. Without this support, the large majority of the graduates will not be able to sustain their businesses. Urgent follow-up on business trainers such as finalizing and distributing GMT manual; training them on how to provide follow-up services, how to give the money based upon the business plan etc. is required. Appropriate funding must be provided to have mentoring services ongoing.
- v) Although some children who have graduated from skills training have been employed in the private sector, the reintegration programme was not sufficiently **linked to the private sector**, which could be an important resource for on the job training, employment, essential infrastructure repair directly linked to reintegration and especially supporting the young entrepreneurs in starting their businesses, establishing chains of production into which ex-CAFF can be included etc. Although no miracles can be achieved in the remaining period, a maximum of these types of linkages should be established as soon as possible. The business trainers are currently best placed to establish this at the local level, as they have been trained to do so under the GMT training.
- vi) More follow-up on the **apprentice programme**, support to masters etc. Assess how it can be facilitated that more graduates remain working in the workshop, which many are doing already combined with education. Establish a maximum number of apprentices per master considering the capacities of these businesses and ensure that certificates provided by masters are uniformed and relate to grading of the skills training programmes coordinated by the MOE and relevant agencies. Finally, build capacities (provision of materials/ supplies other consumables needed to produce goods/services for market) of masters for efficient delivery of services in different apprenticeship areas.
- vii) **Community structures** that are already created, such as CWCs should be strengthened through clarifying their visions and plans. Children's clubs require more support, and materials, especially in activities that can attract more girls. There must be a mechanism put into place that will empower youth and children's groups to ensure that when the DDR program is closed, these groups/centres can continue to exist and are manageable.
- viii) Although the large majority of CAFF have no contacts with their former commanders, approximately **5% are still with their commanders**, being supported but also used for work, stealing and use drugs. For these and other groups of CAFF that have missed out, the ALP and apprenticeship programme should be strengthened and these children should be found and targeted specifically. Many of these (often non-demobilised) children are being abandoned now by their Commanders, leaving them to the communities who face problems with them.
- ix) **Children with disabilities** should be found and targeted systematically. In order to have at least all of the CAFF with disabilities that demobilized accessing reintegration programmes, it will be reasonable if agencies that are responsible for the DD of children can give numbers of

children with disabilities in various localities to the CPAs that operate in the specific areas. This will help CPAs to follow up these children for possible reintegration programmes. The issue of girls associated with fighting forces largely remains a challenging issue in terms of facilitating access to most vulnerable groups and addressing the rights to rehabilitation and reintegration both in the short and long term perspectives. In this respect, the Reintegration program needs to continue to address issues that are specific to girls such as transactional sex, early pregnancies and the fact that some girls are prohibited to work long hours by their husbands/boyfriends.

- x) Girls who have children of their own need to be supported not only in terms of economic aspects of their livelihood but also with regard to their own psychosocial well-being and that of their children.
- xi) Need for **higher percentage of non-CAFF** in the skills training and business set-up programme, especially when phasing-out.
- xii) Dissemination of **information** concerning the reintegration programme, its goals and objectives and its resources are not known by all stakeholders, especially the involvement of local government representatives at the field level needs to be improved. This would be useful not only to clarify what the reintegration programme has been trying to achieve and when it is phasing-out, but also to ensure that activities continue with the same approaches.
- xiii) Ensure that **certificates** provided by masters are uniformed and relate to grading of the skills training programmes coordinated by the MOE and relevant agencies;

## 5.2 Longer term recommendations

In order to ensure the sustainability of the programme, it is important to work towards a close collaboration with NCDDR on their needs assessment and provide inputs for planning future activities.

There is an urgent need to elaborate a **Bridging Programme** for children and youth, not targeted at former CAFF, in order to guarantee that the positive developments initiated under the DDR programmes will be sustainable. This programme needs to include:

- The need to address the gaps and strengthen CWC, CRC and youth clubs
- Consolidation of positive behaviours exhibited by CAFF through strengthening the local government and community structures and following up that they do not revert back to aggressive methods.
- Continue support to schools targeted under the ALP and CEIP beyond the DDR programme.
- Follow up protection of children in families affected by domestic violence, raise awareness on new legal framework on rape especially in rural areas and strengthen local government in GBV reporting and prosecution.
- Lobby for more schools to be constructed in rural areas to facilitate enrolment of CAFF and other children.

In the post DDR programme the following recommendations should be taken into account:

- i) **Address issues of equity more systematically** - This will be done in terms of opening up reintegration services to other war affected children in communities. In this way, the programme could address the perception of unfairness of the DDR programme and ensure that community children can also fully benefit from skills training and other services.
- ii) Many teachers seem unhappy with the life skills books provided to them. **Training of teachers** on the methodology used in the books and highlighting good practices from schools that utilized the

books and sharing their experiences might provide a solution. All schools should be encouraged again to fully implement the programmes.

- iii) **Linkages with private sector** such as chambers of Commerce and Liberian Business Association needs to be established, as they are the employers and the buyers of the goods produced by CAFF. Chains of production need to be established urgently with local business so that CAFF will produce the quantities and qualities required. Implement recommendations made to UNICEF concerning the **investment in minor infrastructure** that are identified as accompanying measures to boost local economies, through which the businesses of the parents and those of the older children will be more successful. This cannot be done sufficiently in the remaining period, and this will require new partnerships since not all CPAs may be able to do this. Private sector actors like construction firms may also be contracted. Private sector actors such as construction companies need to be contracted to do infrastructure works that will boost local economies, eg rebuilding a market place, business centre for starting businesses, make a well, small targeted piece of road etc. Contracts shall also include on the job training in construction.
- iv) Although no exact numbers can be given, the relatively significant group of **CAFF who did not go through DDR** might be at higher risk of re-recruitment. Worrisome trends in the neighbouring countries are still potential ground for recruitment of children. Related to this, the much higher amounts of cash to be paid in DD programmes in neighbouring countries is likely to attract Liberian CAFF to register. Although the new programmes will not be focusing on CAFF explicitly, a catch up round of reintegration assistance should be given to those who did not go through DDR, targeting e.g. border areas and those CAFF still with commanders.
- v) Systematic targeting for rehabilitation of children who **abuse alcohol and drugs**.
- vi) More emphasis to be given on **economic empowerment of families** to reduce economic hardships that may possibly result in recruitment into criminal groups in Liberia, or in conflicts in neighbouring conflicts. Also, continue effort to get children to go to school and counsel parents to **minimize housework** and work on farms and in shops. Despite the fact that the income generating support to families was foreseen in the Framework document and strongly recommended in the Labour Market Analysis, this has not been done. It is recommended that families are assisted through training, business training, seeds and tools etc to empower them economically to be better caregivers of their children. This is also a lesson learnt from the last Liberian child DDR programme implemented 10 years ago.
- vii) Areas of importance for a follow-up programme as **expressed by youth** include improvement in education in terms of more years of education paid plus more stationeries, skills raining(follow-up specialized training), related specialized toolkits, and to engage in activities they like.
- viii) Need for the **juvenile justice** system to set examples so that CAFF and other children get clear messages that they be accountable for their future crimes. Former commanders must also be aware that engaging children into fighting forces is a criminal offence.
- ix) Support to girls with regard to their responsibilities to **care for their children** while also trying to benefit from reintegration programmes. The psychosocial dynamics in the relationship between the girls and their children and the nature of support they get/lack from their families should be studied and addressed.
- x) Hold **consultations with youth** to identify ways in which they may be engaged in reconstructing their communities while engaging in self development activities. Strengthen youth groups and ensure the youth themselves choose recreational activities and engage in planning economic activities of their choice. This may be supported by training and follow-up focusing on improving their initiatives. There is a need to establish more youth groups to enable the youth to socialize

with one another. There is a need for training in psychosocial counselling to reduce tensions. Youth groups should be equipped to have people with disabilities participating.

- xi) **Skills training graduates should still be encouraged to continue to go to school while running their business or working.**
- Additional support must be provided for **children doing businesses**. They may be provided with **mentoring**, access to micro financing agencies to help improve their businesses etc. This support must also include planned follow up programs by loan officers to monitor loans that are provided by loan agencies. The children will also have to be provided with technical support during the loan period.
  - An **ex-post evaluation** to compare the different groups, those who went through the DDR program with those who did not; situations of children borne by girl CAFF; those with alcohol and drug abuse problems could serve to bridge the knowledge gap in terms of reintegration of CAFF in a long term perspectives.

### 5.3 Lessons learned for child-DDR programmes in other counties

- Combine education with skills training and apprenticeships;
- Take away fear for repercussions in period of registration for DD;
- Find and understand the needs and aspirations of girls as early as possible;
- Find ways to assist those CAFF who did not DD with their reintegration;
- Identify root causes of child participation in armed groups as an input into the planning process;
- Increase percentage of non-CAFF participants in skills training to 50%;
- Implement QIPS in the receiving communities that boost local economies and provide direct benefits to the whole community;
- Empower families socially and economically to become better caregivers. Let parents and guardians be involved in program implementation leading to tool kit distribution in order to prevent the loss of toolkits.
- Plan for business support, not only for skills training, create this expertise within UNICEF realizing that older children are economic actors. Establish new partnerships for this component
- Increased coordination between adult and child DDR programmes, especially on 17-18 year olds
- Undertake labour market and training needs assessment and distribute widely. Enforce the use of it. Although UNICEF with ILO have undertaken a labour market and training needs assessment and have implemented a number of the recommendations made, many of the vocational training courses offered are often not in response to demands in labour market, resulting in graduates experiencing very high competition. UNICEF needs to be more proactive in implementing the results of a labour market analyses by investing in vocational training providers that need to re-equip for the sake of changing courses, but also by withdrawing money if courses that are not in demand are offered.
- Based upon the lessons learned from the DDR programme in Liberia 10 years ago, where many children left their parents again after placement due to economic constrains, it was advised to

provide income generating support to the parents of the younger children. This recommendation was not taken. Funding could not enable this to happen. Funding limitations as this have a negative impact on the potential achievements of the reintegration programme and donors should be made aware of this. The lack of funding within the child DDR programme to directly invest in families and community environments, furthermore stresses the need for linking the reintegration programmes to a wider national programme. However, the reality is that most other programmes that could be linked too, are not yet operational during the time of DDR. Therefore, the DDR programme itself must invest directly and needs adequate resources to do so.

- Although TSA contributed to empower some families the fact that TSA has been paid to children and/or their families might trigger willingness of children (and parents) to join the fighting forces if ever there is a renewal of conflict. In addition, the distribution of Cash has resulted in increased tensions, jealousies and feelings of unfairness in the reintegration programme. Income generating support to families might be an alternative.

## Annexes

### **Annex A: Terms of Reference for the Evaluation of the Reintegration Component of DDRR Programme for Demobilized Children in Liberia from December 2004 to December 2006)**

#### **Background**

The 2003/2004 disarmament and demobilization programmes for children who were associated with fighting forces managed to get 11,780 (9,042 male and 2,738 female) released. 99% of the children were reunified with their families and since 2004 8,383 demobilized children have been followed up. Currently 3639 2647 male and 992 female) demobilized children are in CEIP and 3,178 (2661 male and 517 female) demobilized children are in skills training while 1, 091 (671 male and 240 female) have completed the skills training programme and so far 230 of these children have been followed up. UNICEF is supporting twenty six agencies most of which are Child Protection Agencies to implement reintegration programmes for demobilized children. Eleven of the agencies are implementing CEIP while fifteen agencies are implementing skills training and apprenticeship programme. The evaluation team will look comprehensively at all the reintegration programme implemented by UNICEF and its partners as well as reintegration programmes being implemented by the other CPAs such as Save the Children UK, International Rescue Committee (IRC) and Christian Children's Fund with funding from USAID.

Since 2003 UNICEF has coordinated the children's component of the DDRR through an inter-agency forum named the DDRR Core Group comprising international and national NGOs such as Save the Children UK, World Vision, International Rescue Committee, Christian Children's Fund Samaritan's Purse International Relief and national NGOs such as Don Bosco Homes and Children Assistance Program, Sustainable Development Promoters, Don Bosco Homes and a host of smaller local child protection partners. During the disarmament and demobilization phase the Core Group held weekly meetings but the meetings changed to twice a month in the reintegration phase. The main aim of the meetings is to address the challenges and to take coordinated action for children in the DDRR program. In keeping with the inter-agency approach this evaluation will be carried out an inter-agency team led by two experts on DDR responses for children.

The planned study of the reintegration program for children will critically evaluate the various aspects of the reintegration programmes for children in facilitating the social and economic reintegration of demobilized children and other children from the community. In 2005 UNICEF supported a n inter-agency evaluation of the disarmament and demobilization of children who had been associated with fighting forces and the study established that in general the DD component of the programme had put the children in the right framework for the reintegration programme albeit its late start. This evaluation will take off where the study of 2005 left off and will also build on the recently completed mid-term evaluation of the adults and children' reintegration programmes carried out by UNDP. Reference and comparison should be made to other similar Reintegration Programmes such as that in Sierra Leone and the DRC

The aim of the evaluation is collect, collate and analyze the impact of the children reintegration programmes and the findings will then be used to inform both policy and programming in the reintegration programmes for children.

#### **Specific Objectives of the evaluation are:**

- Evaluate how the reintegration programmes have enhanced the social and economic reintegration of children who were demobilized from fighting forces.
- Assess the overall impact of the reintegration programmes on demobilized boys and girls, community children, families and communities.
- Assess the effectiveness of the implementation strategies employed by the agencies carrying out different reintegration options for demobilized children.

- Identify lessons learnt and best practices in the reintegration programming for demobilized children.

### **Specific Tasks to be carried out by the evaluation team**

- Carry out literature review of the existing documentation on the DDRR programme in Liberia.
- Describe the children reintegration programmes as designed by UNICEF and CPAs and highlight how these programmes have succeeded or failed in reaching demobilized children effectively.
- Evaluate the effectiveness of the Community Education Investment Programme as designed and implemented by UNICEF and the education programme as implemented by SC UK and IRC. Find out to what extent demobilized children used the Accelerated Learning Programme which was designed for older children who had missed out on education during the conflict.
- Assess the effectiveness of the family tracing, reunification and follow up of the demobilized children; establish how many of the reunified children are still living with their families and how many of the children have moved from the families and find out reasons for the move.
- Evaluate the responsiveness of the reintegration programmes to girls who went through the formal demobilization process and those girls who did not participate in the formal process.
- Assess how much the report of the Market Survey and Skills training Analysis carried by ILO and UNICEF in 2004 was taken into consideration in the development and implementation of the reintegration programmes for children.
- Assess the effectiveness and the impact of the skills training and apprenticeship projects in the overall reintegration of children. Determine to what extent these projects have succeeded or failed in creating employment opportunities for demobilized children.
- Evaluate effectiveness and impact of the following components of the reintegration programme: literacy and numeracy, life skills, provision of psychosocial care by teachers and social workers, business development skills.
- Assess the contribution of the community support networks such as the child welfare committees, the children's clubs and youth groups to the overall social reintegration of demobilized children.
- Assess to what extent the reintegration programmes for adult ex-combatants have impacted the implementation of the children's reintegration programmes.
- Evaluate the effectiveness of the DDR coordination at national and county level and how this has impacted the implementation of the reintegration programme.
- Identify areas of improvement in the on going reintegration programme as well as lessons learnt.
- Identify critical factors that have influenced the social and economic reintegration of demobilized taking into consideration factors such as urban and rural locations.

### **Coverage**

The reintegration programmes are being implemented in all the fifteen counties of Liberia. The evaluation team will sample a number of counties to be covered taking consideration a number of factors like the geographical locations and number of demobilized children among others.

### **Methodology to be used**

Various methods will be used to generate all types of information, which are both quantitative and qualitative. The methods will include: Review of the project documents, interviews with: Key informants from the community, demobilized children ( boys & girls), County and district officials, local leaders, parents, social workers and other CPA relevant staff as well as observations and other appropriate methods.

Primary data will be collected through Key Informant interviews; these will be semi-structured interviews with one or two persons having special information on the topics for discussion. These will be administered to respondents in the program area. Focus group discussions will be administered to some categories of people like community leaders and demobilized children.

Secondary data will be obtained by reviewing related literature, including monthly project reports, donor reports and evaluations (DD evaluation & recent evaluation on the RR by UNDP) and other studies that have been conducted in the programme.

There will be data aggregation for example by gender, location and age.

**Evaluation team.**

The team will consist of staff from CPAs implementation reintegration programmes led by two senior external consultants in reintegration programmes. The evaluation team will be used supervised by the Head of the Child Protection Section in UNICEF and advised by Senior Programme Officer in UNICEF.

**Implementation strategy**

The evaluation will be conducted in two phases;

**Phase one – (2nd October to 15<sup>th</sup> October, 2006)**

- The consultant will hold consultative meeting with Child Protection Agencies
- Collect related literature from the CPA ( Project reports ranging from monthly, quarterly & end of project reports, studies undertaken, previous evaluations & other relevant literature)
- Carryout the literature review
- Develop and share the analytical framework for the evaluation
- Develop and share tools for the study with UNICEF, and CPAs involved in the evaluation
- Identify the areas where the study will be conducted & the respondents at various levels.
- Pretest the evaluation tools in readiness for the evaluation.

**Phase two (30th Oct- 12<sup>th</sup> November, 2006)**

- Conduct the interviews
- Continue to collect relevant data & filling in gaps
- Hold a debriefing session with UNICEF , CPAs & other UN teams
- Produce a draft report before leaving Monrovia.

**NB:** each phase includes travel days

**Deliverables**

A detailed report outlining; findings with respect to evaluation, Documentation of best practices, Lessons learnt and recommendations.

## Annex B: Analytic Framework for the Evaluation

### 1. Why

The 2003/2004 disarmament and demobilization programmes for children who were associated with fighting forces managed to get 11,780 (9,042 male and 2,738 female) released. 99% of the children were reunified with their families and since 2004 8,383 demobilized children have been followed up. Currently 3639 2647 male and 992 female) demobilized children are in CEIP and 3,178 (2661 male and 517 female) demobilized children are in skills training while 1, 091 (671 male and 240 female) have completed the skills training programme and so far 230 of these children have been followed up.

UNICEF is supporting twenty six agencies most of which are Child Protection Agencies to implement reintegration programmes for demobilized children. Eleven of the agencies are implementing CEIP while fifteen agencies are implementing skills training and apprenticeship programmes.

The aim of the evaluation is to collect, collate and analyze the impact of the various aspects of reintegration programmes on children. The evaluation team will look comprehensively at all the reintegration components implemented by UNICEF and its partners as well as those implemented by other CPAs such as Save the Children UK, International Rescue Committee (IRC) and Christian Children's Fund.

The outcomes of this evaluation will be used to:

- identify strengths and weaknesses of the ongoing projects in order to adjust programmes for the remaining part of the reintegration phase
- inform donors on additional activities needed to fill the current gaps of the programme and to ensure sustainability.
- plan activities beyond DDR as part of the exit strategy

*“The reintegration process represents a particularly complex part of the DDR ... the goal of ensuring that warring factions can once more join civil society may require not only direct assistance to demobilised combatants, but also broader support to the country's effort to adapt the social and economic environment so that it can reabsorb them .... If a reintegration process is to succeed, it is essential that it draw upon local input, and that it support a broader national strategic plan for reconciliation, reconstruction and development.”*

The Role of UN Peacekeeping in DDR,  
Secretary General's Report to the Security Council, 2/2000/101

### 2. WHAT

This evaluation has the following objectives:

- Evaluate how the reintegration programme has enhanced the social and economic reintegration of children who were demobilized from fighting forces.
- Assess the overall impact of the reintegration programme on demobilized boys and girls, community children, families and communities.
- Assess the effectiveness of the implementation strategies employed by the agencies carrying out different reintegration options for demobilized children.
- Identify lessons learnt and best practices in the reintegration programme for demobilized children.

A set of criteria are used to guide the evaluation, as shown in the table below. Reporting shall be done according to these headings.

Criteria	Possible questions
<p><b>Effectiveness</b></p> <p>Does the programme reach the objectives stated? To what extent were the intended results achieved?</p>	<p>How was reintegration defined? Were baseline and indicators developed at the start of the programme?</p> <p>How did the child reintegration programme succeed or failed in reaching CAFF effectively.</p> <p>How effective is the Community Education Investment Programme (CEIP) as designed and implemented by UNICEF?</p> <p>How effective are the reintegration programmes of other organizations?</p> <p>How effective is the skill straining programme as implemented by the CPAs? How many children were reached?</p> <p>To what extent did demobilized children use the Accelerated Learning Programme (ALP)? What is the drop-out level?</p> <p>How effective is the family tracing, reunification and follow up of demobilized children? How many of the reunified children are still living with their families? How many of the children have moved from the families? What are the reasons for the move?</p> <p>How many demobilized children have been trained?</p> <p>How many and what percentage of teachers and vocational instructors have been trained?</p> <p>What capacities have been build of schools and training providers. What materials have been developed for training, testing, etc.?</p> <p>What percentage of trainees have found/ created income-earning work related to the training received?</p> <p>How many boys and girls and what percentage of children participated in the DDR programme have started income-earning work?</p> <p>What type of follow-up services where provided to how many CAFF? This might include follow-up to reunification, training, BDS, Microfinance, Employment services etc.</p> <p>How many families of returning CAFF received support (e.g. income generating support, psychosocial support)?</p> <p>How many children managed to combine accelerated learning with skills training and work?</p> <p>To what extent is the Market Survey and Skills training Analysis carried by ILO and UNICEF in 2004 taken into consideration in the development and implementation of the reintegration programmes for children.</p> <p>How effectively have the following components of the reintegration programme been implemented: literacy and numeracy, life skills, provision of psychosocial care by teachers and social workers, business development skills.</p>
<p><b>Timeliness</b></p> <p>Were the activities pursued at the most opportune or appropriate moment?</p>	<p>Were key surveys completed , and were they available and distributed in time, such as:</p> <ul style="list-style-type: none"> <li>-Needs assessments of children</li> <li>-Root causes of child participation in armed groups</li> <li>-Capacity assessments of service providers</li> <li>-Opportunity mapping and training needs assessment</li> <li>-Educational needs and capacity assessment</li> <li>-Gender analyses</li> </ul> <p>When did the first group of CAFF complete vocational or business training?</p> <p>How soon did newly-trained ex-CAFF begin work in wage employment or self-employment?</p> <p>How long did it take for ex-CAFF and their families who become self-employed to</p>

Criteria	Possible questions
	begin earning an income from their micro-enterprises?
	Was psychosocial assistance available in time for CAFF in all counties?
	Was there a gap in assistance between the demobilization and the reintegration phase? If so, how long?
	Is the remaining time planned for reintegration sufficient to complete successful and sustainable reintegration?
<b>Coherence, coordination and complementarity</b> To which degree were programmes, projects or activities designed and implemented in a manner that is likely to ensure that their objectives and outcomes are mutually reinforcing rather than at cross purposes or even undermining one another?	What linkages exist among the different agencies, partners and local target groups?
	Have there been examples of duplication of efforts or contradictory practices?
	What safeguards are put in place to ensure coherence, coordination and complementarities among Agencies?
	Does UNICEF and the CPAs know of other initiatives, needs, capacities and responsibilities?
	How is the collaboration between UNICEF and CPAs?
	Has the NCDDRR been the overall coordinating agency with national ownership?
	Are there discrepancies among standards of work, quality of work, cost, benefits to ex-combatants and the local population, community participation, etc.?
	To what extent is the reintegration programme for adult ex-combatants influencing the children's reintegration programmes?
	How effective has the collaboration been with the relevant ministries and local government structures and officials?
	How actively has the private sector been engaged into the reintegration process? Was the maximum done to achieve this?
	How effective is the DDR coordination at county level and how this has it impacted the implementation of the reintegration programme?
	How much effort, time and resources have been put into building capacities of national institutions, structures and organizations?
<b>Relevance and appropriateness</b> To which extent are the overall goal and purpose of the reintegration programme in line with policy needs and priorities? Are the project activities properly tailored to local needs?	How has reintegration promoted/undermined the current peace-building and reconstruction efforts?
	Has the reintegration programme been designed and planned in a participatory manner? Were the overall objective clear to all the partners?
	Did the reintegration needs guide the overall DDR process?
	Have there been incidences of violence as a result of reintegration programmes?
	Have there been incidences of violence due to ineffective reintegration?
	Have local needs been taken into consideration in project activities?
	Do education, training and employment measures for ex-CAFF relate to local employment demands?
	What has been the effect of the socio-economic reintegration programme on specific ex-CAFF target groups (children with disabilities, minorities etc.)?
	How appropriate is the reintegration programme to girls who went through the formal demobilization process and those girls who did not participate in the formal process?
	How effective is the reintegration programme for youth (15-24 years old) Have their needs been identified and addressed? Have the people in the transition ages 17-19 provided with tailored assistance.
	How effective has the community mobilization and sensitization been. Have communities been actively involved in reintegration? Are there remaining cases of non-acceptance of returning CAFF by the communities?

Criteria	Possible questions
	<p>What has been the contribution of the community support networks such as the child welfare committees, children's clubs and youth groups to the overall social reintegration of demobilized children?</p> <p>Is reintegration assistance provided in a targeted manner or enlarged to other children. If so, what is the percentage of former CAFF among the target group per project?</p> <p>Are employers hiring former CAFF as workers? How many of the apprentices were hired to stay on the job?</p>
<p><b>IMPACT and Side-effects</b></p> <p>What real difference has the reintegration programme made to whom?</p>	<p>What has been the impact of the DDR on the economy at the macro-, meso- and micro level?</p> <p>What have been the impacts of the DDR on the political climate at the macro-, meso- and micro level?</p> <p>Are ex-CAFF well integrated into their communities (according to them and to community representatives)?</p> <p>Is the child reintegration programme regarded as fair by the: CAFF, other children, parents and community members.</p> <p>Has the reintegration programme offered children with a real and viable alternative to military life? Are the root causes of child participation in armed conflict addressed?</p> <p>What have been the <i>immediate</i> effects of DDR (e.g. in terms of former CAFF' attending school, finding new employment, adapting to civil life and being accepted by the local community)?</p> <p>How has the programme facilitated/prevented reconciliation?</p> <p>What has been the effect of the socio-economic reintegration programme on groups other than ex-combatants (women, children, disabled, etc.)?</p> <p>Have certain communities/regions profited more than others?</p> <p>What has been the impact of the targeted reintegration approach?</p> <p>What have been the main unintended positive consequences of the DDR process (ex. communities adapt more participatory decision-making)?</p> <p>What have been the main unintended negative consequences of the DDR process (ex. social exclusion of certain groups)?</p> <p>What is the impact of the DDR on the relationship between the beneficiaries and non-beneficiaries of the programme?</p> <p>What was the impact of the skills training and apprenticeship projects in the overall reintegration of children. To what extent have these sub-projects succeeded or failed in increasing the employability of the children. (eg how many children enrolled in training, how many graduated and how many were able to find employment).</p> <p>Which impact was made by the following components of the reintegration programme: literacy and numeracy, life skills, provision of psychosocial care by teachers and social workers, business development skills.</p> <p>Are there no regular incidents of violence that are caused by former CAFF?</p>
<p><b>Sustainability</b></p> <p>To which extent is the impact of the R project likely to continue after donor funding has been withdrawn?</p>	<p>What is the share of international to local resources in terms of funding and staff?</p> <p>Which social and economic activities, structures, infrastructure and other accompanying measures have been put in place through which economic and social development of the area can expand.</p> <p>What type of (self-)initiatives have former CAFF and their communities taken and how well did the programme build on these?</p> <p>What capable institutions are in place to guarantee the sustainability of reintegration efforts, e.g. Ministries, schools, employment agencies, training institutions, veterans' associations, child rights networks, health workers?</p>

Criteria	Possible questions
	How has the reintegration programme strengthened the capacity of the communities to support reintegration and assimilate demobilized combatants, refugees and migrants into their midst? Are there more and better local service providers?
	To what extent has the reintegration assistance contributed to create a life for the children that is meaningful and has a sense of future, so that he or she will not choose to fight again.
	How is the child reintegration programme mainstreamed in the overall recovery and development plans for Liberia?
<p>Efficiency<sup>21</sup>: Does the programme achieve the most with given resources? Were maximum results reached within the given level of resources? (This allows for a judgment as to whether the same or better outcomes might have been achieved through the use of different inputs.)</p>	<p>How much funding was provided to the overall project and what is the overall delivery rate. How much funding has been spend by each CPA and how many children did their programme assist. Which key-financial constraints hindered appropriate service provision to the children?</p>
<p>⌄ <u>Note</u>: All the evaluation shall collect data disaggregated by age and sex. Children shall be given the opportunity to express their opinions</p>	

<sup>21</sup> Although this evaluation has not been planned to include a full efficiency evaluation, including full financial review, some obvious issues that came up shall be reported.

### 3. How

This section deals with how the evaluation shall be conducted. Annex C provides an overview of the evaluation framework.

Two major programmes are indicated as entry points for the evaluation: The Community Education Investment Programme (CEIP) and the Skills Training, Apprenticeship and business development programme will be used as initial entry points for the evaluation. These will be supplemented by other issues relating to community based reintegration, reintegration follow-up services, gender etc.

Using the criteria as explained in the WHAT section above, the evaluators will review:

- Education – CEIP, ALP and programmes implemented by other agencies.
- Skills training and apprenticeships – including business training, business start-up and follow-up to graduates.
- Reintegration follow-up services such as follow-up on reunification, alternative care, psychological support etc.
- Community based reintegration such as community structures and community support networks, welfare committees, children clubs and youth groups
- Gender issues including appropriateness of the programme to girls, transforming violent masculinities, sexual and gender based violence.

#### **Definition of Reintegration**

Within the context of DDR, reintegration is the process through which ex-combatants and their dependants return and (re)integrate into civilian life. Sustainable reintegration is achieved when the political, legal, economic, social and security conditions needed for the ex-combatants to maintain life, livelihood and dignity have been secured<sup>22</sup>.

#### **Impact Indicators**

1. The social, economic, political and security conditions around children have improved creating an enabling environment in which the rights of former CAFF boys and girls are respected and protected.
  - *The DDR programme is complemented by wider recovery programmes and the reintegration programme is coherent with these programmes.*
  - *There are improved social and economic infrastructure (school, health, water supply and roads) and expanded market access and trade leading to better conditions of living for communities in areas of return and greater economic development.*
  - *Children feel safe, there are no reports of increased GBV and other types of violence.*
2. The programme has effectively reached the large majority of all groups of CAFF.
  - *Vulnerable groups of CAFF (children with disabilities, minorities, girls) have accessed reintegration services and benefited to the same extent as other CAFF, therefore they have equal rights, social and economic status.*
  - *Self-demobilized CAFF have had opportunities to benefit from the reintegration assistance as children from community.*
  - *Youth (older children and younger adults) have received appropriate reintegration assistance tailored to their rights, needs and ambitions and therefore they became valuable contributors to society. Youth are engaged in (catch-up) education.*

---

<sup>22</sup> Interagency definition of reintegration as spelled out in the Draft Integrated DDR standards (IDDRS), 2005.

3. Demobilized children and/or their families have been socially and economically empowered and live above poverty level.
  - *Demobilized children have, at least, the same standard of living, care and opportunities for education and employment as other children in their community.*
  - *80% of the target group is working or in school*
  - *Training graduates are economically active in jobs or new businesses. All graduates possess basic numeracy and literacy skills.*
  - *Boys and girls have a voice in society and children participate in matters affecting their reintegration*
  - *The reintegration process is regarded as fair by the CAFF, other children and the communities and former CAFF are accepted as "normal" children in the families and communities.*
  
4. Demobilized children regard themselves as civilians and are no longer depending on their former commanders; they have extended their social network beyond their former combatant circles.
  - *All former CAFF groups fully participate in community development and recreational activities.*
  - *Children who opted for education are remaining in school and those in skills training graduate from the courses.*
  - *Former CAFF have come to terms with their past experience and are able to relate to other children, parents, teachers and community members.*
  
5. Root causes of child recruitment and participation in fighting forces have been identified, addressed and reduced in such manner that former CAFF are at no particular risk of re-recruitment.
  - *Personal and external conditions that trigger child recruitment are reduced.*
  - *Former CAFF are engaged in activities relating to their ambitions and are therefore less likely to join armed groups.*
  
6. No incidences of violence are reported in which former CAFF are the perpetrators.
  - *No re-recruitment is happening in armed groups in criminal organizations or groups.*
  - *Former CAFF resolve conflict through non violent means*
  - *Former CAFF are fully detoxed and rehabilitated from drugs abuse.*
  
7. Capacities of key national actors are effective and sustainable to coordinate, plan, and implement the provision of services to children, including former CAFF.
  - *The GOL through the NCDDRR has national ownership of the Reintegration programme and is planning beyond the exit strategy of the UN involvement with DDR.*
  - *Ministries of Education, Gender and Development, Youth and Sports are capable of designing and implementing child-oriented policies and programmes.*
  - *The private sector are actively engaged and contracted in the reintegration process and increased their activities and create more lasting jobs and apprenticeship places.*
  - *Civil society organizations working with and for children have increased capacities to deliver services and advocate for children's rights.*
  - *Service providers such as those subcontracted to deliver training, psychological support etc remain operational and deliver these services to other target groups.*
  - *Community structures (Child Welfare Committees, children's clubs/children recourse centers and youth groups) have received sufficient support and training to remain active and grow beyond the DDR programme and donor funding.*

## **Methodology**

Various methods will be used to generate quantitative and qualitative data. The methods will include review of documents, interview with key informants from the community, demobilized and non-demobilized boys and girls, county and district officials, local leaders, parents, social workers and other CPA relevant staff as well as observations, Focus Group Discussions and other appropriate methods.

## Evaluation team

Since 2003 UNICEF has coordinated the children's component of the DDDR through an inter-agency forum named the DDDR Core Group comprising international and national NGOs and a host of smaller local child protection partners. In keeping with the inter-agency approach to the DDDR program, this evaluation will be carried out by an inter-agency team led by two experts on DDR responses for children. The team will consist of staff from CPAs implementing reintegration programmes led by two senior consultants in reintegration programmes. The evaluation team will be supervised by the Head of Child Protection Section in UNICEF and advised by the Senior Programme Officer in UNICEF.

## 4. Where and when

Data will be collected from selected counties on the following basis:

- Counties with high concentration of ex CAFF, bordering other countries, with high and low economic activities;
- Remote and insecure areas
- Time of start of reintegration activities.

### Tentative schedule

5-6/ 10	Consultants discuss evaluation outline, review documents, draft framework for the evaluation
7/10	Meeting with Heads of CPAs and staff to discuss an outline of the evaluation, review documents, developing tools for data collection
9/10	Meeting with Team Members from the CPAs, finalize tools and plan for data collection.
10/10	Field testing of the tools
11/10	Adaptation of tools; Training interview techniques (1)
12-10	Report writing Montserado data; Briefings Thematic teams
13-10	Meeting full evaluation team: distribution of final tools and stationary; Training interview techniques (2)
16/10 -30/10	Data collection by CPAs
30/10- 02/11	Report writing (electronically)
5/11	Meeting consultant and CPAs
5/11-11/11	Analysing results, identifying and filling gaps.
14/11	Debriefing

## **Annex C: Tools used in the Evaluation**

### *1 - List of evaluation tools*

#### **Key Informant interviews**

- KI-1 Interview guide for CAFF
- KI-2 Interview guide for non-CAFF
- KI-3 Interview guide for vocational trainers
- KI-4 Interview guide for business traineres
- KI-5 Interview guide for local government officials
- KI-6 Interview guide for parents
- KI-7 Interview guide for school teachers
- KI-8 Interview guide for Unicef straff
- KI-9 Interview guide for CPAs
- KI-10 Interview guide for private sector actors
- KI-11 Interview guide for social workers and psychosocial counselors
- KI-12 Interview guide for leaders/ coaches of sports and recreational activities
- KI-13 Interview guide for local leaders such as chiefs, priests, etc
- KI-14 Interview guide for masters of apprenticeship places
- KI-15 Interview guide for CAFF who created businesses

#### **Focus group discussions**

- FG-1 Questions for focus group discussions with local women
- FG-2 Questions for focus group discussions with members of Child Welfare Committees
- FG-3 Questions for focus group discussions with members of children's clubs, youth groups, and children's resource centers
- FG-4 Questions for focus group discussions with former CAFF

#### **Thematic tools**

- A. Root causes of child participation in armed conflict
- B. Gender impact
- C. Participation
- D. Disability
- E. Relationships with former commanders
- F. New businesses

### *2 – Interview Guides*

#### **KI-1 Interview guide for CAFF**

Sex\_\_\_\_\_ Age\_\_\_\_\_

1. Where do you live and who lives with you? Who is taking care of you?
2. What do you do now? What is your main activity during the day?
3. Do you go to school or to skills training program? Did you make the choice by yourself? Why did you choose this school/skill?
4. Are your friends mainly former fighters or also children who were not with the armed group?
5. Do you think that you are accepted in your family/ community? If not, what are the reasons?
6. Who do you go to when you have a problem?
7. Are you doing some work to earn money now?  
If yes how much do you earn? How do you spend the money? (Spend the money to meet your needs, support family members, or some other people?)

- If no, who looks after you?
8. Do you have a skill that you can work with?(ONLY for those who are 15 and above)
  9. Did you participate in the DDR programme?  
If yes: How did the programme help you? (Get details)  
Did you get enough help? What?  
What are your friends and the people saying about the help you got (or didn't get)  
If no: Why didn't you go?  
Do you know other children who did go? Did they get some help?  
Are you happy you didn't go or do you regret?
  10. Do you think that former CAFF have the same chances to be employed as others?
  11. Why did you join the armed group?
  12. Are those things different now? How come they are different now?
  13. What are your plans in the coming one or two years?  
Do you think that you would succeed in achieving your plans?  
What are the helping, or hindering factors?

### **KI-2 Interview guide for non-CAFF**

Sex \_\_\_\_\_ Age \_\_\_\_\_

1. Where do you live and who lives with you? Who is taking care of you?
2. What do you do now?
3. What is your main activity during the day?
4. Are your friends mainly former fighters or also children who were not with the armed group?
5. Do you think that former CAFF are accepted in your family/ community? What are the reasons?
6. How do you and other children refer to former CAFF?
7. Are they considered different from other children? In what ways? (do they show special behaviour, mode of dressing, haircut, language)
8. Do you see CAFF engaged in behaviour that are not acceptable by other children? Please specify?
9. Are you doing some work to earn money now? If yes, how do you spend the money? (Spend the money to meet your needs, support family members, or some other people?) If no, who looks after you?
10. Do you have a skill that you can work with?(ONLY for those who are 15 and above)
11. Do you know somebody who participated in the DDR programme?
12. If yes: do you think the programme helped them to be more like other children in their communities? (Get details)
13. What would you have liked to see improved in the support given to the former CAFF?
14. Did you or other children who were not CAFF benefit from the program? if yes in what ways?
15. Do you think your community is more peaceful now than before? What are the reasons?
16. What are your plans in the coming one or two years? Do you think that you would succeed in achieving your plans? What are the helping, or hindering factors?

### **KI-3 Interview guide for vocational trainers and managers vocational training centres**

1. On what basis did you do your selection of courses?
2. Is this related to the demands in the labour market?
3. Did you use the Labour Market and Training Needs Analyses, produced by UNICEF in 2004 as a basis? Why not/how did you use it?
4. How many of your students were CAFF and non-Caff (in percentage)?
5. Was your vocational training course combined with or followed by business training?
6. If yes, how many effective hours of vocational and business training were provided to a student?
7. Did you distribute toolkits? When, during or after training? What about those who did not pass the test? Did they still get it? What happens to children who finalised the course but did not pass?
7. Was there any follow-up to your students? How?
8. Did you offer basic literacy and numeracy to your students? If not: Why, if yes, how?
9. Did you offer basic life skills elements in your course? If not: Why, if yes, how?

10. Are there students that combined Formal education (such as ALP) with vocational training? Was that a good combination?
11. Did the student receive food while trained?
12. What were the strong points about your students? What were the problems faced?
13. Were the CAFF different from other children during the training? If so what were the differences?
14. Did you follow-up on your trainees? What are they doing now?
15. Can we visit some of them? (some who are doing well and also those who did not succeed to find work) Also some who did not pass the graduation test.
16. Will you be able to continue delivering of training after the reintegration programme of Caff will be closed? How? Did you receive any capacity building to make sure you can be sustainable?

#### **KI-4 Interview guide for business trainers**

1. Did you do opportunity mapping in your area?
2. If yes: can I see the report?
3. If no: Why not?
4. Did you participate in the training of the GMT?
5. If yes: Are you using it, is it helpful? Do you have the impression the graduates are really understanding business now? Do you have the manuals and are you reproducing the students drawings?
6. If no: What training do you have and which methodology do you use?
7. How many boys and how many girls have graduated so far?
8. Did you follow-up on your trainees?
9. If no: Why not?
10. If yes: How many times per students or only some of the once?
11. How are your trainees doing? Did they start businesses? Alone or in groups? Can we visit them?
12. After the training, did the graduates receive support such as cash to start up and/or toolkits? Was it sufficient, appropriate?
13. How are they coping with competition in the labour market?
14. What was the drop-out rate of your course. Why?
15. What was the percentage of CAFF in your classroom? Did the former CAFF interact well with the other children or were there some tensions?

#### **KI-5 Interview guide for Local Government officials**

1. What is the involvement of the local government in the reintegration of CAFF?
2. What are the strengths and gaps of the reintegration programme
3. How do you characterize the behaviour of ex-CAFF that are involved in the reintegration programme? Those that are not included in the reintegration program?
4. Do you think they are adequately reintegrated in their communities?
5. If not, what are the areas for improvement?
6. Do you say that former CAFF are engaged in violent and criminal activities? (this may be verified by police reports, etc)
7. Are former CAFF given equal chances for employment?
8. What are the plans for the county regarding the reintegration of former CAFF?
9. How does the local government plan to support the community structures after the DDR program is finalized?
10. What should be the area of focus in the remaining time for the reintegration project?
11. Are there reporting procedures for sexual and gender based violence?
12. Any comments or views on reintegration?

#### **KI- 6 Interview guide for parents**

1. What were the reasons that your child joined the fighting forces?
2. Are those reasons solved now? How?
3. Did he/she participate in the DDR programme? How did the programme help your child and your family?
4. Were you reunited with your child? Does he/she still live with you?

5. Does your child attend school or skills training program? If not, what are the reasons?
6. Are his/her friends mainly former fighters or also children who were not with the armed groups?
7. Do you think that your child is accepted in your family/ community? what are the reasons for his/her acceptance/ non acceptance?
8. Who does your child go to when he/she has problems? How do you deal with the problems?
9. Did you and/or your child get psychosocial support and advice? Was it useful? enough?
10. What does your child do now? Is your child doing some work to earn money now? If yes, how does he/she spend the money? (Spend the money to meet his/her needs, support family members, or some other people?)
11. Does he/she have a skill that he/she can work with?(ONLY for those who are 15 and above)
12. What would you consider as issues that facilitated / hindered the adjustment of your child in the community?
13. Do you see the child reintegration programme as fair? Why?
14. How do you think your child's integration with community will be in the future?

#### **KI- 7 Interview guide for school teachers**

1. What are the percentage of CAFF in the classes?
2. How are the interaction between CAFF and non-CAFF?
3. Are there jealousies among the other children and teachers because of the support provided to the former CAFF?
4. How is the behaviour of CAFF?
5. What are the drop-out rates?
6. What capacity building did you receive as a teacher and what did the school receive?
7. Did you get any additional support for the CAFF such as psychological counselling etc?
8. If yes did the other children benefit from the services intended to the former CAFF?
9. Are there differences between boys and girls (CAFF) in terms of adaptation, attendance, results, behaviour, psychological problems etc.
10. Would you say that the former CAFF are well integrated in the school and the society? What are your reasons?
11. What are your main concerns in looking at CAFFs reintegration? Where do you think we need to focus on?

#### **KI-8 Interview guide for UNICEF staff**

1. How has been the distribution of produced products? Number of copies produced, distributed to who?
  - Labour Market and training needs analyses
  - Learning materials for schools
  - Training manual on psychosocial counselling?
  - Grassroots Management Training teachers and training manual
  - Evaluation reports DD
  - Evaluation report with UNDP
  - Other materials?
2. How many and which trainings and TOTs have you organised in the framework of Reintegration?
  - Business training
  - Psychological training
  - Others
3. Did you work with private sector actors? Why/why not?
4. How would you describe the working relation with the adult programme?
5. How are working relations with the CPAs
6. What specific programmes were developed to cater for the needs and ambitions of youth, children with disabilities, girls?
7. What actions did you take to build capacities of your partners? How sustainable do you think their services will be beyond UNICEF funding?
8. What do you regard as strengths and weaknesses of the reintegration programme?
9. What are the main activities that should be focused on in the time that is remaining

### **KI-9 Interview guide for CPAs**

1. Which programme components are you implementing?
2. What is the general impression of how the children are doing?
3. How is your relationship with UNICEF (good and bad points) in terms of support to providing optimal assistance to the children?
4. What are your key concerns in terms of impact?
5. What are your key achievements in terms of creating impact?
6. How strong are the community structures in the communities you work in?
7. How do children participate in the planning and implementation of your activities?
8. What is the percentage of demobilised CAFF, non-demobilised CAFF and other community children in your programmes?
9. For those who went to school, how are they doing?
10. For those who went through Skills training, how are they doing?
11. Are the newly started businesses doing well? Do you have time to follow-up on them?
12. Which change of focus do you suggest in the next 7 months?
13. Are your initiatives sustainable, will the structures remain in place after the end of the DDR programme?

### **KI-10 Interview guide for private sector actors**

(Those who go contracted and neighbours of the newly established businesses)

#### **CONTRACTORS**

1. What was your connection to the DDR programme for children?
2. Were you contracted by one of the agencies? If so, for which good or services?
3. What was your experience with this? Could more have been done with your company?
4. Did the contract include any specific conditions such as that you had to hire or training former CAFF?
5. Do you have any former combatants working in your firm? If not, why not?
6. If so, also under 18? How are they performing? Do you see any difference between them and the other youth?
7. What is your main concern concerning the reintegration of the former young combatants?

#### **NEIGHBOURS OF CAFF-RUN BUSINESSES**

8. Do you know the young people that started a business near to your place?
9. What is your impression of them?
10. How well is their business organised? What is the quality of their goods or services?
11. How could they do better?
12. Are they offering the same product/service as others or are they offering something new?
13. Do you have any business relationship with them like selling or buying their goods? What would need to happen for you to be interested for this?
14. How much chance do you think they have to succeed? Why?
15. Did you know that some of them are former combatants? How did you know?
16. How is their behaviour among themselves and towards their customers and towards you? Is it the same as any other young person?
17. If it was up to you, what would you do to assist these young people?

### **KI-11 Interview guide for social workers and psychosocial counsellors**

1. What would you consider as major issues in the reintegration of former CAFF? (self esteem, interaction with other children, .....)
2. Do you and others who work with psychosocial support programs have sufficient skills to support children? If no, what are the specific areas you need support?
3. Would you consider that the working methodology you used were appropriate and not contradictory

4. Would you say that the psychosocial support programme were adequate? (eg. Its importance in supporting former CAFF to join and remain in schools or other activities such as the skills training program?) Please state the reasons for your answer. What are the gaps?
5. Was psychosocial assistance available in time for CAFF in all counties? What are the most common psychosocial problems/ symptoms that you encounter among former CAFF? Among other groups of children? How do you deal with the problems?
6. Which groups of children did you find require most frequent psychosocial support and follow up? What are the reasons?
7. Are there regular incidents of violence that are caused by former CAFF?
8. What would you consider as issues that facilitated / hindered the adjustment of children in the communities?
9. Would you say that the psychosocial activities that are implemented contributed to peace and reconciliation? Please specify in which ways?
10. Is the child reintegration programme regarded as fair by the: CAFF, other children, parents and community?
11. Would you consider the psychosocial support program as having contributed to realizing the rights of children? If so in what ways?
12. Are there structures that exist in the communities to work closely with providing psychosocial support? If they are available, were they provided with any support?
13. Would you say that the remaining project period is sufficient to complete successful and sustainable support to those who require these services?

**KI-12 Leaders/coaches of sports and recreational activities**

1. What are the percentage of CAFF in your programmes?
2. How are the interaction between CAFF and non-CAFF?
3. Are there jealousies among the other children and teachers because of the support provided to the former CAFF?
4. How is the behaviour of CAFF?
5. What are the drop-out rates?
6. What capacity building did you receive as a teacher and what did the school receive?
7. Did you get any additional support for the CAFF such as psychological counselling etc?
8. If yes did the other children benefit from the services intended to the former CAFF?
9. Are there differences between boys and girls (CAFF) in terms of adaptation, attendance, results, behaviour, psychological problems etc.
10. Would you say that the former CAFF are well integrated in the school and the society? What are your reasons?
11. What are your main concerns in looking at CAFFs reintegration?  
Where do you think there is a need to focus on?

**KI-13 Local leaders such as Chiefs, Priests etc**

1. How is the behaviour of CAFF in the community?
2. Are they treated as other children or are they still labelled as CAFF
3. Are former CAFF accepted well by community members and other children?
4. How is the participation of former CAFF in activities?
5. Do former CAFF participate in criminal activities?
6. Do they use drugs and alcohol
7. How do CAFF solve conflicts?
8. Are there differences in reintegration between boys and girls?
9. How do they get supported/ support themselves (economically)?
10. What is the situation of those who are not addressed by the reintegration program?
11. Are there groups that are excluded from reintegration programmes such as education and skills training (Children with disabilities, youth, girls, other groups)?
12. Do the former CAFF maintain relationships with commanders and other CAFF? What are the characteristics of this relationship?
13. Relationship between children, elders and religious leaders?

14. Do they come to you for support and advice? If not where do they go to?
15. What are the reporting procedures for sexual and gender based violence to the chiefs? Is the situation better or worse? What steps do you take in solving the problems?
16. Are there initiations conducted for returning CAFF who were not initiated before?

#### **KI-14 Interview guide for masters of apprenticeships places**

1. What is your business producing? How many people work for you?
2. How long do you have this business? Is it doing well?
3. Did you have apprentices before the once that came through the DDR programme?
4. How many former combatants did you take on so far? Are they all under 18?
5. How did they perform? Did they come all the time? How was their behaviour? Do they mix well with other non ex-combatant youth?
6. What is your impression of the level of their skills when they came in, and when they left you?
7. What are their chances to get a job or start businesses themselves? Will they succeed? Please explain.
8. Did they bring any tools with them?
9. Did you have monitoring visits from UNICEF and other CPAs concerning the welfare of your apprentices?
10. What kind of support did you get? What was lacking?
11. What kind of support did the children get from you and from the programme? Did you feed them? How did they pay for their transport?
12. Did they get any certificate?
13. Did you hire some of them to stay on?
14. Are you planning to take on more former CAFF as apprentices? Why/why not?

#### **KI-15 Interview guides for discussions with CAFF who created businesses**

1. Since when did you start your business?
2. Are you alone or did you start the business with others? If so, are they all former CAFF?
3. How is it going to work together, do you have problems?
4. Did you receive any training? If so in which skill? Did you receive any business training? Did you combine your training with school (such as the ALP)?
5. Did you get any help to start your business? Like what, advice, toolkits, money?
6. Do you still get help from the people of the DDR programme, like from your trainer? Are they coming sometimes to see your business?
7. How is business going?
8. Do you have a lot of competition? Who else is selling the same product or service in the neighbourhood?
9. Does your family members help you or do they want part of your money or business goods?
10. Are you making profit? Approximately, how much per week? What are you doing with this profit?
11. Where do you live? Is that the area where you come from? Is your family there?
12. Do you have friends? Were they also combatants? Does your former commander know that you started this business? Do you see him or her sometimes?
13. What would you need to make your business doing better?

### **3 – Focus Group Discussion Guides**

#### **FG.1 Questions for focus group discussions with Local Women**

1. Behaviour of CAFF in the community
2. Acceptance by community and other children
3. Participation in activities
4. Participation in criminal activities
5. How do they solve conflicts
6. Differences between boys and girls
7. How do they get supported/ support themselves (economically)
8. Those who are not addressed

9. Children with disabilities, youth
10. Do the former CAFF maintain relationships with commanders and other CAFF
11. Are they treated as other children or are they still labelled as CAFF.
12. Do they use drugs and alcohol
13. Relationship between children and elders and local leaders (chiefs)

**FG.2 Questions for focus group discussions with Members of CWCs**

1. Behaviour of CAFF in the community
2. Acceptance by community and other children
3. Participation of children in activities
4. Participation in criminal activities
5. How do they solve conflicts
6. Differences between boys and girls
7. How do they get supported/ support themselves (economically)
8. Those who are not addressed
9. Children with disabilities
10. Youth
11. Do the former CAFF maintain relationships with commanders and other CAFF
12. Are they treated as other children or are they still labelled as CAFF.
13. Do they use drugs and alcohol
14. Relationship between children and elders and local leaders (chiefs)
15. Support the CWCs get from the reintegration program
16. Gaps
17. How will they sustain the activities beyond the DDR program?

**FG.3 Questions for focus group discussions with Members of Children's clubs and Youth groups and children's resource centres**

1. Other questions
2. Participation/ membership of former CAFF
3. Do they behave differently? How?
4. Youth sensitive programming?
5. Support they get
6. Sustainability
7. Gaps and difficulties they face as an organization
8. Where do they think the reintegration programme should focus on

**FG.4 Questions for focus group discussions with Former CAFF**

1. What are your main activities?
2. Are your friends mainly former fighters or also children who were not with the armed group?
3. Do you feel accepted in your family/ community? What are the reasons?
4. How do people refer to you as a group?
5. Are you considered different from other children? In what ways?
6. Are you doing some work to earn money now? If yes, how do you spend the money? (Spend the money to meet your needs, support family members, or some other people?) If no, who looks after you?
7. Do you have a skill that you can work with?(ONLY for those who are 15 and above)
8. Do you think the DDR programme helped those who received reintegration programmes to be more like other children in their communities? (Get details)
9. What would you have liked to see improved in the support given for reintegration?
10. Did other children who were not CAFF benefit from the program? if yes in what ways?
11. What were the reasons that pushed you to be part of the fighting? Are these factors removed?
12. Do you think your community is more peaceful now than before? What are the reasons?
13. What are your plans in the coming one or two years? Do you think that you would succeed in achieving your plans? What are the helping or hindering factors?

#### 4. Thematic Tools

##### A. ROOT CAUSES OF CHILD PARTICIPATION IN ARMED CONFLICTS

**Objective: Find out what the main reasons were that children choose to join the fighting forces and see if the reasons they mention are addressed/changed now.**

Mapping children's and youth's motivations for enrolling in armed violence at the country level makes it possible to address these environmental factors and reduce the chances of their re-enrolment and enrolment of other children. Tackling them over the long term would also represent a major contribution to the prevention of armed violence in the society in question, and child participation in it. A recent study of young soldiers' perception of their own reasons for enlisting with armed groups or forces in locations around the world reveals the particular risk factors listed in the table below. Combinations of two or more factors make the risk and the situation particularly severe. The suggestions provided on how to address them are by no means an exhaustive list of proven solutions.

Table 1: Typical factors contributing to decision to enlist amongst 'voluntary' child combatants

TYPICAL CONTRIBUTING FACTORS		POSSIBLE INITIATIVES
Family	Abuse (partic. Among girls)	Protection by social services
	Relocation	Conflict prevention, protection of minority rights, IDPs, refugees
	Death of relative(s)	Conflict prevention, security sector reform, SALW control
	Insecurity of relative(s)	
	Relative(s) enlisted	Providing alternatives: life skills training, alternative family placement, foster-care, support to community and team-based activities (e.g. sports)
	Primary family is in armed group	
	Poverty	Economic development, poverty relief
	Ill-health	Providing for healthcare, also for dependents
	No family	Social protection
Education	No access	Providing/demanding access to education, free school meals/water, child care in schools
	Segregated	Demanding end to segregation
	Incitement to extremism	Offering non-partisan education
	Disinterest	Skills training, recreational activities
	Abuse	Providing social protection
	Extreme behaviour/expulsion	Projects targeting delinquency
Politics/ ideology	Religious hatred (less in girls)	Inter-communal/-confessional exchanges, confidence building, non-violent communication, objective media (for youth, possibly also run by youth)
	Ethnic hatred (less in girls)	
	Nationalism	
	Grievance	Including young people's concerns in peace settlements, create non-violent channels for addressing grievances, support responsible reporting (with youth involvement)
Personal need	Independence	Providing social protection, skills training, support to independent youth initiatives
	Power	Support youth advocacy groups
	Excitement	Organizing sports, recreational activities
	Attraction to guns, soldiers, fighting	Awareness-raising to SALW risks
Culture/ tradition	Of fighting	Non-violent communication, encouraging alternative (male) identity
	Of gun ownership	SALW Control and Awareness-raising of their risks
	Partisan media	Supporting independent media, closing hate media
	Violence in media	Campaigning with parents not to expose youth to violence
Insecurity	To save self	Creating safe zones for civilians
	To save relative(s)	
	To avenge self or relative(s)	Access to justice, support to grass-roots justice, demanding adherence to and prosecuting violations of International Humanitarian Law

	Violent environment	Security sector reform including community based policing, participatory Safer Community initiatives
Economic motivation	Hunger	Creating conditions of food security, provide relief
	Need for money	Economic development, incomegenerating support to parents or children, job creation through local businesses/ reconstruction projects/ micro-finance, training, apprenticeships
	Need for work	
Active recruitment	Penalties for those who are actively recruiting and disseminating recruitment information	

Source: Based on Brett/Specht: Young soldiers, *op. cit.*

## B. GENDER IMPACT

**Objective: To assess the gender impact of the reintegration programme and to determine if girls have received appropriate assistance according to their needs and ambitions.**

In addition to the tools above, try to find answers to the questions below:

Check-list for Gender and Reintegration<sup>23</sup>

1. In planning the Reintegration process, has broad consultation been undertaken with a wide variety of social players, including women's groups?
2. Is the community offered awareness-raising sessions to help them understand what Reintegration is, and what they can and cannot expect to gain from it?
3. Given the gender divisions in care-giving work in most communities, civilian women are likely to play a significant role in taking care of returning CAFF, including those who are ill or disabled. Are women offered training and support to assist them in this work?
4. It is unfair to burden women with the reintegration and rehabilitation of child soldiers simply because they are usually the primary caregivers of children. Have resources been allocated to train men and women to understand and cope with traumatized children?

### Education and retraining schemes

5. What are the training needs of girls, and who defines these?
6. Are girls informed of different job options and market opportunities and aware of the potential drawbacks of entering previously "male" workplaces?
7. Do the kinds of training packages offered to girls reflect local gender norms and standards about gender-appropriate labour, or attempt to broaden them? Does this benefit or hinder girl's economic independence?
8. Is childcare and other family support (e.g., elder care) available for girl-mothers attending re-training programmes?

### Medical, health and psychological needs

9. What are girl's specific health and psychological needs in the context of reintegration? Are they recognized as different from those of men?
10. Are separate counselling and health facilities available to girls and boys?
11. Are girl's specific reproductive health care needs met?
12. Is there awareness of sexualized violence against girl CAFF, both during the conflict and after, and are there facilities for treatment, counselling and protection?
13. Is the problem of HIV/AIDS addressed, from the perspectives both of education for prevention and of care practices for those who are infected?

<sup>23</sup> Adapted from: Vanessa Farr: Gender-aware Disarmament, Demobilization and Reintegration (DDR): A Checklist (UNIFEM 2002).

14. Are mechanisms in place for community mental health practices (such as cleansing ceremonies) to contribute to the long-term psychological rehabilitation of ex-combatants; and how do these address girl's specific suffering (often a result of sexualized violence)?

#### **Networking to assist reintegration**

15. Has the support of local, regional and national women's organisations been enlisted to aid reintegration?
16. Are demobilised girls made aware of these organisations and able to access them?
17. Is the expertise of demobilised girls—which may be non-traditional—recognised, respected and utilised by other girls and women? How can this be facilitated?
18. Is girl's reintegration connected to broader strategies aimed at women's post-conflict development in order to prevent resentment against former CAFF as a "privileged" group?
19. Are girl's experiences adequately represented on the UNMIL and other radio stations?
20. Do girls know where to go with psychological problems?

#### **Economic concerns**

21. Does a functioning economic infrastructure exist in the region?
22. Are women in informal economic activities considered (by themselves and others) as employed or productively active members of society?
23. Do plans to rebuild the economy pay proper attention to women's potential contributions and economic needs?
24. If a social security system exists, are women ex-combatants informed about it and do they have independent access to it?
25. If a labour office exists, can demobilised girls access it easily? Does it target their particular needs and promote their skills?
26. Are demobilised girls more severely affected by a generally poor labour market / high unemployment than demobilised boys?
27. To facilitate girl's employment, are feasibility studies / assessments of economic opportunities undertaken in the area where they live before training is begun?
28. Did the programme make it possible to have girls go to the training of their wish? For instance, they may wish to be trained as nurses and teachers.
29. Have obstacles, such as employers refusing to hire demobilised girls, or narrow expectations of what work girls are permitted to do, been taken into account before re-training is offered? Can girls choose how to dispose of crops grown on their land (i.e., for family needs or for marketing), and exercise control over cash money earned from agriculture?
30. Is it safe for girls to take their product to the marketplace? Is it safe for them to trade there? Is it safe to have a shop?
31. Do women and girls have equal access to communally-owned farm implements and equipment?
32. Is there adequate childcare / elder care for girls pursuing economic activities outside the home?
33. Do businesses and industries accept and employ demobilised girls, especially those trained in non-traditional income generating activities? Are potential employees targeted for sensitization training to encourage them to employ demobilised girls?
34. What measures have been taken to avoid stigmatization of economically active girls, especially those who have also served in combat?

#### **Nutrition, accommodation, recreational activities**

35. Are there any differences in the % of reunified girls who stay home as compared to boys?
36. How common is the practice that demobilized girls live in groups together?
37. Are girls living with their "bush husbands"?
38. Can single girls sign rental agreements (housing, telephone, etc)?
39. What measures are taken to address girl's security in urban areas?
40. To what extent do girls participate in recreational activities?

### **Gender-awareness in the reintegration of men**

41. TSA has been paid to some children but largely to the families of former CAFF. Was TSA given to male family members used for the benefit of CAFF and family members? Cumulative lessons asserts that men are likelier to go on spending sprees than to spend their money on the child's needs. Sustainable reintegration cannot happen unless boys and men are recognized as members of a larger community, which often means being part of a family unit, rather than as individuals. Did the programme recognize this and acted accordingly?
42. Has violent behavior of boys and men towards girls reduced or increased?
43. Have there been any reporting of Sexual abuse within the programme? (between boy and girl CAFF, between programme staff and CAFF?)

### **C. CHILDREN'S PARTICIPATION**

**Objective: to find out the extent to which children participated in different stages of the programme.**

1. What are the modes of participation that are commonly used in the projects you are familiar with? (groups, clubs, individuals ...) Please describe.
2. In which areas did children participated and in which areas did they not participate?
3. Compare areas in which Reintegration programme was implemented and another area where not implemented. Can you see a difference in the level of children's participation at family and community levels?
4. What are the constraints to children's participation?
5. What are the lessons learnt?
6. Please document short case studies on participation to show good examples and bad examples

### **D. DISABILITY**

**Objective: to explore the extent to which children with disabilities have been provided with or excluded from reintegration programmes.**

1. Has the Reintegration programme planned and implemented activities specifically designed for boys and girls with disabilities? What are those?
2. What is the percentage of children (former CAFF) who got access to reintegration programmes?
3. What activities are former CAFF and other children with disabilities engaged in? Are there differences?
4. Are there former CAFF with disabilities that did not take part in the reintegration program? What are the reasons?
5. Were the skills training projects adapted to suit their needs?
6. Were there conditions that facilitated physical access of children with disabilities to skills training and educational facilities? (please confirm information by visiting the said facilities, transportation?)
7. Are there social structures that could support the reintegration of children with disabilities? If so were they supported? How?
8. To what extent are youth with disabilities engaged in gainful employment?
9. Are there conditions that facilitate the sustainability of programmes for children with disabilities after the end of the reintegration programme?
10. Do the CWC, Children's Clubs, Youth Groups, etc include CAFF with disabilities in their membership and in their planning and implementation of activities?
11. What special strengths and problems been witnessed in relation to programmes for CAFF with disabilities?
12. Please document good practices and bad practices?

### **E. RELATIONSHIP WITH EX-COMMANDERS**

**Objective: to find out the significance and nature of the relationship between former CAFF and ex-commanders and how that is influencing the reintegration of children.**

1. What proportion of the former CAFF have contacts with their former commanders? Those who have the connections, what are the nature and aims ( positive or negative contacts; aim of contacts is for financial support to the former CAFF, advice, protection, social support, alternative 'family' ...)
2. What do you believe are the consequences of the existence of contacts between CAFF and former commanders and other ex-CAFF?
3. How are former commanders looked upon in the communities and by the former CAFF?
4. How well are the former commanders considered to be integrated in civilian life. Can you explain some of the reasons for your judgement?
5. How well are the former commanders really integrated into communities?

## **G. NEW BUSINESSES**

**Objective: To explore the extent to which CAFF who completed their skills training have been successful in setting up businesses.**

1. Examine the success or failure of former CAFF owned businesses in terms of their viability and the impact it has on their lives and reintegration.
2. Assess to what extent the assistance provided for self-employment has been appropriate and to what extent did it make a difference in compare to children who did not get this assistance.

Key issues to examine:

- Given the economic situation in the counties, is it possible at all to start viable businesses at this stage?
- Did the vocational training courses offered respond to identified demands in the labour market?
- Was the business training effective and did the trainer follow-up on their students?
- Did the CAFF receive tools and cash to start-up their businesses? Was the way this was done effective?
- Did the CAFF make business plans that they are actually implementing?
- To what extent has the recommendations, as spelled out in the Labour Market Analyses and training needs assessment, been implemented.
- Were life-skills and basic numeracy and literacy components build into the programme and does it help the CAFF businesses to function better?
- Are there CAFF that combine business with ALP? Does it work?
- Are the new businesses linked to other businesses in chains of production?
- Who in the communities provides the most significant assistance to the CAFF-owned businesses?
- Did CAFF start businesses with civilians or only with other CAFF?
- Are they discriminated against in their communities? If so, does this harm their businesses?
- Do former commanders help or block the businesses?
- Is the work they are doing not hazardous,(physical or mentally too hard for children)?
- Are there differences in your findings between businesses run by boys and girls?
- Are former CAFF with disabilities doing well? Explain why/why not.

**Methodology NEW BUSINESS assessment:**

Try to visit as many newly established businesses as possible and talk to the CAFF business owners, their staff and the people around them

Find CAFF businesses that failed and CAFF that finalised training but did not succeed to start.

Visit businesses of former CAFF that did not participate in the DDR and find out how they started and how they are doing (compare with CAFF who did receive assistance).

Find other young people, non CAFF, who started businesses and compare again. Did these children get help from families, from other programmes (try through UNHCR).

Talk to one two microfinance providers (one formal, one traditional) to see if they would be accepted for a loan, under which conditions?

## **Annex D: Members of the Evaluation Team**

<b>No</b>	<b>Names</b>	<b>Organization</b>	<b>Tel.</b>
1	Martin Moriwai	CCF	06- 474803
2	A. Lott Simbo	SM	05- 656779/06- 551726
3	Dedeh L. Sorbor	WAI	06- 594379
4	Doris Geedeh	Think	06- 513338
5	Rosana Schaack	SPIR	06- 558492
6	William K. Jallah	MADET	06- 565878
7	De-Great Walters	NAEAL	06- 609646
8	James Benson	WANEP	06- 461853
9	WE. Narplah Wereh	NCDDRR	06- 561455
10	Joseph D. Howard	CJPS	06- 526151
11	James A.K. Pelliot	CODHA	06- 580688
12	Stanley K. Beyan	PBRC	06- 479698
13	Moses B. Doeboyan	NAFAPD	077- 008473
14	Benedit C. Harris	SDP	06- 853377
15	Emmanuel Wahn	SEARCH	077-301983
16	Martin G. Flomo	CESP	06- 552697
17	Welleh Bohlen	DBH	06-546977
18	Beatrice Togba	PNO	06-516946
19	Roland T. Suomie	EQUIP	06-532291
20	Bob W. Gleatee	SERE	06- 486849
21	Stephen M. Koleh	HHL	077-089101
22	Loise Gbarwheur	BAWODA	077-070148
23	Eunice D. Gardner	CAP	06-517130
24	Jennet S. Sarsih	WVL	077-007726

**Team Leaders: Irma Specht and Hirut Tefferi**

## Annex E: Interviews per county and per group

Tool number	Title of the tool	Minimum number to be completed for each county	Total per team
KI-1	Interview guide for CAFF	2 per county	4 per team
KI-2	Interview guide for non-CAFF	2 per county	4 per team
KI-3	Interview guide for vocational trainers	2 per county	4 per team
KI-4	Interview guide for business trainers	2 per county	4 per team
KI-5	Interview guide for Local Government officials	2 per county	4 per team
KI-6	Interview guide for parents	2 per county	4 per team
KI-7	Interview guide for school teachers	2 per county	4 per team
KI-8	Interview guide for UNICEF staff	2 per county	4 per team
KI-9	Interview guide for CPAs	2 per county	4 per team
KI-10	Interview guide for private sector actors	2 per county	4 per team
KI-11	Interview guide for social workers and staff engaged in psychosocial counseling	2 per county	4 per team
KI-12	Interview guides for leaders/coaches of sports and recreational activities	2 per county	4 per team
KI-13	Interview guides for local leaders such as Chiefs, Priests etc	2 per county	4 per team
KI-14	Interview guide for masters of apprenticeships places	2 per county	4 per team
KI-15	Interview guides for discussions with CAFF who created businesses	2 per county	4 per team
<b>Total number of Key-informant interviews</b>		<b>30 per county</b>	<b>60 per team</b>
FG.2	Questions for focus group discussions with Local Women	2 per county	4 per team
FG.3	Questions for focus group discussions with Members of CWCs	2 per county	4 per team
FG.4	Questions for focus group discussions with Members of Children's clubs and Youth groups and children's resource centers	2 per county	4 per team
FG.5	Questions for focus group discussions with Former CAFF	2 per county	4 per team
<b>Total number of Focus group discussions</b>		<b>Minimum 8 per county</b>	<b>Minimum 16 per team</b>
Thematic assessments	a. Root causes b. Gender c. Participation d. Disability e. Relationships with former commanders f. New businesses	Minimum 50 Key informants from which large majority with children Minimum 10 focus groups per person in his region (meaning <b>100 KIs and 20 FG per team</b> )	

KI –to be conducted with individual key informants.

FG – Focus group discussion

TT- Interviews with experts, ministers, review of reports, focus groups discussions, field visits CAFF

### Planning data-collection

5 teams of two people will go to 2 counties each (with exception of Maryland) meaning total 9 counties will be covered. In addition 6 thematic assessments will be done.

Team	County assessments	Total 10 people for two weeks
1	Bong and Lofa	2 people for two weeks
2	Bomi and Cape Mount	2 people for two weeks
3	Nimba and Grand Gedeh	2 people for two weeks
4	Maryland	2 people for two weeks
5	Rivergee and Grand cru	2 people for two weeks

Team	Thematic assessments	Total 12 people for two weeks, of which one week travel
6	Root causes addressed	2 people for two weeks
7	Gender issues	2 people for two weeks
8	Participation	2 people for two weeks
9	Disability	2 people for two weeks
10	Relationships with commanders	2 people for two weeks
11	New businesses	2 people for two weeks

Team	County/theme	Names	Organizations
1	Bong and Lofa	1.Eunice D. Gardner 2.Moses B. Borboryan	CAP NAFAPD
2	Bomi and Cape Mount	1.Eva Jarbo 2.Benedit C. Harris	SPIR SDP
3	Nimba and Grand Gedeh	1.Janet Sarsih 2.Martin P. Moriwai	WVI CCF
4	Maryland	1.A. Lott Simbo 2.Dedeh Sorbor	S. Movement WAI
5	Rivergee and Grand Cru	1.Dorris Geedeh 2.William K. Jallah	THINK MADET
6	Root causes addressed	1.James Benson 2.Degent Walters 3.E. Nanplah - Wreh. Sr	WANEP NAEAL NCDDRR
7	Gender issues	1.Beatrice Togba 2.Emanuel Wahn	PNO SEARCH
8	Participation	1.Duolo Lor/ Roland T. Suomie 2.Martin G. Flomo 3. Joseph D. Howard	EQUIP CESP CJPS
9	Disability	1.Bob W. Gleatee 2.James Pellicot 3. Saye A. Tiah	SERE COHDA HHL
11	New businesses	1.Stephen M. Kollie 2.Stanley K. Beyan 3. Louise Gbarwheur	HHL PBRC BAWODA

## Annex F: DDR Guiding principles and policy commitments<sup>24</sup>

The disarmament, demobilisation and reintegration programme is based on a number of specific principles that will become part of the agreement between the NTGL and donors. These principles include, but are not necessarily limited to, the following:

- (i) *A complementary military restructuring plan.* Simultaneous to the DDRRP, Government undertakes to provide a comprehensive plan for the restructuring of the national military in Liberia. This plan will include the size of the force, a plan for rigorous accounting of the military budget, and clear criteria for hiring into the new army;
- (ii) *Beneficiary involvement and participation.* Government is committed to ensure the participation of all parties to the conflict as well as the inclusion of beneficiaries from all sides in the formulation and implementation of the programme.
- (iii) *Transparent processing of the target groups* and a consistency in the application of criteria. The government is committed to and will respect the principle of transparency and equitable treatment of all fighting groups during the DDRR process.
- (iv) *Sensitisation and a nation-wide reconciliation campaign.* Prior to demobilisation, Government will undertake a well-planned sensitisation and nation-wide reconciliation campaign to educate the general public about the programme and the role of ex-combatants in a post-conflict society - as well as promote reconciliation process;
- (v) *No retroactive demobilisation.* Only ex-combatants demobilised under the programme will be eligible for support in accordance with the criteria and conditions specified. There will be no retroactive demobilisation of any group. This is required to avert wrong population target from entering the programme. Programme credibility remains essential concern of donors.
- (vi) *Need-driven assistance.* Reintegration assistance will be based on ex-combatants' needs and will take into account their skills and aspirations for productive civilian life;
- (vii) *Community-based support.* Reinsertion and reintegration assistance will largely be provided in war-affected communities; therefore reintegration assistance will be community-based to the greatest extent possible. Recognising the potential security risk associated with ex-combatants and the different socio-economic profile of this target group, Government views ex-combatants as a high-risk group whose adjustment to civilian life must be assured with targeted interventions and be monitored carefully. However services will be delivered using community service delivery capability or structures. The apprenticeship outlets will be community members; the vocational training instructors will be drawn from the communities. The net impact is that every dollar invested in the reintegration of ex-combatants, 40% will be direct benefit to the community in addition to investment in social and physical infrastructure rehabilitation. Measures for community reconciliation will reflect large doses of community participation and involvement through the use of traditional organs of leadership and network of social groups such as the age groups and cultural societies.
- (viii) *Co-ordination and partnerships.* The successful implementation of the programme will depend on sound framework of partnership and co-ordination with various agencies as well as relevant political and security actors especially those involved in the crafting and implementation of the peace of the agreement. The Technical Co-ordination Committee and the Project Approval Committee as well as the NCDDRR Policy Committee are some of the mechanisms established to enhance co-ordination and partnership
- (ix) *Link to wider framework of the reconstruction and recovery effort.* Reintegration assistance for ex-combatants will be co-ordinated very closely with Government's other efforts to support national reconstruction, resettlement and rehabilitation in the context of national recovery effort. This will include measures for the restoration of civil authorities and governance structures, resettlement and voluntary repatriation of IDPs and the refugees respectively and the reintegration of war affected population targets within the framework of the 4Rs process being developed by the UNDP and the UNHCR as well as other agencies.

---

<sup>24</sup> From the DDR strategy and Implementation framework, October 2003, Monrovia

- (x) *Regional Sensitivity.* The implementation of the programme will respond and provide for mechanism to address the regional implication of the conflict by exploring the options for a regional framework to *repatriate foreign nationals* who are involved in the conflict. In this regard the UNDP Mano River initiatives provides possible strategic framework to address this issue within the framework of the regional co-operation. In addition from an operational perspective, the International Committee of the Red Cross in close collaboration with the UNHCR and IOM will need to be contacted to assist in the repatriation of such categories of ex-combatants including those who moved across national boundaries in search of refuge. The success factors for any regional initiative are the existence of common legislative framework, the development of country specific programme support for the target population and deployment of enforcement capability to avert recycling of ex-combatants and the establishment of a centralised database to facilitate information ex-change.
- (xi) *Rural bias in support of reintegration.* The programme would encourage resettlement to rural communities in preference to urban settlement through the provision of permanent rural shelter support for those ex-combatants who would opt for agriculture and food production. The assistance would also include rehabilitation of social facilities in the preferred community of settlement.

The commitment of the programme to the above listed specific principles is firm and will form the basis for the collaboration of the NCDDRR with all agencies and donors. It is further understood that this commitment is shared by all parties and will be reflected in the continuation of smooth co-operation between the Government, UNMIL, UN agencies and donor organisations.

## **Annex G<sup>25</sup>: Community Education Investment Programme (CEIP)**

The CEIP is designed to support the reintegration of 5,000 school-aged demobilised children by providing them access to basic formal primary education in government and community schools. Assistance is targeted at the school level and not the individual child as was the case in the disarmament and demobilisation phase. Both demobilised children and other war-affected children in the community who attend schools that have accepted CEIP benefit from the support that comes through CEIP, thus enhancing the overall education level, minimising the stigma against returning demobilised children in the community and promoting their reintegration.

To support the reintegration of demobilised children by providing them basic formal primary education in Government and Community schools in Liberia through the CEIP.

Specifically, CEIP:

- Facilitates the enrolment of demobilised children into government and community schools.
- Builds the capacity of community and government schools through teacher training and material assistance.
- Provides follow-up support of demobilised children who have been reunified with families or who are living in foster families.
- Support includes psychosocial care and career counselling.
- Provides in-kind assistance to schools in return for the child's free entry (waived tuition and registration fees) into school. Assistance for the schools includes educational kits, life skills, sporting materials and recreational materials.
- Trains teachers on how to provide psychosocial care and support to children who have been affected by armed conflict and how to support children with behavioural problems.
- Provides orientation of school principals and education officers on general protection of children, promotion of children's rights and the CEIP.

Beneficiaries of the programme include both government and community schools (and private schools that waive fees etc for demobilised children), teachers and principals, Community/District Education Officers of the Ministry of Education, pupils enrolled in beneficiary schools and demobilised children enrolling in primary schools.

Assistance is targeted at the Government and community schools, and not at the individual child. Assessments are made of the various government and community schools attended by demobilised children, and "in kind" assistance is provided in return for the child's free entry into schools. In this way, both demobilised children and children which were not associated with the fighting forces benefit, thus enhancing the overall education level in the country, reducing the risk of re-recruitment of children by armed forces, minimising the stigma for demobilised children, thus promoting their reintegration.

### **Main activities:**

1. Development of guidelines and standards for the implementation of CEIP: Having "borrowed" the concept of CEIP from Sierra Leone, where the programme was first initiated, UNICEF Liberia and the Child Protection Agencies implementing reintegration programmes for demobilised children proceeded to adapt the programme to the context of Liberia. The type and content of educational sporting and recreational materials to be provided to schools were discussed in consultation with the Ministry of Education and agreed upon; the ratio of 3 demobilised children per education and sporting kit was agreed on; and a memorandum of understanding was developed spelling out roles and responsibilities of the different actors such as the schools, the communities and the Parent Teacher Associations, and the implementing Child Protection Agency.<sup>26</sup> Modalities for identification of schools for CEIP were

---

<sup>25</sup> Adapted from Final Project Report for the United Kingdom of Great Britain and Northern Ireland SM/2004/0311-01. July 2005

<sup>26</sup> The material support to schools consists of supplementary books such as dictionaries, atlases/maps of Liberia, English Readers with life skill messages such prevention of HIV/AIDS, gender, children's participation, peace building while the sporting and recreational materials consist of football, skipping ropes, whistles, volleyballs and nets, drums and other traditional

discussed and agreed on – the major challenge was in getting the agreement of public and community schools where demobilised children were reunified to accept them into the schools and thus waiving their fees. Forms were developed for monitoring the enrolment of demobilised children and monitoring the provision of the educational and sporting materials. Guidelines were provided to schools on how to utilize the books provided and how to protect them from theft or destruction. The development of the training packages for the teachers, the social workers and the community support networks was also undertaken during this period, standardising the approaches in the implementation of CEIP and enhancing monitoring of the programme by UNICEF.

## 2. Community sensitisation

With the commitment of the Ministry of Education for the implementation of CEIP, UNICEF and Child Protection Agencies embarked on an information and sensitization campaign to raise the knowledge about CEIP of communities, families and demobilised children and school authorities. It was important that communities understand the concept of CEIP, particularly that it targets the schools and not the individual demobilised child. The experience of providing cash payments to children in the demobilisation phase has meant that children and their families continue to expect additional financial incentives, therefore it was more difficult to get children to enrol in elementary schools when they learnt there would be no direct cash benefit given to individual pupils. The implementing partners are required to carry out a minimum of 5 community meetings before they start CEIP in the locality to prevent such misunderstandings and to ensure that communities, parents and children understand the real and long-term benefits of the CEIP.

## 3. Follow-up of demobilised children

The CEIP includes a strong component in which demobilised children are followed-up at home and at schools to ascertain how they are adjusting to home and community life. During these follow-up visits, social workers ensure that children have the correct information about reintegration options and how they should access them. The social workers are given specialised training for conducting follow-up visits to the children, and in many cases these social workers were the same individuals who assisted the children during the demobilisation and reunification process, making following them up much easier. The ratio of the demobilised children to be followed up assisted in the reintegration is 75 children to one social worker.

## 4. Training of social workers

The 78 social workers recruited by CEIP implementing partners are required to complete two types of training (each of which is one week long) at the beginning of the project. The first training is on how to carry out effective follow-up of demobilised children in the communities, methods of working with communities and assisting the communities in the development of community support networks such as Child Welfare Committees and understanding the concept of CEIP. The second training is focused on the provision of psychosocial care and support, and on training teachers on how they can support children in the school setting. The trainings of the social workers are planned and executed at the county level; thereafter, the social workers are given on-the-job support from their senior managers and UNICEF staff during monitoring visits.

## 5. Orientation of school principals and education of authorities

The County and District Education authorities and the principals of schools have a key role to play in the implementation of CEIP. In order to get their support and commitment, a three-day orientation is held on general child protection issues, the concept of CEIP and their roles and responsibilities in the implementation of CEIP. To date, 8 county education officers, 33 district education officers and 258 school principals in 258 schools in 12 counties have completed the 3-day orientation.

## 6. Training of teachers on the provision of psychosocial care and support

---

musical instruments, drawing books and crayons, indoor games such as Ludo and Checkers. Each kit is meant to cover 40 children in a class.

A total of 1,361 teachers in 258 schools in 8 counties have all received the one week training on psychosocial helping skills, allowing them to better support children affected by armed conflict in the classroom/school setting. The teacher training is carried out by the social workers, senior managers of the implementing partners and, whenever possible, with UNICEF Child Protection staff. Thereafter, the social workers continue to interact with the teachers, providing additional support as needed. The teachers are also oriented on how best to utilise and care for the books that are provided when they accept demobilised children in their schools.

#### 7. Development and training of community support networks

The training package for social workers is designed to assist in understanding community systems and structures, how these work in normal situations and how communities function and support their children in times of emergency. The training has a component on how to enter communities, and how to get communities to mobilise their own resources in the protection and care of their children. The social workers then learn how to strengthen existing community structures so that community members can become more responsible in the care and protection of their vulnerable children. If there are no existing community structures, social workers mobilize the community to form community support networks such as the Child Welfare Committees (CWC) and Children's Clubs, which are then trained on how to better support children who have demobilised and other war-affected children, including separated children.

#### 8. Enrolment of demobilised children into primary education

The social workers identify demobilised children in the communities who would like to go back to school, identify schools that are willing to take in the demobilised children, and then ensure the children are registered in these schools. In some cases, social workers find that demobilised children are already enrolled in schools, and so they liaise with the schools to find out whether the school would like to participate in the CEIP. Once the school accepts CEIP, then the school principal signs the Memorandum of Understanding (MOU) committing its support to the reintegration of demobilised children, with schools fees being waived in return for the provision of material assistance to the school and training of teachers.

#### [IMPACT \(as per July 2005\)](#)

A total of 3,750 demobilised children are accessing basic primary education through the CEIP, thereby giving the opportunity to develop to their full potential. That schools accepting CEIP receive materials which are then used by all children in the schools, enhances the acceptability of the demobilised children into schools and helps to facilitate the social reintegration of demobilised children.

The 1,361 teachers that have benefited from the training on psychosocial helping skills are now better equipped to assist children affected by armed conflict in the classroom setting. When asked, the teachers with demobilised children in their classes report that some of the children were very difficult to deal with: some of the children were very aggressive, others were withdrawn and yet other exhibited behavioural problems. After the teachers began using the skills learnt in the training, positive behaviour changes among the children were usually noted. The attendance rate of the demobilised children is the same as for the other children, and when children are asked about their experience, they seem to be happy to be at school and feel valued and have a sense that their individual strengths are recognised.

The 258 school principals who have undergone the orientation on child protection and CEIP are more supportive of the programme. Significantly, principals from private schools have convinced their Board of Directors to waive schools fees for the demobilised children. The County and Education authorities are helping the social workers in the identification of schools taking in demobilised children, as well in the distribution of the CEIP educational and recreational materials.

A total of 74 Child Welfare Committees and 28 Children's clubs have been developed, and to date, 208 members trained have been trained in child protection and psychosocial helping skills. These community networks are beginning to provide better care and support to the reintegration of demobilised children

into normal community life. Many of these committees are now involved in identifying children who are not in school and facilitating their enrolment through child protection agencies. They are also involved in monitoring and addressing child protection issues arising in their communities. Training of WC and children's club members is ongoing.

Fifty-five Parent Teacher Association members have been trained in child protection and psychosocial helping skills. These parents and teachers are supporting the implementation of the CEIP by monitoring the school supplies provided and progress of demobilised children in the schools.

Demobilised children are being provided psychosocial support by social workers of child protection agencies, and regular follow-up visits are being made to demobilised children to know how they are coping, and to monitor their progress in school. Psychosocial counselling is provided in cases where it is needed.

Communities where demobilised children have been sensitised about CEIP are supporting the reintegration of demobilised children through the identification of children out of school, and the provision of psychosocial support. Community leaders are also speaking to school authorities to accept demobilised children to enrol in their schools.

The standards and guidelines developed by UNICEF with the Child Protection Agencies for the implementation of CEIP have helped in harmonising procedures for implementation and have also made monitoring the implementation of the programme easier.

### Main challenges

- The lack of trained teachers, unavailability of textbooks and general destruction of schools present great challenges to the programme. For instance, in many schools there is no where to store the CEIP materials as the most of the schools buildings were destroyed during the war and the renovations are just beginning. Most teachers do not receive any their salaries from the Ministry of Education as they began serving as volunteer teachers during the war, and as yet, the Government has not included them on the payroll. For the few teachers who are on the Government's payroll, their salary is unsustainably low, and usually delayed.
- Efforts to address these massive constraints are underway. UNICEF is working with the Ministry of Education in the area of teacher training. Rehabilitation of some of the schools is being completed by USAID, UNHCR, UNICEF, UNDP and other UN and international agencies. It is also clear that Government ministries will require significant support in building their capacity to ensure the effectiveness and sustainability of the education rehabilitation programme in the long term.
- In some communities, there remains a strong sense of dependency on the international community, where parents apparently expect others to take full responsibility for the education of their children by providing school fees, tuition, books, uniforms and a monthly subsistence allowance.
- Encouraging girls to enrol in elementary school, and ensuring that they remain there, especially in cases of teenage pregnancy is a very serious challenge. Social workers are now working more closely with the girls and their families to better understand the underlying issues and to help them to access appropriate reintegration programmes.
- There are also children who demobilised as adults but now want to access the children's reintegration programmes such as CEIP. UNICEF is working closely with the UNDP Joint Implementation Unit to adjust the lists of names of demobilised children.
- Re-recruitment of children in fighting forces in neighbouring countries, Côte d'Ivoire and Guinea in particular, is a major concern. UNICEF is stepping-up reintegration activities in border communities and prioritising skills training programmes as well to support the provision of viable livelihood alternatives for demobilised children.

## Bibliography

1. Achio and Specht (2003) Youth In Conflict in Jobs After War. A Critical Challenge In The Peace And Reconstruction Puzzle, by Eugenia Date-Bah (ed). Geneva: ILO,.
2. Brett and Specht (2004). Young Soldiers - Why they Choose to Fight. Colorado: Lynne Rienner Publishers.
3. Government of Liberia - UNICEF Country Programme. Information System to Enhance Reintegration of Children in Liberia.
4. ILO and UNICEF (March 2005). Labour Market and Training Needs Assessment: Mapping of Reintegration Opportunities for Children Associated with Fighting Forces. A Report Covering Liberia.
5. Liberian Disarmament, Demobilisation, Rehabilitation And Reintegration Programme Strategy and Implementation Framework. Prepared by The Draft Interim Secretariat (Comprising UNDP, UNMIL, World Bank, USAID, UNICEF, UNHCR, OCHA, World Vision), Monrovia 31st October 2003
6. Pierre-Antonie Braud (October 2004). Bringing Entrepreneurs Into The Peace Process In The Democratic Republic Of Congo. .
7. Rebuilding Social Services and Reintegrating Children Associated with the Fighting Forces. Supporting the Reintegration and Rehabilitation Process
8. Save the Children (2003). When Children Affected By War Go Home: Lessons Learned From Liberia.
9. Specht (2006) Red Shoes, Experiences Of Girl-combatants In Liberia. Geneva: ILO
10. The Government of Liberia – UNICEF (2005) Programme of Cooperation,
11. TI and Systems Development Consultants (April 2006). UNICEF Liberia. Training Report TOT Business Training.
12. UN IAWG - DDR. Inter-agency -working Group on Disarmament, Demobilisation and Reintegration IDDRS 3.20 DDR Programme Design. (2005)
13. UNDP (July 2006). External Mid Term Evaluation Report of the Disarmament, Demobilization, Rehabilitation and Reintegration Programme in Liberia,.
14. UNDP. Practice Note - Disarmament, Demobilisation and Reintegration of Ex-combatants
15. UNDP/JIU James Pugel (February-March 2006). Key Findings from the Nation Wide Survey of Ex-combatants in Liberia: Reintegration and Reconciliation.
16. UNICEF and Hirut Teferi. Evaluation of the Disarmament and Demobilisation Programme for Children Associated with the Fighting Forces in Liberia
17. UNICEF Liberia (December 2004). Rebuilding Social Services and Reintegrating Children Associated with the Fighting Forces - Supporting the Reintegration and Rehabilitation Process.
18. UNICEF Liberia Child Protection and Participation Annual Work Plan for 2006.
19. UNICEF Liberia. Guidelines for Reintegration Programme in Skills Training and Apprenticeship.
20. UNIFEM (October 2004). Getting it Right, Doing it Right: Gender and Disarmament, Demobilisation and Reintegration.
21. UNIFEM and Vanessa Farr (2002). Gender-aware Disarmament, Demobilization and Reintegration (DDR): A Checklist.
22. UNOWA (December 2005). Youth Unemployment and Regional Insecurity in West Africa.

### Other documents:

23. Christian Children's Fund (CCF), report from Sierra Leone
24. Intergrated DDR standards, IAWG on DDR, Draft 2005
25. Liberia DDR framework

**UNICEF:**

26. 1st DDR Liberia
27. Annual Review for 2004
28. Annual Review for 2005
29. CEIP paper
30. CPA reports
31. Donor doc (EU, Jap, DFID)
32. Guidelines for Reintegration
33. Liberia Child Protection and Participation Annual Work Plan for 2005
34. Mid Year Review for 2006
35. TOR for the Lead Child Protection Agencies in the Rehabilitation and Reintegration.
36. What is CEIP (document untitled and undated)