

Formative Evaluation of the 'Be a Change Agent' Project, February 2016- October 2018.

Commissioned by UNICEF Liberia



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1. Acronyms

ABE	Alternative Basic Education
B-CAP	The 'Be a Change Agent' Project
CSO	Civil society organisation
DAC	Development Assistance Committee
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
HIV	Human Immunodeficiency Virus
IDI	In-depth interview
KII	Key Informant Interview
LDHS	Liberia Demographic and Household Survey
M&E	Monitoring and evaluation
MoE	Ministry of Education
NGO	Non-governmental organisation
OECD	Organisation for Economic Co-operation and Development
SGBV	Sexual and gender-based violence
SHALOM	Serving Humanity with Affection, Love and an Open Mind
SRH	Sexual and Reproductive Health
STI	Sexually Transmitted Infections
SWOT analysis	Strengths, weaknesses, opportunities, and threats analysis
TOC	Theory of Change
TOR	Terms of Reference
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
US \$	United States dollars

2. Acknowledgements

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3. Executive summary

In 2018 Coram International conducted a formative evaluation of UNICEF's 'Be a Change Agent Project' (B-CAP) in Liberia. B-CAP, which operates in two of Liberia's most deprived urban slums, aims to empower vulnerable adolescents through youth entrepreneurship, formal and non-formal educational support and livelihood skills training. Initiated in 2016, the project aimed to reach 1500 'at-risk' adolescent girls between the ages of 10-19. B-CAP's holistic design was informed by a growing consensus that in order to effectively empower adolescent girls, programmes should deliver an integrated package of support services, including vocational, business, life skills and literacy training, as well as parenting skills, sexual and reproductive health (SRH) interventions, psychosocial counselling and peer support.

Purpose, objectives and scope of the evaluation: The formative evaluation took a learning-oriented approach: its primary purpose was to generate evidence to inform and improve B-CAP's implementation in its second phase. To this end, the evaluation sought to determine the extent to which B-CAP has achieved its planned (and any unintended) results, to identify factors that affected its implementation, and to develop recommendations which can strengthen the project going forward. In addition, the evaluation sought to identify good practices and lessons learned to guide the development of future interventions for adolescents. The evaluation's primary audience includes UNICEF Liberia, the UNICEF West Central Africa Regional Office and the project's donors. In addition, the evaluation may be used by relevant Liberian government ministries, NGOs and development partners, to strengthen interventions and initiatives aimed at adolescent empowerment.

The evaluation covers the period from the start of the project's implementation in February 2016 until the end of October 2018, with the geographical focus on the implementation sites in West Point and New Kru Town communities in Monrovia, Montserrado County.

Evaluation methodology: The evaluation was designed to assess the relevance, effectiveness, efficiency and sustainability of B-CAP in line with the Organisation for Economic Co-operation and Development/Development Assistance Committee ('OECD/DAC') Principles for Evaluation of Development Assistance.¹ It employed a mixed-methods approach, in order to draw on the strengths of both qualitative and quantitative methods: to gather data that was rich, accurate and measurable, and ensure the validity of results through triangulation. In addition to conducting a thorough review of relevant project documents to understand the project's design, costs and other detail related to its implementation, the evaluation team conducted primary data collection in both West Point and New Kru Town. Data collection methods included:

- (N=28) Key informant interviews with stakeholders with knowledge and experience of B-CAP and the challenges facing adolescent girls;
- (N=34) In-depth interviews with project beneficiaries and their parents and caregivers, in order to understand beneficiary experiences of B-CAP and the impact of the project on their lives;
- (N=3) Focus group discussions with community members and project beneficiaries to gather their views on the challenges facing adolescent girls in their communities and B-CAP's ability to address these, in a more dynamic and interactive setting;

¹ OECD, 2018, "DAC Criteria for Evaluating Development Assistance". Available at: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

- (N=3) Direct observation of life skills training and alternative basic education (ABE) sessions to ensure evaluators understood the nature of the project activities, the methods of delivery employed by staff, and to provide a sense of beneficiaries' participation and engagement;
- Finally, (N=126) B-CAP beneficiaries were surveyed (through systematic probability sampling) to gather data on the demographic features of adolescents included in the project, their experiences and perceptions of the service/support received, and outcomes in relation to (risky²) behaviour, wellbeing and self-esteem.

Qualitative and quantitative data were reviewed and analysed systematically to identify key themes, patterns, relationships and explanations relevant to the evaluation questions. A validation workshop was held in Monrovia on December 11, 2018 in order to gather feedback from key stakeholders on the validity of evaluation findings and analysis, and the actionability of recommendations.

Evaluation findings and conclusions:

Relevance of B-CAP: B-CAP's design (including the formulation of the project's objectives and sub-objectives and outputs) was found to be highly relevant to addressing the challenges and needs of its target group. Vulnerable adolescents, particularly girls, in Liberia face a range of complex of interrelated challenges, which are ideally addressed through an integrated, holistic and multidisciplinary package of interventions: the model adopted by B-CAP. B-CAP has sought to build beneficiaries' capacities simultaneously across three central domains - basic education, life skills, and livelihoods support - to strengthen beneficiaries' ability to lift themselves out of poverty. As a key stakeholder explained: *"we started with a project telling adolescents about rights, about how to take care of themselves [life skills]. [But] we noticed that if you teach someone [that] you cannot just leave them. You [also] need to give them some skills, so that they can make money. That is how B-CAP came about. I would say [B-CAP] is well designed."*³

In addition to being well adapted to the context, and to addressing community needs, B-CAP's aims and design were found to be consistent with UNICEF's approach to adolescent empowerment as articulated in its Strategic Plan for 2018 - 2021. The project's approach is further consistent with UNICEF's guidance on adolescent programming⁴, which prioritises skills development, employability, and girls' empowerment. Finally, B-CAP was found to be closely aligned with the Liberian governments' policies and priorities on youth and adolescents, particularly the National Adolescent Empowerment Strategy and the National Youth Manifesto.

Findings on B-CAP's relevance are largely positive, however the evaluation did identify a potential limitation in this area. Whilst B-CAP's selection criteria are well designed to identify the most vulnerable and disadvantaged adolescents (in line with the UNICEF key principle of equity), its broad scope has arguably undermined the relevance of project activities to meeting beneficiaries' needs. For example, whilst activities designed to empower adolescents with vocational skills are highly relevant to supporting adolescent sex workers, there are no interventions addressing the specific needs of adolescents with physical disabilities (another group identified in the selection criteria). B-CAP's relevance could be strengthened by developing a narrower range of selection criteria, to ensure that all project beneficiaries have a vulnerability criteria that is directly addressed by project activities.

² E.g. unsafe sexual activity, drug use, selling sex, etc.

³ Individual interview, key informant, New Kru Town, 19 October 2018

⁴ UNICEF Programme Division, 'UNICEF programme guidance for the second decade: Programming with and for adolescents', Programme Division 2018.

Effectiveness of B-CAP: It is clear that B-CAP has effectively contributed to the empowerment of vulnerable adolescent girls. The evaluation found that the combination of mutually reinforcing services and support provided by B-CAP has led to improved outcomes for beneficiaries in line with the project's aims and objectives. 950 beneficiaries had participated in project activities at the time of writing (510 in New Kru Town and 440 in West Point). In both West Point and New Kru Town, B-CAP successfully established a resource area and safe learning space where project activities, including life skills, ABE, guidance counselling and livelihood trainings were delivered, in line with B-CAP's first objective.⁵ 95% of survey respondents reported that they use the B-CAP resource centre on a weekly basis and over 75% reported to do so several times a week. Project beneficiaries included in the evaluation were overwhelmingly positive about B-CAP activities. The vast majority of respondents expressed enthusiastic appreciation for the project, and over 95% of those surveyed agreed or strongly agreed that the services and support received through B-CAP had improved their lives.

Successes were identified by the evaluation across all three domains of the project. Observational sessions conducted by evaluators suggest that life skills training is delivered in an accessible, applied and interactive way. Beneficiaries and their caretakers were quick to identify improvements in their everyday coping skills, which they attributed to the project. For example, a number of beneficiaries told evaluators that the project had helped them to 'cool their emotions', and many were able to clearly articulate effective strategies for resolving conflicts. In addition, 61% of beneficiaries said that their decision making skills had improved significantly as a result of life skills training.

Beneficiaries recognised the practical value of the basic literacy and numeracy skills they had developed through ABE sessions, and many expressed a desire to continue to pursue further education. B-CAP's methodologies were found to be particularly effective at ensuring that adolescents with different levels of education, and varying educational needs, were able to participate in classes and improve their learning. Many young people expressed how returning to educational classes had strengthened their skills, confidence, and provided them renewed hope for their future. As one young person told researchers, *"I love ABE. I like it because first when I just started coming, I wasn't used to talking. Now it is something good that people can understand me. [Before] my speaking my English was very poor, I would have poor speaking, but through the ABE classes I am able to speak to you today and you can understand me."*⁶

Finally, livelihood training was found to be the aspect of B-CAP most valued by beneficiaries, directly addressing beneficiaries' most immediate priority: the need to find a means of income to support themselves and their families. Livelihood support was found to be facilitating behavior change by providing adolescents with alternatives to risky strategies for income generation, such as selling sex or drugs. Evaluation findings suggest that beneficiaries who received livelihoods training were putting it to use: 38.9% of livelihoods (graduates) included in the survey reported that they have used their skills selling goods, and a further 44.4% reported to have gained formal employment.

Overall, the holistic and integrated approach adopted by B-CAP was found to be particularly effective at transforming beneficiaries' sense of self-worth and self-esteem. In interviews, young people spoke of feeling more "important" and worthwhile after enrolling in the project. 69.04% of respondents surveyed agreed or strongly agreed with the statement 'I have been feeling good about myself over the past 30 days' and 73% reported to have been feeling useful over the same period. The vast majority reported positive changes in these feelings since joining the project, and attributed these changes to B-CAP. As well as being an important result in itself, building adolescents' self-esteem was found to contribute to other expected results of the

⁵ 'To establish a resource area and safe learning space where adolescent girls can go for business development, education assistance, livelihood training, and networking/guidance counselling'.

⁶ Individual interview, beneficiary (F, 18), New Kru Town, 15 October 2018.

project, for example, by increasing beneficiaries' chances of adopting safe and healthy behaviours. 83% of project beneficiaries who had been engaged in sex work, and 52% of adolescents who had been using drugs and alcohol, reported to have ceased these activities after enrolling in B-CAP.

Despite these successes, a number of limitations in B-CAP's approach were observed. For example, whilst ABE classes were appreciated by beneficiaries and successfully empowered numerous adolescent girls with basic literacy and numeracy skills, many young people were clear that their main goal was to re-enrol in formal education. B-CAP was not found to be facilitating this process: interviews and focus groups with beneficiaries and other key stakeholders identified a number of significant barriers to formal education that are not addressed by B-CAP, and the fact that B-CAP does not provide direct support to adolescent girls' formal education emerged as a gap in the project. As one beneficiary explained to researchers: *"There are some things I still want to learn. ABE only teaches half of it. But when you go to school outside, you learn more."*⁷

In addition, whilst the majority (83%) of beneficiaries who received livelihoods training reported to be applying their skills, evaluation findings suggest that this has yet to translate into a meaningful increase in their income. Analysis of survey data suggested the majority of B-CAP livelihoods graduates reported either no change or an overall reduction in their income after enrolling in the project. Whilst it is possible that project graduates' earnings will increase with experience / as their businesses become more established, given the limited size of the job market in Monrovia, and limited earning potential in the informal economy, income generation is likely to remain a challenge.

Finally, whilst in many cases B-CAP was found to be transforming gender relations in communities, and providing young girls with new sources of empowerment and independence, some unintended consequences of the project were observed, which were arguably undermining these processes. For example, the project's emphasis on preventing (unwanted and unintended) teenage pregnancy was found to be reinforcing stigma faced by pregnant girls, and creating barriers to their participation in project activities. In addition, evaluators noted that the majority of trades included in B-CAP's livelihoods training are vocations that are typically coded female (e.g. hair braiding, baking, soap making and cosmetology). This may have the unintended consequence of reinforcing gender stereotypes: limiting girls' sense of what they are able to achieve or become.

Overall, whilst B-CAP is overwhelmingly valued by beneficiaries and has contributed to meaningful changes in their lives, findings indicate that the project may not be benefitting particularly vulnerable beneficiaries or those with especially complex needs quite as much as those who face fewer disadvantages. Furthermore, the evaluation identified barriers to participation and inclusion faced by certain groups, such as girls who are mothers, younger adolescents, or those in particularly desperate economic circumstances, indicating the need for further attention to equity factors in B-CAP's implementation moving forward.

Efficiency of B-CAP: The evaluation found that B-CAP is using available resources economically to reach its objectives. In particular, the project has made efficient use of staff time, in order to maximise outcomes for a large number of beneficiaries. Through an effective combination of group activities and individual support, staff are able to provide general services to a large number of adolescent beneficiaries, while also offering individualised and one-on-one support flexibly where this is necessary to achieve outcomes. The project's livelihoods training component has also drawn upon innovative approaches to deliver activities in a cost-efficient way. By connecting with local business owners, B-CAP has been able to provide beneficiaries with applied skills training and job-experience at a very low cost to the project.

⁷ Individual interview, beneficiary (F, 19), West Point, 17 October 2018.

Analysis of project budgets suggests that B-CAP costs about \$1,591.85 per beneficiary. The cost per beneficiary of B-CAP was found to be similar to comparable programmes implemented in the region, and appears to be necessary to effectively achieving outcomes.⁸ Whilst the evaluation identified some strategies for increasing the efficiency of the project, it appears that holistic empowerment programmes, which require intensive support in a number of complementary areas in order to be effective, tend to be costly interventions.

B-CAP's Sustainability and Scalability: Given that B-CAP is in its early stages, evidence on the sustainability of outcomes for individual beneficiaries is limited. The projects' design was found to be conducive to sustainable outcomes, however; by addressing multiple aspects of adolescent girls' vulnerability and building their capacities in a number of complementary areas, B-CAP's approach reduces the risk that challenges in one aspect of a project graduate's life will undermine achievements in another.⁹ Indeed, the experience of project graduates suggests that, at least in the short term, B-CAP results in lasting changes to beneficiaries' lives. Findings suggest that additional follow up from project staff could reinforce these results.

A concrete and action-oriented strategy for the long-term sustainability of the project itself is lacking and should be developed as a priority. Whilst there is strong support for B-CAP amongst government stakeholders at national and sub-national levels, this has yet to result in financial commitments from government to support the project. Realistically, B-CAP will need to be delivered by NGOs and supported by UNICEF (and other donors) for the foreseeable future.

Overall, B-CAP was found to be an effective model, and, given the scale of need for the project, there is potential for it to be expanded within existing project sites, as well as replicated outside of Montserrado County. Whilst there is some potential to reduce project costs through innovative approaches to scaling up, B-CAP is necessarily resource intensive, and efforts to scale up the project will require additional donor funding. Given that B-CAP's scale is likely to remain limited, the project should be complemented by universally accessible services, including comprehensive sexual and reproductive health education, technical and vocational skills training, and, importantly, child protection services. B-CAP can serve as an important complement to these services, addressing the needs of particularly vulnerable adolescent girls.

Lessons Learned: A number of 'lessons learned' emerged from the evaluation, which can be used to inform future adolescent empowerment programming:

- **A multi-disciplinary approach is key to effective empowerment programming:** B-CAP's holistic and multi-disciplinary project design has been key to its success. Particularly in a context where beneficiaries face multiple and interrelated types of disadvantages, adolescent programming should address different dimensions of vulnerability in order to achieve empowerment outcomes.
- **Building self-esteem reinforces other effects:** A sense of self-esteem and self-worth is integral to achieving results in other areas. Self-esteem creates a foundation which improves the likelihood of success in relation to other outcomes (improved decision making, relationships, educational outcomes, and livelihood skills). These outcomes reinforce self-esteem, resulting in a positive feedback loop.
- **A standardised monitoring database should be established and implemented from the beginning of a project:** Maintaining a basic database is neither costly nor time-consuming, but is necessary for basic

⁸ Adoho, F., et al, 'The Impact of An Adolescent Girls Employment Programme: The EPAG Project in Liberia', The World Bank, Policy Research Working Paper 6832, April, 2014.

⁹ The sustainability of this approach has been shown in evaluations of similar programmes. See for example: Kashfi, F., et al, 'BRAC's Empowerment and Livelihood for Adolescents: Changing Mind-sets and Going to Scale with Social and Financial Skills for Girls', Child Poverty Insights, November 2012, https://www.unicef.org/socialpolicy/files/BRAC-_November_2012.pdf.

monitoring, evaluation and planning, as well as for demonstrating project outcomes. A database does not need to be overly complex, but should include an individual entry for each beneficiary, with standardised information on demographics and life history, services received, basic outcomes, and other information relevant to the project's monitoring indicators.

- **At the project design stage it is important to balance concerns about the project's purpose and aims with equity concerns:** Prioritising the inclusion of all vulnerable groups or marginalised persons may have the unintended effect of compromising the coherence of the project, or the relevance of its activities to the target group. Whilst it is important to ensure that the approach to recruitment is inclusive, diversity should be considered within the population that project was intended to serve.
- **It is important to be sensitive and responsive to unintended consequences, particularly in gender empowerment programming:** Given the pervasive nature of discriminatory gender norms and expectations, it is likely that project activities may inadvertently replicate the gendered norms and inequities that exist in society. It is important that programming remains self-aware in order to identify these unintended consequences when they occur and correct them.

Main recommendations: A number of recommendations emerged from the evaluation. These were validated, discussed and developed during a participatory workshop held with key stakeholders in Monrovia on 11 December, 2018 in order to ensure that they are practical and actionable. Key recommendations include:

1. **Reconsider selection criteria, to ensure that they reflect B-CAP's aims.** After refining targeting, consider strategies for ensuring that equity considerations are taken into account during recruitment.
2. **Establish a comprehensive database to gather standardised data on all beneficiaries across project sites.**
3. **Consider introducing elements of case management into B-CAP to improve the service and ensure that the complex needs and vulnerabilities of each individual are addressed.** Whilst B-CAP is not intended to provide a comprehensive child protection service, elements of a case management approach would strengthen the project without adding significant additional costs.
4. **Clearly establish that it is B-CAP's policy to include beneficiaries who become pregnant.** All project messaging should be reviewed to ensure that it is non-stigmatising to pregnant girls.
5. **Consider the development and provision of additional services including:** child care support for beneficiaries with young children; non-gendered skills training opportunities informed by a market assessment; a scholarship fund to support beneficiaries' access to formal education; a discretionary fund to address any urgent and unmet needs.
6. **Draft a concrete and actionable sustainability strategy.** This should include clear targets for increased government responsibility for funding and delivering B-CAP. UNICEF should consider engaging local government / service providers in the delivery of B-CAP, and forming partnerships with established youth services to deliver B-CAP at a reduced cost.

4. Introduction

1. In August 2018, UNICEF Liberia commissioned Coram International as independent consultants to conduct a Formative Evaluation of the 'Be a Change Agent' project (B-CAP).
2. B-CAP aims to empower the most vulnerable adolescents between 10 and 19 years old in two locations in Monrovia, West Point and New Kru Town, and improve their wellbeing through youth entrepreneurship, formal and non-formal educational support and livelihood skills training.
3. The purpose of this evaluation is to generate knowledge which can be used to improve B-CAP, and to inform adolescent empowerment programming more broadly. In particular, whilst there is a strong consensus amongst UNICEF and partners that there is a need to support adolescent empowerment in the project sites, they emphasised the importance of generating evidence on how well B-CAP has been delivered, whether it has achieved its desired results, and if and how the project can be strengthened going forward. As such the evaluation takes a learning oriented approach; gathering lessons learned during the implementation of the project and producing recommendations to enable 'mid-term' corrections as the project moves into its second phase. In addition, the evaluation seeks to identify good practices to inform the implementation of future interventions for adolescents. Finally, the findings, recommendations and lessons learned will be used to support the Government of Liberia through its various line ministries to strengthen adolescent development interventions and will also inform UNICEF's support strategies in this area.
4. The evaluation took place between August – December 2018, with primary data collection carried out in early October 2018. It provides a critical assessment of the relevance, effectiveness, efficiency and sustainability of B-CAP as well its scalability, focusing on the period from its commencement in February 2016 until October 2018.
5. The evaluation report that follows begins by providing important background to the evaluation, including the context and rationale for B-CAP, and a brief summary of the project and its interventions, logic model and theory of change. It then sets out the purpose, objectives and scope of the evaluation itself, and the methodology that was implemented in order to achieve these. The following section presents findings in relation to the evaluation questions under each of the primary UNEG criteria: relevance; effectiveness; efficiency; and sustainability. Finally, the evaluation identifies conclusions and lessons learned which are supported by the findings, and presents evidence based recommendations to strengthen the implementation of B-CAP going forward.

5. Background to the Evaluation

5.1. Context

6. Liberia, a country in West Africa with a population of around 4.7 million people, has experienced devastating challenges to its overall development in the past three decades.¹⁰ While the country held its third round of democratic elections at the end of 2017, the impact of the civil conflict between 1989 and 2003 on social, political and economic systems continues to affect the country and its population. In addition, the 2014-2015 Ebola outbreak, as well as the collapse in international prices of Liberia's key export commodities, iron ore and palm oil, has greatly affected the country's development trajectory and hampered economic growth.¹¹ Updated figures from UNDP for 2018 rank Liberia as 181 out of 189 countries on the Human Development Index, the 9th lowest in terms of human development globally.¹²
7. The population in Liberia is young, with 63% of the population under the age of 25. Further, 44% of the population is under the age of 15 and 19.56% is aged between 15 and 24 years old.¹³ As Liberia is rebuilding, these young people, especially adolescent girls, continue to suffer the ramifications of social inequalities and inequities which have continued to persist long after the end of the civil conflict.¹⁴
8. Adolescents in Liberia face a range of challenges including lack of formal education, limited access to employment and stable sources of income, and the need for sexual and reproductive health information and services. Adolescent girls (aged 10 to 19) face particular challenges often related to social and gender inequalities and gendered cultural norms and practices which impact on their development and opportunities for the future.¹⁵ Rates of early and unsafe sex and sexual and gender-based violence (SGBV) are high, often resulting in unwanted pregnancy and the spread of sexually transmitted infections (STIs); and harmful traditional practices such as female genital mutilation (FGM) persist despite efforts towards their eradication.¹⁶
9. Teenage pregnancy rates in Liberia are among the highest in the world, at 31% for girls between the ages of 15 and 19 years (according to 2013 figures).¹⁷ Young motherhood is particularly common in poorer households, where significantly higher proportions of girls have children before the age of 20 years. The

¹⁰ German Committee for UNICEF, 2017, "Annual Progress Report Be the Change Agent Program (BCAP) 2017."

¹¹ United Nations Development Programme UNDP, 2018, "About Liberia". Available at:

<http://www.lr.undp.org/content/liberia/en/home/countryinfo.html>

¹² United Nations Development Programme (UNDP), 2018, Human Development Indices and Indicators, 2018 Statistical Update Available at: http://www.hdr.undp.org/sites/default/files/2018_human_development_statistical_update.pdf

¹³ Central Intelligence Agency, 2018, The World Factbook. Available at: <https://www.cia.gov/library/publications/the-world-factbook/geos/li.html>

¹⁴ UNICEF Liberia, 2017, "UNICEF Liberia Funding Proposal Submitted to the German National Committee: Quality Life Skills Development and Empowerment of Adolescents for the Purpose of Enhancing Positive Decision Making and Self-Sufficiency in three Counties in Liberia.

¹⁵ UNICEF, "Request for Proposal- Amendment 1", 11 June 2018.

¹⁶ UNICEF Liberia, 2017, "UNICEF Liberia Funding Proposal Submitted to the German National Committee".

¹⁷ Liberia Institute of Statistics and Geo-Information Services (LISGIS), Ministry of Health and Social Welfare [Liberia], National AIDS Control Program [Liberia], and ICF International. 2014. Liberia Demographic and Health Survey 2013. Monrovia, Liberia: Liberia Institute of Statistics and Geo Information Services (LISGIS) and ICF International.

African Health Observatory estimates that 30% of unintended adolescent pregnancies in Liberia end in unsafe abortions, which carry substantial health risks for women and girls.¹⁸

10. According to the 2007 Liberia Demographic and Household Survey (LDHS), 40% of 15-19 year-olds had experienced physical violence by the time they were 15 years old and 13% had experienced sexual violence.¹⁹ Sexual and gender-based violence (SGBV) is widespread and 13.6% of sexually active girls under the age of 15 years reported that their first sexual encounter was forced.²⁰ A 2015 survey indicates that sex for grades (teachers soliciting or extorting sex from girls in exchange for passing classes or getting particular grades) is widespread with 86% of girls (from a sample of 16,000) agreeing that sex for grades was common in their schools.²¹ Comprehensive knowledge around HIV is low, at 18% among girls aged 15 to 19, and according to estimates from 2015 by the UNAIDS Spectrum Report, 12% of 15-24 year olds were living with HIV.²²
11. Although the Education Act 2011 makes education from year 1 to 9 free and compulsory, hidden costs including for uniforms, materials and even fees for subsidizing teacher salaries prevail. These costs, as well as the loss of family income associated with sending children to school when they could be working, means that education is still out of reach for many children and young people in Liberia.²³ Learning opportunities outside the formal education system, including for example non-formal learning, accelerated learning programs and/or livelihood skills training and vocational training, are also scarce.²⁴
12. Most 'employment' in Liberia is informal, most families rely on income from self-run businesses and the Liberian economy is struggling to provide opportunities for the many unemployed and underemployed young men and women.²⁵ Adolescents struggle to find a productive role in society and those who have dropped out of school at an early age in particular struggle to find employment.²⁶
13. All of these issues, coupled with poverty and marginalization have extensive impacts on adolescents' well-being and serious implications for their future life trajectories.

5.2. Rationale for the 'Be a Change Agent' project

14. Considering the multiple and interlinked challenges that Liberian girls face, in 2010 an 'Assessment for the Economic Empowerment of Adolescent Girls and Young Women' recommended the development of

¹⁸ WHO, Adolescent pregnancy, Available at: <http://www.who.int/news-room/fact-sheets/detail/adolescent-pregnancy>

¹⁹ Liberia Institute of Statistics and Geo-Information Services (LISGIS) [Liberia], Ministry of Health and Social Welfare [Liberia], National AIDS Control Program [Liberia], and Macro International Inc. 2008. Liberia Demographic and Health Survey 2007. Monrovia, Liberia: Liberia Institute of Statistics and Geo-Information Services (LISGIS) and Macro International Inc.

²⁰ Liberia Institute of Statistics and Geo-Information Services (LISGIS) [Liberia], Ministry of Health and Social Welfare [Liberia], National AIDS Control Program [Liberia], and Macro International Inc. 2008. Liberia Demographic and Health Survey 2007. Monrovia, Liberia: Liberia Institute of Statistics and Geo-Information Services (LISGIS) and Macro International Inc.

²¹ UNICEF Liberia, 2017, "UNICEF Liberia Funding Proposal Submitted to the German National Committee".

²² UNICEF, "Request for Proposal- Amendment 1", 11 June 2018 and Liberia Institute of Statistics and Geo-Information Services (LISGIS) [Liberia], Ministry of Health and Social Welfare [Liberia], National AIDS Control Program [Liberia], and Macro International Inc. 2008. Liberia Demographic and Health Survey 2007. Monrovia, Liberia: Liberia Institute of Statistics and Geo-Information Services (LISGIS) and Macro International Inc.

²³ UNICEF Liberia, 2017, "UNICEF Liberia Funding Proposal Submitted to the German National Committee".

²⁴ UNICEF, "Request for Proposal- Amendment 1", 11 June 2018.

²⁵ UNDP, 2018, "About Liberia". Available at: <http://www.lr.undp.org/content/liberia/en/home/countryinfo.html>

²⁶ UNICEF, "Request for Proposal- Amendment 1", 11 June 2018.

integrated programmes: including combining vocational, business, life skills and literacy, with parenting skills, sexual and reproductive health (SRH) interventions, and initiatives aimed at incorporating psychosocial counselling and peer support.²⁷

15. Several national strategic frameworks and policies, developed in recent years (including the National Adolescent Empowerment Strategy, the Manifesto for the Empowerment of the Liberian Girl Child, the National Youth Manifesto, the Adolescent Sexual and Reproductive Health Policy, the Investment Case for Reproductive, Maternal, New Born Child and Adolescent Health and the National Youth Policy) have also stressed the need for an integrated and multi-sectoral approach in addressing and responding to the needs of adolescents.²⁸
16. In response to this need, UNICEF and key line ministries of the Liberian government including the Gender, Children and Social Protection, Youth and Sports, Health, Justice, and Education, along with local and international partner organisations, decided to build upon its programming for adolescents in Liberia through the development of B-CAP.

5.2.1. Selection of the project sites

17. West Point and New Kru Town are two of the most densely populated communities in Monrovia: home to approximately 75,000 inhabitants living within a few square kilometres, many of whom have no legal rights to the land on which they live.²⁹ The overcrowding and limited livelihood opportunities in these communities perpetuate poverty and vulnerability.³⁰ In a study conducted by the Peace Building Office in 2012, community leaders in West Point and New Kru Town expressed how youth are seen as both the perpetrators and victims of the majority of crimes occurring in the communities, due to the lack of support systems for young people.³¹
18. At the time that B-CAP was developed, UNICEF (through implementing partners) had been working in West Point and New Kru Town for about one year, implementing a programme for adolescent girls.³² The programme was designed to encourage school retention, through the creation of peer mentorship in the form of “girls’ clubs”, and was delivered to 461 adolescent girls aged 10-19.³³
19. A 2013 Strengths, Weakness, Opportunities and Threats (SWOT) analysis conducted with participating girls, identified two major gaps of this programme: firstly, the absence of a centralized safe place/youth or resource centre for adolescent girls to gather, and secondly, the lack livelihoods training to support the economic empowerment of adolescent girls.³⁴ These findings were endorsed by Town Commissioners in both West Point and New Kru Town.³⁵

²⁷ UNICEF, “Request for Proposal- Amendment 1”, 11 June 2018.

²⁸ UNICEF, “Request for Proposal- Amendment 1”, 11 June 2018.

²⁹ Samaritan’s Purse, 2016, “Final report; Be the Change Agent Program (BCAP), 2016, SC140423”.

³⁰ Samaritan’s Purse, 2016, “Final report; Be the Change Agent Program (BCAP), 2016, SC140423”.

³¹ UNICEF Liberia, 2014, Be the Change Agent: Adolescent Development Project Proposal.

³² UNICEF Liberia, 2014, Be the Change Agent: Adolescent Development Project Proposal.

³³ UNICEF Liberia, 2014, Be the Change Agent: Adolescent Development Project Proposal.

³⁴ UNICEF Liberia, 2014, Be the Change Agent: Adolescent Development Project Proposal.

³⁵ UNICEF Liberia, 2014, Be the Change Agent: Adolescent Development Project Proposal.

20. Against this backdrop, to address the complex and interrelated needs of vulnerable adolescents in these locations, and to fill the gaps identified in the initial programme, West Point and New Kru Town were selected as the pilot sites for the implementation of B-CAP.³⁶

5.3. The 'Be a Change Agent' project

21. Implementation of B-CAP began in 2016. Initially set up as a three-year pilot project, it was extended for another three years, and is now due to end in 2021. The total funding available for the project is US \$1,508,760.
22. The project is implemented by Samaritan's Purse International Relief and SHALOM, in cooperation with national and subnational government authorities. The implementing partners work under the supervision of the Adolescent Girls Unit at the Ministry of Gender, Children and Social Protection, the Family Health Division at the Ministry of Health and the Youth Development Unit at the Ministry of Youth and Sports.³⁷ UNICEF is providing technical, logistic and financial support to the project.³⁸
23. B-CAP aims to empower the most vulnerable adolescent girls and improve their wellbeing through youth entrepreneurship, formal and non-formal educational support and livelihood skills training. The **goal** of the project is to train 1,500 "at-risk" adolescent girls, including sex workers, HIV/AIDS positive adolescents and former drug users between 10 and 19 years old, in youth entrepreneurship by equipping them through formal and non-formal educational support programs and livelihood skills training for a productive adulthood.³⁹

5.3.1. B-CAP Results Framework

24. In order to meet this goal, the following objectives with corresponding results were outlined in the project's **Results Framework**:

Goal: Project Goal: To train 1500 at-risk adolescent girls ages 10 to 19 in youth entrepreneurship by equipping them through formal and non-formal educational support programs and livelihood skills training for a productive adulthood.
Objective 1: To establish a resource area and safe learning space where adolescent girls can go for business development, education assistance, livelihood training, and networking/guidance counselling.
1. Adolescent girls have a safe space to access for livelihood and life skill development.
2. Adolescent girls make positive life choices as a result of guidance counselling, support staff and informed decision making.
3. Increased parental or caretaker involvement in the lives and education of the adolescent girls.
Objective 2: Entrepreneurship development training for 1500 at-risk adolescent girls through a graduated programme where targeted adolescents receive business, life skills and livelihood skills training in addition to formal and non-formal educational support.
1. Targeted adolescent girls improve their focus and efforts towards education.

³⁶ UNICEF Liberia, 2017, "Annual Progress Report Be the Change Agent Program (BCAP) 2017."

³⁷ UNICEF, "Request for Proposal- Amendment 1", 11 June 2018.

³⁸ UNICEF, "Request for Proposal- Amendment 1", 11 June 2018.

³⁹ UNICEF Liberia, 2014, Be the Change Agent: Adolescent Development Project Proposal.

2. Targeted adolescent girls benefit from career guidance.
3. Targeted adolescent girls are equipped with life skills.
4. Targeted adolescent girls are equipped for productive livelihood and contribute to improve economic status.
5. Targeted adolescent girls are empowered and able to support themselves or contribute partly to their education and living costs.

25. The results framework for B-CAP and the related performance indicators framework are attached as Annex B to this report.
26. The project was open to the 461 girls that UNICEF worked with under the previous adolescent girls program, while additional participants were selected based on the following criteria:
- Member of the Sande Society⁴⁰;
 - Teenage mother;
 - Pregnant mother;
 - Raised by grandparents;
 - Has HIV or parents with HIV;
 - School drop-out ;
 - Lives on the streets;
 - Child marriage;
 - Experienced physical or sexual abuse;
 - Has a physical disability; or
 - Engaged in commercial sex.⁴¹
27. Considering the high rate of teenage pregnancy in the country, it was agreed with donors that the project would also include 90 adolescent boys serving as advocacy champions on the issue of prevention of teenage pregnancy. Accordingly, the project now targets a total of 1,590 adolescents (1,500 girls and 90 boys).
28. In order to meet the overall goal the project was designed to include a number of activities as set out below.
29. **Guidance counselling:** each adolescent enrolled in the project is assigned a female guidance counsellor, who supports her to develop a personal 'road map' to achievement based on each girl's goals, age, educational level, dreams and family situation. Support includes: monitoring school attendance and grades; meeting with families on a monthly basis; age-appropriate group work and life skills support.⁴²
30. **Education support:** for older adolescents, who dropped out of school at a young age and are too old to enrol in formal education, Alternative Basic Education (ABE) is offered through a curriculum provided by the Ministry of Education (MoE) with three levels; level I (equivalent to grades 1 and 2); level II (equivalent to grades 3 and

⁴⁰ The Sande Society is a women's secret society in Liberia, Sierra Leone, Guinea and the Ivory Coast. Girls undergo an initiation into adulthood which often includes female genital mutilation.

⁴¹ UNICEF Liberia, 2014, Be the Change Agent: Adolescent Development Project Proposal.

⁴² UNICEF Liberia, 2014, Be the Change Agent: Adolescent Development Project Proposal.

4) and; level III (equivalent to grades 5 and 6). At the completion of level III the student will have acquired basic literacy and numeracy, life skills and work-readiness.

31. **Business skills/savings:** Older adolescent girls (14-19 years old) participate in basic business skills development workshops, which include classes on; opening a savings account; writing a business plan; record keeping and financial management. Savings workshops are also conducted with parents of targeted adolescents to enable them to plan for the payment of school fees for their children.⁴³
32. **Life skills workshops:** Life skills workshops for girls 10-19 years old are facilitated by the female guidance counsellors, based on a life skills curriculum from the Ministry of Education and Gender.⁴⁴
33. **Livelihood skills training opportunities:** Livelihood skills training programs for girls 14-19 years old are offered in hospitality, cosmetology, soap making and pastry making taking into consideration the interest, grade level and ages of the adolescent girl. The training runs for six months and after this time girls undertake practical training where they will either begin their own cooperative or a 3 month internship.⁴⁵

5.3.2. B-CAP theory of change

34. A theory of change (ToC) for the project, which sets out how project interventions are expected to contribute to adolescent empowerment, was first articulated in the UNICEF Liberia Funding Proposal Submitted to the German National Committee 30th August 2017 (covering project implementation from July 2018 to June 2021).
35. The theory of change is as follows:

“If adolescents have life skills and livelihoods skills that enhance their psychosocial and educational competencies and their abilities to make positive decisions and deal effectively with the demands and challenges of everyday life; then they will become empowered to make good decisions about their lives, access gainful employment, and shift negative perceptions about adolescents, which will result in their positive participation in society, reduction in marginalization, anti-social behaviours, violence, and overall more positive outcomes for adolescents, thereby achieving lasting social change in their lives.”⁴⁶
36. The ToC sets out a change pathway, whereby adolescents’ life skills and livelihoods skills lead to improvements in their capacities, in particular their psychosocial and educational competencies and coping and decision making abilities. These strengthened capacities in turn lead to empowerment outcomes, namely employment opportunities, reduced risky or anti-social behaviours, and ultimately positive social participation / reduced marginalisation.
37. The ToC has a clear causal chain which is coherent, however it is ambitious in its scope and relies on a number of strong assumptions. For instance, the ToC assumes that enhanced psychosocial and educational competencies will lead to gainful employment, despite the lack of economic opportunity in Liberia. Similarly, it assumes that entrenched behaviours and social attitudes will shift as a result of young people’s improved competencies. The question of whether these causal links have been realised in practice will be explored further in the findings section of this report.

⁴³ UNICEF Liberia, 2014, Be the Change Agent: Adolescent Development Project Proposal.

⁴⁴ UNICEF Liberia, 2014, Be the Change Agent: Adolescent Development Project Proposal.

⁴⁵ UNICEF Liberia, 2014, Be the Change Agent: Adolescent Development Project Proposal.

⁴⁶ UNICEF Liberia, 2017, UNICEF Liberia Funding Proposal submitted to the German National Committee: Quality Life Skills Development and Empowerment of Adolescents for the Purpose of Enhancing Positive Decision Making and Self-Sufficiency in three Counties in Liberia.

6. Purpose, objectives, and scope of the evaluation

38. The purpose of this formative evaluation is to generate evidence which can inform improvements to B-CAP during the project's remaining years and identify good practices and lessons learned which can support the Government of Liberia and other interested parties to strengthen adolescent empowerment interventions in the future.
39. Due to the learning oriented focus of the evaluation and the continued implementation of the project, the evaluation does not seek to determine the impact of the project (in terms of direct contributions to affecting lasting change). Instead, it aims to assess the main outcomes of the project up to the current point (October 2018) and to evaluate whether and to what extent the project has met its aims and objectives. Further, the evaluation considers how gender and equity considerations have been integrated throughout the project.
40. The primary users of the evaluation will be relevant ministries such as the Ministry of Gender, Children and Social Protection, Ministry of Youth and Sports, Ministry of Health, Ministry of Internal Affairs, Ministry of Education etc.; UNICEF Liberia and UNICEF West Central Africa Office, civil society organisations and development partners involved in adolescent development projects. Lessons learned will also be shared with county and district level administrators in these ministries, as well as community structures to enhance integration and monitoring of project activities. The evaluation recommendations will be jointly reviewed, agreed, and responded with a detailed action plan for midcourse corrections and requisite modifications in the implementation of the ongoing and planned project. The donors including the German National Committee and the private donor will be informed of the evaluation findings.
41. The evaluation aims to assess the relevance, effectiveness, efficiency and sustainability of B-CAP in line with the Organisation for Economic Co-operation and Development/ Development Assistance Committee ('OECD/DAC') Principles for Evaluation of Development Assistance.⁴⁷ It also considers the projects' readiness for scalability.
42. The key **objectives** of the formative evaluation, as set out in the Terms of Reference (TOR), are to:
 1. Measure the extent to which planned, and any unintended result have been attained during the implementation of B-CAP, and how the stated results have been met through its implementation up to this point;
 2. To identify the key determinants affecting implementation of B-CAP (enabling factors, barriers, and bottlenecks) and opportunities for strengthening and aligning B-CAP implementation with other initiatives promoting adolescent development;
 3. To assess the extent to which B-CAP has influenced (is continuing to influence or has the potential to influence) the policy environment for promoting improved adolescent development programmes and policy;
 4. To analyse the sustainability potential of B-CAP if implemented under full ownership of government or community actors;

⁴⁷ OECD, 2018, "DAC Criteria for Evaluating Development Assistance". Available at: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

5. To assess the relevance and efficiency of UNICEF’s current support for B-CAP and use the findings, recommendations and lessons learned to inform scaling up options and strategies for adolescent development and sector plans.
6. To consider the degree to which the project has applied a human rights-based approach, has promoted gender equality and child rights, and considered equity dimensions throughout;
7. To facilitate learning, capture good practices, and generate knowledge from B-CAP implementation across the range of key programmatic interventions in adolescent development, to inform the implementation of relevant future interventions.⁴⁸

Chronological and Geographic Scope

43. The evaluation covers the period from the start of the implementation of B-CAP, in February 2016, until the end of October 2018 as per agreement with UNICEF, with the geographical focus on the implementation sites in West Point and New Kru Town communities in Monrovia, Montserrado County.

Thematic Scope

44. The evaluation covers all thematic components of the project, including:
 - 1) **Life Skills and Alternative Basic Education** (literacy, reading and writing; numeracy and mathematics; life skills, science and work readiness, social studies and psychosocial support);
 - 2) **Vocational Skills and Livelihoods** (hospitality and hotel management, cosmetology, pastry making, soap making and tailoring as well as internship placement and employment).
45. The evaluation also considers **national level engagements** undertaken during the project to support advocacy and policy development initiatives such as the Adolescent Empowerment Strategy, the Life Skills Curriculum and other relevant policy and advocacy instruments, in order to provide insight into how the different themes are linked and how relevant they are to empowering adolescents.

6.1. Evaluation questions and matrix

46. A set of evaluation questions and sub-questions were developed by UNICEF and partners to guide the evaluation (as set out in the TOR, Annex A). During the inception phase, these questions were reviewed by the evaluation team and refined to ensure that questions; 1) were in line with the agreed objectives and scope of the evaluation (in particular considering the timeframe covered by the evaluation and the approach taken to evaluating outcomes); 2) took into account gender and equity considerations, and 3) were clear and unambiguous and conducive to a clear presentation of evaluation findings.
47. The final evaluation questions were as follows:

Relevance of the intervention

- 1.1 To what extent do the objectives of B-CAP address the rights and needs of the target groups (adolescents, parents, service providers and policymakers)?
- 1.2 To what extent has B-CAP been successful in identifying the most relevant partners for the project?

⁴⁸ UNICEF, “Request for Proposal- Amendment 1”, 11 June 2018.

1.3 How relevant have the activities of the project been for vulnerable and disadvantaged adolescents?

- a) To what extent have the needs of disadvantaged adolescents (due to gender, poverty, ethnic and disabled groups) been fully considered and included in the project?
- b) To what extent has the project addressed and taken into account equity, gender equality, human rights and resilience?

1.4 To what extent are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives, and with the intended impacts and effects?

1.5 To what extent is B-CAP consistent with UNICEF's broader approach to adolescent empowerment, and the other components of UNICEF's country programme?

1.6 To what extent is B-CAP contributing towards the implementation of the National Adolescent Empowerment Strategy, the Manifesto for the Empowerment of the Liberian Girl Child, the National Youth Manifesto, the Adolescent Sexual and Reproductive Health Policy, the Investment Case for Reproductive, Maternal, New Born Child and Adolescent Health and the National Youth Policy?

Effectiveness of the intervention approach and its implementation

2.1 To what extent is B-CAP achieving satisfactory results in relation to its stated objectives, up to this point in a timely way?

2.2 What are the major factors influencing the achievement or non-achievement of the objectives?

2.3 How effectively have program stakeholders and beneficiaries (adolescents, caregivers and other relevant stakeholders) been actively involved in the planning, designing, implementation and monitoring of B-CAP activities?

2.4 Does B-CAP have an effective monitoring and evaluation (M&E) mechanism in place?

- a) How is B-CAP using the information generated by this M&E system?

Efficiency of the project delivery

3.1 Has B-CAP used resources most economically to achieve its objectives up to this point?

- a) To what extent are B-CAP activities delivered in a cost-effective way?
- b) Could the resources used be maximised to reach better results?
- c) Have any additional resources been allocated by partners/ stakeholders/ counterparts to cover costs (even if partially) to pair with the project?

3.2. To what extent are other agencies in Liberia implementing similar interventions that are being implemented more efficiently than B-CAP?

3.3. To what extent is there any UN interagency collaboration for adolescents and youth?

- a) What is UNICEF's comparative advantage for designing and implementing B-CAP?

Sustainability (potential) of the project

4.1 What measures have been built into B-CAP to sustain its outcome?

- a) To what extent has the roll-out of the B-CAP contributed to the generation of sub-national and national capacity such that it will be sustainable if UNICEF funding ceases?

4.2. What is the level of buy-in of local and national partners (Government, civil society and community) to B-CAP?

- a) Are there indicators that show ownership of the Government in setting priorities, strategic planning and budget allocation?
- b) Are the activities and their impact likely to continue after the support is withdrawn?
- c) What are the major factors which are likely to influence the achievement or non-achievement of sustainability of the project?

4.3 To what extent is the project likely to be scaled up to address the needs of vulnerable adolescents more broadly/ beyond existing communities; why/ why not?

- a) Why/ why not? What are major factors identified at this point which will facilitate or impede the project going to scale?

4.4 To what extent will B-CAP be more widely replicated or adapted?

- a) To what extent could the project be a model for replication in other locations/ countries/ regions?

48. An Evaluation Matrix, attached as Annex B, was developed which links the evaluation criteria to the evaluation questions and methodologies employed and sets out the indicators, data sources, and data collection methods to be used to answer each question.

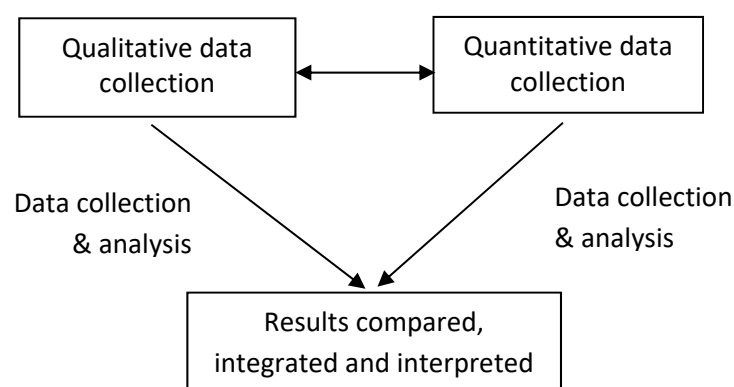
49. On the basis of these questions the evaluation team designed the Evaluation Matrix and tools to guide the data collection of the evaluation, attached as Annex C and D. The Evaluation Matrix, links the evaluation criteria to the evaluation questions and methodologies employed and sets out the indicators, data sources, and data collection methods to be used to answer each question.

7. Evaluation methodology

7.1. Overall methodological approach

50. The evaluation employed a mixed-methods approach, in order to draw on the strengths of both qualitative and quantitative methods; to gather data that is rich, accurate and measurable; and, to ensure the validity of results through triangulation.
51. Quantitative data was used to provide an overall description of the context in which the project has operated as well as numerical outputs in relation to project results, whilst qualitative data was used to explore subjective and contextual issues including the views and perceptions of beneficiaries, partners and stakeholders, to gain a more in depth understanding of the evaluation results, and help to interpret and explain quantitative findings. Qualitative and quantitative data collection were undertaken concurrently, due to the tight timeframe for the evaluation.

Figure 1: Mixed-methods approach



52. The evaluation adopted a collaborative approach with key stakeholders and intended beneficiaries to ensure its relevance and that findings accurately reflected the situation experienced by key stakeholders and beneficiaries. This approach also aimed to promote stakeholder ownership and to encourage buy-in of the final results and recommendations of the evaluation. The methodology was guided by the standards contained in the United Nations Evaluation Guidelines (UNEG), in accordance with UNICEF's Global Evaluation Reports Oversight System (GEROS), Revised Evaluation Policy, Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis, and Evaluation Reporting Standards. In particular findings are presented according of the evaluation question groupings: relevance; effectiveness; efficiency; and sustainability. B-CAP's impact was not explicitly considered, however. Given that the evaluation was formative and improvement oriented in nature it focussed on understanding how the project is contributing to the change foreseen in the logic model, rather than isolating its impacts or effects.
53. The methodology also included the mainstreaming of gender, equity and human rights principles across all stages of the evaluation including the design of the methodology, development of the tools, analysis of data and drafting of the evaluation. This entailed developing a sampling strategy that was inclusive and representative of all stakeholders and beneficiaries of the project, ensuring the design of appropriate tools enabling participation from particularly vulnerable individuals, and disaggregating data by different categories of vulnerability (e.g. disability, ethnicity, age, socio-economic status and others).

7.2. Data sources

54. The evaluation utilised a range of data sources and data collection methods to ensure the reliability of results, promote impartiality, reduce bias, and ensure that the evaluation is based on the most comprehensive and relevant information possible.
55. Data sources and methods were selected in order to allow for in-depth and accurate information on the relevance, effectiveness, efficiency, outcomes, and sustainability of the project, as well as to address cross-cutting issues (i.e. monitoring, advocacy, equity, gender equality and human rights and conflict sensitivity).

7.2.1. Desk review

56. During the inception stage and continuing during the data collection stage of the evaluation, the evaluation team identified, collated and reviewed documents made available by UNICEF and partners. This included, proposals, progress reports, work-plans, monitoring frameworks, financial reports, etc.
57. The desk review also considered contextual information relevant to adolescent development and empowerment in Liberia, including law and policy, as well as existing studies, surveys, reports on relevant subjects considering the situation of adolescents in Liberia, and resources on best practices in programming for vulnerable adolescents in the region and worldwide. This information was critical to the design of the evaluation framework, and the methodology more broadly but also assisted in answering the evaluation questions.

7.2.2. Key informant interviews

58. Key informant interviews (KIIs) were undertaken to obtain detailed and specific information from key stakeholders to B-CAP with in-depth knowledge in particular areas relevant to the evaluation. The evaluation aimed to reflect the perspectives of diverse stakeholders, and the selection of participants was undertaken in consultation with and facilitated by UNICEF's child protection section and B-CAP staff.
59. Interviews were semi-structured guided by a structured tool, but allowing for a participant and response directed interaction. Interviews were carried out on an individual basis, to allow participants to engage with the evaluator in a private and confidential setting where they were likely to feel comfortable sharing their experiences and views.
60. A total of 28 key informant interviews were undertaken, with a full list of all stakeholders involved provided in Annex E. When interview exchanges are quoted in the text of the evaluation report, 'R' is used to signify researcher, 'B' is used to signify B-CAP beneficiary, and 'P' is used to signify other research participant (e.g. key stakeholder, parent of beneficiary, etc.).

7.2.3. In-depth interviews

61. In-depth interviews (IDIs) were carried out with adolescents currently and previously engaged in project activities and their parents/ care givers. The purpose of these interviews was to learn about young people's and care givers' perceptions and experiences of the project, and the outcomes of their interactions with the project, from multiple perspectives. These interactions provided evaluators with concrete and multi-perspective understandings of how project interventions were functioning in practice, their effectiveness as well as insight into their impact. Further, they provided insight into *whether, how, and why* B-CAP support has had direct impact on vulnerable adolescents, and how the project model may be strengthened and improved moving forward and learning for future programming.
62. Adolescents were selected for interviews according to a purposive 'maximum variation' sampling method. This meant that participants were selected to obtain maximum diversity in relation to variables of interest, to

ensure that a range of different perspectives were captured in the evaluation. Variables of interest included: age, gender, ethnicity, disability, HIV status, type of vulnerability (e.g. sex worker, drug user), socio-economic status, living circumstances, care arrangements and others.

63. A total of 34 in-depth interviews were undertaken, including 22 adolescent girls, 2 adolescent boys and 10 parents and caregivers.

7.2.4. Focus group discussions

64. In addition to in-depth interviews, a small number of focus group discussions (FGDs) were held with adolescent beneficiaries of B-CAP and separately with parents/carers of beneficiaries. FGD were also held with community members to gather data on their perspectives on B-CAP, and the project's wider impact in communities. These interactions were particularly useful for understanding how B-CAP is engaging and linking with the wider community, which is important for fostering ownership and for the project's future sustainability.
65. 3 focus groups were undertaken, 1 with beneficiaries (13 participants) and 2 with care givers and community members (8-10 participants respectively).

7.2.5. Participant observation: observation of remedial sessions

66. One of the most effective ways of achieving truthful, contextual and first hand insight into a particular subject matter is achieved through embedding evaluators within the activities and programmes under exploration and review. As part of the data collection, evaluators observed remedial sessions undertaken in each project site, to evaluate beneficiaries' engagement and participation in the project in practice.
67. 3 sessions: two Life Skills sessions, and one Alternative Basic Education session, were observed by evaluators at the resource centres in West Point and New Kru Town.

7.2.6. Survey

68. In order to access a broader cohort of beneficiaries, the evaluation also included a face-to face administered survey with 126 B-CAP beneficiaries. The survey was administered orally to participants by two national researchers in order to ensure the inclusion of adolescents who may not be fully literate or face difficulties filling out a survey independently.
69. The survey aimed to collect standardised information in relation to quantifiable indicators relevant to the evaluation questions; in particular gathering data on: the demographic features of adolescents included in the project, their experiences and perceptions of the service/support received through B-CAP, and outcomes in relation to (risky⁴⁹) behaviour, wellbeing and self-esteem.⁵⁰
70. Beneficiaries were sampled using a stratified probability sampling method. The initial methodology foresaw sampling beneficiaries according to subgroups relating to the project selection criteria, however, as it proved difficult to obtain this data from the project the approach had to be revised slightly. Instead the sample was

⁴⁹ E.g. unsafe sexual activity, drug use, selling sex, etc.

⁵⁰ Subjective wellbeing and self-esteem were measured by asking beneficiaries how they felt in interviews and in the survey, and asking them to reflect on how these feelings had changed since joining B-CAP. Question in the survey were adapted from standardised tools that are used globally to measure subjective wellbeing. See, for example:

<https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/>.

stratified by location; i.e. West Point and New Kru Town and further by age group, to ensure an equal spread of younger and older adolescents across the survey sample.

7.3. Data Analysis

71. After presenting and receiving feedback on initial findings, the evaluation team conducted a systematic review and analysis of all data, identifying key themes, patterns, relationships and explanations relevant to the evaluation questions and indicators in the evaluation matrix. The analysis was carried out manually by a thorough review of interview transcripts, notes from participant observations and other materials. The evaluation matrix was used as a framework to organise data and guide analysis.

7.3.1. Analysis of qualitative data

72. Qualitative data was uploaded into NVivo software and coded to identify key themes, patterns and relationships relevant to the evaluation questions. For key stakeholder interviews, in-depth interviews, and focus group discussions a thematic analysis was deployed.⁵¹ Evaluators sought to identify both anticipated and unanticipated results of programming, good practices, challenges, levels of capacity and areas where improvements can be made.

7.3.2. Analysis of quantitative data

73. Through the use of tablets and ODK collect, survey responses were uploaded directly into an excel sheet. The data was then cleaned in order to prepare it for upload into the statistical software STATA. The data was first analysed numerically to create a basic descriptive profile of results. Additional inferential analysis was then undertaken to identify relevant patterns or trends, when data was disaggregated by demographic features such as age, ethnicity, disability, socio-economic status and others. This helped to provide information regarding the extent to which the project has effectively mainstreamed UNICEF's key principle of equity, and identified areas for future improvement and learning.

7.3.3. Data triangulation

74. Qualitative and quantitative data was triangulated in light of one another in order to identify any inconsistencies in information. Triangulation was used to ensure the accuracy of findings, analysis and interpretation, assisting evaluators to overcome any biases or weaknesses associated with a particular method.
75. The evaluation applied a human rights lens to data analysis, considering all evaluation findings from a conceptual framework which is normatively based on human rights standards and laws. This entailed the consideration of inequalities and structural forms of discrimination, and the power dynamics that drive these, within the analysis of beneficiaries' experiences of B-CAP. For example, the survey was designed to capture information on beneficiaries' demographic characteristics and life histories (including various forms of marginalisation, experiences of violence, etc.), and these issues were also explored through in-depth qualitative interviews. Data generated was disaggregated, including by age, disability, ethnicity and other features, (where this data was available) and a gender and equity sensitive analytical lens was applied to all evidence.

⁵¹ Informed by the six stage process outline by Braun and Clarke: 'Become familiar with the data; generate initial codes; search for themes; review themes; define themes; write up'.

7.3.4. Consultation and validation

76. The analytical process was consultative, engaging key stakeholders including the evaluation management team, the members of the Reference Group, UNICEF's Child Protection Section, B-CAP beneficiaries and government partners. Evaluators' findings, conclusions and recommendations were shared with the partners in two consultations: a first round including feedback from UNICEF and a second round including a wider set of stakeholders, including the Ministry of Gender, Ministry of Youth, Ministry of Education, UNICEF Liberia, UNICEF Regional Advisers for Child Protection and Evaluation, and UNIVERSALIA.
77. In addition, a validation workshop was held in Monrovia on December 11, 2018. The validation was attended by UNICEF staff, implementing partners, government partners, other NGOs and CBOs, and adolescent girls. Inputs and feedback were incorporated into the final report to refine and validate the accuracy and relevance of the evaluation results.

7.4. Ethical considerations

78. Strict ethical guidelines were followed at all times by the Evaluation Team, guided by the principles of independence, impartiality, credibility, conflicts of interest and accountability, as well as the 'do no harm' principle (ensuring safety and security of partners, participants and researchers at all times). A tailored ethical protocol to achieve this was developed to guide the evaluation and is attached at Annex F. The ethical protocol was developed in accordance with the UNEG Ethical Guidelines, UNICEF Procedures for Ethical Standards in Research, Evaluation, Data Collection and Analysis, and Coram International's own Ethical Guidelines. It included procedures (amongst others) for obtaining informed consent, protecting anonymity and privacy of respondents, storage of data, and responding to child protection concerns.

7.5. Potential constraints and mitigation strategies

79. Limitations encountered by the evaluation team are set out below, along with the mitigation strategies implemented to overcome these.
80. **Reporting bias:** Given that the evaluation dealt with sensitive issues, and also involved evaluating professionals' work, it is likely that evidence gathered was affected by a degree of reporting bias. Respondents may have been reluctant or unwilling to share sensitive and personal information either about traumatic events in their lives (e.g. adolescents) or about aspects of their professional experience which they feared might reflect badly either on them or on UNICEF (e.g. B-CAP implementing staff). In order to mitigate against reporting bias, evaluators carefully explained to all respondents that the evaluation is a learning based exercise and further emphasised that their anonymity would be protected, and that no negative personal or professional consequences would result from the information shared. Questions were asked sensitively, and interactions were flexible and participatory to allow for the most authentic, spontaneous and participant-led exchange.
81. **Recall bias:** Given that the evaluation involved asking respondents to reflect on past experiences, this may have led to some inaccuracies in their responses and, therefore, in some of the data presented in the evaluation report. Respondents may have forgotten or misremembered past events, and their ideas about when, where, how and why such events took place may also have been coloured by subsequent events. Evaluators were careful to consider the impact of recall bias in the analysis and interpretation of evaluation data and, wherever possible, evaluators sought to triangulate information through the assistance of other sources of information and documentation (e.g., reports, survey data etc.). Further, respondents' subjective ideas contained findings and learning relevant to the evaluation questions in their own right, even if the objective truth of their statements could not be verified.

82. **Determining causality and isolating effects:** Whilst this evaluation was not designed to measure the impact of the project, where possible, evaluators considered baseline data in order to gain a stronger understanding of the effectiveness of different interventions and determine causality. Where baseline data was not available, evaluators asked respondents for retrospective data about the previous situation and considered how that has changed due to project interventions and other factors.
83. **Language and cultural barriers:** In some cases accuracy of data may have been compromised by linguistic and cultural barriers, particularly with regard to complex, detailed and highly context specific information shared by evaluation participants. In order to mitigate against this, the evaluation team comprised a mix of international and local researchers, including one evaluator from the same ethnic group as the majority of project beneficiaries. This meant that the evaluation was able to benefit from both 'insider' and 'outsider' perspectives. In addition, the mixed methods approach to the evaluation helped strengthen the accuracy of results, and mitigate against errors in interpretation that may have arisen in specific cases as a consequence of language and cultural barriers.

8. Evaluation findings

This section of the report aims to address each evaluation question by presenting findings (data and evidence collected by the evaluation team) and the related conclusions (interpretations and analysis of the data). Findings are presented in four sections, which correspond to each of the four evaluation criteria: relevance, effectiveness, efficiency and sustainability. The main conclusions which emerge from each section are presented in a box at the end of that section.

8.1. Relevance of the Be a Change Agent Project

84. This section considers the relevance of B-CAP's objectives to the needs of its target groups, and examines whether the project's design is consistent with achieving its overall aims and objectives. The section also reflects on how B-CAP is aligned with UNICEF's approach to adolescent empowerment and country programme priorities in Liberia. Finally, the section considers the relevance of B-CAP to the Liberian government's policy priorities.

8.1.1. Relevance of B-CAP to the needs of target groups

To what extent do the objectives of B-CAP address the rights and needs of the target groups (adolescents, parents, service providers)?

To what extent are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives, and with the intended impacts and effects?

"I think specifically B-CAP developed out of the needs in West Point...violence, vulnerability, pregnancy, early marriage, internal trafficking, low literacy... the family structure is very disintegrated; single parent families, low income families – a dangerous mix of vulnerabilities. These vulnerabilities are magnified in West Point."⁵²

85. The evaluation found that the objectives and sub-objectives of B-CAP (detailed in section 5.3) are highly relevant to addressing the needs and rights of its target groups. Adolescents in Liberia face a combination of complex challenges impacting on their development and life trajectories. These challenges, set out in the context section of this report, include lack of access to (quality education), income poverty and underemployment, early and unsafe sex, lack of family support, gender inequalities, and violence.⁵³ The multidisciplinary and holistic design and approach of B-CAP is ideally adapted to respond to the multiple and interrelated challenges faced by adolescent girls, addressing a diversity of needs collectively, with the potential to maximize impact and ensure lasting change.
86. B-CAP's objectives and expected results were formulated based on a comprehensive assessment of the needs of its target groups. The project design was developed by UNICEF in consultation with implementing partners, target populations and their communities, and on the basis of evidence on the needs of vulnerable adolescent girls and the types of programme interventions which could most effectively address these. For instance, the Girls Vulnerability Assessment recommended a combination of rapid skills training, entrepreneurship and business training, and life skills and functional literacy training, all of which are components of B-CAP. UNICEF also undertook a SWOT analysis in 2013, which gathered feedback from adolescent girls who had participated

⁵² Group interview, key informants, 4 September 2018

⁵³ Liberia Economic Empowerment of Adolescent Girls and Young Women Project, Girls Vulnerability Assessment, 2003 – though this assessment is slightly dated, its findings are still highly relevant.

in previous empowerment programmes in order to determine how B-CAP could improve on previous models, such as through incorporating livelihoods training into the project.

87. Furthermore, and importantly, B-CAP's particular combination of outputs and activities was found to be consistent with its overall goal of empowering adolescents who face multiple and interrelated vulnerabilities. The life skills training and counselling support that beneficiaries receive through B-CAP provides a strong foundation for empowerment by improving beneficiaries' resilience and wellbeing, and strengthening their capacity to make positive decisions, cope with challenges, and exert greater control over their own lives. The youth entrepreneurship and livelihoods components of the project are essential given the levels of poverty and lack of economic opportunities experienced by the target population. Without support to develop skills needed to generate income, adolescent girls' possibilities for empowerment in other realms of their lives would be undermined. As a key stakeholder explained: *"we started with a project telling adolescents about rights, about how to take care of themselves [life skills]. [But] we noticed that if you teach someone [that] you cannot just leave them. You [also] need to give them some skills, so that they can make money. That is how B-CAP came about. I would say [B-CAP] is well designed."*⁵⁴ Finally, the informal education provided by B-CAP was found to be a necessary complement to other outputs; without a basic level of literacy and numeracy, beneficiaries are unlikely to succeed when pursuing education and (self) employment opportunities. Clear evidence on how B-CAP's combination of activities contributed to results in practice is presented in the effectiveness section of the report, however it forms an important component of the project's design and model for change.

88. Evaluation findings demonstrate a strong consensus amongst community stakeholders on the relevance of B-CAP's aims and design to the needs of adolescent girls in their communities. Those interviewed for the evaluation consistently endorsed the project and its approach. The following exchange, with a member of community leadership, is illustrative:

R⁵⁵: *"What are the main challenges facing girls in West Point?"*

B. *"Wow – there are so many challenges! If I tried to name them we wouldn't leave from here today..."*

R. *"Do you think the project was well designed to meet those needs?"*

B. *"100%, because you teach the children livelihood skills, and when they graduate they can do this on their own, they are able to provide for themselves, you don't find them in a stress like those don't have an opportunity..."*

R. *"Are there challenges facing adolescent girls in West Point that the project doesn't address?"*

B. *"No... I must say, for this project the only problem I have is that they have to expand!"*⁵⁶

89. Another stakeholder noted that B-CAP fills an essential gap, given the limited capacity of government duty bearers in the project sites to provide services covered by the project: *"The project is good – it is not only identifying problems, but also creating a solution. In the local government we have identified the problem, but*

⁵⁴ Individual interview, key informant, New Kru Town, 19 October 2018

⁵⁵ In the following exchange and all subsequent exchanges quoted from interviews, 'R' is used to signify a member of the research team, 'B' is used to signify a B-CAP beneficiary, and 'P' is used to signify a research participant other than a research beneficiary.

⁵⁶ Individual interview, key informant, West Point, 18 October 2018

*we don't have the capacity to provide solutions, so they have come in to do that. So we are partners together, so it is a great thing!*⁵⁷

90. Finally, and importantly, beneficiaries and their caregivers in both project sites viewed B-CAP and its activities as relevant to their own lives. Respondents were overwhelmingly positive about the project, and emphasised to evaluators that the activities and outputs are useful to them:

R. *"Was the information helpful?"*

B. *"There was not missing information – everything they teach us we can put into practice."*⁵⁸

*"I love everything! Everything!"*⁵⁹

--

R. *"Is there anything you don't like about the B-CAP project?"*

B. *"No! Everything is okay for me! ...For me nothing is missing..."*⁶⁰

91. Respondents did point out the scale of need in their communities noting that whilst the project is highly relevant, there are many adolescents in their communities who would benefit from B-CAP support, who are not yet included in the project:

*"There are still so many girls in the street doing what I was doing – they need the project."*⁶¹

*"I do have a recommendation. Like I said first, I pray that the project could be expanded and more children could be incorporated."*⁶²

8.1.2. Alignment of project with UNICEF's approach

To what extent is B-CAP consistent with UNICEF's broader approach to adolescent empowerment, and the other components of UNICEF's country programme?

92. B-CAP's aims and design were found to be well aligned with UNICEF's approach to adolescent empowerment. UNICEF's Strategic Plan 2014 – 2017, the plan in place when B-CAP was first launched, identifies adolescents as a priority area and calls for *"policies and programmes that enable adolescents to make informed decisions, communicate effectively and develop coping and self-management skills that help them lead healthy and productive lives"*.⁶³ B-CAP is equally relevant to UNICEF's Strategic Plan 2018-2021, which identifies 'improving adolescent health' and 'achieving gender equality and the empowerment of women and girls' as key areas of collaboration.⁶⁴ Finally, B-CAP's outputs and activities are consistent with UNICEF's approach to adolescent empowerment programming, which is detailed in the programming guide, 'UNICEF Programme Guidance for

⁵⁷ Individual interview, key informant, West Point, 18 October 2018

⁵⁸ Individual interview, beneficiary (F, 18), West Point, 17 October 2018

⁵⁹ Individual interview, beneficiary (F, 20), West Point, 17 October 2018.

⁶⁰ Individual interview, beneficiary (F, 19), West Point, 17 October 2018.

⁶¹ Individual interview, beneficiary (F, 18), New Kru Town, 15 October 2018

⁶² Individual interview, key informant, West Point, 18 October 2018

⁶³ UNICEF Strategic Plan 2014-2017, 'Realising the rights of every child, especially the most disadvantaged'.

⁶⁴ UNICEF Strategic Plan 2018-2021, 'Working together to support implementation of the 2030 Agenda'.

the Second Decade: Programming With and for Adolescents'.⁶⁵ The Programme Guidance emphasises the importance of skills development, employability, and girls' empowerment, all of which are outcomes / expected results of the B-CAP.

93. B-CAP's objectives and activities were also found to be well aligned with UNICEF Liberia's Country Programme 2013-2017. The Country Programme prioritises adolescent issues, which are mainstreamed under each of its 6 programme components.⁶⁶ Furthermore, programming across the components aligns with the outputs and activities B-CAP is delivering. For instance, the education component includes the 'development of approaches that incorporate life skills for out-of-school children, appropriate to age and circumstances', and the cross-sectoral component emphasises 'adolescent reproductive health, girls' education, life skills and the transition from childhood to adolescence'.⁶⁷
94. Whilst B-CAP activities are aligned with priorities across UNICEF Liberia's country programme, the project itself sits within UNICEF's child protection section. Several UNICEF staff suggested a need to further engage other relevant UNICEF sections, such as health and education, in the design and delivery of B-CAP in order to take full advantage of relevant capacity across the organisation. As one stakeholder pointed out, engaging colleagues from UNICEF's health and education sections could strengthen advocacy efforts with government and other partners with whom these sections have a strong working relationship. Whilst cross-section collaboration had been limited at the time of the evaluation, it is a positive development that direct collaboration with other UNICEF sections has been included in planning for implementation of the project post 2019.

8.1.3. Contributions of project to National Policy priorities

To what extent is B-CAP contributing towards the implementation of the National Adolescent Empowerment Strategy, the Manifesto for the Empowerment of the Liberian Girl Child, the National Youth Manifesto, the Adolescent Sexual and Reproductive Health Policy, the Investment Case for Reproductive, Maternal, New Born Child and Adolescent Health and the National Youth Policy?

95. B-CAP is closely aligned with the Liberian government's strategies and policy frameworks on youth and adolescents. It is clear that adolescents are a priority area of the Liberian government, as set out in the National Adolescent Empowerment Strategy, the National Youth Manifesto, the Adolescent Sexual and Reproductive Health Policy, the Investment Case for Reproductive, Maternal, new Born Child and Adolescent Health and the National Youth Policy. Despite their slightly different scopes and objectives, the abovementioned policies recognize the same key challenges facing adolescents and youth and identify similar strategic and programming priorities to meet these challenges. In particular, several of the above strategies state the need for specialist, targeted programmes for adolescents and youth, as well as an integrated and multi-sector approach to implementing these. The policies call for improved access to formal and informal education, life skills, employment and income-generating activities, sexual and reproductive health knowledge and services, and protection against violence and harmful traditional practices. They also emphasise the importance of youth empowerment and participation.

⁶⁵ UNICEF Programme Division, 'UNICEF programme guidance for the second decade: Programming with and for adolescents', Programme Division 2018.

⁶⁶ UNICEF, 2012, Liberia: Country Programme Document 2013-2017. E/ICEF/2012/P/L.19.

⁶⁷ UNICEF, 2012, Liberia: Country Programme Document 2013-2017. E/ICEF/2012/P/L.19.

For instance, the National Adolescent Empowerment Strategy, the government policy which is perhaps most relevant to B-CAP, identifies five sub-objectives, with the overall goal of empowering adolescents. It calls for interventions which will: Enhance adolescents' access to quality education in safe environments; provide economic opportunities and financial literacy for adolescents; empower adolescents with information, skills, services, and support; mobilise, educate, and empower communities to change harmful norms and practices that impact adolescents' development and resilience; strengthen policy and legal frameworks to ensure accountability and sustainability.⁶⁸

96. It is clear that B-CAP's objectives and activities are highly relevant to the government's policy priorities on adolescents and youth, and the project is contributing directly towards their implementation and realisation. These contributions are limited in scale, however; with a target of 1500 and geographic scope limited to two distinct communities in Montserrado County, the project hardly begins to cover the population of adolescents in Liberia (1,041,000 according to recent estimates⁶⁹). B-CAP may provide a model which could be scaled up and replicated by government and other partners, in order to fulfill the commitments articulated in the policies and strategies listed above. This is explored in further detail in the sustainability and scalability section of this evaluation.

8.1.4. Relevance of the project for vulnerable and disadvantaged groups

How relevant have the activities of the project been for vulnerable and disadvantaged adolescents?

To what extent have the needs of disadvantaged adolescents (due to gender, poverty, ethnic and disabled groups) been fully considered and included in the project? To what extent has the project addressed and taken into account equity, gender equality, human rights and resilience?

97. Established to directly target vulnerable and "at-risk" adolescent girls, including street connected children, those engaging in the sale of sex for money, and those living with HIV, B-CAP's design and activities are highly relevant for the most disadvantaged and vulnerable adolescents. In particular the project design incorporates gender, equity and human rights considerations and the activities seek to build beneficiary's resilience.
98. B-CAP is open for girls in the age range 10-19 years old from the urban slum communities of West Point and New Kru Town. Recruitment of additional adolescents is guided by a number of criteria (outlined under section 5.3 above), designed to identify the most vulnerable and disadvantaged adolescents in line with UNICEF key principle of equity. However, whilst the selection criteria clearly identifies vulnerable adolescents, the broad scope of the selection criteria undermines the relevance of the design of project activities to meeting beneficiaries' needs. For example, whilst project activities designed to empower adolescents with vocational skills, so that they are able to access livelihoods and employment opportunities, were found to be highly relevant to addressing the needs of adolescent sex workers, there are no interventions specifically targeting the needs of adolescents with physical disabilities (another group specifically targeted according to the selection criteria). Similarly, the evaluation findings indicate that the project entails limited targeted or specific interventions for girls affected by FGM (despite the project targeting members of the Sande Society), or for teenagers mothers, whose caring responsibilities have not been fully considered in the design of project interventions (a topic discussed further in section 8.2.8).

⁶⁸ Ministry of Youth and Sports, 2017, National Adolescent Empowerment Strategy, 2017-2022.

⁶⁹ UNICEF, 2017, The State of the World's Children 2017 Statistical Tables, Available at: <https://data.unicef.org/resources/state-worlds-children-2017-statistical-tables/>

99. Arguably, the relevance of the project would be strengthened by developing a narrower range of selection criteria, to ensure that all beneficiaries have a vulnerability criterion that is directly addressed and supported by project activities. This will ensure that the vulnerable adolescents included in the project are those who are able to benefit the most from its interventions and activities.

8.1.5. Conclusions on the relevance of B-CAP

1. B-CAP's objectives and sub-objectives are highly relevant to addressing the needs and rights of vulnerable adolescent girls. The project's holistic and multidisciplinary design was found to be particularly appropriate given the multiple and interconnected vulnerabilities experienced by the target group. [Paras 85 – 91].
2. Evaluation findings demonstrate that key stakeholders, including community members, B-CAP beneficiaries and their families, are enthusiastic about the project and view project activities and interventions as relevant to meeting the needs of vulnerable adolescent girls. [Paras 88 – 91].
3. The project's aims and design were found to be consistent with UNICEF's approach to adolescent empowerment and closely aligned with the Liberian governments' policies and priorities on youth and adolescents. [Paras 92 – 96].
4. Whilst B-CAP's selection criteria clearly identify the most vulnerable and disadvantaged adolescents in line with the UNICEF key principle of equity, the broad scope of the selection criteria was found to undermine the relevance of the design of project activities to meeting beneficiaries' needs. [Paras 97 – 99].

8.2. Effectiveness of the Be a Change Agent Project

100. The following section considers the effectiveness of B-CAP in delivering on its objectives and achieving its vision for change more broadly. It identifies the various factors which have enabled and undermined B-CAP's influence in order to determine how adjustments to the project could strengthen results.

To what extent is the B-CAP achieving satisfactory results in relation to its stated objectives, up to this point in a timely way?

What are the major factors influencing the achievement or non-achievement of the objectives?

8.2.1. Safe space for livelihoods and life skills training

101. In both West Point and New Kru Town, B-CAP successfully established a resource area and safe learning space where project activities, including life skills, ABE, guidance counselling and livelihood trainings, were delivered, in line with B-CAP's first objective.⁷⁰ 950 beneficiaries had participated in B-CAP activities at the time of writing this report: 510 in New Kru Town and 440 in West Point. Project beneficiaries included in the study were overwhelmingly positive about B-CAP activities: the vast majority of respondents expressed enthusiastic appreciation for the project, and over 95% of those surveyed "agreed" or "strongly agreed" that the services and support received through B-CAP had improved their lives.
102. Beneficiaries visit the resource centre regularly to attend life skills training, ABE and other project activities: over 95% of survey respondents reported that they use the centre on a weekly basis and over 75% reported

⁷⁰ 'To establish a resource area and safe learning space where adolescent girls can go for business development, education assistance, livelihood training, and networking/guidance counselling'.

to do so several times a week. The centre is rarely available for more general use, however, despite the fact that providing vulnerable girls with a communal 'safe space' that they could use for their own purposes and needs was one of the project's original aims. Indeed, a number of respondents recommended that B-CAP provide a 'common space' to beneficiaries, pointing out that this would make the project more effective and promote the sustainability of outcomes: *"I want them to add putting a structure up so when the children leave from [the project] they can go practice. Sometimes they want to have their own meeting outside of the project...."*⁷¹ At present, space in the resource centres is too limited to serve this broader function. Several respondents involved in programming identified limited space as one of the major challenges faced by B-CAP: *"the space can no longer hold the project!"*⁷²

103. Additionally, in West Point, the resource centre is located on the periphery of the community, creating barriers to access for beneficiaries. Several respondents identified these as areas where B-CAP could be improved:

*Where the building is – they can't go there at night because they have criminals around that area.*⁷³

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*...it was hard because we were walking in dirty water causing sickness. We had to walk through dirty water to get to class.*⁷⁴

104. These barriers may explain the fact that beneficiaries in West Point appear to use the resource centre less frequently than those in New Kru Town: over twice as many survey respondents in West Point said they rarely or never used the resource centre compared to New Kru Town.
105. UNICEF is currently funding the construction of new resource centres in both project sites in order to address challenges around space and location. The new West Point resource centre is more conveniently located, and regarded as an important resource by members of the community. As the West Point town commissioner explained, *"the building of the new resource centre in the community itself, honestly, we appreciate it! It is an opportunity for more training, to build capacity."*⁷⁵ Whilst the larger spaces and more convenient locations of the new resource centres are welcome developments, these measures alone are likely to be insufficient for addressing the broader concern that girls' are not yet using the centres as informal 'drop-in' centres for more general and spontaneous purposes.

8.2.2. Confidence, self-esteem and well-being

*"On August 8th I [first] visited this project. And when I visited here I cried, because that was the day I got to know that I am important in the society."*⁷⁶

106. One of the most effective aspects of B-CAP identified during the evaluation was the apparent influence that the project is having on beneficiaries' sense of self-worth and self-esteem. This was clearly demonstrated in both qualitative interviews and in the survey findings. In interviews, young people spoke of feeling more "important" and worthwhile after enrolling in the project: *"they encouraged me – that I should be – that I*

⁷¹ Individual interview, parent of beneficiary, West Point, 17 October 2018.

⁷² Individual interview, key informant, 4 September 2018.

⁷³ Individual interview, parent of beneficiary, West Point, 17 October 2018.

⁷⁴ Focus group discussion, beneficiaries, West Point, 18 October 2018.

⁷⁵ Individual interview, key informant, West Point, 18 October 2018.

⁷⁶ Individual interview, beneficiary (M, 19), New Kru Town, 15 October 2018.

shouldn't underestimate myself;"⁷⁷"now, I feel like a [normal] young person. I feel much better".⁷⁸ Being identified as a community "change agent" appeared to be of crucial importance to young people, who explained how they now felt they had a respected and valued place in their communities, after previously being ignored or shunned:

B. *"Before people never had respect for me, in my community, but since I got into this project they no longer avoid me. They bring their children to me, they talk to me. They are happy to be near me. **Because I am a change agent, they respect me. People know my importance now in the society.**"*

R. *How does that make you feel?*

B. *Proud! Very proud.*"⁷⁹

--

*"People talk to me now. Back then, people would stay away from me, they didn't want to talk to me, because of what I was doing out there on the streets. Since I stopped, thank God, people are now coming to me. I feel much better."*⁸⁰

--

R. *"How do you think you have changed as a result of your time in the project?"*

B. [She smiles. Her face lights up]. *"I have changed a lot... I feel fine. I feel free. When I was smoking and drinking, people used to mock me. No one is doing any of that anymore."*⁸¹

107. The influence of B-CAP on beneficiaries' self-esteem is also evidenced by findings from the survey. Beneficiaries were asked to respond to the statements: "in the last 30 days I have been feeling good about myself", and "in the last 30 days I have been feeling useful", and then asked to rate on a scale of 1-7 whether these feelings had changed as a result of B-CAP. The results were found to be overwhelmingly positive, as demonstrated in the following graphs.

⁷⁷ Individual interview, beneficiary (F, 18), New Kru Town, 15 October 2018.

⁷⁸ Individual interview, beneficiary (F, 19), New Kru Town, 15 October 2018.

⁷⁹ Individual interview, beneficiary (M, 18), New Kru Town, 15 October 2018.

⁸⁰ Individual interview, beneficiary (F, 19), New Kru Town, 15 October 2018

⁸¹ Individual interview, beneficiary (F, 18), New Kru Town, 15 October 2018.

Figure 2: Proportion of respondents who reported 'feeling good' about themselves

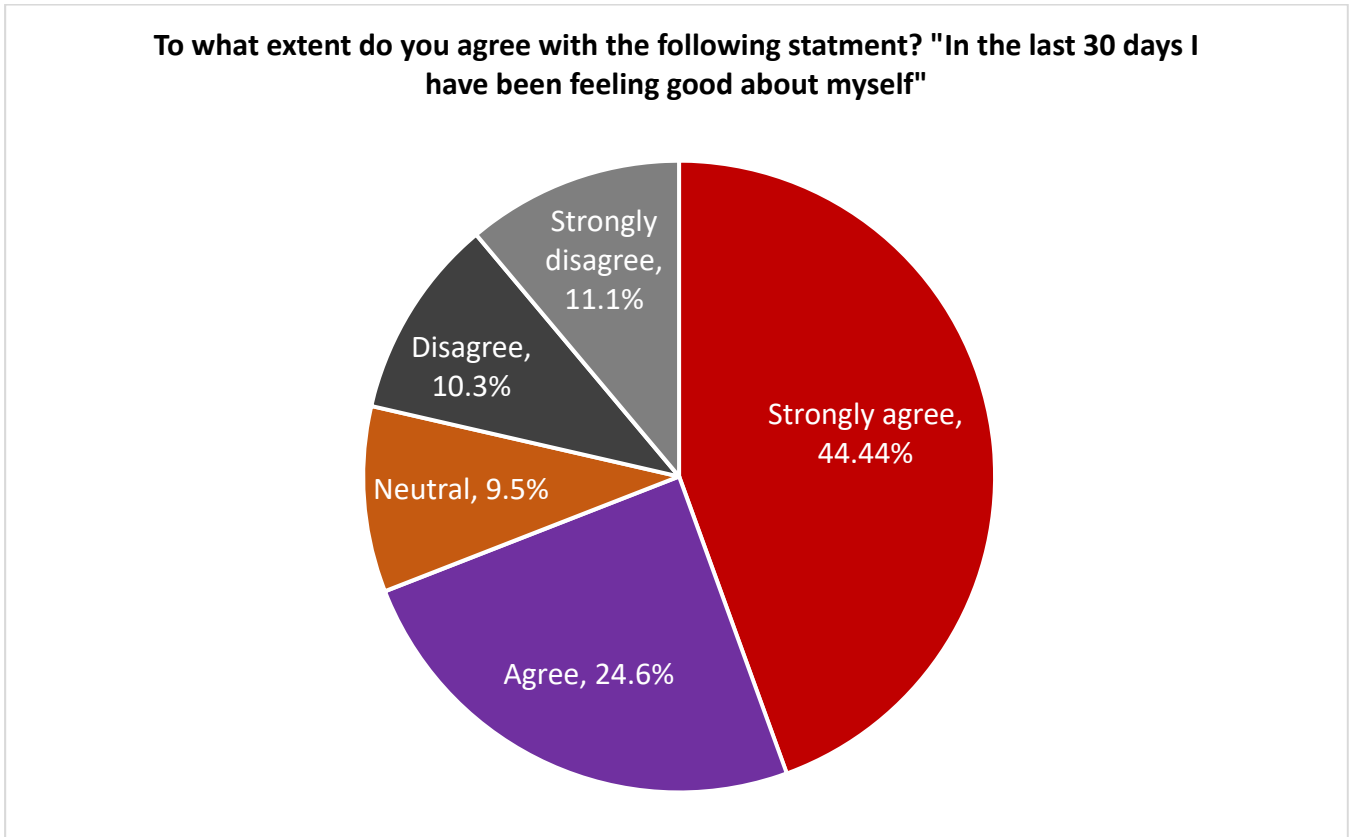


Figure 3: Proportion of respondents who reported 'feeling useful'

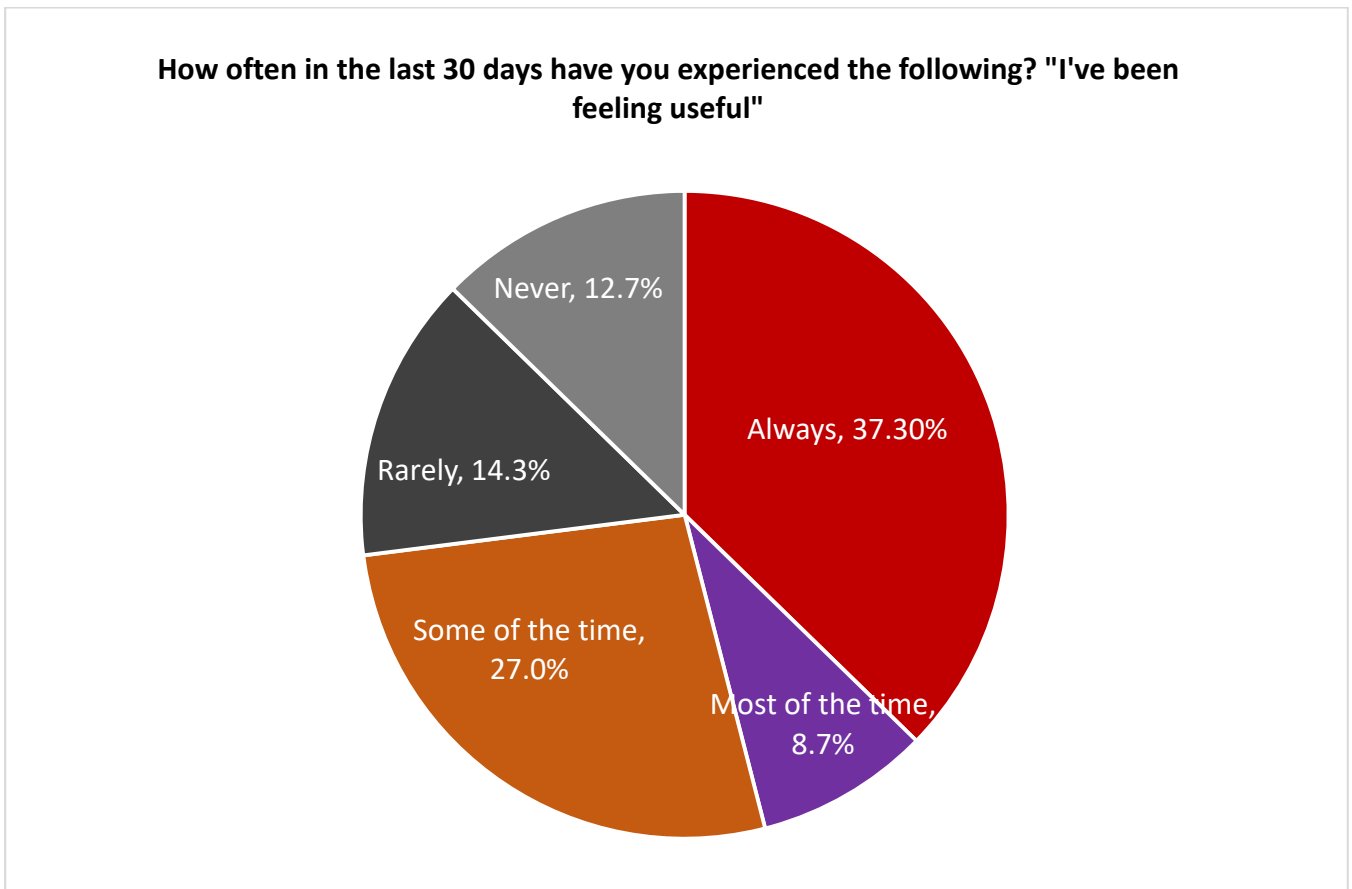
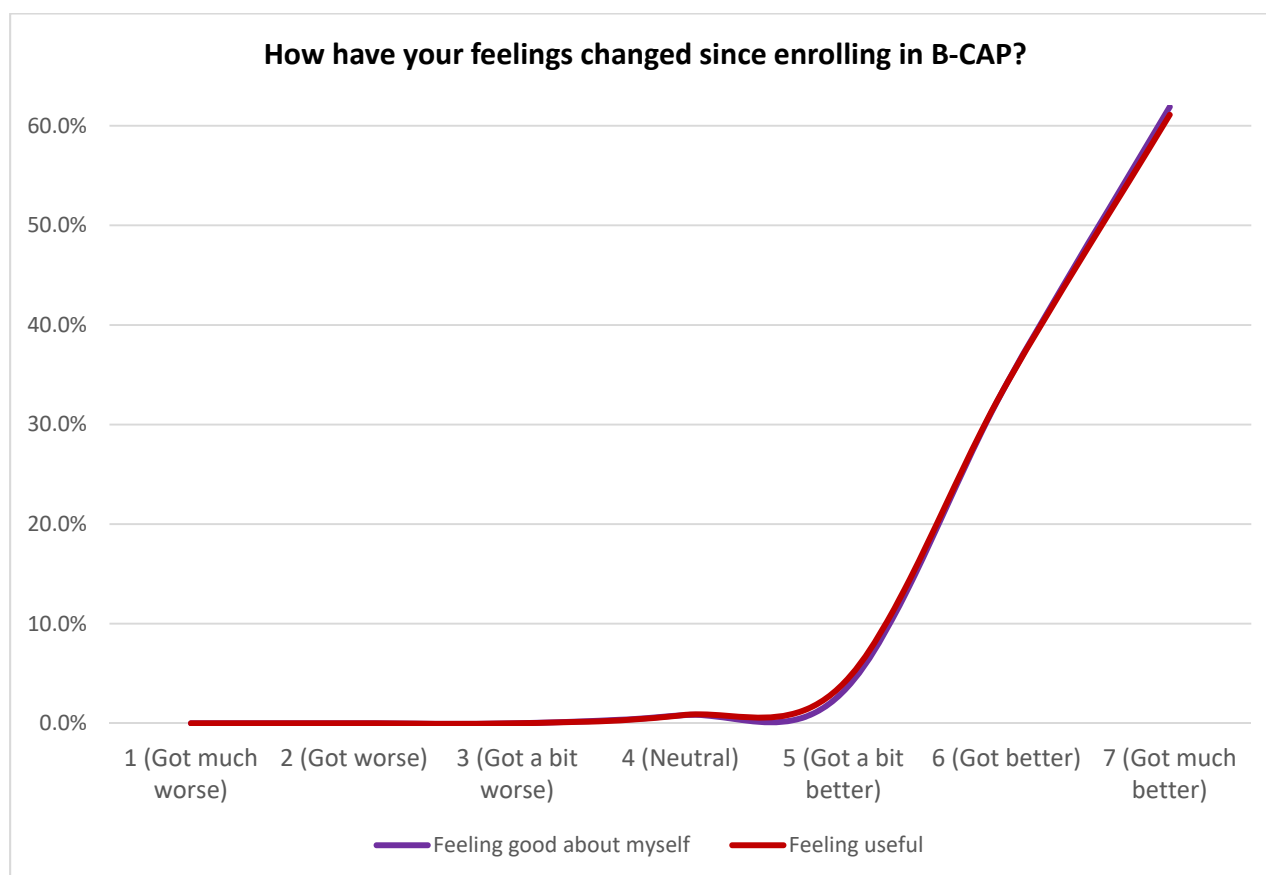


Figure 4: B-CAP's influence on beneficiaries' self-esteem



108. While improving beneficiaries' self-esteem is valuable in its own right, and an important result of the project, self-esteem may also be critical to achieving the project's other expected outcomes. One element of the theory behind B-CAP's design is that strengthening beneficiaries' sense of self-worth is a necessary step in empowering them to make independent and positive life decisions, and to resist peer pressure and other negative influences. Self-esteem and confidence may further facilitate young people's success in education and livelihoods pursuits and enable them to envisage a broader range of possibilities for their lives. As one stakeholder told evaluators:

"I think [the most important achievement] of the project has been helping them see that there is something better beyond their state – because when you get into West Point people are almost like – this is it, this is life. But when you engage these girls and boys they can see there is really hope... That is the impact I see, that it is not all dark. Someone would come to literacy class and say – I never thought I would write my name. Even just life skills, things about decision making, stigma, feeling that they are good for nothing. Just opening that door of hope."⁸²

109. These factors, in turn, serve to further strengthen young people's self-esteem, creating a positive feedback loop:

⁸² Individual interview, key informant, Samaritan's Purse, 4 September 2018.

“At that time, I didn’t have anything, and they [B-CAP staff] helped me to better my condition. They encouraged us. They are really doing well. With the help of god, they have helped me to be where I am today, so I am very appreciative. My life had changed because I was on the streets. Now I can advance someone else – if I can leave the streets, anybody can leave today. I decided to focus on my goal. I feel very proud, because my life is an example to others.”⁸³

110. In addition, survey data provides some evidence of the relationship between self-esteem and healthy behaviours. Respondents who reported high levels of self-esteem were found to be significantly less likely to engage in risky-sex: just under a quarter 24.4% of respondents who “strongly agreed” or “agreed” with the statement “I’ve been feeling good about myself” reported engaging in risky sex acts⁸⁴ in the 30 days prior to the survey, compared to a much higher 41.0% who did not agree with this statement ($p < 0.05$). It is possible that the relationship between self-esteem and risky sex goes both ways: such that adolescents with high self-esteem are less likely to engage in risky sex, and adolescents who do not engage in risky sex are more likely to have high self-esteem. Interpreted in light of qualitative findings, however, it does seem safe to conclude that building adolescents’ self-esteem will increase their chances of adopting safe and healthy behaviours.
111. Whilst evaluation findings clearly demonstrated B-CAP’s positive influence on beneficiaries’ confidence and self-esteem, there were also a few cases identified where B-CAP may have had a negative influence on self-esteem, due to **unintended consequences** of programming. In particular, the project’s emphasis on preventing (unwanted and unintended) teenage pregnancy appears to have reinforced stigma faced by pregnant girls, and created barriers to their participation in B-CAP.
112. A number of girls explained that if they would become pregnant whilst attending the project, they would not feel comfortable returning to class, because of the messaging B-CAP promotes in relation to avoiding early sex and pregnancy: *“I would feel ashamed. Because I wasn’t following what they teach us. They teach us not have sex for grades.”⁸⁵* In addition, several staff members told evaluators that beneficiaries who become pregnant would be excluded from attending further activities until after they had given birth:

R. *“What would happen if a girl became pregnant during her time enrolled in B-CAP?”*

P. *“She would have to go through the counselling process, to understand the challenges she will face. And then she will not be allowed to continue, because we are teaching people to avoid pregnancy.”*

R. *“She wouldn’t be allowed to continue with the project?”*

P. *“No”.*

R. *“Why?”*

P. *“Firstly – we are talking about teenage pregnancy in class. We are educating the others about how to avoid it. So we feel like keeping the person on will give a different picture to the messages we are*

⁸³ Individual interview, beneficiary (F, 18), New Kru Town, 15 October 2018.

⁸⁴ Risky sex was defined by asking respondents whether in the last 30 days they had sex when they “didn’t want to”, “without a condom (where there was a risk of HIV/STI transmission)” or “without using contraceptives” and whether or not they had had sex that they regretted or that they themselves felt was risky.

⁸⁵ Focus group discussion, beneficiaries, West Point, 18 October 2018.

trying to promote. But we won't abandon them. We will continue talking to them. After they have delivered they can come back."⁸⁶

113. Whilst expelling pregnant beneficiaries is not official B-CAP policy, it is highly problematic that both beneficiaries and staff members were under the impression that it was. Their perceptions reveal the levels of stigma and discrimination faced by pregnant beneficiaries, and the barriers they face in accessing B-CAP support. As the exchange above reveals, this stigma appears to have been unintentionally reinforced by the project messaging around teenage pregnancy.

8.2.3. Strengthening life skills: improved decision making and conflict resolution

114. Another expected result of B-CAP is that, *'targeted adolescent girls are equipped with life skills'*. According to the project's ToC, life skills should, 'enhance [beneficiaries'] psychosocial and education competencies and their abilities to make positive decisions and deal effectively with the demands and challenges of everyday life'. Life skills training is delivered several times a week and includes information and guidance on diverse topics including decision making, communication and conflict resolution, hygiene and self-care, and sexual and reproductive health, amongst others.

115. When asked about the project, beneficiaries and their caretakers were quick to identify improvements in their day-to-day decision making and behaviour, which they attributed to the project, and the new skills that they had developed through life skills:

*"In life skills I learnt how to discover my strengths, and recognise my weakness. And whenever I see my friends doing what we used to do together, whenever I want to go back, I think about some of the things that were taught in this project - it keeps me motivated that I can live without drugs."*⁸⁷

116. A number of beneficiaries told evaluators that the project had helped them to 'cool their emotions', and many were able to clearly articulate effective strategies for resolving conflicts:

*"I used to have a temper, but the project made me understand how to cool my emotions down, not to fret, to improve my communication, to express my feelings, and the project helped me to feel I can survive...They teach me about anger – instead of abusing a person you have to pick them up. Don't insult people out of the emotion of anger. You have to build people up."*⁸⁸

117. Others explained how their relationships had improved, through the development of new interpersonal skills, and confidence in communicating with others:

"I told [my parents] sorry for what happened. I never used to speak to them, to talk to them, to show concern. Then because of B-CAP, I decided to start talking to them. I told them I am in an institution, it is free, they encourage me, they talk to me, they listen to me - I have changed. [My parents] decided to forgive me. Since I changed, they are very thankful, happy."

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⁸⁶ Individual interview, key informant, New Kru Town, 16 October 2018.

⁸⁷ Individual interview, beneficiary (M, 18), New Kru Town, 15 October 2018.

⁸⁸ Individual interview, beneficiary (F, 19), West Point, 17 October 2018

"[My daughter] change-O. She laugh, she's always smiling. Before she was always so serious. She never knew how to talk to people. She never talked to people nicely. My friends got problem with that, why didn't she laugh? They said it's hard to see her laughing. Now she can smile with people..."⁸⁹

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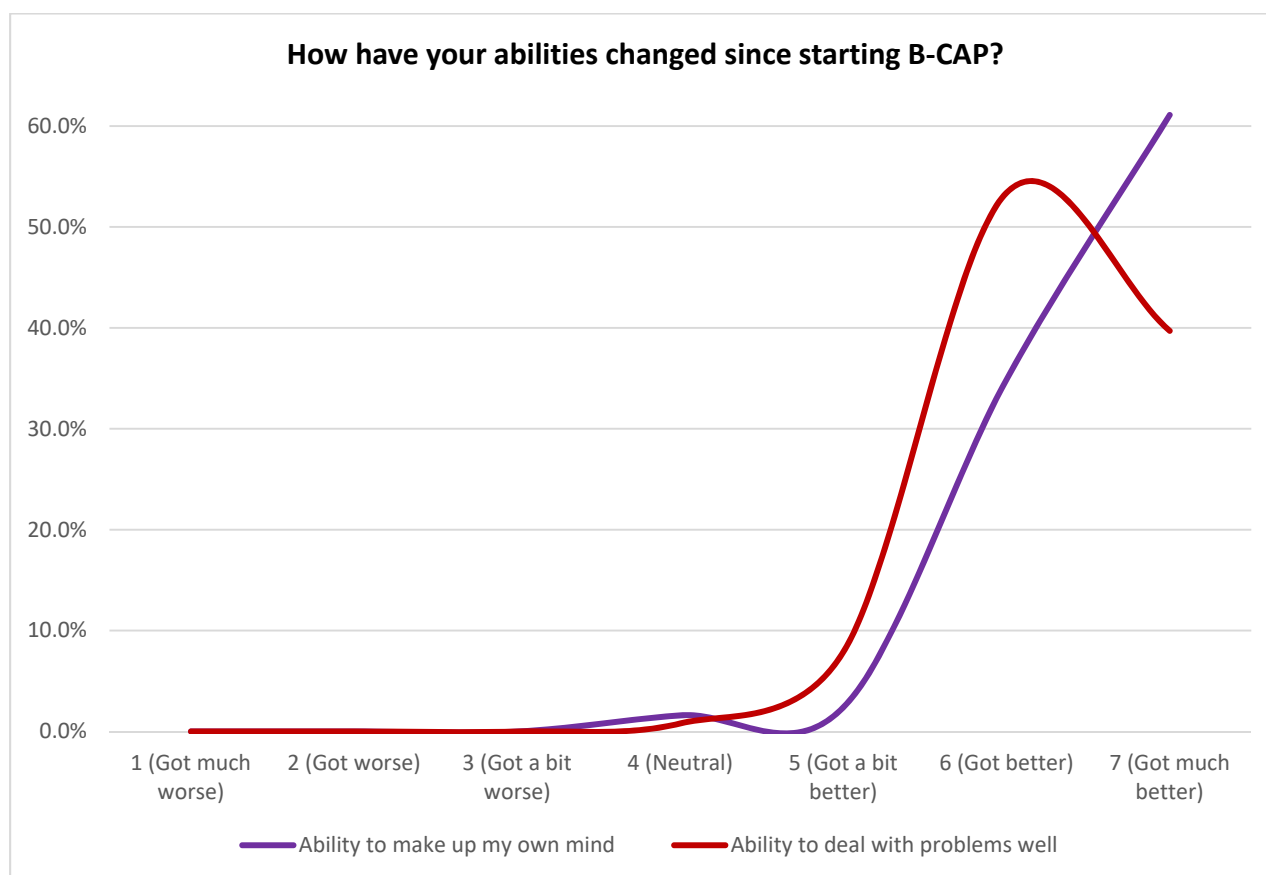
"Before I came on the project, I never knew how to talk to people, like the way I'm talking to you [now]. I had a shy spirit. But this project helped me, so that now I can present myself everywhere I go."⁹⁰

118. The beneficiary survey asked respondents to rate the extent to which they felt able to "make up their own mind" about things, and to "deal with problems well". The results indicate that "life skills" in an essential component of B-CAP: as decision making as coping with adversity are domains in which many B-CAP beneficiaries may require ongoing support. When asked how frequently they are able to "deal with problems well", only a quarter (25%) of surveyed beneficiaries said that they were able to do so "most" or "all" of the time, whilst a third (33.33%) said they "rarely" or "never" deal with problems well. Similarly, when asked about their ability to "make up their own mind", less than half (42.85%) of surveyed beneficiaries reported that they are able to do so "most" or "all" of the time and almost a third (29.37%) responded that they "never" or "rarely" are able to do this. Similarly, when asked about their ability to "deal with problems well", only a quarter (25%) of surveyed beneficiaries reported that they are able to do so "most" or "all" of the time, whilst a third (33.33%) of surveyed beneficiaries responded that they never or rarely deal with problems well.
119. These findings suggest that some beneficiaries still struggle to apply the life skills they have learned through B-CAP in their daily lives. Respondents did indicate that B-CAP had improved their capacities in these areas, however; 98.41% said that they had felt an improvement in their ability to "make up their own mind" as a result of the project, with 61.11% indicating that there had been a considerable change, and all respondents said that B-CAP had helped with their ability to solve problems with 39.68% reporting a significant change. It is unsurprising that beneficiaries demonstrated mixed results in these aspects of coping, given the levels of vulnerability they exhibit, and low starting point in relation to the life skills addressed by the project.

⁸⁹ Individual interview, caregiver, West Point, 17 October 2018

⁹⁰ Individual interview, beneficiary (M, 19), New Kru Town, 15 October 2018.

Figure 5: B-CAP's influence of beneficiaries' abilities



120. During the evaluation, evaluators observed a typical B-CAP life skills session and noted the accessible, applied and interactive manner in which it was delivered. Rather than presenting particular messages about forms of 'acceptable' and 'unacceptable' behaviour, the session largely focused on exploring practical skills for making decisions, navigating difficult and uncomfortable situations and developing new behavioural patterns; and effective and non-judgemental means of relating to participants.

121. One limitation of the life skills training is that it is delivered in a lecture format, which, naturally, may sometimes become tedious for participants. As one B-CAP staff member acknowledged, *"usually we are just having lectures, lectures and lectures. The young people were finding it boring just listening to the same lectures all the time..."*⁹¹ Incorporating more participatory activities into life skills training, which require participants to think creatively about how they would apply their skills in the context of a real-life scenario or story, might make life skills training even more compelling. However, this would likely require additional resources, including materials, and increased space /staff capacity. It may also be impractical currently, due to the large numbers of beneficiaries who attend each life skills class.

8.2.4. Education / learning outcomes (including level of interest and effort)

122. A central aim of B-CAP is to improve adolescent girls' education and learning outcomes; one of the project's expected results is that 'targeted adolescent girls improve their focus and efforts towards education'. To this

⁹¹ Individual interview, key informant, New Kru Town, 16 October 2018.

end, B-CAP includes an Alternative Basic Education (ABE) component, designed to ensure that project beneficiaries have basic literacy and numeracy skills.

123. Beneficiaries recognised the practical value of ABE, and in particular the importance of basic literacy and numeracy to successfully earning a livelihood. As one respondent told evaluators;

“ABE is important, because education gives you something behind your trade. You have to know how to write, so you have to back up your trade with reading and writing. Education is the key factor for life. Whenever you are selling, you need to write the receipt.”⁹²

124. Others described how learning basic literacy skills, and improving their levels of more ‘formal’ forms of spoken English, had strengthened their confidence, self-esteem and social functioning skills: providing further evidence of the mutually reinforcing and complementary aspects of the project. As one young person explained:

“I love ABE. I like it because first when I just start coming, I’m not used to talking. Now it is something good that people can understand me. [Before] my speaking my English was very poor, I would have poor speaking, but through the ABE classes I am able to speak to you today and you can understand me - although it is not 100%.”⁹³

125. As well as strengthening livelihoods opportunities, and building self-esteem, having the opportunity to return to an education setting after dropping out of school, or (for some) having the opportunity to attend education classes for the first time, was found to be comforting to beneficiaries: giving them a sense of purpose and structure to their day, and helping them to focus on future goals and dreams.

“They teach us to read and write. It takes my mind back to school days. I feel like ABE is like when I am at school. So I feel happy when I am in that class. They teach us to speak standard English, how to count, how to take care of our environment. They teach us about the culture. Like in Liberia there are 60 tribes and each tribe has its own culture, its own food, its favourite clothes...”⁹⁴

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“They encourage people, when you are frustrated and out of your mind, they always encourage you, talk to you fine – come to school - to ABE, you will be learning a lot of things, you will not just be sitting at home alone...”⁹⁵

126. Whilst valued by beneficiaries, the ABE curriculum is very basic and is not a substitute for formal education, and indeed was never intended as such. As, one stakeholder pointed out, *“to really get these girls strong, formal education is really key!”⁹⁶* The limits of ABE were also recognised by beneficiaries themselves:

⁹² Individual interview, beneficiary (F, 20), West Point, 17 October 2018

⁹³ Individual interview, beneficiary (F, 18), New Kru Town, 15 October 2018.

⁹⁴ Individual interview, beneficiary (F, 19), West Point, 17 October 2018.

⁹⁵ Individual interview, beneficiary (F, 19), West Point, 17 October 2018.

⁹⁶ Group interview, key informants, 4 September, 2018.

“There are some things I still want to learn. ABE only teaches half of it. But when you go to school outside, you learn more. I want to learn to be like our vice president!”⁹⁷

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“ABE class is just there to back you up if you have never attended school at all. It is for illiterate people – those who have not set foot in school in all. But for me, I was in school, so I would like to go back and to obtain a high school diploma, and then see how I can attend university to achieve my goal.”⁹⁸

127. According to B-CAP’s design: ABE is intended to provide a basic foundation in numeracy and literacy skills so that young people can then re-enrol in formal education. However, this does not appear to be happening in practice. Interviews and focus groups with beneficiaries and other key stakeholders identified a number of significant barriers to formal education (that are not sufficiently addressed by enrolment in ABE classes alone) including costs associated with attending school, and the need for young people from disadvantaged households to focus their time on generating income to support their families: *“I left school when my father died, I was 16 years, I was in eighth grade. I never wanted to leave school, but because there was no help, I was there with no choice, but to drop from school, because my mother had no help.”⁹⁹*

128. When asked to identify ways their lives could be improved, many project participants told evaluators they wished they could (re)enrol in school and finish their formal education, often identifying the ways in which education would help them to pursue long term goals:

R. “What are your hopes and dreams for the future?”

B. “I want to become an engineer one of these days, and I pray with god by my side and with help of staff and donors, they will help us to go to school, to improve our education skills, so we can achieve our goals.”

R. “Did you talk to the B-CAP staff about your dreams?”

B. “No I never. I felt like it was not the right time to say it, because I wanted to at least finish high school before putting [my idea] before the staff, so they can at least help my education skills of becoming an engineer and fulfilling my dreams.”

R. “So you would like to go back to High School?”

B. “Yes.”¹⁰⁰

129. Whilst beneficiaries’ clear focus on and interest in education is a positive finding, that aligns with the project’s expected results, the fact that B-CAP does not provide direct support to adolescent girls’ formal education emerged as a gap in the project. The need to incorporate support for formal education into the project was also recognised by beneficiaries, several of whom recommended incorporating support to re-enrol in school into B-CAP:

⁹⁷ Individual interview, beneficiary (F, 19), West Point, 17 October 2018.

⁹⁸ Individual interview, beneficiary (F, 20), West Point, 17 October 2018.

⁹⁹ Individual interview, beneficiary (F, 20), West Point, 17 October 2018.

¹⁰⁰ Individual interview, beneficiary (F, 20), West Point, 17 October 2018

R. *“Is there anything that you would like in your life that B-CAP cannot help you with?”*

B. *“The only think I would like is for me to go to school, and for me to start my dream.”¹⁰¹*

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R. *“Is there anything extra B-CAP could do to support youth?”*

B. *“I would like them to improve education in school – to help send people back to school – for people who drop out of school.”¹⁰²*

8.2.5. Acquisition of livelihood skills

130. Livelihoods training and support - a central component of the project designed to ensure that ‘targeted adolescent girls benefit from career guidance’ and ‘targeted adolescent girls are equipped for productive livelihood’ - emerged as the aspect of B-CAP most valued by respondents. In particular, given the levels of income poverty faced by most beneficiaries, support to generate income was viewed as a central priority:

R. *“Which would be more important for you: education, training or to get a job?”*

B. *“For me now, getting a job would be the best. I would much prefer support to get a job. Because if I could get a job through working I would be able to go to school...”¹⁰³*

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“This is a very effective project because education does not give you work! The unemployment rate is so high in Liberia!”¹⁰⁴

131. Several respondents emphasised that livelihood skills provides adolescents with alternatives to risky strategies for income generation, facilitating behaviour change. As one staff member in West Point recalled:

“This one girl was a sex worker – she never respected anyone in the community and was always out late drinking alcohol. She has changed. She knows how to fix soap. She is selling her soap and her life is changed – she has gotten money and is no longer doing sex work.”¹⁰⁵

132. Livelihood training and support is a particularly welcome component of a project that is designed to empower vulnerable adolescent girls, with the potential to challenge and transform structural gender inequalities. This component of the project equips girls, with prior experiences of rejection and discrimination, with new skills and opportunities to become valuable and valued members of their communities. One woman described how the communities’ attitude to her daughter had changed since she learned a new trade in livelihoods:

“Since she came to the [B-CAP] training, she smiles, she works, she helped me to sell [bread]. O! O – it brought changes you know. It really brought change in my daughter life. She smile with the customers, she’s talking. And the attitude in the community to her is different. I so proud of her, so proud of her. People can overlook this community - they see nothing coming from this community, and they see my

¹⁰¹ Individual interview, beneficiary (F, 17), West Point, 17 October 2018.

¹⁰² Individual interview, beneficiary (F, 19), West Point, 17 October 2018.

¹⁰³ Individual interview, beneficiary (F, 19), New Kru Town, 15 October 2018.

¹⁰⁴ Individual interview, key informant, 4 September 2018.

¹⁰⁵ Individual interview, key informant, West Point, 19 October 2018.

daughter graduating from high school with no job. But now she can do hotel management, she can handle herself, so I am so happy, I am so proud.”

133. A teenage girl whose father had recently passed away, explained how proud she felt to be able to “follow in her father’s footsteps” as the main provider for her mother and family, and how proud this had made her mother:

B. “I feel happy, because I right now I can make flour that mother sells at home. I go out and sell and provide money for her to eat. So it’s through B-CAP knowledge that we got money.”

R. “Before B-CAP did you know how to bake?”

*B. “No. Nothing. Now my mother feels happy. Sometimes I cook. I mix the flour, I sell the bread, I go to the market. **She feels happy that I am following in my father’s footsteps, because that is what my father used to do - to find money for us to eat.**”¹⁰⁶*

134. Despite these gender-transformative aspects of the project, it is notable that the options available for girls undertaking livelihood-skills appear to be limited to trades that are typically coded female: including hair braiding, baking, soap making, cosmetology, tailoring and hotel management. A potential **unintended consequence** of training girls in these types of skills (as opposed to— for example – more masculine-coded trades such as mechanics) may be the reinforcing of gender stereotypes, limiting girls’ sense of what they are able to achieve or become.

135. Another limitation of the livelihoods component of the project is that it is not available to all beneficiaries. About half (52.76%) of survey respondents had participated in livelihoods training and one fifth (20.47%) had received job placement support. Several respondents described life skills as a requirement that must be fulfilled in order to demonstrate commitment to B-CAP and ‘earn’ a place in a livelihoods programme, and a B-CAP guidance counsellor explained that beneficiaries must achieve a satisfactory level of literacy and numeracy before progressing to livelihoods training. However, it also appears that the project is only able to accommodate a restricted number of beneficiaries in livelihoods training due to limited staff and budget capacity, particularly given that facilitating transportation to livelihoods training and internships was identified by project staff as one of the most challenging and time-consuming aspects of B-CAP.

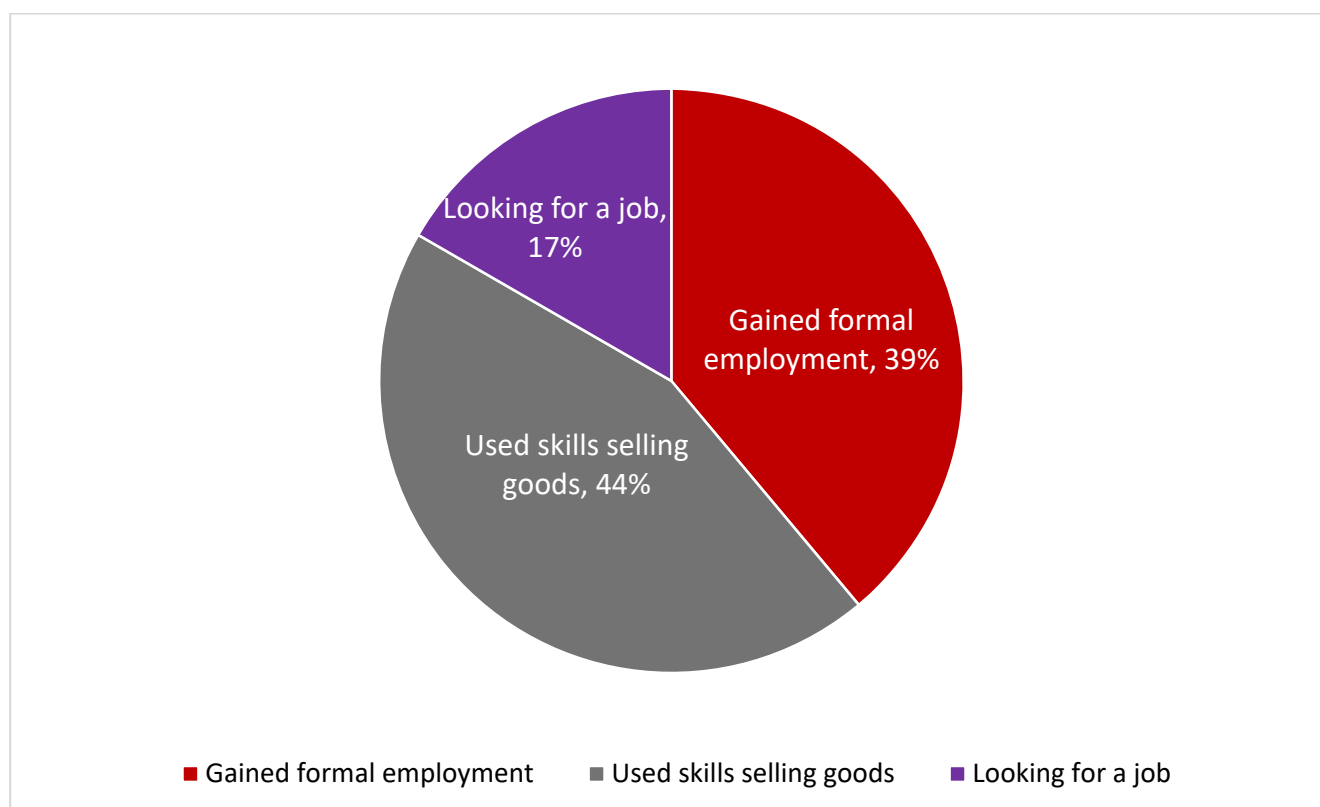
136. Evaluation findings suggest that beneficiaries who receive livelihoods training are putting it to use. As demonstrated by the below chart. 44.4% out of a total of 67 livelihoods (graduates) included in the survey reported that they have used their skills selling goods and 38.9% reported to have gained formal employment. These are impressive results, particularly given the challenging state of the Liberian economy. Indeed, Job Placement Officers interviewed for the evaluation described the significant effort required to create and maintain opportunities for project beneficiaries:

“The challenge is also the sustainability of the girls in the business. Mostly I have regular meetings with establishment managers because the system is they could just dismiss the girls at any time... like in the rainy season business isn’t coming in and they have to cut down staff. So sometimes I have a meeting with management. I say, ‘let them be coming for this instead of sitting at home or they will return to what they were doing before – so try to keep them on the job for that month.”¹⁰⁷

¹⁰⁶ Individual interview, beneficiary (F, 19), West Point, 17 October 2018.

¹⁰⁷ Individual interview, key informant, New Kru Town, 16 October 2018.

Figure 6: Beneficiaries' application of life skills



8.2.6. Ability to contribute to education and living costs

137. Whilst livelihood training has contributed to adolescent girls' skills development and engagement in livelihoods activities, evaluation findings suggest that this has yet to translate into a meaningful increase in income for beneficiaries. Analysis of survey data reveals that the majority of B-CAP graduates who participated in livelihood training reported either no change or an overall reduction in their income after enrolling in B-CAP. And when asked about whether livelihoods graduates were self-sufficient, project staff explained that whilst beneficiaries may contribute to household income their income remains limited.¹⁰⁸
138. This may be partially explained by the fact that as livelihood graduates are still developing their skills and gaining experience they have not reached their full earning potential. As one graduate from the project explained:

R. "What is your family's source of livelihood?"

B. "My big sister is helping someone to sell to sustain the home. She sells clothes."

R. "What about you? Do you do any work from home?"

B. "At home I may have a few customers for the trade I am training in – fixing hair. And that is how I bring in income to survive."

¹⁰⁸ Individual interview, key informant, New Kru Town, 15 October 2018.

R. *“How much do you charge?”*

B. *“I hardly charge much because I just learned the trade – I charge whatever they can pay.”*¹⁰⁹

139. Whilst it is possible that project graduates’ earnings will increase with experience and/or as their businesses become more established, given the limited size of the job market in Monrovia, and limited earning potential in the informal economy, income generation is likely to remain a challenge. In light of these constraints, risky and illegal activities such as prostitution and drug dealing may be some of the most lucrative forms of work available to young people: as one young beneficiary explained: *“I was going astray - putting my hands into everything – almost like - on the streets. Back then, every day I would come home, I would get 1000 LB+ in my hands. But now I don’t have that. I’m still trying to get work. B-CAP have not helped yet. They are trying.”*¹¹⁰ Furthermore, several respondents mentioned that B-CAP’s livelihoods project had resulted in reduced prices of goods produced by B-CAP graduates, by flooding the market in these areas. It is important to consider what the local market can handle when selecting livelihoods skills to include in the project to avoid reducing the earning potential of B-CAP graduates.

8.2.7. Behaviour change

140. Evidence from the evaluation suggests that B-CAP has contributed to a reduction in risky behaviours amongst adolescent girls, in line with the projects’ expected results (‘girls make positive life choices as a result of guidance counselling, and informed decision making’) and the ToC.

141. B-CAP appears to have been particularly effective in reducing beneficiaries’ likelihood of engaging in sex work. Care givers, project staff and beneficiaries themselves often identified this as one of the most significant changes that had occurred as a result of the project. For example, a mother of a B-CAP beneficiary recalled how the project had motivated her daughter to change her behaviour:

“Before she would go out and make money with her body. But not now - now she takes pride with her body. Sometimes I would not see her until the next day- so when I learned about the project I was too happy. At first she said- that is a waste of time! And I said no, it is not a waste of time! I pushed her, I begged her, but she would not go. After one or two months she started understanding the project. She would take her book and say I am going.”

“What do you think changed her mind?”

*“Through the workshop, the training, the drama – sometimes they show shows from other countries and after the training she would go and tell me that the workshop was okay, and she would explain what the people say! She would explain the risks of having sex for money...”*¹¹¹

142. B-CAP’s influence on reducing sex work was also brought out in the quantitative data. According to survey results, as many as **82.76%** of the (29) project beneficiaries who had been engaged in sex work before B-CAP, said that they had now stopped. (One young person reported taking it up).

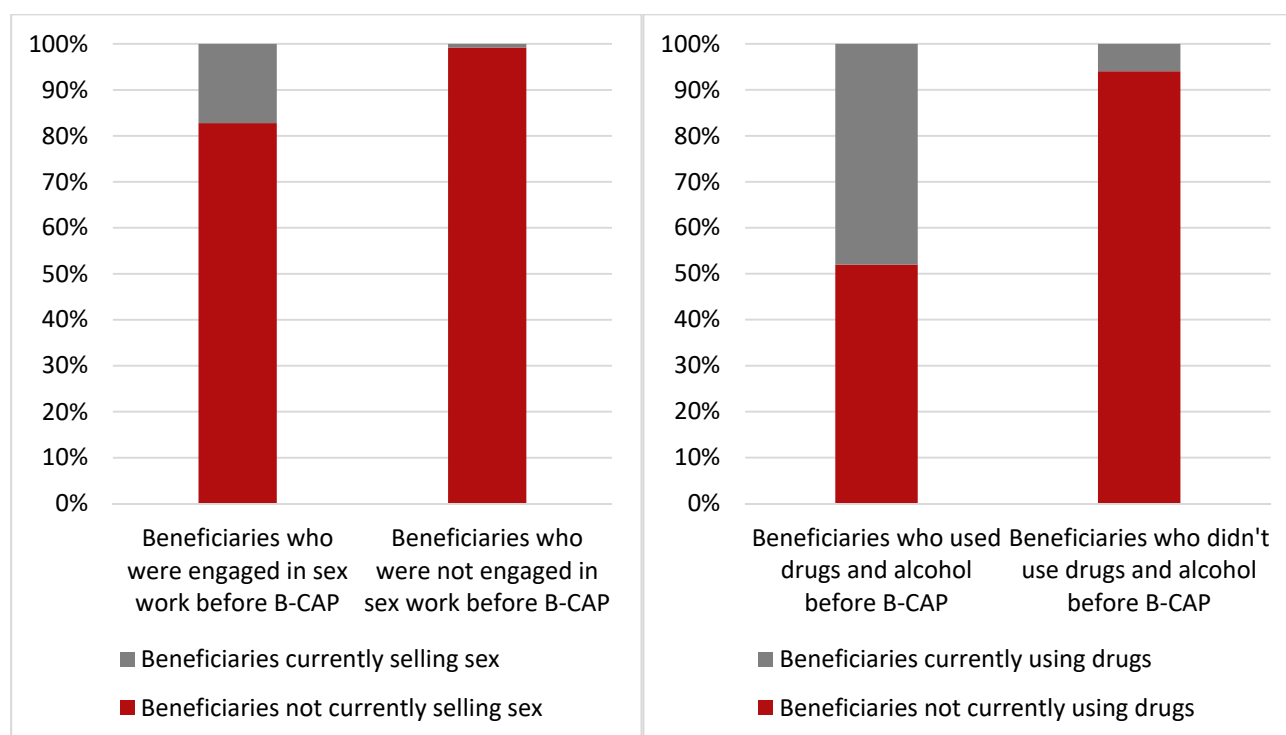
¹⁰⁹ Individual interview, beneficiary (F, 18), West Point, 17 October 2018.

¹¹⁰ Individual interview, beneficiary (F, 19), New Kru Town, 15 October 2018.

¹¹¹ Individual interview, mother of beneficiary, West Point, 17 October 2018.

Figure 7: Respondents reports of exchanging sex for money, goods or other benefits, before and after B-CAP

Figure 8: Respondents reports of drug and alcohol use, before and after B-CAP



143. Survey findings suggest that adolescents' drug and alcohol use also reduced as a result of the project. 52% of the survey respondents who said they were using drugs and alcohol before attending the project reported not to be doing so after B-CAP. (Whilst 5.94% of beneficiaries who were not using drugs and alcohol before B-CAP reportedly took the habit up).

144. These findings were supported by beneficiaries' testimonies in qualitative interviews. Several young people who had been frequent drug users, addicted to drugs, and involved in selling drugs prior to attending B-CAP described how the project had enabled them to transform their lives. An adolescent boy recruited in 2017 told evaluators how B-CAP had supported him to overcome his addiction:

B. "When they took me from the ghetto, for me I didn't take it seriously. When they actually entered the ghetto we were sitting and smoking. It was [redacted] that called me and said – we have this project, empowering people not to sell their body, not to take drugs. It wasn't my intention to take drugs ... but because of what my aunt did to me I was forced to do it.. I would sell drugs for a Nigerian man. I would give him the money I made and he would give me drugs. I didn't have anything to do with the money because I wasn't doing anything but smoking drugs..."

R. "How has this project changed you? How are you different than you are before?"

B. "I have changed so much... I am a different person than I was. Those things I was doing I am not doing again... at first I was taking in drugs, selling drugs so my life has changed. I am not thinking of going back there."¹¹²

¹¹² Individual interview, beneficiary (M, 19), New Kru Town, 15 October 2018.

145. This boy was supported to undertake a tailoring apprenticeship through B-CAP and is now generating income by selling trousers in the market place.

146. These findings represent a considerable achievement given that behaviour change is notoriously hard to effect. Indeed, beneficiaries spoke of the difficulties they faced in seeking to turn their lives around, indicating that it was a gradual process, with complex challenges, that required persistence and ongoing support from B-CAP counsellors and friends. *“When [my friend] told me about B-CAP, I was thinking to myself I wouldn’t change. Because of my situation, I was thinking that I couldn’t change. But she told me I should visit the centre. She even paid me - 100 LB - so I came.”* One young man spoke of the health problems he faced as a result of drug withdrawal:

R. “What was it like to go off of the drugs?”

B. “When I saw my friends I [was] always itching my skin and struggling... I had joined the boys in 2014 so I was on drugs for many years. They put me in the hospital to help with the withdrawal...”¹¹³

147. A young woman, who had been engaging in sex work since dropping out of school at the age of 12, spoke of how hard it was for her to stop, given the money she was earning to support herself and her family:

*“[My parents] never used to talk to me about it, because they knew that I was the one supporting them - helping to sustain them. The guidance counsellor told me what I was doing was bad. It was not good for me - as a young girl coming up. They told me I should leave the streets and prepare for the future. **It took me months for it to really come [sink] in. It took me months. I was thinking – if I stopped this, who was going to take care of my family and how was I going to get money?”***

148. Finally, participation in the project appears to have an effect on the amount of time adolescents spend on housework. Analysis of survey data reveals that beneficiaries spend significantly less time on housework than they did before joining the project: the mean number of hours spent before joining B-CAP was 5.2 hours a day, compared to 3 hours at the time of the survey ($P < 0.001$). This finding suggests that after joining B-CAP adolescents have reduced responsibilities at home and are able to spend more time on other activities. This may be due in part to the fact that young peoples’ parents are supportive of their participation in B-CAP and have reduced their household obligations to allow them to spend time on project activities, as well as education and livelihood opportunities more broadly. It may also be partly explained by the fact that young people who were previously doing housework for income are no longer doing so.

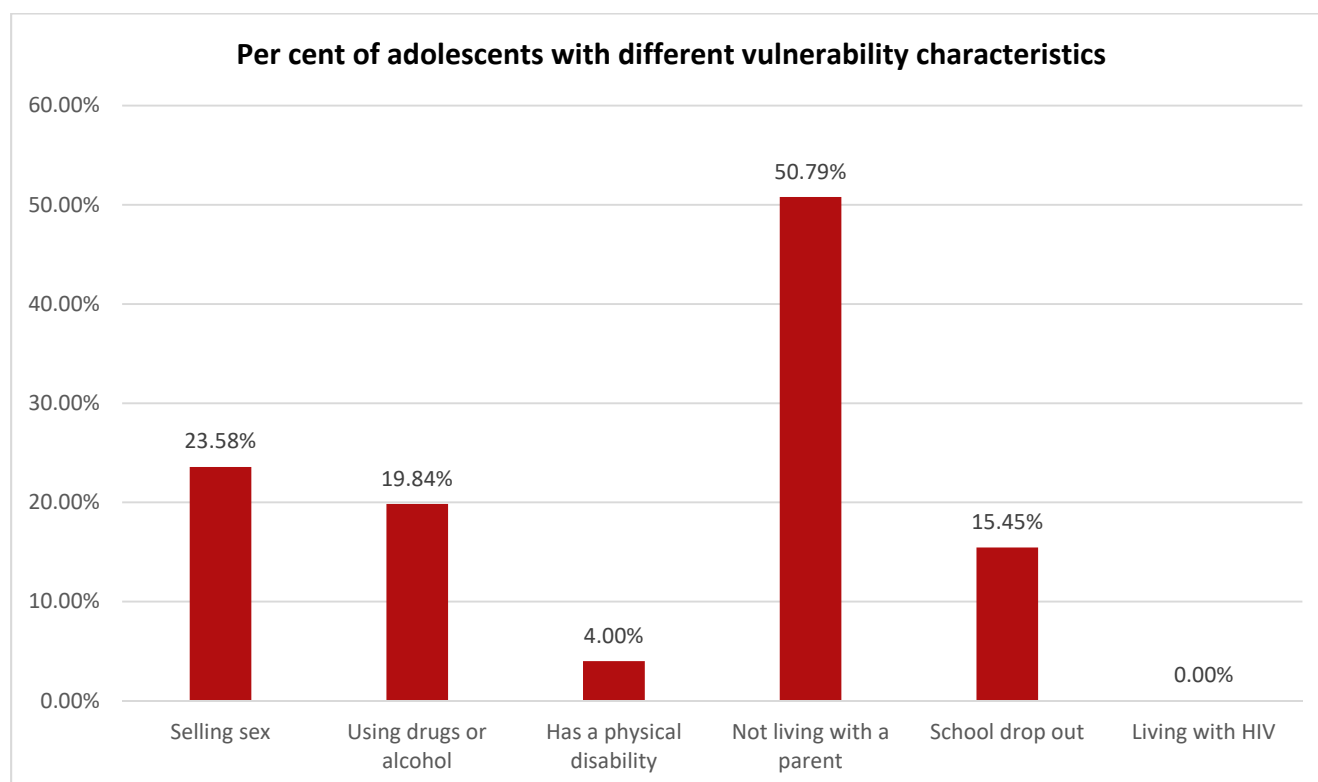
8.2.8. Reaching vulnerable beneficiaries: mainstreaming equity

Equity and recruitment

149. Whilst B-CAP is intended to specifically target the most vulnerable adolescents in West Point and New Kru town, evaluation findings indicate that the project may not be fully realising this goal in practice. The vast majority of beneficiaries included in the program were found to be vulnerable and in need of interventions. Nevertheless, the flexible and inclusive approach to admission into the project meant that only a minority of beneficiaries in the evaluation was found to belong to some of the most disadvantaged groups of adolescents. For example, despite the project’s intended goal of specifically targeting: adolescents engaged in sex work or drug use, those who had dropped out of school and those with a physical disability, according to survey data gathered during the evaluation, these criteria only apply to a small minority of participants included in project.

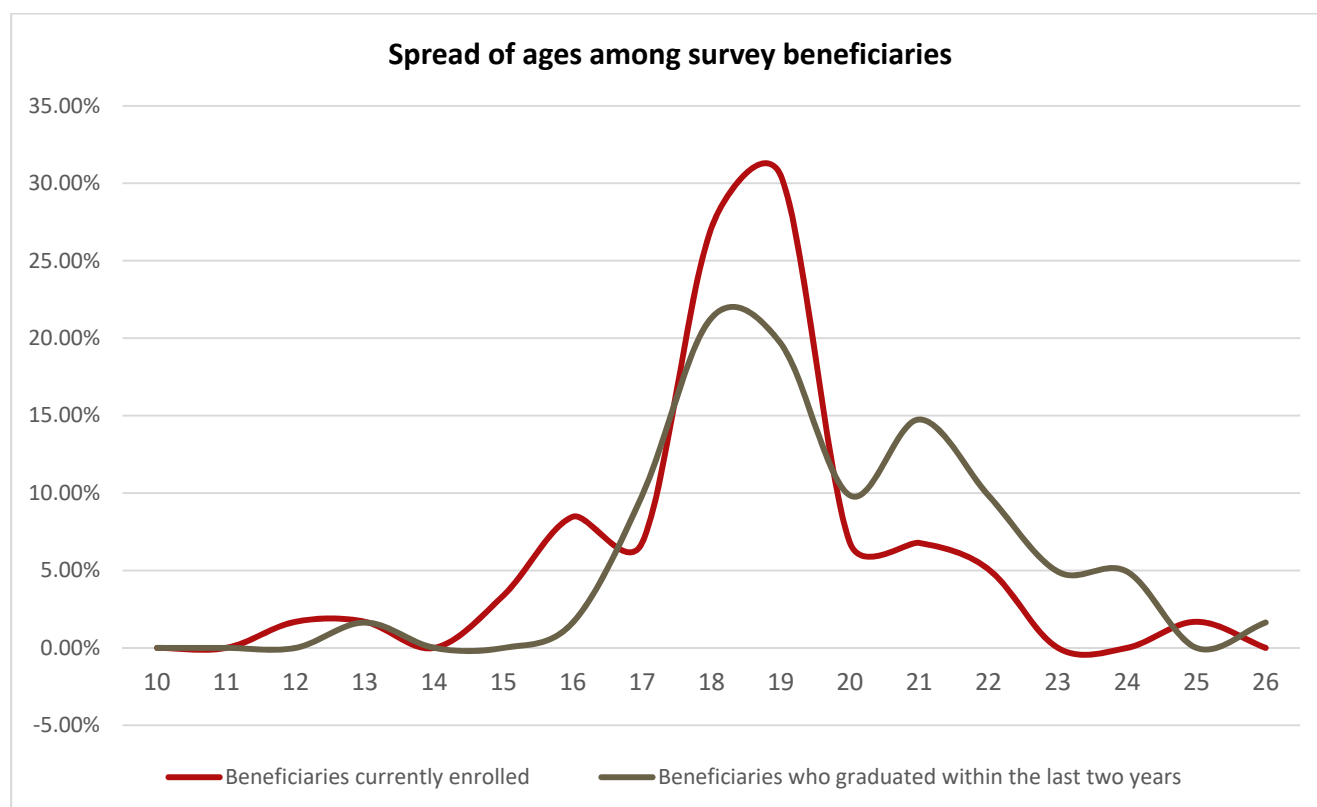
¹¹³ Individual interview, beneficiary (M, 19), New Kru Town, 15 October 2018.

Figure 9: Overview of vulnerability characteristics among respondents



150. Furthermore, data on the age suggests that most B-CAP beneficiaries are towards the older end of the targeted age range (10-19 years), with a significant proportion falling outside of its boundaries altogether. Only 6.78% of beneficiaries in the survey currently enrolled in the project were found to be under the age of 16 years, less than a quarter (22.03%) under 18 years, and over a fifth (20.32%) were found to be older than 19 years. (This is despite the fact that the sampling strategy for the selection of beneficiaries actively sought to ensure that younger beneficiaries had a *higher probability of selection* for inclusion in the survey, suggesting that the proportion of older beneficiaries is even higher amongst the broader population of B-CAP beneficiaries). These findings suggest that the project is not yet doing enough to ensure the equal participation and inclusion of younger adolescents.

Figure 10: Spread of ages among survey beneficiaries



151. These findings on recruitment were supported by evidence from qualitative interviews, where key stakeholder, community leaders and B-CAP staff, acknowledged that B-CAP may not always been reaching the most vulnerable: *“the community leadership should be more involved in the recruitment process. There are more vulnerable people that we encounter on a daily basis, that the project does not know.”*¹¹⁴ Stakeholders consistently noted the challenge of limiting admission to the project, given overall levels of deprivation and need in the target communities, and the fact that staff are reluctant to turn people away when they come to their office and express interest in participating in the project.

*“The struggle is recruitment – there are so many needs, so prioritizing who is the most vulnerable is the challenge. I think people are missed because of limited spaces in the project.”*¹¹⁵

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R. *“Do you ever turn girls away because they don’t meet the vulnerability criteria?”*

P. *“They told us the project is for the less fortunate. But sometimes people come and look all dressed up and looking nice. I take down their information and they start coming... many come because they just want skills training.”*¹¹⁶

¹¹⁴ Individual interview, key informant, West Point, 18 October 2018.

¹¹⁵ Group interview, key informants, 4 September, 2018.

¹¹⁶ Individual interview, key informant, New Kru Town, 16 October 2018.

Equity and outcomes

152. In addition to challenges in recruitment, evaluation findings indicate that the project may not be benefitting those who are most vulnerable quite as much as those living in less disadvantaged circumstances. Whilst B-CAP is overwhelmingly valued by beneficiaries and has contributed to meaningful changes in their lives, the effectiveness of the project in achieving results depends on the circumstances of each individual beneficiary. Beneficiaries with particular vulnerabilities or complex needs were found to be less likely to benefit fully from the project. For instance, qualitative findings illustrated how income poverty may create barriers to adolescent girls' participation and attendance, particularly where attending the project would require them to reduce hours spent working:

R. *"Were you interested in the project right away?"*

B. *"At first no, but she encouraged me and then I came..."*

R. *"What were your doubts?"*

B. *"My time is money and I didn't want to waste my time. I wanted to go to the market and sell."¹¹⁷*

153. Research findings suggest that adolescents with children face particular barriers to participating in B-CAP. Several respondents explained that they were forced to leave their children in inadequate care arrangements in order to attend B-CAP activities: *"when I go to B-CAP people in the community look after my children"*.¹¹⁸ In other cases, mothers were required to send their children away to live with extended family, in order to participate in the project:

R. *"How did you feel about joining the project?"*

B. *"First when they told me it was free, I thought – who would take care of my child? But after the counsellor came to me I became motivated to come and since I've been coming..."*

R. *"How old was your child at the time?"*

B. *"One year old."*

R. *"And who was looking after the child?"*

B. *"My grandmother. I sent the child to the bush, so I can come to school. Because I have nobody to help... my grandmother is looking after the baby. She is too old... but I have no choice. I have to send her to the bush."*

R. *"Do you miss your baby?"*

B. *"Yes! I miss her so much. I wish I could make some money so that I could bring her back to town."¹¹⁹*

154. Whilst these beneficiaries were both willing and able to make alternative arrangements for child care, given the challenges they have raised, it is likely that there are many other young women for whom child care is a barrier to enrolling in B-CAP. Furthermore, these findings indicate that separation of young children from their

¹¹⁷ Individual interview, beneficiary (F, 19), New Kru Town, 15 October 2018.

¹¹⁸ Individual interview, beneficiary (F, 18), New Kru Town, 15 October 2018.

¹¹⁹ Individual interview, beneficiary (F, 18), New Kru Town, 15 October 2018.

mothers, compromising the wellbeing of both mothers and children, or placement of children in inadequate child care arrangements, may be potential unintended negative consequences of the project.

155. In addition to creating barriers to participation, survey data suggests that beneficiaries' levels of vulnerability may also influence the *benefits* they gain from the project. Respondents who were from poorer households reported fewer benefits from B-CAP than respondents from wealthier households ($p < 0.05$). Interestingly, respondents who spent more hours doing housework at home also reported fewer benefits from B-CAP ($p < 0.1$). Together these findings indicate that the project is not in practice fully delivering on equity expectations despite the formal recognition of equity in its design, and that beneficiaries from deprived backgrounds, may require additional or extra forms of support in order to benefit fully from the project.
156. Accommodation support was one particular area of additional need which emerged from the evaluation. A number of vulnerable adolescents lacked a safe place to live, and whilst in several cases B-CAP staff reported taking it upon themselves to arrange accommodation for beneficiaries with particular needs, this is not a formal part of the project, and required staff to draw upon their own funds. Several project staff identified accommodation support as a gap in the project; *"Some girls have come from another community and they have left their parents, they are living here alone. We need a safe house for them. One of the boys on the project, I pay his rent, as I don't want him to go back (to where he came from)."*¹²⁰ Adolescents whose families live outside of West Point and New Kru Town, some of whom were trafficked to Monrovia for the purposes of labour exploitation, were found to be particularly in need of (alternative) accommodation, as were adolescents who were victims of domestic violence at home.

8.2.9. Involvement of stakeholders and beneficiaries in planning, designing, implementation and monitoring

How effectively have program stakeholders and beneficiaries (adolescents, caregivers and other relevant stakeholders) been actively involved in the planning, designing, implementation and monitoring of B-CAP activities?

157. The evaluation findings suggest that UNICEF and implementing partners engaged beneficiaries in the design of B-CAP, consulting them on the types of services and activities which they would find useful: *"Even though we had those reports [referring to the Adolescent Girls Vulnerability Assessment] we didn't suggest to the girls what to do, we asked them to choose what to do. That is how we came up with baking, hospitality, tailoring, cosmetology."*¹²¹
158. Project staff was also found to be open and responsive to the wishes and needs of beneficiaries; several told evaluators about changes that had been made to the project based on inputs from beneficiaries: *"The young people were finding it boring just listening to the same lectures all the time [...] We discussed the issue and we decided to add the home decoration activities, so we had something different to do. It was becoming boring for the young people, so we discussed with them, we gathered their feedback."*¹²²
159. Yet, mechanisms for gathering participant feedback could be strengthened by establishing more structured opportunities or avenues for beneficiaries to use to communicate their views.

¹²⁰ Individual interview, key informant, New Kru Town, 19 October 2018.

¹²¹ Group interview, key informants, 3 September 2018.

¹²² Individual interview, key informant, New Kru Town, 16 October 2018.

160. Whilst caregivers as well as community members mentioned engaging with B-CAP representatives, these interactions tended to involve the provision of information around the project and its activities. Caregivers described attending monthly parent meetings in order to learn about project activities and receive updates on challenges experienced by adolescents. Similarly, annual progress reports from implementing partners refer to community meetings aimed at updating the community on project deliverables and timelines.¹²³
161. While these activities serve an important function in building community support and ownership around the project, the evaluation did not find evidence of how care givers or community members had been actively involved in the planning, designing, implementation and monitoring of the project. The participatory aspects of B-CAP could be strengthened by ensuring that these meetings also provide caregivers with an opportunity to share their views. By strengthening the opportunities for active participation by beneficiaries and other stakeholders, B-CAP may improve its effectiveness in responding to the evolving needs of their beneficiaries and the wider communities.

8.2.10. Monitoring and Evaluation System

Does B-CAP have an effective monitoring and evaluation mechanism in place? How is B-CAP using the information generated by the M&E system?

162. UNICEF developed a 'Performance indicators framework' for B-CAP, which corresponds with the B-CAP Results Framework, and includes a number of indicators for measuring progress under each of the project outcomes (or expected results).¹²⁴ The performance indicators framework is generally coherent, with specific and measurable indicators that meaningfully reflect the B-CAP's outcomes and objectives. A comprehensive and effective monitoring and evaluation mechanism for measuring these, and capturing the project's impact more broadly, was found to be lacking, however. Whilst UNICEF and implementing partners undertake some monitoring and evaluation activities, these appear to be very basic, and do not comprehensively address all of the indicators in the project's 'Performance Indicators Framework'.
163. UNICEF does maintain an 'indicator tracking sheet' which sets out progress towards some of B-CAP's targets. The indicators relate primarily to the delivery of activities, but several do capture results of the project. These include: number of adolescents who have completed ABE and enrolled in formal education (with improved grade average); percentage of adolescents who report that a decision they made was positively impacted by the life skills programme (targeted adolescent girls are able to identify a dream they have and list the steps it takes to make the dream a reality); number of adolescents who expressed safety in services provided at the resource centre and support from parents and guardians; and, finally, percentage of targeted adolescent girls 10-19 who have utilized their livelihood skills training by selling goods or have gained formal employment. Several of these indicators are poorly formatted, with different 'outcomes' combined into a single indicator, and thus fail to meaningfully capture the results of the project. Furthermore, it appears that the methodologies that have been used to measure them are not always rigorous. For example, data on the 'decision making' indicator listed above was reportedly collected through a combination of 'informal' focus groups and interviews conducted during monitoring visits.¹²⁵

¹²³ Samaritan's Purse, 16 December 2016, Final report: Be the change agent programme (BCAP) 2016 SC140423, Reporting Period: January 2016– December 2016; SHALOM, 18 December 2016, Final report: Be the change agent programme (BCAP) 2016 SC140423, Reporting Period: January 2016– December 2016.

¹²⁴ See Annex B of the evaluation.

¹²⁵ UNICEF, B-CAP Programme Indicator Tracker.

164. In addition to some basic indicator tracking, implementing partners SHALOM and Samaritan's Purse submit quarterly reports to UNICEF, which include descriptive information on the activities that have been delivered, and human interest stories that illustrate how the project has shaped the lives of individual adolescents.¹²⁶
165. Baseline data for B-CAP is also very limited. Samaritan's Purse conducted a baseline survey amongst beneficiaries in West Point at the start of the project in 2016. The survey gathered information about beneficiaries' age, gender, family/living situation, school enrolment and performance, and future aspirations. Whilst this information gave project staff insights into the circumstances and vulnerabilities of project beneficiaries, which could be used to inform programming, comparable follow up data has not been collected. Implementing partners explained that data has not been collected because of changes in the project indicators. However, the lack of comparable data means UNICEF and partners have missed an important opportunity to understand how beneficiaries' circumstances changed over the course of the project. Furthermore, the baseline data did not address all indicators in the B-CAP results framework. No baseline data was collected in New Kru Town.
166. Importantly, UNICEF has not established an ongoing monitoring system for B-CAP, which could be implemented by NGO partners throughout the project.¹²⁷ In particular, the project lacks a database for gathering standardised information about all project beneficiaries. Without such a database, the project cannot monitor even very basic information about the beneficiaries it is serving, their basic demographics, the selection criteria that they meet, the services they have received, or outcomes relevant to the project's monitoring indicators. For instance, a database should include basic demographic information, background / life history information that is relevant to the project (e.g. selection criteria), information on the services that beneficiaries receive as part of the project, and, ideally, basic information on outcomes relevant to the project's monitoring indicators (such as employment or school enrolment). This lack of monitoring data undermines B-CAP's evaluability and a monitoring database should be developed and implemented as a priority.
167. Strengthening the B-CAP's monitoring and evaluation system would enable UNICEF and partners to make evidence-based adjustments to the project's design, and advocate for its replication, ultimately promoting sustainability.

8.2.11. Conclusions on the effectiveness of B-CAP

1. The vast majority of beneficiaries included in the project were found to be vulnerable and in need of interventions, however, due to the flexible and inclusive approach to admission, only a minority of beneficiaries in the evaluation was found to belong to the *most* disadvantaged groups of adolescents. [Paras 149 – 151].
2. B-CAP has been particularly effective at transforming beneficiaries' sense of self-worth and self-esteem. Furthermore, building adolescents' self-esteem appears to contribute to other expected results of the project, for example, by increasing beneficiaries' chances of adopting safe and healthy behaviours. [Paras 106 – 110].
3. In several cases, unintended consequences of the project had a negative influence on beneficiaries' self-esteem. For example, the project's emphasis on preventing (unwanted and unintended) teenage

¹²⁶ Group interview, key informants, 4 September 2018; Individual interview, key informant, 4 September 2018.

¹²⁷ Group interview, key informants, 4 September 2018; Individual interview, key informant, 4 September 2018.

pregnancy was found to have reinforced stigma faced by pregnant girls, and created barriers to their participation in B-CAP. [Paras 111 – 113].

4. Beneficiaries recognised the practical value of the basic literacy and numeracy skills they had developed through B-CAP, and many expressed a desire to continue to pursue further education. Many face barriers to entering formal education, however; the fact that B-CAP does not provide direct support to adolescent girls' formal education emerged as a gap in the project. [Paras 122 – 129].
5. Livelihood training was the aspect of B-CAP most valued by beneficiaries, given the levels of income poverty they experience. The majority of beneficiaries who received livelihoods training are applying their skills, however, evaluation findings suggest that this has yet to translate into a meaningful increase in income for beneficiaries. [Paras 130 – 133, 136].
6. Livelihood training can reinforce behavior change by providing less risky strategies for income generation and serves to empower adolescent girls by challenging and transforming structural gender inequalities. A potential unintended consequence of training girls in trades that are typically coded female (hair braiding, baking, soap making, cosmetology, tailoring, hotel management) may be the reinforcing of gender stereotypes, limiting girls' sense of what they are able to achieve or to become. [Para 134].
7. Evidence from the evaluation suggests that B-CAP has contributed to a reduction in risky behaviours amongst adolescent girls. B-CAP appears to have been particularly effective in reducing beneficiaries' likelihood of engaging in sex work, and to have reduced drug and alcohol use amongst beneficiaries. [Paras 140 – 148].
8. Whilst B-CAP is overwhelmingly valued by beneficiaries and has contributed to meaningful changes in their lives, the effectiveness of the project in achieving results depends on the circumstances of each individual beneficiary. Findings indicate that the project may not be benefitting particularly vulnerable beneficiaries or those with particularly complex needs quite as much as those who face fewer disadvantages. Furthermore, the evaluation identified barriers to participation and inclusion faced by certain groups, such as girls who are mothers or those in particularly desperate economic circumstances. [Paras 152 – 156].
9. Finally, B-CAP's monitoring and evaluation system needs to be strengthened, including through the establishment of a monitoring database, in order to improve the project's evaluability and allow for evidence based improvements to be made. [Paras 162 – 167].

8.3. Efficiency of B-CAP

8.3.1. Cost-effectiveness and use of resources

Has B-CAP used resources most economically to achieve its objectives up to this point?

To what extent are B-CAP activities delivered in a cost-effective way? Could the resources used be maximised to reach better results?

Have any additional resources been allocated by partners/ stakeholders/ counterparts to cover costs (even if partially) to pair with the project?

168. The evaluation found that B-CAP is using available resources economically to reach its objectives. In particular, the project has made efficient use of staff time, in order to maximise outcomes for a large number of beneficiaries. The project is delivered by a relatively small team: according to respondents, about 11-13 staff members are involved in implementing B-CAP in each of the project sites. Through an effective combination of group activities and individual support, staff are able to provide general services to a large number of adolescent beneficiaries, while also offering individualised and one-on-one support flexibly where this is necessary to achieving outcomes. Staff described how they were able to identify adolescents in need of additional educational or emotional support and would provide extra support as and when needed:

R. *"How often do you meet one-on-one with the beneficiaries?"*

P. *"Anytime they have a problem I will take [them] to the counselling room and help them to solve the problem."*

R. *"Do you reach out to them or do they come to you?"*

P. *"They do come to us. Or I might see them sitting a certain way and I will ask them what is going on and we encourage them to come and explain to us."¹²⁸*

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"I had one girl, her grammar was not good, what I usually do, is tell her to go rest a while, and come back at 3 p.m. and we help her then [after the main class]."¹²⁹

169. As is demonstrated by the excerpts above, the B-CAP resource centre plays a key role in this model: all group activities are delivered through the centre, and beneficiaries visit regularly, allowing for daily interactions with staff. Through these interactions, staff are able to identify beneficiaries who require additional support. Staff are also able to use any extra down time at the centre, before and after group sessions, to provide additional and one-to-one support.

170. The project's livelihoods training component has also drawn upon innovative approaches to deliver activities in a cost-efficient way. By connecting with local business owners, B-CAP has been able to provide beneficiaries with applied skills training and job-experience at a very low cost to the project. Whilst respondents explained that business owners agree to such arrangements in part to support disadvantaged young people – *"we try to get them to provide it for free because of where these girls are coming from"*¹³⁰ - the 'internship' model is efficient, as it provides mutual benefits to both businesses and interns through little or no cost to either party; adolescents receive "on the job training" and build connections for future employment opportunities, whilst businesses benefit from free and short-term labour.

Analysis of SHALOM's budget for implementing B-CAP suggests that the project costs an average of **1,591.85 USD** for each beneficiary to complete all project components (life skills, livelihoods and ABE) and graduate from the project. This was calculated based on an analysis of SHALOM's actual spend over the period from March 2017 – October 2018, broken down by project component.¹³¹ This result was found to be similar to the

¹²⁸ Individual interview, key informant, West Point, 18 October 2018.

¹²⁹ Individual interview, key informant, New Kru Town, 16 October 2018.

¹³⁰ Individual interview key informant, New Kru Town, 16 October 2018.

¹³¹ Costs per beneficiary were calculated based on the assumption that each beneficiary spends one year attending life skills trainings and ABE, and using the average cost of completing a livelihoods programme (covering vocational

cost of implementing other comparable adolescent empowerment programmes. For example, an evaluation of the World Bank funded Economic Empowerment of Adolescent Girls and Young Women Project (EPAG) conducted in 2014¹³², found that the project cost 1,350.00 USD per beneficiary for business skills training¹³³ (1,430 USD adjusted for inflation) and 1,650.00 per beneficiary for job skills training¹³⁴ (equivalent to about 1,750 USD adjusted for inflation).¹³⁵ The evaluation concluded that EPAG's costs were equivalent to similar skills training and empowerment programmes implemented in other contexts. This suggests that B-CAP's cost per beneficiary is typical of adolescent empowerment and livelihoods projects. Given findings on B-CAP's effectiveness in achieving its expected outcomes, the project appears to be cost-effective, relative to other projects.

171. The evaluation identified very few barriers to the efficient implementation of the project, however several stakeholders mentioned that UNICEF's short-term funding cycles had disrupted continuity in planning and implementation of the project:

*"[...] I don't understand UNICEF's funding sources, but generally they design a multi-year project but they deal with it in segments and I think that is challenging. There is always stop and start. That becomes challenging when you think about HR, keeping staff; there are expenses to that or you lose staff because there is a two month break in funding – then you have to hire and retrain. [...] I am not opposed to annual reviews but it is frustrating when a five year programme split into five separate years of funding."*¹³⁶

172. The lack of secure long-term funding creates uncertainties about the continuation of the project, impacting on staff retention and creating inefficiencies associated with staff turnover, such as hiring, retraining, and loss of institutional knowledge on the project. Not only does this require extra resources, it may also halt the continuous efficient implementation of the project, with negative implications for beneficiaries.
173. The evaluation did not find evidence of any significant additional resources being allocated to the project to supplement UNICEF funding. However, evaluators did learn about several instances where project staff provided extra support to beneficiaries, covering a specific need falling outside of B-CAP: *"One of the boys on the project, I pay his rent, as I don't want him to go back (to where he came from)."*¹³⁷ Additionally, as discussed above, a number of business owners have provided their time, skills and at times materials in support of the

training, internship, start up kit, etc.). In reality, there is likely to be a wide variation in cost between different beneficiaries given variability in the amount of time beneficiaries spend in B-CAP, the activities they attend, the sequencing of these, the particular livelihoods training they receive, etc. Given that in practice not all beneficiaries are receiving livelihoods training, the actual average cost per beneficiary is likely to be somewhat lower.

¹³² Adoho, F., et al, 'The Impact of An Adolescent Girls Employment Programme: The EPAG Project in Liberia', The World Bank, Policy Research Working Paper 6832, April, 2014.

¹³³ This included training in entrepreneurship principles, market analysis, business management, customer service, money management, and record-keeping.

¹³⁴ This included training in hospitality, professional cleaning / waste management, office / computer skills, professional house and office painting, security guard services, and professional driving.

¹³⁵ Both the costing analysis of B-CAP and the costing analysis of EPAG considered all project expenses (including overheads, management, etc.) in per beneficiary costs.

¹³⁶ Group interview, key informants, Monrovia, 4 September 2018.

¹³⁷ Individual interview, key informant, New Kru Town, 19 October 2018.

project. Finally, implementing partners have dedicated some of their own resources to B-CAP's implementation.¹³⁸

8.3.2. A unique project: UNICEF's comparative advantage in implementing B-CAP

To what extent are other agencies in Liberia implementing similar interventions that are being implemented more efficiently than B-CAP?

To what extent is there any UN interagency collaboration for adolescents and youth? What is UNICEF's comparative advantage for designing and implementing B-CAP?

174. Whilst adolescent empowerment programmes have been implemented in Liberia in the past, key stakeholders at national and community levels emphasised that B-CAP is filling an important gap at present. When asked about whether similar projects exist in West Point and New Kru Town, respondents replied that B-CAP is distinctive and does not replicate other interventions:

R. "Are there other NGOs in the area running similar projects?"

P. "No, there are no other NGOs doing the same thing. B-CAP is exceptional... It is benefiting the community members. They can make something to make ends meet, so they don't depend on men to give them something... This girl that I know in the community – she bakes bread, makes small money, feeds her children."¹³⁹

R. "Are you aware of any similar programmes implemented by other organisations?"

P. "No ... we do have other organisations working with adolescents but not the vocational training aspect. Some of them have safe forums, for rape victims for example, but not the empowerment aspect."¹⁴⁰

175. The evaluation found two interventions which were particularly similar to B-CAP in scope and design. The World Bank's Economic Empowerment of Adolescent Girls and Young Women (EPAG) project, which came to an end in 2015, delivered 6 months of classroom training followed by another 6 months of job placement and support (including micro-enterprise advisory services and internship and job placement assistance) to girls between the ages of 16 and 27 in and around Monrovia and Kakata. A second programme, the Programme on Advancing the Rights of Adolescent Girls (JPAC), which was implemented jointly by UNICEF, UN Women, UNFPA, the WHO and UNESCO, provided vulnerable and disadvantaged girls with a combination of services similar to B-CAP but lacked a livelihood skills component. This programme came to an end in 2016.

176. According to UN Agency representatives interviewed for the evaluation, since the JPAC programme ended, interagency collaboration on adolescent and youth programming has been limited. Whilst acknowledging the problems they had faced implementing the previous joint programme, which had been challenging to coordinate and required agencies to negotiate and balance competing priorities, key informants emphasised the importance of improving collaboration:

R. "Do you have recommendations for UNICEF?"

¹³⁸ B-CAP Budget, 15 March 2017 – 30 November 2018, SHALOM.

¹³⁹ Individual interview, key informant, West Point, 18 October 2018.

¹⁴⁰ Group interview, key informants, 4 September 2018.

P. "Information sharing. If there are meetings other partners should be in, they should not be ignored. It is part of the reason why we are stuck with this joint programme and haven't done anything since 2016."¹⁴¹

177. Evaluation findings indicate a strong consensus amongst stakeholders that UNICEF is particularly well placed to implement B-CAP. Key informants emphasised that UNICEF has a comparative advantage in adolescent programming given its strong relationship with key government partners, multi-disciplinary technical expertise, and access to resources:

R. "Do you think that UNICEF is well placed to work on adolescent issues?"

P. "[...]in Liberia UNICEF has the advantage... they are very strong in advocating for vaccines, supporting government for nutrition, as well as commodities like jobs, supplies ... in that area of their mandate they are very strong, as well as education. When it comes to B-CAP, UNICEF is well-placed: they have a comparative advantage [in empowerment work]."¹⁴²

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"They have been the strongest of the UN Agencies in terms of resources... they have been doing well – I think they've been doing a tremendous job."¹⁴³

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"UNICEF is one of the brains behind the establishment of the adolescent girls division in the Ministry of Gender, and they have been very supportive – providing technical and financial support, and supporting the establishment of adolescent resource centre and a referral system."¹⁴⁴

8.3.3. Conclusions on the efficiency of B-CAP

1. The evaluation found that B-CAP is using available resources economically to reach its objectives. In particular, the project has made efficient use of staff time, in order to maximise outcomes for a large number of beneficiaries. The B-CAP resource centre plays a key role in this model: all group activities are delivered through the centre, and beneficiaries visit regularly, allowing for daily interactions with staff. [Paras 168 – 171].
2. Whilst B-CAP is an expensive project [estimated to cost an average of \$1,591.85 per beneficiary], the project's cost is necessary to effectively achieve outcomes. The project's cost per beneficiary was found to be similar to comparable programmes implemented in the region. [See box between paras 170 and 171].
3. Whilst adolescent empowerment programmes have been implemented in Liberia in the past, key stakeholders at national and community levels emphasised that B-CAP is filling an important gap at present and is not replicating other programming [Paras 174 – 175].
4. Evaluation findings indicate a strong consensus amongst stakeholders that UNICEF is particularly well placed to implement B-CAP given its relationships with government, multi-disciplinary technical

¹⁴¹ Individual interview, key informant, 4 September 2018.

¹⁴² Individual interview, key informant, 4 September 2018.

¹⁴³ Individual interview, key informant, 4 September 2018.

¹⁴⁴ Individual interview, key informant, 5 September 2018.

expertise and access to resources. There is room for increased inter-agency collaboration and cooperation, as well as increased involvement of / cooperation and collaboration between UN stakeholders. [Paras 176 – 177].

8.4. Sustainability of B-CAP

Are the activities and their impact likely to continue after the support is withdrawn?

178. The following section considers the sustainability of B-CAP, looking first at the sustainability of the project's outcomes for individual beneficiaries, and then at the sustainability of the project itself.

8.4.1. Sustainability of outcomes for beneficiaries

What measures have been built into B-CAP to sustain its outcome?

179. It is difficult to comment conclusively on the sustainability of outcomes for individual B-CAP beneficiaries given that the project is still in the early stages of implementation and those who have graduated did so in the last year. When asked to comment on the sustainability of B-CAP outcomes, however, many respondents were optimistic about the potential for sustainability; *“There are definitely impact stories. On the individual level where through the project they have become more sustainable in their context – reduced vulnerability, etc. There are a lot of great stories that would prove that.”*¹⁴⁵ It appears that, at least in the short term, the project has achieved sustainable outcomes for a number of its beneficiaries.

180. Indeed, B-CAP staff reported that the project includes several measures to promote sustainability of outcomes for individual beneficiaries. For instance, job placement officers explained that they regularly follow up with graduates to support their livelihoods activities:

R. *“What happens after graduation?”*

B. *“We do follow up on the starter up kit...I go and see how they use the startup kit.”*¹⁴⁶

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R. *“When a girl graduates does that mean you no longer follow up?”*

B. *“No, no, no ... I always tell them, so long as you become part of SHALOM, you become a representative of UNICEF. Even if you go and marry... I follow them every day – even old ones, even new ones – they are still are [part of us]. So I am always in contact with the 2016 and 2017 girls.”*¹⁴⁷

181. Several respondents suggested a need to increase follow up work with graduates, to ensure that they maintain improvements gained through the project, and recommended that the project provide minimal material support (such as livelihood resources) to graduates where this is necessary to help sustain B-CAP outcomes:

R. *“Do you have any recommendations?”*

P. *“The only recommendation I have is that those that graduate – they must still monitor them small.”*

¹⁴⁵ Group interview, key informants, 4 September 2018

¹⁴⁶ Individual interview, key informant, West Point, 18 October 2018.

¹⁴⁷ Individual interview, key informant, New Kru Town, 16 October 2018.

R. *“Is that happening – do the B-CAP staff visit your daughter?”*

P. *“Yes, sometimes they go and see how she is fixing the bread. They need to monitor not only my daughter. Sometimes the girls have their things stolen. And they should do workshops for the older students too.”*

R. *“Do they sometimes fall back into their old behaviour?”*

P. *“It can happen sometimes...”¹⁴⁸*

182. Finally, B-CAP’s holistic design is conducive to achieving sustainable outcomes. By addressing multiple aspects of adolescent girls’ vulnerability and building their capacities in a number of complementary areas, B-CAP’s approach reduces the risk that challenges in one aspect of a project graduate’s life will undermine achievements in another. This is supported by findings in the effectiveness section of the evaluation, which presents evidence on how results in relation to one aspect of B-CAP improve and reinforce results in another. It is also supported by learning which has resulted from other adolescent empowerment programmes, such as the well-regarded Empowerment and Livelihood for Adolescents (ELA) programme.¹⁴⁹

8.4.2. Sustainability of B-CAP activities

What are the major factors which are likely to influence the achievement or non-achievement of sustainability of the project?

183. Evaluation findings suggest that B-CAP lacks a specific approach to ensuring continuation of the project once UNICEF funding is withdrawn. Whilst the project proposal does include a statement on sustainability, which sets out aspirations on the generation of sustainable capacities at national and community levels, a concrete and action-oriented strategy for achieving these has not been developed.¹⁵⁰ The project’s lack of a sustainability strategy was one of the main gaps in the project identified by participants, and should be a priority moving forward. As one key informant pointed out, *“At this point I don’t think we can say that the project is sustainable. I think that is a weakness – there is no sustainability strategy to the project... There hasn’t been an intentional strategy to work towards that sustainability”¹⁵¹.*

To what extent has the roll-out of the B-CAP contributed to the generation of sub-national and national capacity such that it will be sustainable if UNICEF funding ceases?

184. B-CAP’s capacity building contributions have been limited to the project’s direct beneficiaries, and, to a much lesser extent, caregivers. These efforts appear to have made minor contributions to the sustainability of the project’s messaging and awareness raising elements; annual reports from implementing partners describe how adolescents who have been part of the project go on to act as peer educators/facilitators in their communities, allowing the project to expand its reach. Many of the beneficiaries interviewed for the study described adopting this role with enthusiasm:

¹⁴⁸ Individual interview, caregiver, West Point, 17 October 2018.

¹⁴⁹ Kashfi, F., et al, ‘BRAC’s Empowerment and Livelihood for Adolescents: Changing Mind-sets and Going to Scale with Social and Financial Skills for Girls’, Child Poverty Insights, November 2012, https://www.unicef.org/socialpolicy/files/BRAC_-_November_2012.pdf.

¹⁵⁰ UNICEF Liberia, 2014, Be the Change Agent: Adolescent Development Project Proposal.

¹⁵¹ Group interview, key informants, 4 September 2018.

"In the last classes we learned how to teach our friends. I teach them about teenage pregnancy, and what they should consider – 'how are you going to feed your child?'"¹⁵²

"I even go back to the ghetto and talk to my friends there... they look at me and see how I have changed. And they want to change too – they just need someone to talk to them! So when I do I think they would join the project."¹⁵³

185. The achievement of community engagement in B-CAP messaging is a positive development, which may expand the reach of B-CAP messaging and increase community support and demand for the project. But it does not begin to address the question of how the project itself will be sustained.

What is the level of buy-in of local and national partners (Government, civil society and community) to B-CAP?

Are there indicators that show ownership of the Government in setting priorities, strategic planning and budget allocation?

186. Government stakeholders at national and sub-national levels articulated strong support for B-CAP, fully endorsing its approach, aims and objectives. Several government partners reported engaging in discussions with UNICEF about models for delivering B-CAP after UNICEF's exit. As one key informant explained, *"One of the things we have been looking at is using a national youth service... it would hire university graduates and after three or four years if UNICEF is pulling out we will have trained volunteers who can take up the task, fill the void of UNICEF pulling out..."¹⁵⁴* These initiatives are still at exploratory stages, however. As of late 2018, when the evaluation was undertaken, there were few indications of government ownership of the project, and steps to transfer responsibility for implementing B-CAP activities to government partners (such as those contained in the project proposal's exit strategy) had not been undertaken.
187. Furthermore, evaluations findings suggest that UNICEF is unlikely to obtain funding commitments from government to contribute to the project's delivery in the near future. UNICEF representatives explained that government partners' enthusiasm for B-CAP has not been backed up by budget allocations, despite UNICEF's persistent advocacy efforts. A key government partner acknowledged this challenge:

"These projects, like the one with Shalom and Samaritan's Purse, are supported directly by the donors... the issue of sustainability has been one of the challenges because of the low budgetary support. The government is very happy about the project, but the availability of funding is a challenge...I don't know if it is commitment or something - sometimes we do budget, but the budget gets cut."¹⁵⁵

188. As noted above, the development of a concrete and actionable sustainability strategy could facilitate UNICEF's efforts to achieve increased government responsibility for funding and delivering B-CAP. This strategy should be realistic, however. Given limitations in government's budget and capacity, B-CAP will need to be delivered by NGOs and supported by UNICEF (and other donors) for the foreseeable future. Furthermore, this strategy should avoid dividing responsibility for delivering B-CAP across government agencies, as this would likely result in the dissolution of the project's integrated approach, which has been a critical component of its success.

¹⁵² Individual interview, beneficiary (F, 19), New Kru Town, 15 October 2018.

¹⁵³ Individual interview, beneficiary (M, 19), New Kru Town, 15 October 2018.

¹⁵⁴ Group interview, key informants, 5 September 2018.

¹⁵⁵ Individual interview, key informant, 5 September 2018.

8.4.3. Potential for scale up and replication: considerations and possibilities

To what extent is the project likely to be scaled up to address the needs of vulnerable adolescents more broadly/ beyond existing communities; why/ why not?

To what extent could the project be a model for replication in other locations/ countries/ regions?

189. There is strong potential for B-CAP to be expanded within existing project sites, as well as replicated outside of Montserrado County, or even in other countries / regions. Evaluation findings suggest that the project is an effective model, which is generally well designed to meet its objectives, and urgently needed within the Liberian context. The project is narrow in scope, however, and is not sufficiently resourced to meet the scale of need amongst vulnerable adolescent girls. Indeed, when asked to make recommendations for the improvement of the project, respondents repeatedly emphasised that the project should be expanded to reach a larger population of adolescent girls:

“You should expand the project – I want you people to stay a longer time. There are not many opportunities for the girls here. If we had a bigger space we could incorporate more girls. We appreciate the project a whole lot.”¹⁵⁶

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R. *“Do you have any final recommendations or suggestions?”*

B. *“West Point is densely populated and the number of children we work with is limited – we would like to expand to change more children’s lives.”¹⁵⁷*

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R. *“In your view what is going well in B-CAP and what have some of the challenges been?”*

B. *“We need to revisit the project and see how we can expand it. We are appealing to UNICEF to expand the project in other communities and increase the skills training.”¹⁵⁸*

190. The scaling up of B-CAP will require a significant long-term investment, however, as it is an intensive intervention and an expensive project to run. It is highly unlikely that the intervention could be made available to all adolescents in Liberia who are in need of the intervention or could potentially benefit from it. Given this, and as discussed in the relevance section of this report, it is important for UNICEF to revisit questions about targeting, and establish further clarity on the population B-CAP is intended to serve.

191. It is also necessary for UNICEF to consider different approaches to scaling up B-CAP, whilst minimising the cost of doing so. In order to inform this consideration, evaluators undertook a review of a range of models and platforms for scaling up empowerment programmes, which have been successfully applied in other contexts. Unfortunately, evidence on approaches taken by similar programmes and their effectiveness is limited, however evaluators did identify several strategies that are worth considering.

¹⁵⁶ Focus group discussion, community members, West Point, 18 October 2018.

¹⁵⁷ Individual interview, key informant, West Point, 18 October.

¹⁵⁸ Individual interview, key informant, New Kru Town, 19 October 2018.

192. **Integrate B-CAP interventions into existing (government) services:** Discussions of sustainability and scalability in the B-CAP's proposal focus on integrating B-CAP interventions into existing government services, such as health and education services. EDUCATE, an adolescent empowerment programme focussed on addressing youth unemployment in Uganda, applied this approach.¹⁵⁹ The programme partners with schools and governments to reform curricula and teaching models, in order to ensure that students develop the skills they need to find employment, start their own businesses, and ultimately contribute to local economic development. The EDUCATE programme was delivered by NGOs in its first phase, but has planned to reduce costs and expand scale by providing technical support to schools to deliver EDUCATE activities themselves. The project costs about 100 USD per beneficiary, around one tenth of the cost of B-CAP, EPAG, and other stand-alone empowerment projects. Last year the project reached 25,000 youth in Uganda.
193. Whilst EDUCATE's approach of integrating its service into schools has allowed the project to reach far more beneficiaries than B-CAP did and at a lower cost, the approach is not conducive to meeting the needs of vulnerable adolescent girls. Firstly, the service is only delivered to children who are currently attending school. Secondly, it lacks B-CAP's holistic approach to empowerment, achieved through a holistic range of interventions (life skills training, confidence building, mentorship and counselling support, gender empowerment, and, importantly, a safe space for adolescent girls). If B-CAP were divided up and delivered through existing services the benefits of a holistic, intensive and integrated service would be lost. Whilst UNICEF might consider supporting interventions through schools, for example to prevent youth unemployment or improve sexual and reproductive health amongst the general population, this type of intervention should be viewed as a complement to B-CAP rather than an alternative.
194. B-CAP could draw on the strategy of partnering with existing services, by identifying community-based organisations / small NGOs that provide support services to children and young people in target communities. Providing capacity building, funds, and potentially some project staff to deliver B-CAP in partnership with an existing service provider could potentially reduce costs associated with management, administration, fuel and the resource centre, if B-CAP were to expand.
195. **Train peer mentors to deliver services and provide support:** A number of adolescent empowerment programmes have used a peer mentor / educator model, where programme graduates are trained to deliver programme activities, and provide general counselling and empowerment support. The EDUCATE project includes a mentorship approach, as does BRAC's Empowerment and Livelihood for Adolescents Project. Whilst B-CAP has drawn upon this approach to some extent, using 'peer educators' to spread B-CAP messaging amongst their communities, it could potentially be used to strengthen the B-CAP intervention itself, through facilitating the provision of more one-to-one support for participating adolescents. It is unlikely that peer mentors or educators could replace existing staff, however.
196. **Provide microfinance loans:** The BRAC ELA model (and other variations of the ELA programme) includes the provision of supported microfinance loans to beneficiaries. Whilst microloans are not provided in all cases and would not replace other forms of livelihood support (e.g. training and skills development), introducing a microfinance component has the potential to expand the level of support provided by the programme at little to no extra costs (loan repayment rates in the ELA programme were nearly 100%).¹⁶⁰

¹⁵⁹ <https://www.experienceeducate.org/>

¹⁶⁰ Kashfi, F., et al, 'BRAC's Empowerment and Livelihood for Adolescents: Changing Mind-sets and Going to Scale with Social and Financial Skills for Girls', Child Poverty Insights, November 2012, https://www.unicef.org/socialpolicy/files/BRAC-_November_2012.pdf.

197. **Demonstrate the effectiveness of the model:** BRAC's ELA programme has been unique in its ability to scale up. The programme has reached hundreds of thousands of adolescent girls across 6 countries and is largely donor funded. BRAC's ability to demonstrate effectiveness and results through robust impact evaluation has been key to its success obtaining the necessary resources to reach this scale.¹⁶¹
198. **Implications for B-CAP:** Whilst analysis of other programmes reveals strategies which could improve B-CAP's potential for scale up, these are somewhat limited and are unlikely to dramatically reduce the cost of the project. This reflects the reality that in resource poor countries with underdeveloped public services, it is not feasible to deliver intensive and specialised interventions (such as B-CAP) on a national scale without significant donor support. It is essential that UNICEF build government's capacity to deliver other essential and relevant services which have greater potential for scale up, including comprehensive sexual and reproductive health education, technical and vocational skills training, and, importantly, child protection services. B-CAP can serve as an important complement to these services, meeting the needs of a particular group of vulnerable adolescent girls. However, additional donor funding will be required in order to effectively scale up the project.

8.4.4. Potential for adaptation: The gender composition of B-CAP

To what extent will B-CAP be more widely replicated or adapted?

199. As has been clearly demonstrated in the previous sections, the evaluation found that, for the most part, B-CAP's design and approach are effective in promoting adolescent girls' empowerment, and should be replicated if the project were to be scaled up. The evaluation did identify a number of areas where small adjustments and adaptations may strengthen B-CAP, however, which are detailed in the recommendations section below. One potential area for adaptation raised by participants was the gender balance of project beneficiaries.
200. B-CAP was originally conceived as a project to empower adolescent girls: it was designed with the fundamental aim of promoting adolescent girls' empowerment in the context of structural inequalities which disadvantage girls in particular. Analysis of the gender transformative aspects of the project is mainstreamed throughout the report (see 'effectiveness of B-CAP' in particular). Notably, B-CAP has successfully strengthened girls' self-esteem, developing their sense of self-worth in the context of norms which often place greater value and expectation on boys (see paras 106 - 110). The project strengthened adolescent girls' agency through empowering them with skills in decision making, goal setting and effective conflict resolution, challenging expectations that girls should be compliant, submissive or even passive (see paras 114 – 119). Finally, the livelihood training and support provided by B-CAP effectively empowered vulnerable adolescent girls to support themselves independently and become valuable and valued members of their communities, in a context where boys tend to have greater access to such opportunities (see paras 130 – 136).
201. Whilst vulnerable adolescent girls remain B-CAP's target population, around 30 boys were recruited in order to serve an advocacy role, spreading B-CAP messaging amongst their peers.¹⁶² The boys were recruited with the aim of increasing girls' empowerment through transforming gender discriminatory attitudes amongst the boys in their communities. The recruitment of boys was not intended to change B-CAP's fundamental aim of

¹⁶¹ See for example: Bandiera, O., et al, 'Empowering Adolescent Girls: Evidence from a Randomised Control Trial in Uganda', October, 2012, <http://econ.lse.ac.uk/staff/rburgess/wp/ELA.pdf>.

¹⁶² It was planned that the project would recruit 90 boys, however at the time that data was collected for the evaluation only 30 had been recruited into the programme.

promoting adolescent girls' empowerment through addressing and transforming structural disadvantages faced by girls and young women.

202. In practice, many of the boys recruited to the project were highly vulnerable in their own right and have benefitted from the support provided by the project. Indeed, the evaluation findings suggest that there is significant need for B-CAP interventions amongst vulnerable adolescent boys, and a number of respondents identified the omission of boys as a gap in the project. As a community member in West Point summarised:

"The boys are the ones that are really involved in bad habits. It is because they lack job opportunities. Some of their parents are determined to send them to school – they restrict them from street life and the boys don't want to be restricted so they jump out of the home to be with their friends. And some of them have negative mentors – they want to be like musicians or football players – they don't have positive mentors so they really need the B-CAP message. They want to be playing music, getting high, like celebrity people. If they had positive mentors they would not go that route...My final comment and recommendation is that we pray for continuation and expansion of this project, and incorporation of more boys to ease the vulnerability of boys in the ghetto, in the street!"¹⁶³

203. Adolescent girls who are currently part of B-CAP expressed diverse views about the extent to which boys should be included in the project. Their ambivalence is captured in the following exchange from a focus group discussion with beneficiaries in West Point:

R. *"Should more boys be brought into the project?"*

B1. *"No – the boys don't have a good heart or a good mind and they are bad for women, they got bad ways. They will bring the bad ways to the project. They boys follow violence too much. Some of them will be acting rude."*

B2. *"The boys are bad because they have no one to advise them... they have no one to advise them. I'm sure they would change if they were part of the project!"*

R. *"What are the problems with the boys in the community?"*

B3. *"They have no good advice, they steal, they smoke, they use drugs and do whatever they feel like doing... no one can understand them!"*

R. *"Are there any other problems that affect them?"*

B4. *"The same things that happen to the boys are also happening to the girls. But the girls have someone advising them, bringing them to B-CAP."¹⁶⁴*

204. Whilst it is clear that vulnerable adolescent boys are in need of the types of services and support provided by B-CAP, significantly increasing the number of boys in the project could result in girls feeling less safe and comfortable, and ultimately reduce their empowerment outcomes. Furthermore, as set out above, B-CAP was explicitly designed to promote girls' empowerment in the context of structural inequalities which disadvantage girls in particular. Given this, expanding project activities to include boys would dilute the project's equity based approach. On the other hand, excluding boys from the project might also serve to reinforce gender norms and roles that the project seeks to confront. In order to balance these considerations,

¹⁶³ Focus group discussion, community members, West Point, 18 October 2018.

¹⁶⁴ Focus group discussion, beneficiaries, West Point, 18 October 2018.

UNICEF and partners should consult with beneficiaries and other stakeholders in order to gather their views and establish a more complete understanding of the implications of gender integrated programming.

8.4.5. Conclusions on the sustainability / potential for scale-up of B-CAP

1. Given that B-CAP is in its early stages, evidence on the sustainability of outcomes for individual beneficiaries is limited, however existing evidence suggests that the project's design is conducive to sustainable outcomes, and the experience of graduates suggests that, at least in the short term, project outcomes are likely to be sustained. [Paras 179-182].
2. A concrete and action-oriented sustainability strategy for the project is lacking and should be developed as a priority. [Paras 183-188].
3. There is strong support for B-CAP amongst government stakeholders at national and sub-national levels, however this has yet to result in financial commitments from government to support the project. Realistically, B-CAP will need to be delivered by NGOs and supported by UNICEF (and other donors) for the foreseeable future. [Paras 186-187].
4. B-CAP was found to be an effective model, and, given the scale of need for the project, there is potential for the project to be expanded within existing project sites, as well as replicated outside of Montserrado County, where possible. [Para 189].
5. Whilst there is some potential to reduce project costs through innovative approaches, B-CAP is necessarily resource intensive, and efforts to scale up the project will require additional donor funding. Given this, B-CAP should be complemented by universally accessible services, including comprehensive sexual and reproductive health education, technical and vocational skills training, and, importantly, child protection services. B-CAP can serve as an important complement to these services, meeting the needs of a particular group of vulnerable adolescent girls. [Paras 190-198].

9. Conclusions

205. This evaluation demonstrates that B-CAP has made important contributions to the empowerment of vulnerable adolescent girls in West Point and New Kru Town. B-CAP was found to be highly relevant to its context. The project's holistic and multidisciplinary programme design is well suited to addressing the interrelated vulnerabilities and complex needs of the target population. Furthermore, B-CAP's aims and objectives are well aligned with the priorities of key stakeholders, including UNICEF and government partners. The project was widely endorsed by beneficiaries, community members, and national level stakeholders alike, who expressed broad consensus that B-CAP is a valuable intervention which should be sustained and expanded.
206. Whilst in its early stages, B-CAP appears to have been delivered effectively, and has achieved important results in line with its objectives. B-CAP was found to have a significant influence on beneficiaries' self-esteem, providing an important foundation for other positive changes in their lives. Evidence from the evaluation suggests that the majority of beneficiaries have acquired life-skills, basic literacy and numeracy, and livelihood skills through the project, and many of them report to apply these skills in their daily lives. Furthermore, B-CAP appears to have led to a reduction in risky behaviours amongst adolescent girls, with significant changes observed in beneficiaries' likelihood of engaging in sex work. The evaluation did identify several areas where progress in relation to project outcomes was limited due to external constraints. In particular, beneficiaries' education and learning outcomes were found to be limited by the project's inability to support them in overcoming barriers to accessing formal education. Additionally, evaluation findings suggest that livelihood training has yet to translate into a meaningful increase in income for beneficiaries.
207. Overall, the B-CAP model was found to be well designed, effectively delivered and efficiently run. It is clear that the greatest challenge facing B-CAP is the question of sustainability and scale. Whilst the project is strongly supported by partners and stakeholders, it lacks a concrete and actionable strategy for its long term sustainability and the eventual phase out of UNICEF funds. Evaluation findings suggest that, given the effectiveness of the model, there is strong potential for B-CAP to be expanded within existing project sites, and replicated outside of Montserrado County. Scaling up of B-CAP in Liberia will require a long term investment, however, and is likely to rely on continued support by development partners. Potential approaches to sustainability and scaling up are explored further in the recommendations section below.

10. Lessons learned

208. **1. A multi-disciplinary approach is key to effective empowerment programming:** The evaluation findings clearly demonstrate that B-CAP's holistic and multi-disciplinary programme design has been key to its success. Particularly in a context where beneficiaries face multiple and interrelated types of disadvantage, adolescent programming should address different dimensions of vulnerability in order to achieve empowerment outcomes. Furthermore, different aspects of programming are likely to reinforce each other (see below). Multi-disciplinary programmes should incorporate inputs from all relevant UNICEF programming sections, in order to take advantage of expertise and partnerships across the organisation.
209. **2. Building self-esteem reinforces other effects:** A sense of self-esteem and self-worth is integral to achieving results in other areas. Self-esteem creates a foundation which improves the likelihood of success in relation to other outcomes (improved decision making, improved relationships, improved educational outcomes, and the development of livelihood skills). These outcomes can, in turn, reinforce self-esteem resulting in a positive feedback loop. For instance, evaluation findings demonstrate that beneficiaries with high self-esteem were found to be more successful in livelihoods pursuits, and success in livelihoods pursuits improved beneficiaries' self-esteem.
210. **3. A standardised monitoring database should be established and implemented from the beginning of the project:** Maintaining a basic database is neither costly nor time-consuming, but is necessary for basic monitoring, evaluation and planning, as well as demonstrating project outcomes. A database does not need to be overly complex, but should include an individual entry for each beneficiary, with standardised information across the following categories: basic demographic information, background / life history information that is relevant to the project (e.g. selection criteria), information on the services that beneficiaries receive as part of the project, and, potentially, basic information on outcomes relevant to the project's monitoring indicators, such as employment or school enrolment.
211. **4. At a project's design stage it is important to balance concerns about the project's purpose and aims with equity concerns:** Prioritising the inclusion of all vulnerable groups or marginalised persons may have the unintended effect of compromising the coherence of the project, or the relevance of its activities to the target group. Whilst it is important to ensure that the approach to recruitment is inclusive, diversity should be considered within the population that project was intended to serve.
212. **5. It is important to be sensitive and responsive to unintended consequences, particularly in gender empowerment programming:** Given the pervasive nature of discriminatory gender norms and expectations, it is likely that project activities may inadvertently replicate the gendered norms and inequities that exist in society (e.g. expectations about appropriate work for women and girls, or stigma around unmarried pregnant women in the context of B-CAP). It is important that programming remains self-aware in order to identify these unintended consequences when they occur and correct them.

10. Recommendations

213. Recommendations for future programming are set out below, based on the key findings, conclusions and lessons learned. Recommendations are aimed primarily at UNICEF and implementing partners. They were validated, discussed and developed during a participatory workshop held with key stakeholders in Monrovia on 11 December, 2018 in order to ensure that they are practical and actionable.

Table 1: Table of recommendations

Strategic Recommendations (SRs)			
Corresponding Findings and Conclusions	Recommendation	Addressee	Urgency
Paras 97 - 99	SR 1: Reconsider selection criteria, to ensure they reflect B-CAP's aims: UNICEF should consider narrowing targeting to focus on the beneficiaries whose needs the project is aimed at addressing (e.g. those who have dropped out of school, or are engaged in commercial sex). It may also be appropriate for the project to narrow its age range, and focus on providing services to older adolescent girls.	UNICEF	High – clarity around targeting should be established as soon as possible.
Paras 152 - 156	SR 2: UNICEF should consider introducing elements of case management into B-CAP to improve the service and ensure that the complex needs and vulnerabilities of each individual are addressed: Whilst B-CAP is not intended to provide a comprehensive CP service, and cases which require this should be referred to social services, elements of a case management approach would strengthen the project without adding significant additional costs. Integrating a case management approach could also contribute to the generation of sustainable capacities. The particular aspects that should be integrated are detailed in OR 3 – 7.	UNICEF	Medium
Paras 111 - 113	SR 3: Clearly establish that B-CAP's policy is to include beneficiaries who become pregnant: Implementing partners should inform all project staff that beneficiaries who become pregnant	UNICEF and implementing partners	High

	should be encouraged to attend project activities, and should be included and supported.		
Paras 134, 139	SR 4: Review livelihoods opportunities: UNICEF should conduct another market assessment to determine the level of demand for products and services in project sites – this should inform the livelihoods training that the project provides. In addition to adjusting livelihoods opportunities based on the results of this assessment, UNICEF should consider providing training in computer skills and interior design, two of the areas frequently identified by respondents. Finally, UNICEF should ensure that livelihoods training is not confined to ‘gendered’ skills and professions (such as baking, cosmetology, working in hotels and restaurants), but should also consider integrating opportunities for professions currently dominated by men.	UNICEF and implementing partners	Medium
Paras 182, 184-187	SR 5: Draft a sustainability strategy: If UNICEF does intend to promote B-CAP’s sustainability (an ambitious goal given the cost of the project), UNICEF must consider the scale at which the project should be delivered. Once this has been determined, UNICEF should develop a concrete and actionable sustainability strategy with clear targets for increased government responsibility for funding and delivering B-CAP.	UNICEF, other key donors, relevant government partners (e.g. Ministry of Gender, Children and Social Protection, Ministry of Health, Ministry of Education, Ministry of Youth and Sports).	Medium
Para 183	SR 6: Consider engaging local government / service providers in the delivery of B-CAP: UNICEF should consider integrating capacity building with local government service providers into the project by involving them in its delivery. For example, a government social worker, social welfare officer or teacher could be engaged in the provision of B-CAP services.	UNICEF, relevant government partners (e.g. Ministry of Gender, Children and Social Protection, Ministry of Health, Ministry of Education, Ministry of Youth and Sports).	Low
Paras 191 - 193	SR 7: Consider partnerships with established services to deliver B-CAP at	UNICEF, relevant NGOs and CBOs	Low

	<p>a reduced cost: UNICEF and partners should consider identifying existing community-based organisations / small NGOs, that provide support services to children and young people in an existing youth centre in target communities. B-CAP could provide capacity building, funds, and potentially some project staff to deliver activities in partnership with an existing service provider in order to reduce costs associated with management, administration, fuel and the resource centre.</p>		
Operational Recommendations (ORs)			
Corresponding Findings and Conclusions	Recommendation	Addressee	Urgency
Paras 149 - 151	<p>OR 1: Consider strategies for identifying and recruiting hard to reach girls: After refining targeting, UNICEF and implementing partners should consider strategies for ensuring that equity considerations are taken into account during recruitment. More effort may need to be put into recruiting more marginalised girls and younger beneficiaries (if it is determined that they should be included in the project).</p>	UNICEF and implementing partners	High
Paras 162 - 166	<p>OR 2: Establish a comprehensive database to gather standardised data on all beneficiaries across project sites: This database should include, at a minimum, basic demographic information to be collected at the enrolment stage, life history information relevant to selection criteria, information on the services to be provided to the beneficiaries, and basic information on outcomes relevant to the project's monitoring indicators (such as employment, behaviour change, school enrolment).</p>	UNICEF (to be implemented by implementing partners)	Medium
Paras 152 – 156, 167 - 168	<p>OR 3: Assign each B-CAP beneficiary a key worker (or main point of contact): The key worker would be responsible for assessing her needs, monitoring her overall progress, and would be available</p>	Implementing partners	Medium

	<p>to provide one on one support where needed.</p> <p>Given the number of project staff, each 'key worker' will be responsible for numerous beneficiaries, and the extent of the individual support provided to each beneficiary by the key worker will be necessarily limited. Even so, there are several advantages to assigning a key worker to each beneficiary: it allows for the development of trust and confidence, facilitates continuity of care, and ensures that someone is accountable for each of the girls on the project.</p>		
Paras 152 - 156	<p>OR 4: Undertake an initial assessment to establish a strong understanding of vulnerabilities, challenges and risk factors: In addition to completing an initial assessment to determine a potential beneficiary's eligibility for B-CAP, the assessment should seek to identify and understand the child or young person's particular needs and vulnerabilities.</p>	Implementing partners	High
Paras 152 - 156	<p>OR 5: Develop an individualised case plan to address these: Based on the outcomes of the assessment, the young person's key worker should develop a plan for her progression through the project (which activities should she participate in and in what sequence). The plan should identify goals or outcomes to work towards, and the key worker should be responsible for checking in with the adolescent on a semi-regular basis to assess progress towards identified outcomes and goals. In addition to providing a more structured format for supporting girls' progress through B-CAP, the plan could also identify services or support outside of B-CAP (e.g. health services or child protection services) which could help address the underlying vulnerabilities identified in the assessment.</p>	Implementing partners	Medium

Paras 162 - 166	OR 6: Maintain a case file for each beneficiary: An individual file should be kept for each beneficiary. The file should include all documents relevant to the case, including the assessment report, the individual B-CAP plan, any reports on progress, etc.	Implementing partners	Medium
Paras 152 - 156	OR 7: Develop / strengthen referrals network: B-CAP should strengthen its network with service providers (including health services, child protection services, education services, etc) in order to ensure that those needs which cannot be addressed by B-CAP services and support are met.	UNICEF and implementing partners	Medium
Paras 153 - 154	OR 8: Provide child care: B-CAP should provide child care support for beneficiaries during project activities, and should consider providing crèche facilities at or near the resource centre for women and girls who have young children.	UNICEF and implementing partners	High
Paras 122 - 129	OR 9: Establish a scholarship programme / funds to support school enrolment: UNICEF should consider establishing a fund to support education associated costs for beneficiaries who face financial barriers to re-enrolling in formal education.	UNICEF	Medium
Paras 152 - 156	OR 10: Establish a discretionary fund: UNICEF should also consider establishing a discretionary fund which can be used by implementing partners to provide support as needed in particularly complex cases / to girls with particularly extreme needs.	UNICEF and implementing partners	Low
Paras 111 - 113	OR 11: Review messaging to ensure that it is non-stigmatising: Life-skills training should be delivered in an empowering way, and the use of stigmatising messaging should always be avoided.	UNICEF and implementing partners	High

11. Annex A: TOR

Attached separately as a pdf.

12. Annex B: Results Framework and Performance Indicator Framework

Results framework and performance indicator framework as per the Be the Change Agent: Adolescent Development Project Proposal Submitted by UNICEF Liberia, February 2014.

12.1. Results framework

Table 2: Results framework

Goal: Project Goal: To train 1500 at-risk adolescent girls ages 10 to 19 in youth entrepreneurship by equipping them through formal and non-formal educational support programs and livelihood skills training for a productive adulthood.
Objective 1: To establish a resource area and safe learning space where adolescent girls can go for business development, education assistance, livelihood training, and networking/guidance counselling.
1. Adolescent girls have a safe space to access for livelihood and life skill development.
2. Adolescent girls make positive life choices as a result of guidance counselling, support staff and informed decision making.
3. Increased parental or caretaker involvement in the lives and education of the adolescent girls.
Objective 2: Entrepreneurship development training for 1500 at-risk adolescent girls through a graduated programme where targeted adolescents receive business, life skills and livelihood skills training in addition to formal and non-formal educational support.
1. Targeted adolescent girls improve their focus and efforts towards education.
2. Targeted adolescent girls benefit from career guidance.
3. Targeted adolescent girls are equipped with life skills.
4. Targeted adolescent girls are equipped for productive livelihood and contribute to improve economic status.
5. Targeted adolescent girls are empowered and able to support themselves or contribute partly to their education and living costs.

12.2. Performance indicators framework

Table 3: Performance indicators framework

Expected Results/outcomes (by Objective)	Performance Indicators	Baseline Situation	Means of Verification
Objective 1: To establish a resource area and safe learning space where adolescent girls can go for business development, education assistance, livelihood training, and networking/guidance counseling.			

1. Adolescent girls have a safe space to access for livelihood and life skill development.	A safe space is rented and regularly used by 500 targeted adolescent girls.	N/A	Baseline and final evaluation
2. Adolescent girls make positive life choices as a result of guidance counselling, and informed decision making.	90% of adolescent girls report that a decision they made was positively impacted by guidance counsellors, or support staff.	0	Baseline and final evaluations; field visits
3. Increased parental or caretaker involvement in the lives and education of the adolescent girls.	80% of targeted adolescent girls report that they feel more supported by a parent/guardian.	TBD	Baseline and final evaluations
Objective 2: To provide training in entrepreneurship development to 500/year at-risk adolescent girls through a graduated program where targeted adolescents receive business, life skills and livelihood skills training, in addition to formal and non-formal educational support.			
1. Targeted adolescent girls improve their focus and effort towards education	90% of targeted adolescent girls enrolled in school improve their grade point average from the previous academic year. 95% of adolescent girls enrolled in school graduate from their current grade level and advance to next grade	TBD	Baseline and final evaluation; grade records; school attendance records
2. Targeted adolescent girls benefit from career guidance	85% of targeted adolescent girls are able to identify a dream they have and list the steps it takes to make the dream a reality	TBD	Baseline and final evaluation; documentation from meetings with guidance counsellors
3. Targeted adolescent girls are equipped with life skills	80% of targeted adolescent girls state that they feel an increase in their personal value due to the life skills program	N/A	Final evaluation; monthly reports.
4. Targeted adolescent girls are equipped for productive livelihood	80% of targeted adolescent girls (10-19) have an increased income 90% of targeted adolescent girls graduate from the Be the Change Program by having a minimum of an 80% attendance record for all program activities.	TBD	Baseline and final evaluation. Monthly reports.
5. Targeted adolescent girls are empowered and able to support themselves or contribute partly	80% of targeted adolescent girls 10-19 have utilized their livelihood	N/A	Final evaluation; monthly records.

to their education and living costs	skills training by selling goods or have gained formal employment		
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13. Annex C: Evaluation Matrix

Table 4: Evaluation matrix

Evaluation criteria	Evaluation question	Indicators	Data Source/ collection method	Type of data
Relevance	To what extent do the objectives of B-CAP address the rights and needs of the target groups (adolescents, parents, service providers and policymakers)?	<ul style="list-style-type: none"> - Identified needs of each target group, and salience of different needs; - B-CAP objectives; - Alignment of identified needs of different groups (e.g. gender, ethnicity, disability, other vulnerabilities) with B-CAP objectives. 	<p>Documents setting out rationale for project; funding proposal, UNICEF annual progress reports for B-CAP (desk review);</p> <p>Reports on situation for adolescents in Liberia (desk review);</p> <p>Key informant interviews, with UNICEF Child Protection Team, implementing partners, government partners, INGOs and CSOs working on adolescent issues;</p> <p>In-depth interviews with adolescents beneficiaries and their parents;</p> <p>FGDs with community members;</p> <p>FGDs, Participant observation, Creative/Participatory methods with adolescent beneficiaries.</p>	Qualitative
	To what extent has B-CAP been successful in identifying the most relevant partners for the project?	<ul style="list-style-type: none"> - Partners involved in B-CAP; - Any other relevant and potentially useful partners not included in the project. 	<p>Key informant interviews, with UNICEF Child Protection Team, implementing partners, government partners, INGOs and CSOs working on adolescent issues.</p> <p>In-depth interviews with adolescents beneficiaries and parents</p> <p>FGDs with community members</p>	Qualitative

	<p>How relevant have the activities of the project been for vulnerable and disadvantaged adolescents?</p> <p>To what degree have the needs of disadvantaged adolescents (due to gender, poverty, ethnic and disabled groups) been fully considered and included in the project?</p> <p>To what extent has the project addressed and taken into account equity, gender equality, human rights and resilience?</p>	<ul style="list-style-type: none"> - Activities completed under the project since February 2016; - Relevance of the activities to the identified needs of vulnerable and disadvantaged adolescents; - Views of vulnerable and disadvantaged adolescents about the relevance of the project to their needs; - Evidence of consultation and participation of vulnerable adolescents in the design of the program; - Evidence that diverse groups of vulnerable adolescents have been included in project activities; - Evidence that activities undertaken under B-CAP have addressed vulnerable adolescents' needs. 	<p>B-CAP reports/ progress updates (desk review);</p> <p>Research on situation for adolescents in Liberia (desk review);</p> <p>Baseline information that guided the development of B-CAP – e.g. “Liberia girls vulnerability assessment”;</p> <p>Baseline data collected by B-CAP implementing partners (e.g. Samaritans purse);</p> <p>B-CAP monitoring data on beneficiaries included B-CAP activities, disaggregated by different categories of vulnerability (e.g. age, gender, disability, ethnicity etc.);</p> <p>B-CAP monitoring data that captures early indicators of outcomes related to B-CAP</p> <p>Key informant interviews, with UNICEF Child Protection Team, implementing partners, government partners, INGOs and CSOs working on adolescent issues;</p> <p>In-depth interviews with adolescents beneficiaries and their parents;</p> <p>Survey with adolescent beneficiaries;</p> <p>FGDs with community members;</p> <p>FGDs, Participant observation, Creative/Participatory methods with adolescent beneficiaries.</p>	Mixed (qualitative & quantitative)
	<p>To what extent are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives, and with the intended impacts and effects?</p>	<ul style="list-style-type: none"> - A clear, consistent and logical theory of change underlines the project model; - The theory of change makes explicit what assumptions are contained within the project model, and these assumptions are met in the project context. 	<p>B-CAP theory of change;</p> <p>Evidence/ research on the context in which B-CAP is embedded;</p> <p>FGDs with community members;</p>	qualitative

			Key informant interviews, with UNICEF Child Protection Team, implementing partners, government partners, INGOs and CSOs working on adolescent issues.	
To what extent is B-CAP consistent with UNICEF's broader approach to adolescent empowerment, and the other components of UNICEF's country programme?	- Alignment of project with UNICEF country programme objectives and activities.		UNICEF Country programme documents, any other documents setting out UNICEF programme objectives, TOC etc. Key informant interviews with UNICEF staff	qualitative
To what extent is B-CAP contributing towards the implementation of the National Adolescent Empowerment Strategy, the Manifesto for the Empowerment of the Liberian Girl Child, the National Youth Manifesto, the Adolescent Sexual and Reproductive Health Policy, the Investment Case for Reproductive, Maternal, New Born Child and Adolescent Health and the National Youth Policy?	- Alignment of project with objectives of other adolescent strategies and policies i.e. National Adolescent Empowerment Strategy, the Manifesto for the Empowerment of the Liberian Girl Child, the National Youth Manifesto, the Adolescent Sexual and Reproductive Health Policy, the Investment Case for Reproductive, Maternal, New Born Child and Adolescent Health and the National Youth Policy		National Adolescent Empowerment Strategy, the Manifesto for the Empowerment of the Liberian Girl Child, the National Youth Manifesto, the Adolescent Sexual and Reproductive Health Policy, the Investment Case for Reproductive, Maternal, New Born Child and Adolescent Health and the National Youth Policy. Key informant interviews with UNICEF, implementing partners, government partners and INGOs.	qualitative

Effectiveness	<p>To what extent is B-CAP achieving satisfactory results in relation to stated objectives, up to this point in a timely way?</p> <p>To what extent are the objectives likely to be achieved at the end of the project?</p>	<ul style="list-style-type: none"> - Extent to which expected results in relation to objective 1 have been met (to date); <ul style="list-style-type: none"> ✓ A safe space is rented and regularly used by 500 targeted adolescent girls; ✓ 90% of adolescent girls report that a decision they made was positively impacted by guidance counsellors, or support; ✓ 80% of targeted adolescent girls report that they feel more supported by a parent/ guardian - Extent to which expect results in relation to objective 2 have been met (to date); <ul style="list-style-type: none"> ✓ 90% of target adolescent girls enrolled in school improve their grade point average from the previous academic year; ✓ 95% of adolescent girls enrolled in school graduate from their current grade level and advance to next grade; ✓ 85% of targeted adolescent girls state that they feel an increase in their personal value due to the skills program; ✓ 80% of targeted adolescent girls (10-19) have an increased income; ✓ 90% of targeted adolescent girls graduate from the Be a Change Program by having a minimum of an 80% attendance record for all program activities. ✓ 80% of targeted adolescent girls 10-19 have utilized their livelihood skills training by selling goods or have gained formal employment. 	<p>Key informant interviews with front line B-CAP staff;</p> <p>Survey with adolescent beneficiaries;</p>	quantitative
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What are the major factors influencing the achievement or non-achievement of the objectives?		<ul style="list-style-type: none"> - Evidence of barriers, bottlenecks and enabling factors that are influencing the achievement or non-achievement of B-CAP objectives. 	<p>Key informant interviews with UNICEF, implementing partners, government partners and INGOs.</p> <p>Key informant interviews with front line B-CAP staff;</p> <p>In-depth interviews with adolescents beneficiaries and their parents;</p> <p>Evidence/ research on the context in which B-CAP is embedded;</p>	qualitative
How effectively have program stakeholders and beneficiaries (adolescents, caregivers and other relevant stakeholders) been actively involved in the planning, designing, implementation and monitoring of B-CAP activities?		<ul style="list-style-type: none"> - Existence of formal and informal ways/mechanisms for participants to be involved in planning, designing, implementation and monitoring of B-CAP activities; - Extent to which input from project participants has been included in the planning, designing, implementation and monitoring of B-CAP activities (adjustments made) 	<p>UNICEF annual progress reports for B-CAP, Implementing partners progress reports, programme visit reports (PMVs), programme data</p> <p>Key informant interviews with UNICEF, implementing partners, B-CAP staff, government partners and INGOs and CSOs.</p> <p>In-depth interviews with adolescents beneficiaries and parents</p> <p>FGDs with community members</p> <p>FGDs, Participant observation, Creative/Participatory methods with adolescent beneficiaries</p>	qualitative
<p>Does B-CAP have an effective monitoring and evaluation mechanism in place?</p> <p>How is B-CAP using the information generated by this M&E system?</p>		<ul style="list-style-type: none"> - Monitoring mechanism is in place. - Mechanism sufficiently collects detailed and relevant information aligned with the goals, objectives and process indicators; - Frequency and detail of monitoring reports / evaluations; - Adjustments made to programme on the basis of evaluation results. 	<p>Monitoring reports.</p> <p>Key informant interviews with UNICEF, implementing partners, B-CAP staff and government partners.</p> <p>UNICEF annual progress reports for B-CAP, Implementing partners progress reports, programme visit reports (PMVs), programme data, other reports, minutes of meetings/decisions on adjustments to programmes</p> <p>Key informant interviews with UNICEF, implementing partners, B-CAP staff and government partners.</p>	Mixed (qualitative & quantitative)

Efficiency	<p>Has B-CAP used resources most economically to achieve its objectives up to this point?</p> <p>To what extent are B-CAP activities delivered in a cost-effective way? Could the resources used be maximised to reach better results?</p> <p>Have any additional resources been allocated by partners/ stakeholders/ counterparts to cover costs (even if partially) to pair with the project?</p> <p>Does the project utilise existing local capacities (of right-bearers and duty-holders) and local resources to achieve its outcomes?</p>	<ul style="list-style-type: none"> - Resource spending has been proportionate to activities undertaken, and necessary for achieving objectives; - Availability of more cost effective alternatives; - Evidence of potential capacities and resources that could be mobilised in services of the project, but have not been used to date. 	<p>Disaggregated data on project costs, including project budgets and projected and actual spending;</p> <p>Resource mapping of funding sources, capacities and resources that have contributed to the project, including contributions by UNICEF and other partners.</p> <p>Resource mapping of potential relevant funding sources, capacities and resources external to B-CAP.</p> <p>Key informant interviews with UNICEF, implementing partners, B-CAP staff and government partners.</p>	Primarily quantitative
	<p>Are any other economical alternatives feasible?</p> <p>To what extent are other agencies in Liberia implementing similar interventions that are being implemented more efficiently than B-CAP?</p>	<ul style="list-style-type: none"> - Evidence of availability, or not, of more cost effective alternatives to B-CAP; 	<p>Any available information about resource mobilisation from similar projects (current and past);</p> <p>Key informant interviews with UNICEF, implementing partners, B-CAP staff and government partners.</p>	Mixed quantitative & qualitative

	<p>To what extent is there any UN interagency collaboration for adolescents and youth?</p> <p>What is UNICEF's comparative advantage in designing and implementing this project?</p>	<ul style="list-style-type: none"> - Evidence of UN interagency collaboration on adolescent and youth programming; - The relevance strengths, capacities, skills and mandates of different UN agencies with regard to adolescent and youth programming, and the thematic issues, and programme strategies utilized in B-CAP 	<p>UN publications and reports</p> <p>Key Informant Interviews, with UNICEF and other UN agencies</p>	Mixed quantitative & qualitative
Sustainability	<p>What measures have been built into B-CAP to sustain its outcome?</p> <p>To what extent has the roll-out of B-CAP contributed to the generation of sub-national and national capacity such that it will be sustainable if UNICEF funding ceases?</p>	<ul style="list-style-type: none"> - Expected results of B-CAP have lasting or knock on effects; - Evidence that B-CAP activities are building capacity amongst stakeholders and partners; 	<p>Key Informant Interviews, with UNICEF, implementing partners, government partners;</p> <p>FGDs with community members.</p> <p>Programme documents describing rationale for and design of programme</p> <p>In-depth interviews with adolescents beneficiaries and parents</p>	& Qualitative
	<p>What is the level of buy-in of national and local partners (Government, civil society and community) to the project?</p> <p>Are there indicators that show ownership of the Government in setting priorities, strategic</p>	<ul style="list-style-type: none"> - Extent to which partners (Government, civil society, and community) express buy-in to B-CAP; - Planning and actions by partners (Government and civil society) showing active buy in; - Level of community engagement and participation in the project; - Indications of ownership (actions taken, planning) by Government; including setting priorities, strategic planning, budget allocation. 	<p>Key Informant Interviews, with UNICEF, implementing partners, government and civil society partners;</p> <p>FGDs with community members.</p>	Qualitative

<p>planning and budget allocation?</p> <p>Are the activities and their impact likely to continue when external support is withdrawn?</p> <p>What are the major factors which are likely to influence the achievement or non-achievement of sustainability of the project?</p>			
<p>To what extent is the project likely to be scaled up to address the needs of vulnerable adolescents more broadly/ beyond existing communities?</p> <p>Why/why not? What are major factors identified at this point which will facilitate or impede the project going to scale?</p>	<ul style="list-style-type: none"> - Identification of steps, planning for scale up or replication; - Barriers, bottlenecks and enablers to scale-up; - Evidence of proven cost effectiveness; - Evidence of opportunities for scale up. 	<p>Key Informant Interviews, with UNICEF, implementing partners, government and civil society partners;</p> <p>Outcomes of the costing analysis, and indicators of efficiency.</p>	
<p>To what extent will B-CAP be more widely replicated or adapted?</p> <p>To what extent could the project be a model for replication in other</p>	<p>- Evidence that the B-CAP model is likely to be relevant, adaptable and resource effective in other contexts.</p>	<p>Key Informant Interviews, with UNICEF, other UN agencies, donors and other national and international partners.</p>	

	locations/ regions?	countries/ regions?			
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A4	<p>Which of the following best describes your ethnicity? (tick the best answer)</p>	<p>1 <input type="checkbox"/> Kru 2 <input type="checkbox"/> Kissi</p> <p>3 <input type="checkbox"/> Kpelle 4 <input type="checkbox"/> Loma</p> <p>5 <input type="checkbox"/> Bassa 6 <input type="checkbox"/> Gbandi</p> <p>7 <input type="checkbox"/> Americo-Liberian 8 <input type="checkbox"/> Gola</p> <p>9 <input type="checkbox"/> Grebo 10 <input type="checkbox"/> Gio</p> <p>11 <input type="checkbox"/> Krahn 12 <input type="checkbox"/> Mano</p> <p>13 <input type="checkbox"/> Vai 14 <input type="checkbox"/> Jabo</p> <p>15 <input type="checkbox"/> Mende 16 <input type="checkbox"/> Other</p>
A5	<p>Which of the following best describes your religion? (tick the best answer)</p>	<p>1 <input type="checkbox"/> Christian</p> <p>2 <input type="checkbox"/> None</p> <p>3 <input type="checkbox"/> Muslim</p> <p>4 <input type="checkbox"/> Other</p> <p>5 <input type="checkbox"/> Traditional</p>
A6	<p>How many years of school have you completed? (tick the best answer)</p>	<p>..... (write number)</p>
A7	<p>Which county in Liberia do you come from? (tick the best answer)</p>	<p>..... Name of county</p>
A8	<p>Who do you live with at home? (tick all that apply)</p>	<p>1 <input type="checkbox"/> Mother 2 <input type="checkbox"/> Father</p> <p>3 <input type="checkbox"/> Siblings (no.....) 4 <input type="checkbox"/> Romantic partner</p> <p>5 <input type="checkbox"/> Uncle 6 <input type="checkbox"/> Aunt</p> <p>7 <input type="checkbox"/> Grandmother 8 <input type="checkbox"/> Grandfather</p> <p>9 <input type="checkbox"/> Other relative 10 <input type="checkbox"/> Friend(s)</p> <p>11 <input type="checkbox"/> Neighbour(s) 12 <input type="checkbox"/> Employer</p> <p>13 <input type="checkbox"/> Other male person(s) 14 <input type="checkbox"/> Other female person(s)</p> <p>15 <input type="checkbox"/> Step parents 16 <input type="checkbox"/> Live by myself</p>

		A8.b. Total household size (number of people living under the same roof) 				
A9	What is your family's main source of income / livelihood? (describe briefly on dotted line)	1 <input type="checkbox"/> Fishing 2 <input type="checkbox"/> Petty trade 3 <input type="checkbox"/> Domestic work 4 <input type="checkbox"/> Office job 5 <input type="checkbox"/> Tailoring 6 <input type="checkbox"/> Construction 7 <input type="checkbox"/> Bakery 8 <input type="checkbox"/> Hospitality/ service industry 9 <input type="checkbox"/> Other.....				
A10	How often does your household have enough money of the following?					
	A. Food (tick the best answer)	B. School Supplies (tick the best answer)	C. Medications (tick the best answer)	D. Clothes (tick the best answer)	E. Gifts, trips, entertainment (tick the best answer)	
	1 <input type="checkbox"/> Never	1 <input type="checkbox"/> Never	1 <input type="checkbox"/> Never	1 <input type="checkbox"/> Never	1 <input type="checkbox"/> Never	
	2 <input type="checkbox"/> Rarely	2 <input type="checkbox"/> Rarely	2 <input type="checkbox"/> Rarely	2 <input type="checkbox"/> Rarely	2 <input type="checkbox"/> Rarely	
	3 <input type="checkbox"/> Sometimes	3 <input type="checkbox"/> Sometimes	3 <input type="checkbox"/> Sometimes	3 <input type="checkbox"/> Sometimes	3 <input type="checkbox"/> Sometimes	
	4 <input type="checkbox"/> Mostly	4 <input type="checkbox"/> Mostly	4 <input type="checkbox"/> Mostly	4 <input type="checkbox"/> Mostly	4 <input type="checkbox"/> Mostly	
	5 <input type="checkbox"/> Always	5 <input type="checkbox"/> Always	5 <input type="checkbox"/> Always	5 <input type="checkbox"/> Always	5 <input type="checkbox"/> Always	
B. CURENT LIVING CIRCUMSTANCES						
B1a	How many (if any) days per week do you receive schooling (including informal education)? NOW – AFTER starting B-CAP (tick the best answer)	0 <input type="checkbox"/> 0 (don't receive schooling) 4 <input type="checkbox"/> 4 days 1 <input type="checkbox"/> 1 day 5 <input type="checkbox"/> 5 days 2 <input type="checkbox"/> 2 day 6 <input type="checkbox"/> 6 days 3 <input type="checkbox"/> 3 days 7 <input type="checkbox"/> 7 days				

B1b	<p>How many (if any) days per week DID you receive schooling (including informal education)?</p> <p>PREVIOUSLY – BEFORE B-CAP</p> <p>(tick the best answer)</p>	<p>0 <input type="checkbox"/> 0 (didn't receive schooling) 4 <input type="checkbox"/> 4 days</p> <p>1 <input type="checkbox"/> 1 day 5 <input type="checkbox"/> 5 days</p> <p>2 <input type="checkbox"/> 2 day 6 <input type="checkbox"/> 6 days</p> <p>3 <input type="checkbox"/> 3 days 7 <input type="checkbox"/> 7 days</p>
B2a	<p>How many (if any) days per week do you attend vocational training on average?</p> <p>NOW – AFTER starting B-CAP</p> <p>(tick the best answer)</p>	<p>0 <input type="checkbox"/> 0 (don't receive VT) 4 <input type="checkbox"/> 4 days</p> <p>1 <input type="checkbox"/> 1 day 5 <input type="checkbox"/> 5 days</p> <p>2 <input type="checkbox"/> 2 day 6 <input type="checkbox"/> 6 days</p> <p>3 <input type="checkbox"/> 3 days 7 <input type="checkbox"/> 7 days</p>
B3a	<p>How many hours of cooking/ cleaning/ childcare or other household chores do you do per day on average?</p> <p>NOW – AFTER starting B-CAP</p> <p>(please write on dotted line)</p>	<p>..... (number of hours)</p>
B3b	<p>How many hours of cooking/ cleaning/ childcare or other household chores DID you do per day on average?</p> <p>PREVIOUSLY – BEFORE B-CAP</p>	<p>..... (number of hours)</p>
B4a	<p>How many hours of income generating work (outside the home) do you do per week?</p> <p>NOW – AFTER starting B-CAP</p> <p>(please write on dotted line)</p>	<p>..... (number of hours)</p>
B4b	<p>How many hours of income generating work (outside the home) DID you do per week?</p> <p>PREVIOUSLY – BEFORE B-CAP</p>	<p>..... (number of hours)</p>
B5	<p>What kind of work do you do?</p> <p>(check all that apply)</p>	<p>1 <input type="checkbox"/> Tailoring</p> <p>2 <input type="checkbox"/> Baking</p>

	NOW – AFTER starting B-CAP	3 <input type="checkbox"/> Beautician 4 <input type="checkbox"/> Fishing 5 <input type="checkbox"/> Office job 6 <input type="checkbox"/> Service job/hospitality 7 <input type="checkbox"/> Manufacturing 8 <input type="checkbox"/> Domestic labour (cooking, cleaning, chores in someone else's home) 9 <input type="checkbox"/> Care work 10 <input type="checkbox"/> Sex work 11 <input type="checkbox"/> Drug dealing 12 <input type="checkbox"/> Other..... 13 <input type="checkbox"/> Petty trade 14 <input type="checkbox"/> Begging/ street hawking 15 <input type="checkbox"/> Gambling
B6	How much income do you make in a week? NOW – AFTER starting B-CAP Liberian dollars
B7	What happens to this money? NOW – AFTER starting B-CAP	1 <input type="checkbox"/> I keep it myself 2 <input type="checkbox"/> I give it to my parent(s) 3 <input type="checkbox"/> I give it to another family member 4 <input type="checkbox"/> I give it to a romantic partner 5 <input type="checkbox"/> Other.....
B8	Before you started B-CAP what kind of work DID you do? (check all that apply) PREVIOUSLY – BEFORE B-CAP	1 <input type="checkbox"/> Tailoring 2 <input type="checkbox"/> Baking 3 <input type="checkbox"/> Beautician 4 <input type="checkbox"/> Fishing 5 <input type="checkbox"/> Office job 6 <input type="checkbox"/> Service job/hospitality 7 <input type="checkbox"/> Manufacturing

		8 <input type="checkbox"/> Domestic labour (cooking, cleaning, chores in someone else's home) 9 <input type="checkbox"/> Care work 10 <input type="checkbox"/> Sex work 11 <input type="checkbox"/> Drug dealing 12 <input type="checkbox"/> Other..... 13 <input type="checkbox"/> Petty trade 14 <input type="checkbox"/> Begging/ street hawking 15 <input type="checkbox"/> Gambling
B9	Before you started B-CAP, how much income DID you make in a week? PREVIOUSLY – BEFORE B-CAP Liberian dollars
D. EXPERIENCES OF B-CAP		
D1	Are you currently enrolled in B-CAP?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Peer educator
D2	How long has it been since you joined B-CAP? (number of months)
D2	When you joined B-CAP, were you engaged in exchanging sex acts for money/ goods or other benefits? (tick the best answer)	1 <input type="checkbox"/> Every day 2 <input type="checkbox"/> Most days 3 <input type="checkbox"/> Some days 4 <input type="checkbox"/> Once or twice 5 <input type="checkbox"/> Never
D3	When you joined B-CAP, were you engaged in using drugs or alcohol? (tick the best answer)	1 <input type="checkbox"/> Every day 2 <input type="checkbox"/> Most days 3 <input type="checkbox"/> Some days 4 <input type="checkbox"/> Once or twice 5 <input type="checkbox"/> Never
D4	Which of the following interventions have you participated in so far? (tick all that apply)	1 <input type="checkbox"/> Individual counselling 2 <input type="checkbox"/> Alternative basic education

		<p>3 <input type="checkbox"/> Life skills training</p> <p>4 <input type="checkbox"/> Livelihoods training</p> <p>5 <input type="checkbox"/> Job placement</p>
D5	How often do you attend programme activities? (tick the best answer)	<p>1 <input type="checkbox"/> I attend 100% of the time</p> <p>2 <input type="checkbox"/> I attend 80% of the time</p> <p>3 <input type="checkbox"/> I attend about half of the time</p> <p>4 <input type="checkbox"/> I rarely attend</p> <p>5 <input type="checkbox"/> I never attend</p>
D6	How often do you use the B-CAP safe space? (tick the best answer)	<p>1 <input type="checkbox"/> Every day</p> <p>2 <input type="checkbox"/> Several days a week</p> <p>3 <input type="checkbox"/> Once a week</p> <p>4 <input type="checkbox"/> Once a month</p> <p>5 <input type="checkbox"/> Rarely / never</p>
<i>Please agree or disagree with the following statements</i>		
D7	The information I have learned in the life skills training is useful to me – I can use it in my life.	<p>1 <input type="checkbox"/> Strongly agree</p> <p>2 <input type="checkbox"/> Agree</p> <p>3 <input type="checkbox"/> Neutral</p> <p>4 <input type="checkbox"/> Disagree</p> <p>5 <input type="checkbox"/> Strongly disagree</p> <p>6 <input type="checkbox"/> I do not (regularly) attend life skills training</p>
D8	The information I have learned in the life skills training has made me feel more valuable as a person (improved my self-esteem/ self-worth).	<p>1 <input type="checkbox"/> Strongly agree</p> <p>2 <input type="checkbox"/> Agree</p> <p>3 <input type="checkbox"/> Neutral</p> <p>4 <input type="checkbox"/> Disagree</p> <p>5 <input type="checkbox"/> Strongly disagree</p>

		6 <input type="checkbox"/> I do not (regularly) attend life skills training
D9	The services / support I received through B-CAP has improved my life?	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Agree 3 <input type="checkbox"/> Neutral 4 <input type="checkbox"/> Disagree 5 <input type="checkbox"/> Strongly disagree 6 <input type="checkbox"/> I do not (regularly) attend life skills training
D10	Can you tell me about a goal you have (or a dream of yours)? What are some of the steps it will take to achieve that goal / realise that dream (please try to list several)?
<i>Answer the following question if you are enrolled in school. Otherwise, skip to D13.</i>		
D11	Did you graduate and start a new grade this school year (school year starting in September 2018)?	1 <input type="checkbox"/> Yes, I graduated 2 <input type="checkbox"/> No, I repeated a grade 3 <input type="checkbox"/> Not enrolled in school
D12	Since starting B-CAP have your grades been better or worse than they were before B-CAP?	1 <input type="checkbox"/> Yes, my grades improved 2 <input type="checkbox"/> My grades stayed the same 3 <input type="checkbox"/> My grades have been worse since I started the programme 4 <input type="checkbox"/> Not enrolled in school
<i>Answer the following question if you are enrolled in livelihood training. Otherwise, skip to Section E.</i>		

D13	Have you used the skills you gained in your livelihood training? (tick the best answer)	1 <input type="checkbox"/> Yes, I have gained formal employment 2 <input type="checkbox"/> Yes, I've used the skills by selling goods I make 3 <input type="checkbox"/> No, I am looking for a job 4 <input type="checkbox"/> I am still in training and not ready to look for work 5 <input type="checkbox"/> Not participating in livelihoods training
D14	Was there any support that you wanted or think you could have benefited from that was missing from the programme? (tick the best answer)	1 <input type="checkbox"/> Yes (<i>please elaborate</i>) 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know/not sure
E. HEALTH AND BEHAVIOUR		
E1	How would you rate the current state of your physical health? (tick the best answer)	1 <input type="checkbox"/> Poor 2 <input type="checkbox"/> Fair 3 <input type="checkbox"/> Good 4 <input type="checkbox"/> Very good 5 <input type="checkbox"/> Excellent
E2	Are you currently living with HIV? (tick the best answer)	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> I don't know 4 <input type="checkbox"/> Prefer not to say
E3	How often in the last 30 days have you experienced feelings of depression? (tick the best answer)	1 <input type="checkbox"/> Every day 2 <input type="checkbox"/> Most days 3 <input type="checkbox"/> Some days







		<p>4 <input type="checkbox"/> Once or twice</p> <p>5 <input type="checkbox"/> Never</p>
E4	How often in the last 30 days have you experienced feelings of stress, anger or worry? (tick the best answer)	<p>1 <input type="checkbox"/> Every day</p> <p>2 <input type="checkbox"/> Most days</p> <p>3 <input type="checkbox"/> Some days</p> <p>4 <input type="checkbox"/> Once or twice</p> <p>5 <input type="checkbox"/> Never</p>
E5	In the last 30 days have you had any thoughts of hurting yourself? (tick the best answer)	<p>1 <input type="checkbox"/> Every day</p> <p>2 <input type="checkbox"/> Most days</p> <p>3 <input type="checkbox"/> Some days</p> <p>4 <input type="checkbox"/> Once or twice</p> <p>5 <input type="checkbox"/> Never</p>
E6	How often in the last 30 days have you consumed alcohol? (tick the best answer)	<p>1 <input type="checkbox"/> Every day</p> <p>2 <input type="checkbox"/> Most days</p> <p>3 <input type="checkbox"/> Some days</p> <p>4 <input type="checkbox"/> Once or twice</p> <p>5 <input type="checkbox"/> Never</p>
E7	How often in the last 30 days have you used drugs? (tick the best answer)	<p>1 <input type="checkbox"/> Every day</p> <p>2 <input type="checkbox"/> Most days</p> <p>3 <input type="checkbox"/> Some days</p> <p>4 <input type="checkbox"/> Once or twice</p> <p>5 <input type="checkbox"/> Never</p>
E8	In the last 3 months have you engaged in any of the following behaviours? (tick all that apply)	<p>1 <input type="checkbox"/> Had sex when I didn't want to</p> <p>2 <input type="checkbox"/> Had sex without contraceptives</p> <p>3 <input type="checkbox"/> Had sex without a condom (where there was a risk of HIV/STI transmission)</p> <p>4 <input type="checkbox"/> Had risky sex</p> <p>5 <input type="checkbox"/> Had sex that I regret</p> <p>6 <input type="checkbox"/> None of the above</p>




E9	Have you engaged in sex for money, grades, food or any other reward/benefit in the last 3 months? (tick the best answer)	<input type="checkbox"/> Every day <input type="checkbox"/> Most days <input type="checkbox"/> Some days <input type="checkbox"/> Once or twice <input type="checkbox"/> Never
E10	In the last 3 months has any person ever harmed you physically? (Through hitting, slapping, kicking, punching, beating, burning you etc.) (tick the best answer)	<input type="checkbox"/> Every day <input type="checkbox"/> Most days <input type="checkbox"/> Some days <input type="checkbox"/> Once or twice <input type="checkbox"/> Never
E11	In the last 3 months has any person ever abused you verbally or harm you emotionally at home or in your community? (tick the best answer)	<input type="checkbox"/> Every day <input type="checkbox"/> Most days <input type="checkbox"/> Some days <input type="checkbox"/> Once or twice <input type="checkbox"/> Never <input type="checkbox"/> 99 Prefer not to say
E12	In the last 3 months has any person ever had sex with you through force or against your will? For example through pressure, coercion, physical force, or because you were unable to say no? (tick the best answer)	<input type="checkbox"/> Every day <input type="checkbox"/> Most days <input type="checkbox"/> Some days <input type="checkbox"/> Once or twice <input type="checkbox"/> Never <input type="checkbox"/> 99 Prefer not to say




F. WELLBEING AND RESILIENCE


Please read the following statements and tick (✓) the box depending on how much you agree or disagree with each statement.

F1	At the place I am living now there is a caregiver or some other adult who makes me feel supported. (tick the best answer)	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral (neither agree nor disagree) <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
----	---	---

F2	<p>I have good neighbours or others in the community who really care about me.</p> <p>(tick the best answer)</p>	<p>1 <input type="checkbox"/> Strongly Agree</p> <p>2 <input type="checkbox"/> Agree</p> <p>3 <input type="checkbox"/> Neutral (neither agree nor disagree)</p> <p>4 <input type="checkbox"/> Disagree</p> <p>5 <input type="checkbox"/> Strongly disagree</p>																
<p><i>Please read the following statements and tick (v) the box that best describes your experience of each over the last 30 days. Then think back to how you were feeling before you started the B-CAP programme, and reflect on how your feelings have changed.</i></p>																		
F4	<p>I've been feeling optimistic about the future</p> <p>(tick the best answer)</p>	<p>1 <input type="checkbox"/> None of the time</p> <p>2 <input type="checkbox"/> Rarely</p> <p>3 <input type="checkbox"/> Some of the time</p> <p>4 <input type="checkbox"/> Often</p> <p>5 <input type="checkbox"/> All of the time</p>																
F5	<p><i>How have your feelings of optimism changed during B-CAP? (Draw a mark on the line)</i></p>																	
<table border="1"> <tr> <td data-bbox="293 1016 443 1214" rowspan="2">Gone down</td> <td data-bbox="443 1016 577 1093">1</td> <td data-bbox="577 1016 711 1093">2</td> <td data-bbox="711 1016 845 1093">3</td> <td data-bbox="845 1016 979 1093">4</td> <td data-bbox="979 1016 1114 1093">5</td> <td data-bbox="1114 1016 1248 1093">6</td> <td data-bbox="1248 1016 1382 1093">7</td> <td data-bbox="1382 1016 1487 1214" rowspan="2">Gone up</td> </tr> <tr> <td colspan="7" data-bbox="443 1093 1382 1214" style="text-align: center;">  </td> </tr> </table>			Gone down	1	2	3	4	5	6	7	Gone up							
Gone down	1	2		3	4	5	6	7	Gone up									
																		
F6	<p>I've been feeling useful</p>	<p>1 <input type="checkbox"/> None of the time</p> <p>2 <input type="checkbox"/> Rarely</p> <p>3 <input type="checkbox"/> Some of the time</p> <p>4 <input type="checkbox"/> Often</p> <p>5 <input type="checkbox"/> All of the time</p>																
F7	<p><i>How have your feelings of being useful changed during B-CAP? (Draw a mark on the line)</i></p>																	
<table border="1"> <tr> <td data-bbox="293 1568 443 1765" rowspan="2">Gone down</td> <td data-bbox="443 1568 577 1644">1</td> <td data-bbox="577 1568 711 1644">2</td> <td data-bbox="711 1568 845 1644">3</td> <td data-bbox="845 1568 979 1644">4</td> <td data-bbox="979 1568 1114 1644">5</td> <td data-bbox="1114 1568 1248 1644">6</td> <td data-bbox="1248 1568 1382 1644">7</td> <td data-bbox="1382 1568 1487 1765" rowspan="2">Gone up</td> </tr> <tr> <td colspan="7" data-bbox="443 1644 1382 1765" style="text-align: center;">  </td> </tr> </table>			Gone down	1	2	3	4	5	6	7	Gone up							
Gone down	1	2		3	4	5	6	7	Gone up									
																		
F8	<p>I've been feeling relaxed</p>	<p>1 <input type="checkbox"/> None of the time</p> <p>2 <input type="checkbox"/> Rarely</p> <p>3 <input type="checkbox"/> Some of the time</p> <p>4 <input type="checkbox"/> Often</p>																

		5 <input type="checkbox"/> All of the time							
F9	<i>How have your levels of relaxation changed during B-CAP? (Draw a mark on the line)</i>								
	Gone down	1	2	3	4	5	6	7	Gone up
									
F10	I've been dealing with problems well	1 <input type="checkbox"/> None of the time 2 <input type="checkbox"/> Rarely 3 <input type="checkbox"/> Some of the time 4 <input type="checkbox"/> Often 5 <input type="checkbox"/> All of the time							
F11	<i>How has your ability to deal with problems changed during B-CAP? (Draw a mark on the line)</i>								
	Gone down	1	2	3	4	5	6	7	Gone up
									
F12	I've been thinking clearly	1 <input type="checkbox"/> None of the time 2 <input type="checkbox"/> Rarely 3 <input type="checkbox"/> Some of the time 4 <input type="checkbox"/> Often 5 <input type="checkbox"/> All of the time							
F13	<i>How has your ability to think clearly changed during B-CAP? (Draw a mark on the line)</i>								
	Gone down	1	2	3	4	5	6	7	Gone up
									
F14	I've been feeling good about myself	1 <input type="checkbox"/> Strongly Agree 2 <input type="checkbox"/> Agree 3 <input type="checkbox"/> Neutral (neither agree nor disagree)							

		4 <input type="checkbox"/> Disagree							
		5 <input type="checkbox"/> Strongly disagree							
F15	<i>How has your self-esteem changed during B-CAP? (Draw a mark on the line)</i>								
	Gone down	1	2	3	4	5	6	7	Gone up
									
F16	I've been feeling close to other people			1 <input type="checkbox"/> None of the time					
				2 <input type="checkbox"/> Rarely					
				3 <input type="checkbox"/> Some of the time					
				4 <input type="checkbox"/> Often					
				5 <input type="checkbox"/> All of the time					
F17	<i>How have your feelings of being close of other people changed during B-CAP? (Draw a mark on the line)</i>								
	Gone down	1	2	3	4	5	6	7	Gone up
									
F18	I've been able to make up my own mind about things			1 <input type="checkbox"/> None of the time					
				2 <input type="checkbox"/> Rarely					
				3 <input type="checkbox"/> Some of the time					
				4 <input type="checkbox"/> Often					
				5 <input type="checkbox"/> All of the time					
F19	<i>How has your ability to make up your own mind changed during B-CAP? (Draw a mark on the line)</i>								
	Gone down	1	2	3	4	5	6	7	Gone up
									
F20	I've been interested in new things			1 <input type="checkbox"/> None of the time					
				2 <input type="checkbox"/> Rarely					
				3 <input type="checkbox"/> Some of the time					
				4 <input type="checkbox"/> Often					

		5 <input type="checkbox"/> All of the time						
F21	How have your feelings of being loved changed during B-CAP? (Draw a mark on the line)							
	1	2	3	4	5	6	7	
	Gone down							Gone up

We are done! Thank you for participating!

Individual Interview Guide – B-CAP Beneficiary

Name of researcher:

Interview date:

Location:

Respondents' information

Gender:

Age:

Parent/guardian/caretaker in attendance:

Ideally, individual interviews should be held in a one to one setting. If the child being interviewed is more comfortable, it is fine for him or her to be accompanied by a trusted companion.

Interviews should be conducted in a secure, quiet place where other people are not able to overhear the conversation.

Introduce yourself and the purpose of the study:

My name is X and I work for an organization that does research about the lives, experiences, and wellbeing of children and young people. We are currently conducting an evaluation of the B-CAP Project here in [West Point / New Kru Town]. The evaluation is a learning opportunity for UNICEF and Samaritan's Purse/SHALOM, the organisations that are running the programme - it will look at how the programme went, what it achieved and identify gaps or areas where things could have been done differently / better. We are particularly interested to learn from children and young people who have participated in the project – that is why we would like to hear from you about your experiences of the project, and how it has (or hasn't!) changed your life. This will help us to understand what works and what may not work so well.

This interview will last about 30 to 45 minutes. It is entirely up to you to decide whether you want to take part. If you do decide you would like to participate in our research, you are free to change your mind at any time. All

of the information we collect will be kept anonymous – we will not record any names, and no information will be included in our research report that could be used to identify you. The only people who will know that you took part in this interview are myself and [name other people who are aware of the interview]. Would you like to participate in the interview?

(If yes) There are no right or wrong answers to any of the questions we ask – we just want to learn from you.

Do you have any questions for us?

Section 1: Background information / Warm up

1. **To begin, can you tell me a bit about yourself – how old are you?**
2. **How long have you been participating in the B-CAP?**
3. **Where are you living at the moment?**
4. **Tell me about your family – who do you live with at home?**
5. **What are your family’s main sources of income?**
6. **Who do you live with? Who looks after you at home?**
7. **Do your parents work? What are the main sources of income in your household?**
8. **Do you go to school? Do you ever have to miss school for any reason? Why?**
9. **If the child DOES attend school then ask:**
 - a) **Do you do any work?** If so, what kind of work do you do? About how many hours a week do you spend working?
10. **If the child DOES NOT attend school, then ask the child whether (s)he attends any training or whether (s)he works and if so what sort of work and for how many hours**
11. **Do you like spending time at home? Why/why not? If not, do you go anywhere else instead?**
12. **Where do you spend most of your time when you’re not at home? What do you do? Who do you spend time with?**
13. **Are there any problems you are dealing with at home, at school or in the community? Is there anything that makes you feel unhappy, unsafe, or causes you to worry?**

Section 2: Circumstances before B-CAP

Now I want to ask you a little bit about your life before the B-CAP programme:

14. **Before B-CAP were you going to school? If yes, did you ever have to stop going to school / miss school for any reason? If so, why? If no, when did you stop attending school and why?**

- 15. What was your experience like in school before B-CAP?** Were things good/bad? Did you find it difficult/easy? What did you like and what didn't you like? (How) has that changed?
- 16. What about work – have you ever done any work to support your family? At what age did you start working?** What types of work did you do (probe to learn about household work, as well as income generation)?
- 17. What was your daily experience like when working?** How were you treated? Did you experience any violence, abuse or exploitation?
- 18. How were things in your life going previously?** Were there any problems or difficulties you are facing, either at home, at school or in your community in the past? What types of problems? Were you involved in any activities that were causing you harm / having a negative impact on your life?

Section 3: Experiences in B-CAP

- 19. Tell us a little bit about the B-CAP programme – what is the purpose of the B-CAP? Who is it for?**
- 20. How did you first learn about the programme?** How were you chosen to participate in B-CAP? Was it your choice to join the B-CAP? Why did you decide to join? Did you have to do anything to join? What was the process?
- 21. What are the activities you participate in as part of the programme?** *Ask probing questions to learn about the extent and nature of activities, including any life skills training, alternative basic education, livelihoods training, job placement and any counselling the respondent has received.*
- 22. Ask follow up questions to learn about the respondents' experiences of and views on different aspects of B-CAP.** What in particular did you like and find helpful? Was there anything you didn't like / that wasn't helpful? What worked well and what didn't work well? Was anything missing?
- 23. How often did you attend activities?** *Ask follow up questions to understand why beneficiaries' pattern of attendance was as reported.*
- 24. Was the content relevant to your life?** What about to the lives of other children in the programme? How could it be more relevant?
- 25. Do you and your peers use the resource centre?** What do you use it for?
- 26. What other activities will you do before you graduate?** What are you hoping to get out of these?
- 27. Tell us about the B-CAP staff – Who works with you? What are they like? Do you feel you can trust them? Would you go to them with a problem? Why or why not?**
- 28. How do other people in your life (parents, friends / boyfriend / girlfriend, siblings) feel about B-CAP?** Why do you think they feel this way?

Section 4: Impact and outcomes of the programme

- 29. Has anything in your life changed as a result of participating in B-CAP?** If so, how did B-CAP contribute to that change? *(Follow up on relevant aspects of each beneficiaries' life – ask about their family situation and whether they are supported at home, if they are in school has their performance improved, if they were using drugs has that reduced, if they are employed has their income improved, etc.)*
- 30. Have you changed personally because of B-CAP?** If so, how are you different now than you were before? Why do you think this?
- 31. Have you noticed any wider impacts of B-CAP (beyond your own life)?** Have you experienced any changes amongst your peers? In your family? In your community?
- 32. What are your hopes and goals for the future?** How have they changed because of the programme? What are your next steps for pursuing these?

Section 5: Recommendations

- 33. Do you have any recommendations for UNICEF or SHALOM / Samaritan's Purse about how B-CAP could be improved?** How should they do things differently so that B-CAP is even more helpful to adolescent girls in the future?
- 34. Ask the child if he or she would like to add anything or remembered something they would like to say.**

Individual Interview Guide – B-CAP Caregivers

Name of researcher:

Interview date:

Location:

Respondents' information

Gender:

Age/ gender of child:

Ideally, individual interviews should be held in a one to one setting. If the child being interviewed is more comfortable, it is fine for him or her to be accompanied by a trusted companion.

Interviews should be conducted in a secure, quiet place where other people are not able to overhear the conversation.

Introduce yourself and the purpose of the study:

My name is X and I work for an organization that does research about the lives, experiences, and wellbeing of children and young people. We are currently conducting an evaluation of the B-CAP Project here in [West Point / New Kru Town]. The evaluation is a learning opportunity for UNICEF and Samaritan's Purse/SHALOM, the organisations that are running the programme - it will look at how the programme went, what it achieved and identify gaps or areas where things could have been done differently / better. We are interested to learn from parents/ caregivers of children and young people who have participated in the project – that is why we would like to hear from you about your perceptions of the project, and how it has (or hasn't!) helped your child and your family. This will help us to understand what works and what may not work so well.

This interview will last about 45 minutes. It is entirely up to you to decide whether you want to take part. If you do decide you would like to participate in our research, you are free to change your mind at any time. All of the information we collect will be kept anonymous – we will not record any names, and no information will be included in our research report that could be used to identify you. The only people who will know that you took part in this interview are myself and [name other people who are aware of the interview]. Would you like to participate in the interview?

(If yes) There are no right or wrong answers to any of the questions we ask – we just want to learn from you.

Do you have any questions for us?

Section 1: Background information / Warm up

1. **To begin, can you tell me a bit about yourself and your family?** (probe for specific details about their child who is involved in the B-CAP project).
2. **How long has your child been participating in the B-CAP project?**
3. **Where are you living at the moment? Who lives with you? Is your (B-CAP) child living with you at the moment? Why/ why not?**
4. **What are your family's main sources of income?**

5. What challenges (if any) if your family currently facing?**Section 2: Circumstances before B-CAP**

- 6. Before B-CAP what were the living circumstances/ behaviours/ situation of your child?** (Probe for information about their child's use of drugs, engagement in transactional sex/ other risky behaviours, and the family context in which this was occurring).
- 7. Was your child going to school?** *If yes*, did they ever have to stop going to school / miss school for any reason? If so, why? *If no*, when did they stop attending school and why?
- 8. What about work – was your child doing any work to support your family? At what age did your child start working?** What types of work did they do (probe to learn about household work, as well as income generation)?
- 9. How were things going in your family in general at that time?** Were there any problems or difficulties you were facing in the past? What types of problems? What about problems with the community?

Section 3: Experiences in B-CAP

- 10. Tell us a little bit about the B-CAP programme – what is the purpose of the B-CAP? Who is it for?**
- 11. How did you first learn about the programme?** How was your child chosen to participate in B-CAP? Whose choice was it for your child to join? Did you have to do anything for your child to join? What was the process?
- 12. What are the activities your child participates in as part of the programme?** *Ask probing questions to learn about the extent and nature of activities, including any life skills training, alternative basic education, livelihoods training, job placement and any counselling the respondent has received.*
- 13. Are there any B-CAP activities that you as a parent participate in?** How involved are you as a parent? In what capacity? Do you think you should be more or less involved? Why/ why not?
- 14. Ask follow up questions to learn about the respondents' experiences of and views on different aspects of B-CAP.** What, if anything, in your view was helpful to your child/ you/ your family? Was there anything you didn't like / that wasn't helpful? What worked well and what didn't work well? Was anything missing?
- 15. Do you think the B-CAP project is relevant and helpful to your child/ your family/ your life?** Is there anything that you think could be improved?
- 16. What are your views about the B-CAP staff –** How well do you know them? What are they like? Do you feel you can trust them? Does your child trust them? Do you think they have your child's best interests at heart? Why/ why not?
- 17. Do you have any concerns/ reservations about your child participating in B-CAP?** Why? Why not?

Section 4: Impact and outcomes of the programme

18. **In your view as a parent/ caregiver, how, if at all, has your child changed as a result of participating in B-CAP?** If so, how did B-CAP contribute to that change?
19. **Has B-CAP had any impact on you/ your family?** If so, how/ why? Have you noticed any change?
20. **Have you noticed any wider impacts of B-CAP (beyond your child's/ families' life)?** Have you experienced any changes in your community?

Section 5: Recommendations

21. **Do you have any recommendations for UNICEF or SHALOM / Samaritan's Purse about how B-CAP could be improved?** How should they do things differently so that B-CAP is even more helpful to adolescent girls in the future?
22. **Ask the caregiver if he or she would like to add anything or remembered something they would like to say.**

Individual Interview Guide – Programme Staff / Case Worker

Name of researcher:

Interview date:

Location:

Respondents' information

Gender:

Role / position:

Ideally, individual interviews should be held in a one to one setting. Interviews should be conducted in a secure, quiet place where other people are not able to overhear the conversation.

Introduce yourself and the purpose of the study:

My name is X and I work for an organization that does research about the lives, experiences, and wellbeing of children and young people. We are currently conducting an evaluation of the B-CAP Project here in [West Point / New Kru Town]. The evaluation is a learning opportunity for UNICEF and Samaritan's Purse/SHALOM, the organisations that are running the programme - it will look at how the programme went, what it achieved and identify gaps or areas where things could have been done differently / better. We are particularly interested to learn from people who have been directly involved in the project – that is why we would like to hear from you about your experiences of the project, and how it has (or hasn't!) been effective. This will help us to understand what works and what may not work so well. Remember, we are not evaluating you – we are evaluating UNICEF!

This interview will last about 30 to 45 minutes. It is entirely up to you to decide whether you want to take part. If you do decide you would like to participate in our research, you are free to change your mind at any time. All of the information we collect will be kept anonymous – we will not record any names, and no information will be included in our research report that could be used to identify you. The only people who will know that you took part in this interview are myself and [name other people who are aware of the interview]. Would you like to participate in the interview?

(If yes) There are no right or wrong answers to any of the questions we ask – we just want to learn from you.

Do you have any questions for us?

Section 1: Background information

- 1. To begin, can you briefly tell me – what is your role in the B-CAP Project?** How long have you had that role?
- 2. And what is your professional/educational background?**
- 3. Where are you from originally?** Were you familiar with West Point / New Kru Town before you started working for B-CAP?
- 4. Tell me a bit more about the B-CAP project.** What are the aims of the project? Why and how was it developed? What are the needs that it seeks to address in West Point / New Kru Town?

5. **Do you think the project was well designed to meet those needs? Why or why not?**
6. **Are there issues or challenges facing adolescent girls in West Point / New Kru Town that the project doesn't address? What kind of needs?**

Section 2: Effectiveness of B-CAP

7. **What is the selection process for B-CAP?** What are the selection criteria? How are beneficiaries identified / assessed? *Probe to find out how this process is going, and whether there are any challenges or difficulties.*
8. **What services and support are provided to beneficiaries?** How do you decide what types of support each beneficiary should receive? Do beneficiaries receive any one-on-one support? *Ask for details about specific services: counselling, life skills training, alternative basic education, livelihoods training, job placement, etc.*
9. **What tools are used in delivering B-CAP?** Are there any individual files kept? Do you have any evidence of outcomes for beneficiaries?
10. **Do you collaborate with any outside organisations or individuals in your work on B-CAP?**
11. **Can you give me an example of a case with a positive outcome?** What went well in this case? Why was this case such a success?
12. **Now can you give me an example of a case which has been more difficult or has had more negative outcomes?** Why do you think this was?
13. **In your opinion, what is going well in the implementation of the B-CAP programme? What have some of the challenges and difficulties been?**
14. **What are the factors that are particularly important for the success of B-CAP?**

Section 3: Recommendations

1. **Do you have any recommendations for UNICEF or SHALOM / Samaritan's Purse about how B-CAP could be improved?** Are there any changes that could make the B-CAP more effective /helpful for adolescent girls in the future?
2. **Are there any gaps in the programme?** *E.g. in terms of services offered, staffing etc.*
3. **What gaps exist more generally in the community in services for vulnerable adolescents?** What unmet needs are there in vulnerable families?

Focus Group Discussion Guide – Community leaders / local community

Name of researcher:

Interview date:

Location:

Participants' information

Gender:

Age:

Livelihood of participants:

Religion of participants:

Ideally, focus group discussions should be held with 6-8 members of the local community / community leaders. They should be conducted in a secure, quiet place.

Introduce yourself and the purpose of the study: the study will help us understand the challenges adolescent girls face in your community and the ways in which the B-CAP programme has helped adolescent girls.

Explain that it is voluntary, gain informed consent and advise participants about anonymity.

Section 1: Context

1. **As members of your community /community leaders, what are the main problems facing adolescent girls?** *If they don't come up naturally, probe to learn about sex work, drug use, HIV / STI transmission, school drop-out, violence, etc.*
2. **Are some girls more vulnerable to these problem / more at-risk than others?** Which girls or groups of girls? Why do you think that is?

Section 2: B-CAP

3. **Are you aware of the B-CAP project?** Tell us what you know about the project? What is its purpose and what does it involve?
4. **What are your views of the project?** What are the positive sides of the project and what are the negative sides? What have the main impacts of the project been? Have there been any changes in your community as a result of the project?
5. **Do you personally know of anyone who has participated in B-CAP?** What was her (or his) story? Did anything in her life change as a result of B-CAP? What changed and how?

Section 3: Response scenarios

“Now I am going to give you some made-up scenarios about children. I’d like you to tell me if you think the events in the story are realistic, and whether and why this type of thing happens. Then I will ask you what the person in each story should do in this type of situation.”

Are the events described in the story things that sometimes happen? Can you tell me a case?

- 6. Sex work:** Your neighbour is a widow – her husband was the main breadwinner in the family and since he got ill and passed away last year her family is struggling to make ends meet. She goes around the community asking for work for herself or her 3 children. Over time, you notice that the oldest daughter, Sara, is often visited by older men in the evening. They talk outside of the house, and then Sara goes away with the men. Sometimes you see the men giving Sara money. Then you learn that Sara is having sex with the men.

Discussion questions: What do you think about this story? Have you ever heard of a case like this? Why do you think Sara is having sex with these men? Does this change your view of Sara or her mother? Why or why not? What do you think should happen to Sara? If this happened, would you do anything about it?

- 7. Drug use:** Your daughter, Precious, is 14 years old. She does well in school and has lots of friends. One day, one of the Precious’s teachers tells you that she has started missing classes. You notice that Precious’s mood and behaviour are different – she keeps to herself a lot and often seems exhausted, irritated, or excited and aggressive. Then the teacher tells you she has seen Precious using cocaine with a group of kids after school.

Discussion questions: What do you think about this story? If this happened, how would react? What would you do? Have you ever heard of a case like this? What do you think should happen to Precious? Is there anyone that can help her?

- 8. HIV:** Saydah, is a girl in your community is living with HIV. You don’t know exactly how she contracted HIV, but people in the community say it is because she was sleeping with lots of men and that she deserves it. One day, you see your daughter talking to Saydah at the market. When you ask your daughter, she says that she and Saydah hang out and have become friends.

Discussion questions: How would you react in this situation? What would you say to your daughter? Would you be comfortable with her being friends with Saydah? Do you think the attitudes of your community members are fair? Why or why not?

Section 5: Recommendations

- 9. Do you have any recommendations for UNICEF or SHALOM / Samaritan’s Purse about how B-CAP could be improved?** How should they do things differently so that B-CAP is even more helpful to adolescent girls in the future?

Thank the participants for their time. Explain again that the study will help understand what risks children face in the community, and what actions can be taken to improve the situation for children in the future.

15. Annex E: List of qualitative interactions and survey participants

15.1. Qualitative interactions

UNICEF and UN agencies

Individual interview, Country Representative, UNICEF Liberia
Group interview, UNICEF Liberia Child Protection Team
Individual interview, representative from UNFPA
Individual interview, representative from UN-Women
Individual interview, representative from UNESCO representative

Government representatives

Individual interview, representative from Ministry of Gender, Children and Social Protection
Individual interview, representative from Ministry of Youth and Sports
Individual interview, representative from Ministry of Health

Implementing partners

Individual interview, SHALOM, Monrovia
Group interview, Samaritan's Purse, Monrovia

New Kru Town

Key informants

Individual interviews, 2x ABE tutors
Individual interview, Business owner having interns from the project
Individual interview, Child Welfare Committee Member
Individual interview, Community Member
Individual interviews, 2x Guidance counsellors
Individual interview, Health Volunteer
Individual interview, Job placement officer
Individual interviews, 3x Life skills tutors
Individual interview, Programme supervisor

Beneficiaries

(10 females, 2 males)

Individual interview, male aged 19
Individual interview, male aged 19
Individual interview, female aged 18
Individual interview, female aged 18
Individual interview, female aged 18
Individual interview, female aged 19
Individual interview, female aged 19
Individual interview, female aged 19
Individual interview, female aged 19

Individual interview, female aged 18

Individual interview, female aged 20

Individual interview, female aged 21

Care givers

4 Individual interviews, 2 males and 2 females

Focus Group Discussions

Focus group discussion with community members and care givers, 5 females, 3 males

Observational sessions

1 Life skills session

1 ABE session

West Point

Key informants

Individual interview, Chairman of the child welfare committee

Individual interview, Guidance counsellor

Individual interview, Job placement officer

Individual interview, Secretary of the Office of the Township Commissioner

Individual interview, Township Commissioner

Beneficiaries

(12 females)

Individual interview, female aged 13

Individual interview, female aged 14

Individual interview, female aged 15

Individual interview, female aged 15

Individual interview, female aged 15

Individual interview, female aged 17

Individual interview, female aged 18

Individual interview, female aged 18

Individual interview, female aged 19

Individual interview, female aged 19

Individual interview, female aged 19

Individual interview, female aged 20

Care givers

6 individual interviews, 6 females

Focus group discussion

Focus group discussion with beneficiaries, 13 females

Focus group discussion with community members, 7 males, 4 females

Observational sessions

1 Life skills session

15.2. Survey participants- B-CAP Beneficiaries

Location	Number of Males	Number of Females
New Kru Town	5	60
West Point	4	57
	Total	126

16. Annex F: Ethical Guidelines

The evaluation will be subject to the following ethical guidelines which will apply at all times throughout the evaluation. All data collection and processing will be carried out in full accordance with the UNEG Ethical Guidelines and Coram International's own Ethical Guidelines as well as UNICEF's Ethical Standards in Research, Evaluation Data Collection and Analysis.

16.1. Review

The methodology and tools will be reviewed and approved by a review committee (made up of the Director and Research Manager, as well as one external expert) before they are deployed.

16.2. Do no harm and best interests of the child

It is of paramount importance that the physical, social and psychological wellbeing, and the rights, interests and privacy of research participants are protected. The welfare and best interests of participants are therefore the primary considerations guiding the design of the methodology and data collection methods for the study.

All research will be guided by the UN Convention on the Rights of the Child, in particular Article 3.1 which states: *"In all actions concerning children, whether undertaken by public or private social welfare institutions, courts or legislative bodies, the best interests of the child shall be a primary consideration."*

It is the obligation of the researcher to identify and avoid harmful effects. If researchers identify that they are causing harm to a participant/s, the research must be stopped.

Particular care will be taken to ensure that questions are asked sensitively and in a manner appropriate to the age, gender, ethnicity and social background of the participants. Clear language will be used which avoids victimisation, blame and judgement. Where it is clear that the interview is having a negative effect on a participant, the interview will be stopped.

Interviews may cover particularly sensitive or traumatic topics, and it is important to ensure that participants feel empowered and not solely like victims. Interviews will therefore aim to finish on a 'positive or empowering note' (e.g. through asking questions about what would improve the situation). This will help to ensure that participants do not leave the interview focusing on past negative experiences.

Researchers will also ensure that participants are provided with information on where they can seek assistance should they want someone to talk to or assist them with any issues after the interview.

Any child protection concerns will be identified and dealt with appropriately, see 17.8, below.

16.3. Data collection must be necessary

It is important to ensure that unnecessary intrusion into the lives of participants is avoided. In designing the methodology Coram International will ensure that the data being collected is necessary to address the specific research questions of the evaluation.

16.4. Researchers must not raise participants' expectations

Researchers will carefully explain the nature and purpose of the study to study participants, and the role that the data will play in the evaluation. Participants will also be informed that the purpose of the Researcher's visit is not to provide any direct assistance. This will be necessary to avoid raising expectations of participants that the researcher will be unable to meet.

16.5. Ensuring cultural appropriateness

Coram International will aim to ensure that data collection methods and tools are culturally appropriate to the particular country, ethnic, gender and religious context in which they are used. In order to do so, prior to data collection commencing data collection tools will be reviewed by national researchers and will also be piloted on a small sample of participants to identify content that lacks cultural appropriateness with adjustments made accordingly.

16.6. Voluntary participation

Researchers will ensure that all participation in the research is undertaken voluntarily. Researchers will explain to participants in clear, age-appropriate language that participants are not required to participate in the study, and that they may also withdraw their consent to participate in the research at any time. Researchers will also explain that refusal to participate or withdrawing the consent to participate will not result in any negative consequences for the participant.

16.7. Informed consent

At the start of all data collection, research participants will be informed of the purpose and nature of the study, their contribution, and how the data collected from them will be used in the study.

Where appropriate and not intimidating to the participant (in particular during Key Informant Interviews), informed consent will be obtained through an information and consent form. The information and consent form will explain in a clear language, the nature of the study, the participant's expected contribution and the fact that participation is entirely voluntary.

However, for this study it is deemed that information and consent forms will not be appropriate for all participants. Due to participants' ages, vulnerabilities and the fact that it is likely that not all participants will have the required level of literacy to be able to read and sign an information and consent form, researchers will therefore seek verbal consent when deemed most appropriate. This is likely to be the case in interactions with adolescent project beneficiaries, as well as with parents/carers and community members. In these cases researchers will relay the same information included on the information and consent form to the participant verbally, request the participant's verbal consent to be involved in the research and record that this permission has been granted.

In all cases, researchers will ensure that the nature and purpose of the study and the participant's contribution is explained in clear, age-appropriate language. Further, researchers will also ensure that participants have clearly understood the information and are in a position to provide informed consent by requesting the participant to relay the key information back to them and ensure that there are no outstanding questions.

Special care will be taken to ensure that especially vulnerable children give informed consent. In this context, this may include children with disabilities, children with learning difficulties or mental health issues. In these cases consent may be obtained through the use of alternative, tailored communication tools and / or with the help of adults that work with the participant.

In addition to providing their own consent, children under the age of 13 years, will also require the consent of a parent/ guardian and/ or support worker in order to participate in the research (depending on who is most appropriate in the circumstance). The threshold for independent consent has been set low, at 13 years, in recognition that the children included in B-CAP (which focuses on very vulnerable adolescents such as those who sell sex and use drugs) are likely to be from complex family backgrounds, where parental care or support

may be reduced, where family relationships may be absent or fractured, and/ or where parents and guardians are not always serving a protective function in relation to the child. Consent from a support worker will be sought in circumstances where a child under 13 has no clear parent/ guardian, or where a child's relationship with their parent/ guardian is characterised by violence, exploitation, abuse or neglect.

16.8. Anonymity and confidentiality

Ensuring confidentiality and anonymity is of the utmost importance. The identity of all research participants will be kept confidential throughout the process of data collection as well during the analysis and write up of study findings. Coram International will employ the following measures to ensure anonymity:

- All interviews will be carried out in a secure, private location (such as a separate room or corner or outside space) where participants cannot be overheard and are able to share their ideas and stories in confidentiality.
- Researchers will not record the name of participants and will ensure that names are not recorded on any documents containing collected data, including notes from interviews or focus group discussions.
- Data will be stored on a secure server only accessible by employees at Coram International and electronic records of data will be deleted from any personal, unprotected computers (if used during research).
- Research findings will be presented in a way that ensures that individuals cannot be identified.
- All participants will be informed of their rights to anonymity and confidentiality throughout the research process.

16.9. Addressing child protection concerns

During the data collection process (e.g. in particular during individual in-depth interviews, participatory interactions or focus group discussions with adolescents or parents/carers), participants may disclose information that raises child protection concerns (i.e. information indicating that a child is currently at high immediate risk of serious harm or death).

In such an event, and where this risk is not already known to and being managed by the B-CAP team, the researcher will prioritise obtaining the child's informed consent to report this to a designated person with the authority and professional capacity to respond (designated person to be agreed upon with UNICEF and partners).

If the child declines, the researcher will consult with a designated focal point, as well as the lead researcher and other key persons in the research team (on a need to know basis), concerning the appropriate course of action in line with the child's best interests. If a decision is made to report the information to the designated person, the child will be carefully informed of this decision and kept informed of any other key stages in the reporting and response process.

Should the national consultants be made aware of a child protection concern the procedure will be for this to be reported to one of the international researchers designated with this task who will assess the situation make a decision on how to proceed.

17. Annex G: References

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