

**RETHINKING YOUTH PARTICIPATION IN MONITORING AND EVALUATION.
THE CASE OF LOCAL ENTERPRISE AND SKILLS DEVELOPMENT PROGRAMME
(LESDEP).**



**UNIVERSITY *of the*
WESTERN CAPE**

Thesis submitted to the School of Government (SOG), University of the Western Cape (UWC), Cape Town, South Africa in fulfilment of the requirements for the degree of Master's in Administration in Faculty of Economic and Management Sciences (EMS),

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May, 2017

DECLARATION

I, Evans Sakyi Boadu, hereby declare that the work presented in this thesis entitled, ***‘RETHINKING YOUTH PARTICIPATION IN MONITORING AND EVALUATION. THE CASE OF LOCAL ENTERPRISE AND SKILLS DEVELOPMENT PROGRAMME (LESDEP)***, was done by me under supervision in the School of Government (SOG) from February, 2016 to May, 2017. Apart from references to other works which are duly acknowledged, this work has never been presented either in whole or in part for the award of any degree in this university or elsewhere or for publication.



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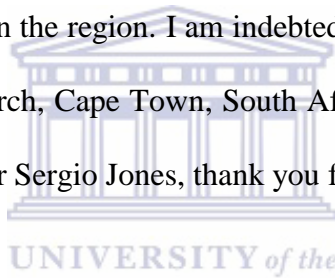
DEDICATION

This work is dedicated to two dearest women in my life; to my mum Mrs. Susana Yaa Boadu and my lovely auntie Miss Elizabeth Aning Owusua for such a wonderful support, love, prayers and very helpful counsel over the years.



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LIST OF ABBREVIATIONS AND ACRONYMS

CPP	Conventions People's Party
GEBSS	Graduate Business Support Schemes
GOIC	Ghana Opportunity Industrial Council
GSS	Ghana Statistical Service
GYEEDA	Ghana Youth Employment and Entrepreneurial Agency
ILO	International Labour Organization
LESDEP	Local Enterprises And Skills Development Programme
LI	Legislative Instrument
MoYS	Minister of Youth and Sports
MTGK	Moving the Goalpost Kilifi
MMDA	Metropolitan, Municipal and District Assemblies
NDC	National Democratic Congress
NPP	New Patriotic Party
NYEP	National Youth Employment Programme
NYA	National Youth Authority
NYC	National Youth Council
NYC	National Youth Commission

PHC	Population and Housing Census
PLA	Participatory Learning Appraisal
PM&E	Participatory Monitoring and Evaluation
PPI	Participation Perception Index
SPSS	Statistical Package for Social Science
UNDP	United Nations Development Programme
UN	United Nations
UGCC	United Gold Coast Convention
YPE	Youth Participatory Evaluation
YES	Youth Enterprise Support
YESDEP	Youth Enterprise and Skill Development



ABSTRACT

The buzzword in recent development policy-making is PM&E. The notion is that; participatory approaches have the appropriate remedy to curb the problem of exclusion. That notwithstanding, the approach has become rhetoric in certain quarters rather than practical as admitted by some scholars who hold the principle in high esteem. Inferences from the concept of empowerment as put forward by Narayan (2005), might be the premise for rethinking the debate surrounding the inclusion of beneficiaries in participatory monitoring and evaluation because of its undulation positive effect on project outcomes. Over the past two decades, Ghana has initiated and implemented a good number of national policies and strategies that are youth-centered. The majority of these youth programmes are usually delineated in most public policies on thematic areas such as employment, education, health, among many others. A total of 120 respondents (project beneficiaries) were randomly selected for questionnaire administration, and 1 in-depth interviewed was conducted for this study. Using a Participation Perception Index (PPI), developed to assess the youth perception of the extent to which they were involved in the PM&E, the following were ascertained. It was evident that the youth were only made to actively participate in the data collection (as respondents) process. Evidently, the primary objective of the implementing agency was to secure the youth (beneficiaries) job rather than involving them in the project PM&E. The qualitative analysis also highlighted other critical factors affecting both the implementing agency and the youth (skills or know-how, cost, lack of beneficiaries' interest, non-existence of beneficiaries' associations) to ensure active participation. The study concluded that the end goal of the youth intervention programme is tied into the ideas of project sustainability which can be achieved when the various stakeholders are all on board in the PM&E.

Keywords: Participation, Youth, Stakeholders, Evaluation, Monitoring, Beneficiaries.

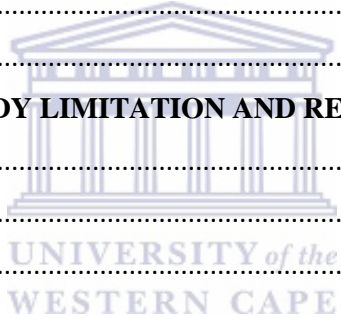
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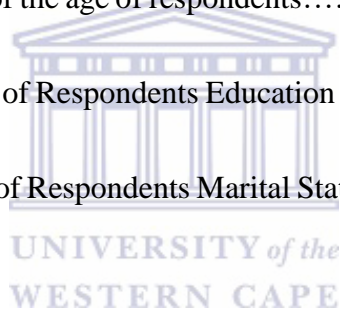
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CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

Are they really ‘the lost generation’, ‘the ticking bomb’, ‘youth bulge’ and ‘the demographic dividend’ as the youth of today have been described with regards to the current global demographic changes, political and economic circumstances? Despite the upsurge number of youth intervention programmes in Africa, the lasting uncertainties surrounding youth unemployment is patent and Ghana is no exception. Amankrah (2006) & Palmer (2009), argued that in Ghana, there is an increasing recognition that the national youth interventions projects christened in the last two decades have performed remarkably well in improving the income-earning of the youth. These ‘youth intervention initiatives’ indeed constitute a major employment avenue for most people especially the youth (Gyampo 2012; Amankrah 2006). It is therefore, not surprising that, it has become a vital political campaign promise where many political parties in Ghana espouse for the mandate of the youth and beneficiaries of these local intervention programmes.

The rate of unemployment among the youth in Ghana leave them, though unfortunate, to making living through whatever means possible just to survive a day after the other, which can even undermine a country’s democracy (Abbink, 2005; Okafor 2011; Ibrahim, 2011; Calves and Schoumaker, 2004). It is not a misplaced priority, therefore, for national governments to initiate youth-centered programmes to absorb the youth channeling out every year from our various universities and those already in the informal sector. The International Labour Organization (ILO) in support of such programmes stated that:

Creating jobs for young women and men entering the labour market every year is a critical component in the path towards economic growth, fairer societies and stronger democracies (ILO, Global Employment Trends for Youth report 2015).

In Ghana's fourth republic (1992), there are number of youth development intervention programmes but the unemployment situation among the youth has remained unchanged and in fact, it is increasingly becoming worse (Ghana Youth Employment and Entrepreneurial Agency (GYEEDA, Report, 2013). Most of these initiatives have bedeviled with a lot of corruption and misappropriation. The ministry of youth and sports report reads:

On 12th April 2013, the Hon. Minister of Youth and Sports (MOYS), Mr. Elvis Afriyie-Ankrah appointed a five-member Impact Assessment and Review Committee to investigate alleged maladministration and financial indiscipline at the National Youth Employment (NYEP), re-named the Ghana Youth Employment and Entrepreneurial Agency (GYEEDA) (Ministry of Youth and Sport, GYEEDA Report, July 2013).

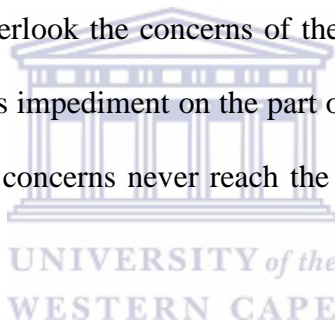
What this study seeks to do is to interrogate this youth initiative through participatory monitoring and evaluation approach. The participatory approach has gained a lot of impetus in the development circles. It has become one of the most significant methodological novelties that many scholars ascribed to in many economic development programmes (Keough, 1998; Hulme, 2000). Authorities such as Chambers (2007) appreciate the substantial change from top-down to a more bottom-up approach, laying emphasis on behaviours, attitudes and practices, with increased importance on the principle of sharing among the primary stakeholders.

In light of this, many have ascribed to its application, although the approach has other pitfalls yet to be answered with regards to theoretical explanations (Chambers, 1994) and how participatory principles could be combined with professional standards in some aspect of development practice, turns to be little vague. Youth policies should rather be more interested in the outcomes and improvements in people's lives (Godfrey, 2003) and not just the mere process and changing of names, most are usually 'unclear' and 'contested' in terms of scope and complexities (Williamson, 2002). Despite the sharp increase in the economically active population in Ghana, policy-makers have failed to properly target the needs of the youth, their active participation as well as adequate analysis of their unique priorities.

The study intends to examine whether a lack of participatory monitoring and evaluation in the various youth employment programmes in terms of processes, designing and implementation of these initiative are the Achilles heel of youth unemployment in Ghana. *“Participatory monitoring and evaluation is not just a matter of using participatory techniques within a conventional monitoring and evaluation setting. It is about radically rethinking who initiates and undertakes the process, and who learns or benefits from the findings.”* (Institute of Development Studies, 1998). The concept strives to 'honor the perspectives', 'voices', 'preferences' and 'decisions' of the economically disadvantaged groups and those who are mostly affected (stakeholders and program beneficiaries) (Rossman, 2000). This study aims to question how participatory approach has been applied in the monitoring and evaluation processes of youth employment programmes in Ghana (a case in mind, LESDEP).

1.2 Problem Statement

Africa has the fastest growing and most populous number of young people globally (Okojie, 2003; MO Ibrahim Foundation 2012). This will continue to increase because the chunk of the population is between the ages of 15-24 and Ghana is no exception. Over the past decades, Ghana has initiated and implemented a good number of national policies and strategies that are youth centered. However, most of these programmes have neither include in them specific structures to fully engage youth nor have they positively addressed specific youth concerns (Gyampo, 2012). Majority of these youth programmes are usually delineate in most public policies on thematic areas such as employment, education, health, juvenile delinquency among many others. Most, if not all of these public policies tend to overlook the concerns of the young people (YES-Ghana, 2012; Motcham, 2014). As a result of this impediment on the part of the youth, their voices are limited if not at all heard and hence their concerns never reach the top of the political agenda (United Nations, 2004, Gyampo, 2013).



In accordance with the African Youth Charter (AYC), the Ghana National Youth Policy (GNYP) was launched in 2010. Up until then, Ghana had failed to have a national policy framework that clearly outlined the country's vision for youth development rather than youth policies outlined in the manifestos of political parties. In Ghana's fourth Republic, the two influential political parties, NDC and NPP only defined what they deemed fit as the challenges confronting the youth in their manifestos. They have all proposed their own youth interventions initiatives or metamorphosed already existing ones. Typical examples are the National Youth Council (NYC) becoming National Youth Authority (NYA), and the National Youth Employment Programme (NYEP) which metamorphosed into the GYEEDA.

Historically, there is the failure on the part of the policy-makers in consulting the youth during the policy designing, implementation and finally the monitoring and evaluation stages. The unfortunate thing is that the launch of the NYP, 2010 did not stop the trend. Even though the policy framework provides for some guidelines and direction to all stakeholders involved in the policy design and implementation (NYP, 2010), putting the rhetoric into practice have been a challenge over the years. The failure on the part of various stakeholders to provide opportunities for meaningful youth engagement has made some of these project ‘sleep walking’ youth initiatives.

The Africa Youth Charter has two important clauses of youth empowerment in Article 10. These read as follows Clause 1 *“Every young person (youth) shall have the right to social, economic, political and cultural development with due regard to their freedom and identity and in equal enjoyment of the common heritage of mankind”*. Clause 2, *“States Parties shall encourage youth organizations to lead youth programmes and to ensure the exercise of the right to development”* (The African Youth Charter, 2002). The critical question is, are States Parties to this Charter, including Ghana adhering to these clauses? Despite the youth occupying the chunk of Ghana’s population, governments rarely consult them on matters affecting their well-being, such as economic development projects or poverty reduction strategies (YES-Ghana, 2012).

Youth unemployment is ubiquitous and remains a major developmental issue all over the world (Curtain, 2001; Amankrah 2006; Gyampo 2012; Darkwah 2013), sub-Saharan African countries such as Ghana are no exception. Generally, fertility rate in Ghana is declining but this reduction is still above the replacement level. Hence, the youthful population is not likely to decline because of some population drives that characterised many young growing populations like Ghana

(Braitham & King 2006; GSS 2008). What this implies is that, with better policies targeting the economically active group, Ghana can be harnessing this demographic dividend or on the contrary it's becoming a potential threat to the country's development.

While several previous studies on youth have examined gender participation and disparities, youth and migration, youth and political participation and youth and unemployment challenges in sub-Saharan Africa in general and Ghana in particular (e.g., Gyampo 2012a; Nyamekye Boah 2014; Gyampo 2015; Gyampo 2012b; Gyampo & Obeng-Odoom 2013; Palmer 2009; Sylvia & Gareth, 2005; Aryeetey & Baah-Boateng, 2007; Amankrah 2006; Serneels, 2007; Sylvia & Gareth, 2009; Langevang & Gough, 2009; Okojie, 2009; Rhoda, 1980), participatory monitoring and evaluation of the various policies from the perspective of the primary stakeholders (youth) has largely been ignored. Given the plethora of studies on gender participation and political participation with regards to youth in sub-Saharan Africa and for that matter Ghana (Porter, Blaufuss & Acheampong 2007; Gyampo 2012, Braimah & King 2006, Amankrah 2006; Okojie, 2009; Rhoda, 1980; Serneels, 2007), such an omission is unfortunate. To inform policy, this study intends to explore if the absence of participatory monitoring and evaluation of the various youth programmes by the beneficiaries themselves are the intrinsic reason why this youth interventions initiatives have failed to achieve it intended purpose (that is, reducing youth unemployment).

1.3 Rationale of the Study

The youth constitute majority of Ghana's population (GSS 2010) and current statistics reveal that they are faced with numerous challenges. While some missed out on getting education, many others are also disadvantaged in terms of acquiring a requisite skill and job training (Ministry of

Education, 2003). That notwithstanding, others who are educated too are mostly walking on the street of Ghana in search of jobs but there is none. The African Development Bank states that: *“In most African countries those with the highest education levels tend to take longer to search for a job and have higher unemployment rates than those who are less well educated”* (AfDB 2012). Although there are genuine commitments on the part of government to curb the situation (Amankrah 2006), there are quite high rate of unemployment and underemployment among the youth (YES-Ghana, 2012).

In recent years, governments in Ghana have tried to address youth unemployment through many programmes such as the National Youth Employment Policy (NYEP), Youth Enterprise Support (YES), Youth Enterprise and Skill Development (YESDEP), Graduate Business Support Schemes (GEBSS), Local Enterprise and Skills Development Programme (LESDEP), The Growth and Poverty Reduction Strategy Programme (GPRSP II) and the newest Ghana Youth Employment and Entrepreneurial Development Agency (GYEEDA). The mere changing of programme names from one to the other cannot be the solution to the immense unemployment among the youth. Job becomes such an important factor in walking the path from youth to adulthood.

Ghana’s fourth republic has seen number of government-led youth initiatives been implemented in very ambiguous manner, usually lack pragmatic strategies and proper participatory and monitoring evaluation though are manned by so-called “youth-centered agencies”. In instances where they have been executed, their impact is less felt. Majority of these programmes are left unevaluated, hence the difficulty in distinguishing those initiatives that work and should be supported and those with little or no impact for which reason funding should be curtailed. These

caught the attention of The Constitution Review Commission and in their report submitted to the President in 2011:

The Commission opined that ...at present there are a lot of Ministries, Departments and Agencies such as the Ministry of Youth and Sports, the Department of Social Welfare, the National Youth Employment Programme, the National Service Scheme, the National Youth Council (Authority) and numerous youth organizations – formal and informal, registered and unregistered, all addressing youth-related issues in an uncoordinated manner (The Constitutional Review Commission Report 2011: 749).

It is not that Ghana has too many or too little of Ministries, Departments and Agencies manning these youth employment programmes, but the critical question is; are the policies or initiatives working at all? whether it helps the youth to find jobs, not any other job but one that pays dignified wages or are the policies themselves a problem rather than a solution? The obvious remedy one can suggest is that, in situations where we think the answer is “yes” in the immediate two questions, let’s keep on channeling resources to curtail the current youth unemployment problems. Even though these programmes were or are in place to provide decent jobs for the youth and equip them with the requisite skills for employment (Nuamah, 2015), however the unemployment situation among the economically active population is still high. This therefore, calls for, if any, a policy reformation to ascertain the growing joblessness among the teeming youth (Okojie 2003; Porter & Acheampong, 2007; White, 2012).

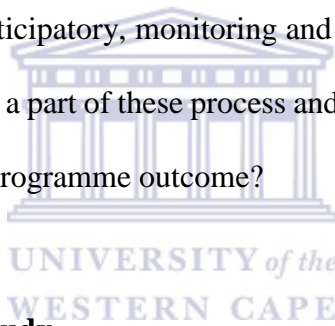
In the words of Act Youth Center of Excellence (ACT):

Youth participatory evaluation (YPE) is an approach that engages young people in evaluating the programs, organizations, and systems designed to serve them. Through YPE, young people conduct research on issues and experiences that affect their lives, developing knowledge about their community that can be shared and put to use. There are different models of YPE: some are completely driven by youth, while others are conducted in partnership with adults (ACT Youth Center of Excellence, 2016, as found here:

http://www.actforyouth.net/youth_development/evaluation/ype.cfm).

Youth in one way or the other have been involved in some policy evaluation exercise and evaluators have attest to the fact that their involvement have always been helpful but the question is how many times? And to what extent are they involved? According to Cornwall and Eade, (2010) ‘Participation’ like any other concept in social science has been construed differently depending on the interest of the researcher but to-date it is still a major concept in development studies. To ensure efficiency in any economic development project, there is the need to ascertain the key stakeholders, as to who does what, when and how (Gavin, 2007). There are two main approaches to the ‘participation’ debate that is the Top-Down and Bottom-Up approaches (Finsterbusch and Wicklin, 1987; Corneille and Shiffman, 2004; Kim, 2011). Some scholars have argued that the attention has been on Bottom-Up approach (Winter, 2003; May, 2003 and Pasudel, 2009). Others share a contrary view and have expressed that, the numerous failures in most economic development projects are simply so because the emphasis on participation, monitoring and evaluation have been top-down and therefore need to be more bottom-up (Maguire, 1981).

Youth involvement in project evaluation is gradually gaining some currency. Their involvement also goes in a long way by helping professional policy evaluators and donor agencies such that many issues that are of concern to these professionals, including youth development, youth employment, empowerment, decision making, community development, capacity building, organisational democracy and social justice are brought to bear (Sobo, 2001). In support of Sobo's argument, Gyampo (2012) observes that *"development plans have been formulated and implemented with little or no participation of the youth"*. The question was, has the not too important attitude on the parts policy makers to involve the youth in decision making been the cause of this unfortunate but real circumstances the youth find themselves in today? This study intent is to find out if there is a participatory, monitoring and evaluation programme at LESDEP. And to what extend are youth made a part of these process and how it has affected their well-being as well as the effectiveness of the programme outcome?



1.4 Aims and Objectives of the Study

The primary aim of the study is to critically analyze the existing Monitoring and Evaluation (M & E) systems as applied by Local Enterprise and Skills Development Programm (LESDEP) in La Nkwantanang-Madina Municipality, Adenta Municipality and Ga East Municipality in the Greater Accra region (Ghana). Secondly, the study will examine how participatory approach has been functional in the monitoring and evaluation processes and the outcome of such youth employment interventions. Based on these outcomes of study, the researcher will provide recommendations for plausible policy reforms for youth participation in monitoring and evaluation of youth-centred initiatives in Ghana. Thus, the specific objectives of this study include:

- To examine the nature of monitoring and evaluation activities present at the Local Enterprise and Skills Development Programm (LESDEP) in the three districts (Ghana).
- Investigate beneficiaries' participation in the existing M & E framework of the youth initiative.
- To examine the effectiveness of the existing monitoring and evaluation system.
- To analyse the impediments of the present M & E systems and propose possible pathways of resolving them.

1.5 Research Questions

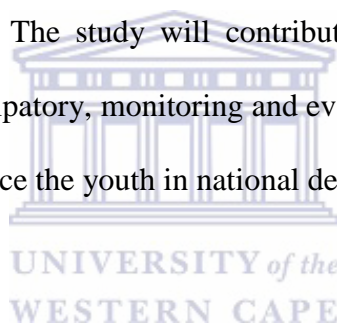
The major research question guiding this study was how did beneficiaries participate in the M & E processes of the Local Enterprise and Skills Development Programm (LESDEP) in La Nkwantanang-Madina Municipality, Adenta Municipal and Ga East Municipal in the Greater Accra Region, Ghana and to what extent did the established M & E systems meet standards of participatory, monitory and evaluation?

The researcher intent to ask the following specific questions in attempt to answer the leading question of this study:

- What kinds of monitoring and evaluation frameworks exist at Local Enterprise and Skills Development Programme (LESDEP) and what were their objectives?
- How were the M & E procedures determined? By who and how?
- How did the beneficiaries participate in these monitoring and evaluation procedures? And why did LESDEP involve beneficiaries?
- What implications do the findings have on Participation, Monitoring and Evaluation and practice?

1.6 Significance of the Study

The study will enhance the discourse of the subject matter as well as provide us with realistic understanding of the contemporary role of the Ghanaian youth in policy monitoring and evaluation processes. In the context of policy, the study will advance the crucial hypothesis that the youth who are the economically active population cannot be overlooked in the progress of any youth development programme such as LESDEP. By carefully testing this hypothesis against the evidence from the field, the study stirs up an important discourse on whether there is a correlation between the national youth employment policy, other policies and youth employment in Ghana. In this regard, the study will inform policy makers on the changing pattern of unemployment among the youth in the country. The study will contribute to the already existing body of knowledge on young people participatory, monitoring and evaluation with key emphasis on what policy reforms if any can better place the youth in national development agenda.



1.7 Organization of the Study

This study investigates the complex nexus of youth in participatory monitoring and evaluation (PM&E) as well as the extent to which they are involved in the PM&E processes. Thus, to analyse these complexities, this thesis is organised into six different chapters. The theoretical framework and the existing literature on PM&E set the overall perspective of the research. These are included from Chapters Two to Four. The results are presented in Chapters Five. Finally, a discussion of the results, the research findings, and the conclusion are covered in Chapters Six.

Specifically, the first chapter introduces the study, and provides an introduction to the thesis and the rationale of the research. A brief summary of the research problem statement, objectives of the

study, and the research questions are also included. The second chapter reviews the relevant literature. In so doing, the chapter examines theories and concepts that are essential to this research. This clarifies certain aspects of this research and provides conceptual base for the empirical research. The third chapter outlines the various methods utilised in the collection and analysis of data (study design, sources of data, target population, sample size, sampling procedure and data collection techniques). The fourth chapter explores the historical overview of youth intervention policies in Ghana's fourth republic. The fifth chapter provides the results of the analysed data and the discussions. The final chapter furnishes summary of findings, conclusions, limitation and recommendation of the study.



CHAPTER TWO

PARTICIPATION IN DEVELOPMENT DISCOURSE

2.1 Introduction

A people-centered approach to economic development initiatives has been espoused by many development literatures in terms of ensuring the maximum and proper involvement of program beneficiaries. The puzzles of ensuring that the programme produces efficient and effective outcomes have been anticipated to be solvable if beneficiaries are adequately represented or involved in the decision-making processes.

2.2 PARTICIPATION: GENERAL REVIEW

Social phenomena, participation is no exception, their definition are abound. This review will look at a few of such definitions. In political, economic, social and development literature, some scholars have viewed participation from a prism which Scaff (1975) has termed an "illusion of participation" and "complete participation". While participation has been seen as an end in itself ("aerobics of participation") (Schugurensky 2008), this view is not necessarily correct. This is because participation is a process ("complete participation") (Scaff 1975; Rifkin & Kangere 2002) and does not therefore necessarily translate into an 'end in itself'. Participation usually employed by development initiators and governments to appease demands of some economically disadvantaged population such as the youth, women or a community as a whole ("illusion of participation") (Scaff 1975; Schugurensky 2008).

In contrast, Arblaster (1972) stressed that "participation means participation; in every dimension of life, of culture, or of our economy, our educational system, our political system, our decision-

making processes” (Arblaster 1972 in Scaff 1975, p.448). Others have also maintained the distinction according to "amount" or "extent" of participation, for instance ‘active-inactive’ or ‘overt-covert’, or from the perspective of "pseudo" to "full" participation (Scaff 1975; Rifkin & Kangere 2002; Schugurensky 2008). Besides, the numerous connotations, there is still a shortfall in unpacking what exactly ‘participation’ is all about and Scaff pointed out that “they simply point toward a few potential confusions surrounding the term” (Ibid, 488).

Participation has been defined “as a process through which stakeholders’ influence and share control over development initiatives, decisions, and resources which affect them” (World Bank 1994). Cohen and Uphoff, (1977) opined that “it includes people’s involvement in decision-making processes, in implementing programmes, their sharing in the benefits of development programmes and their involvement in efforts to evaluate such programmes”. In a similar vein, Pearse and Stiefel, (1979) echoing the views by World Bank (2001), Cohen and Uphoff (1977), defines ‘participation’ as an approach which is “concerned with...the organised efforts to increase control over resources and regulative institutions in a given social situation on the part of groups and movements of those hitherto excluded from such control”.

The various definitions maintain that development projects or initiatives will fail to achieve their intended targets if the individuals or communities are not incorporated actively in the development processes (planning, design, implantation and monitoring and evaluation) (Parfitt 2004). The approach has a conceptual flexibility and therefore be viewed from different perspectives depending on the interest of the researcher. Viewed from the power perspective (that is individuals given the power to control what directly affect their life’s) (Cornwall 2008), information sharing,

the consultation or collaboration perspectives and last but not the least, the perspective of stakeholder empowerment (Fetterman 2005). The empowerment approach grants the individual or groups the opportunities and the necessary experience to negotiate, influence, control and participate actively in the decision-making processes (Rifkin & Pridmore 2001).

As earlier mentioned, there is no universal definition among scholars for participation. However, it worth mentioning that there is a general acceptance among professionals and development initiators that participation is a process rather than an end in development initiatives (Rifkin & Kangere 2002). Extensive literature on participatory approach or methodology stresses that, given the chance, the individual, group or community would accept to partake in any decision-making or processes or actions that directly affect their well-being (Larrison 2000; Rifkin & Kangere 2002; Nelson & Wright 1995; Jackson & Kassam 1999; Holte-Mackenzie et al. 2006). The approach strongly maintains the importance of project beneficiaries taking a keen interest in the what, how and why questions in any development programme (beneficiaries should be part of those decisions that affect their own lives) and not development initiator (donors) deciding on those questions on their behalf (Mosse 2001).

The Universal Declaration of Human Rights (1948) drafted by the United Nations espouses 'participation' as a fundamental human right. This idea is reinforced in numerous other instruments such as Declaration and Conventions. The concept 'participation' has been construed as a development practice in extensive literatures (Macdonald 1995; Chambers 2007; May 2003; Pasudel 2007) but it can also be practiced and used in a diversity of ways depending on once field of study.

Emphasis has always been placed on the dichotomous debate of ‘participation’ and which ones should be appropriate to be adopted by development planners. The top-down and bottom-up approaches (Finsterbusch & Wicklin 1987; Corneille & Shiffman 2004; Sabo 2011). The goal of modern development initiatives is to create these types of people participation, heavily focused on orienting local behaviors and perceptions of individuals towards the success of such initiatives. The practice (top-down) over the years by practitioners has been to orient local people on these perceptions and behaviors towards the success of project outcome typically differs from the bottom-up approaches (Macdonald 1995; David 1993).

Regarding the top-down approach, Larrison (2000) argued that the model for the most part has been well-used or practiced by most practitioners in history and greatly predates the bottom-up approach. The top-down model is structured such that the planning, implementation, monitoring and evaluation of development programs are done by a professional evaluator who is provided with resources outside the local ambit (Macdonald 1995). The empowerment approach turns to be less felt in this type of participation since the model typically focuses on professional leadership or evaluator than that of local participation though the model looks for support from the indigenous people for a successful programme implementation (Larrison 2000). On the contrary, the bottom-up approach to development initiatives should rather create co-operations and partnerships between grassroots (local communities) and professionals’ development initiators rather than professionals acting as leader (Panda 2007).

What is particularly noteworthy about this model is the fact that local people adapt the notions of the external leadership in development initiatives. The model assumes that such offers will bring

about changes among community residents' in terms of their perceptions and behaviors towards the project, hence achieving the ultimate goal of increasing the standard of living of the locals (Mcdonald 2012). The bottom-up model has gained impetus in recent social, economic and development studies (Berman 1978; Elmore 1978; Palumbo & Donald 1990; Matland 1995; Winter 1990; 2003; May 2003; Paudel 2009: 39; Apostol et al. 2013).

Since the 1980s, there has been a growing awareness of the bottom-up approach to development interventions among practitioners. It is not surprising that social development theorists in the 1990s (Rubin & Babbie 1993; Midgley, 1993; David 1993; Billups 1990) argued that the bottom-up model underpins most development initiatives. Blanchard (1988) put forward seven measurable variables to measure bottom-up model in social development projects. These he argued to include: comprehensive participation, motivating local communities, expanding learning opportunities, improving local resource management, replicating human development, increasing communication and interchange, and localising financial access. Larrison (2000) maintained that practitioners adapting to this model which is structured to involve local participation with comprehensive negotiations, improved opportunities to learn, and to accept the initiative as theirs, offer the locals greater empowerment to influence such programs that have some effect on their life (Larrison 2000).

The sense of power offered to the local people that comes with knowledge and their involvement in the decision-making processes and implementation of such development initiatives are necessary precursors to realising the delineated goals and the objectives of the programme (Larrison 2000; Cornwall & Brock 2005). The extensive literature on participation has been more

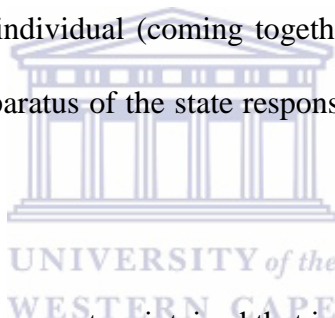
on bottom-up rather than a top-down approach in recent times. The formalization of ‘bottom-up’ approach in development projects in recent times has been motivated by failings of ‘top-down’ approaches to participation in most development initiatives (Chambers 2007; Maguire 1981; May 2003; Pasudel 2007).

Irrespective of the current shift in emphasis from top-down to bottom-up, there is still a need for a careful analysis of the relationship between bottom-up participation and an efficient or effective development outcome. Chambers (1994) argued that the relationship between bottom-up approach or participatory principles and development practices is still vague with respect to some professional standards in development. Authorities such as Miller and Razavi (1998) have equated ‘participatory’ approach to ‘bottom-up’ in the development literature and have argued that the concept is not alien to development practitioners. The divergent to the argument offered by Miller & Razavi (1998), is that Maguire (1981) had earlier emphasized that participation, monitoring and evaluation, for most part, have been top-down and therefore need to be more bottom-up (allowing local people to also voice out their concerns in any development interventions that directly affect their lives).

Scaff (1975) delineated two perspectives of participation. On one aspect, the author argued that participation is the distribution of the national resources (public good) on the basis of promoting the common good of life and acting in good faith on the basis of reciprocity. Contrary, participation was seen as an act of “exchange” by granting the individual the power to negotiate, control, and influence institutions or policies that affect their lives thereby increasing their chances of recognizing the benefits due them (Ibid, p. 449). Mejos (2007) in support of the argument by Scaff

(1975) opined that the ‘common good’ is not a single object for an individual but rather it signifies a common resource, which is shared by all persons deemed appropriate. This simply means that the common good can be distributed among individuals but the pursuit of such good can only be done together with others (Zeldin et al. 2012).

The concept has been perceived as a ‘means’ or an ‘end’ in itself (Nelson & Wright (1995). The authors argued that if ‘participation’ is to be more palliative, this will involve shifts in control, the difference between participation as a means, (to fulfill project aims) and participation as an end (for groups of people to influence and control their own development)’. The two simply emphasise the power dynamics between the individual (coming together as a group to pursue a common good), the community, and the apparatus of the state responsible for the development initiatives (Ibid).



Gyampo (2012) in support of the argument maintained that in development initiatives, the ‘mean’ assumption of participation is a practice where local stakeholders (youth) cooperate with external development programmers or projects implementers. The effectiveness or otherwise of the initiative depends heavily on the satisfactory level of the local people to be part of such programme. The external agencies tend to support the local people in an attempt to ensure effective implementation and progress of such programmes in the name of people participation (Ibid). It is widespread practice on the part of project initiators to essentially encourage local participation as a medium of ensuring good implementation for a successful project (Gyampo 2012). Rahnema (1997) stressing on participation being intrinsically “good” in ensuring effective and efficient development outcome. However, the application of the approach can vary from a development

project to the other, as a result of its conceptual manipulations and theoretical weakness (Cornwall 2000; Hickey & Mohan 2005) what Rahnema expressed as “*may be apply to evil or malicious purposes*” (Rahnema 1997).

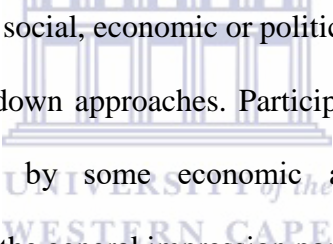
Contrary to the ‘end’ participatory supposition by Nelson and Wright (1995), some scholars have argued that the goal of participation can still be achieved as an individual or in isolation even though the assumption of participation holds more to that of the group rather than an individual (Mejos 2007; Gyampo 2012). This study stems out of the empowerment approach which is more people-centered and the ‘end’ perspective of participation holds on to this ideal. The approach emphasises on empowering people with regards to the terms acquisition of skills, knowledge and experience in order to gain standing so as to influence the decision-making processes, negotiate well and take control or responsibility for their own development (Gyampo 2012). It has been argued that economically-excluded individuals and groups tend to have a worsened poverty status as a result of their limited influence and negotiation, exclusion and lack of access to and control of resources, which are precursors to sustain and improve their lives (Mohan & Stokke 2000; Rossman, 2000).

Mejos (2007) further maintained that participation goes beyond the physically present in a group action. In participation, you can exist as a group but individual aims and objectives usually differ widely although the ultimate goal is to achieve that positive “common good” for each person (Mojos 2007). Participation is not something that happens accidentally rather it is as a result of an individual or group conscious effort to pursue that ‘public good’ by accepting that the strive for such fulfillment can only be realized together with others and not as an individual (Ibid: 80).

“In participation, a person does not wish for his good alone but also wishes the good of those that are around him” (Mejos, 2007). The participatory or the bottom-up approach is an “instrument of change” because it greatly deviates from the exclusion assumptions offered by the top-down model to include or involve beneficiaries or poor people directly in the development initiatives (UNDP 1998). Nonetheless, Parfitt echoing his views on the bottom-up approach, noted that, explicitly, the bottom-up participatory approach which is strongly espoused by most development planners in actual sense is another traditional top-down development approach, although it creates that lofty impression of incorporating the poor in projects implementation and empowering the excluded population (Parfitt 2004; Mohan, and Stokke 2000). In support of the argument by Parfitt 2004, Kothari (2001) noted that participatory development has been argued as a vehicle of change but that change is rather a ‘coercive persuasion’ on the part of programme facilitator because such ‘participatory development’ programmes are directed by the project planners and that the ‘vehicle of change’ has its steering wheel in the hands of the facilitators driving towards where they consciously deemed fit (Kothari 2001).

Unpacking youth participation in monitoring and evaluation, it will be necessary to note the different classification and types of participation to better appreciate how the concept is not “one size fits all” approach. There are variations in terms of level and form of participation. It varies in terms of what the development planners deemed necessary to involve the primary stakeholders, the individual or group capacity and to what extent can they participate given the chance and the available resources needed for such to happen. According to Pretty et al. (1995), there are seven types of participation. The authors noted the hierarchical nature of the participatory approach.

From below is the passive participation, participation in information giving, participation by consultation, participation for material incentives, functional participation, interactive participation, and self-mobilization (Pretty et al. 1995). They opine that the passive participatory approach is where the individuals or groups are told by development planners what they intend doing or what has already been done. In the active participation, the individual is actively integrated or become fully involved in any activity, from the commencement of the development project, the planning or decision-making processes, design, and implementation (Ibid). It is not my intention here to deal extensively with the typology of participation except to point out that there are forms and levels of participation.



Summing up, participation whether social, economic or political can be determined by two varied models, the bottom-up or the top-down approaches. Participation also has been viewed by the “means” and “end” perspective by some economic and development scholars. That notwithstanding, others argued that the general impression portrayed by international organisation (United Nations, World Bank) and some development initiators (donors) is that participation is “good” whereas others continued to hold that it is still the traditional top-down approach because power still remains with the project planners and not the local people. Pratt (2001), in his work titled *practitioners critical reflections on PRA and participation in Nepal* argued that not all development initiatives require bottom-up approach. The author, therefore, opined that some intervention programmes need a top-down approach to avoid lengthy community negotiation towards the implementation of the programme. These are some of the apparent conflicting arguments among modern practitioners. However, this study seeks to unpack youth participation

in monitoring and evaluation in a development intervention (LESDEP-Ghana) aimed at improving their well-being.

2.3 THE PARADOX OF THE ‘YOUTH’ CONCEPT

There is no universal definition for the concept “youth”. Most countries as well as international organizations continue to shift goal posts as regards the age threshold on who qualifies as a “youth”. The critical question is, exactly who is a youth and why? Global bodies, for instance, the United Nations, defines “youth” as persons within the age bracket of 15 to 24 years of age. Furthermore, the UN opines that adolescents are persons between the ages of 10-19. In its Convention on the Rights of the Child (CRC Convention) it defines ‘children’ as those below the age of 18 (United Nations 2011). As asserted earlier, continental, regional and country specific definitions of who a youth is vary worldwide. It is not my intention here to deal with these variations but just to point out how the concept “youth” has been abused globally and how it has become confusing in one’s attempt to define what exactly the concept is. To further confuse development practitioners, the African Youth Charter defines the term as “*Youth or young people shall refer to every person between the ages of 15 and 35 years*” (African Youth Charter 2006). Youth is “anyone who is acknowledged by deeds as identifying with and committed to youth development” (The 1992 Constitution of Ghana).

Correspondently, in Ghana, the current ruling party, the National Democratic Congress (NDC) youth wing has failed to determine the statistical limit or barrier for youth whereas in contradiction, the major opposition party (New Patriotic Party (NPP) provides the youth threshold as being between 18 to 39 years. The National Youth Policy in South Africa defines youth as persons

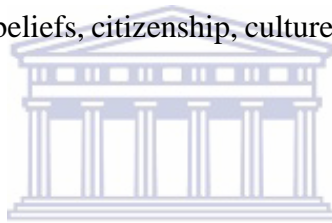
between 14 and 35 years of age (National Youth Commission, 1997). The concept has also been vaguely defined by some scholars in one way or the other. Similarly, Pandary (2005), echoing the UN and others, rightly defines ‘youth’ “as the period of transition between childhood and adulthood, marked by completing schooling, further education and entering the field of work, achieving financial independence and starting a family”.

Regardless of the myriad of definitions available in this study, the researcher will adopt the definition by the Ghana National Youth Policy (GNYP), which was informed by that the UN definition. More specifically, the UN definition provides; of which “youth” was defined as “persons (males and females) who are within the age bracket of fifteen (15) and thirty-five (35)” (GNYP 2010: p.5). In sub-Saharan Africa, more particularly in Ghana, walking the ladder from childhood to adulthood comes with its own social, political, and economic circumstances. This doesn’t however, negate the fact that there are some slight variations amongst the countries. It is not surprising, therefore, that the transition to adulthood in many sub-Saharan African countries tends to delay as a result of the high unemployment rate (AERC Senior Policy Seminar Report 2014; Pandary, 2005; United Nations, 2011).

‘The lost generation’, ‘the ticking bomb’, ‘youth bulge’ and ‘the demographic dividend’ are some of the many ways the youth have been described with regards to the current global demographic changes, political and economic circumstances. Others have also considered the youth as ‘marginalised’ or ‘fragile’ but essential for future change and therefore, they, must be seen as such. According to Nandingiri, (2012) irrespective of how they have been described the bottom line is

there are numbers of issues confronting the youth which needs to be considered by development planners in their quest of initiating any formidable development project.

Due to the socio-political, economic, historical, and cultural experiences, identities and inequalities in most African countries, treating the concept (Youth) as a homogeneous group will be a great disregard to the needs of the many segments within the age bracket 15 to 35. Some scholars have argued that such definition can be misleading because it tends to neglect the core identity and circumstance the twenty first-century youth found themselves in. Nandigiri has argued that there is the need to understand the varying factors that influence youth (age, gender, class, race, ethnicity, sexuality, religious beliefs, citizenship, culture and community they live in) in their decision making.



In summary, acknowledging these complexities within and among the African youth can be the first step to solving the numerous challenges that confront them; “what their experiences are, and the access they have to different avenues” (Nandigiri, 2012) and to what extent can the youth influence and negotiate their ways through in any development projects christened in their name.

2.3.1 PARTICIPATORY MONITORING AND EVALUATION (PM&E) AND YOUTH

2.3.2 Introduction

In the quest of ensuring development project effectiveness, practitioners have adopted many approaches, famous among them is the bottom-up approach, with enormous prominence on participatory approaches, whether at the individual, group or community level. The need to integrate local people and what they perceive to be their most pressing needs continues to gain

weight in many development projects although some development scholars have to attribute that to international development agencies and donors. It is not surprising that local people or programme centred populations (youth) in most development projects are greatly involved not only in the planning or decision-making processes but also have become an integral part of monitoring and evaluation procedures in their (development planners) quest of ensuring good participation.

2.3.3 The Ambiguities of Youth in PM&E

The inclusion of the youth in countries economics, social, political and cultural lives has become paramount in most, if not all the Post 2015 development agenda (Simon 2014). Youth participation evolves through a tripartite continuum. First, a conscious effort on the part of youth to initiate development projects of their own picking or preference, second, a deliberate attempt on the part of donors or adults to involve the youth in their interventions; third, the recognition from both group (youth and adults) to work together in partnerships (Checkoway & Gutierrez, 2006; Zeldin, Petrokubi, and MacNeil, 2008). The authors hasten to add that the problem is not really about who is leading what, when and how (is it youth-led, adult-led or a partnership between the two) but rather, whether the youth actually have some influence.

Young people participation in development interventions seems to confirm or reject the popular parlance attributed to the youth by some social sciences and professional practitioners such as “youth as resources,” and in contrasts with that image is “youth as a lost generation” (Checkoway & Gutierrez 2006). Young people should have the opportunity to voice out their concerns and offer tangible remedies in any development policies rather than being mere receivers of development

interventions perceived by development planners as comprehensive enough to address their problems (Nurick & Johnson, 2001; Checkoway & Gutierrez 2006; World Bank 2014). Therefore, their involvement in projects monitoring and evaluation is not misplaced. According to Guijt (2014), involving different stakeholders in participatory approach is key, however, emphasis must be placed on programme beneficiaries in the evaluation activities to ensure that they participate meaningfully which was rightly put as “doing evaluation ‘with’ and ‘by’ project beneficiaries rather than ‘of’ or ‘for’ them”.

Youth participation is not just about mere presence, either as human beings or recipients of development interventions, but rather it must involve control and exertion of influence over institutions and decisions aimed to affect their well-being (Checkoway & Gutierrez, 2006). This was rightly captured in the words of DFID to read as; *“Young people are the foundation for effective development, and if engaged they will improve many of the structural development challenges that we face today, including enhancing the cohesiveness of families and communities, reducing health risks and advancing livelihood opportunities. They are the bridge between effective development policy and valuable practical action on the ground.”* (DFID 2010: 89). Participatory monitoring and evaluation methods have been used in different economic development interventions. There is flexibility in methods and approach, thus, it has been adopted by development planners when it comes to aiding the approach with different stakeholders at different stages of a project including young people (Nurick & Johnson 2001).

Nurick & Johnson (2001) in their study titled *‘putting child rights and participatory monitoring and evaluation with children into practice: some examples in Indonesia, Nepal, South Africa and*

the U.K.’ argued that involving young people in project monitoring and evaluation tend to positively increase their confidence. The authors further maintained that it grants them the opportunity to highlight the project effectiveness or otherwise and the necessary approaches needed to improve the project outcome and the key successes gain by the initiative. They conclude that young people’s involvement in monitoring and evaluation processes does not only build their confidence in the initiative but creates what they termed as “greater sense of project ownership” (Nurick and Johnson, 2001; Sabo 2001; Van Beers 2003; Ataov and Haider 2006; Cahill, 2007; DFID 2010).

Extensive studies on youth participation in monitoring and evaluation have also revealed that integration of young people in development programmes does not only improve the project effectiveness but it also ensures the sustainability of the programme to the greater good of the beneficiaries (Chouinard and Cousins, 2013; Sabo 2001; Ataov and Haider 2006; Cahill 2007; DFID, 2010). Correspondently, the involvement of programme beneficiaries in monitoring and evaluation tends to produce quality data for further implementation of the project (DFID, 2010). That notwithstanding, the youth will need adequate training, skills and support to be able to partake meaningfully in the monitoring and evaluation processes.

The literature on youth in participatory monitoring and evaluation revealed the skepticism on the part of programme planners and development donors in truly integrating young people in their discussions of failure or otherwise of projects since they portray them as naïve or inexperienced in matters of such nature (Zeldin 2000). For the avoidance of this, it has been argued that youth should be actively involved in appropriate stages within the project cycle, because “youth

participation in monitoring and evaluation will be effective if their skills are matched with contextual considerations” (DFID 2010; Zeldin 2000).

In a similar vein, Shafik (2010) echoing the views by DFID (2010) opined that engaging youth in a step-by-step process in every aspect in the life cycle of any development project such as (planning, design, implementation, and M&E) will ultimately be a pinnacle for the project effectiveness (Shafik 2010). Contrary to the notion that youth involvement in development intervention is the way forward, DFID (2010) sees a bleak in that direction because in most developing countries the youth fails to actively participate in development interventions as a result of the abysmal educational system which downsidesthe youth to adequately equip them with the needed intellectual skills for problem-solving through participatory approach and leaning on the job. The organization concludes that in instances where youth are given the chance to actively participate in the processes leading to the development intervention, project initiators failed to train or give them the right information which could help them to critically think through and make informed conclusions (Ibid).

According to Tisdall (2008) youth participation in project monitoring and evaluation have comprehensively been perceived as the way forward in promoting and supporting a number of development activities. The author further argued that it grants the development initiators and donor partners the opportunity to better incorporate the young people in varying stages of decision-making processes, from “micro-scale” within their various societies to the national or international jurisdiction termed as “macro-scales” (Tisdall 2008). However, young people in most countries do not have access to the powers that is, in government, the media and civil society organizations

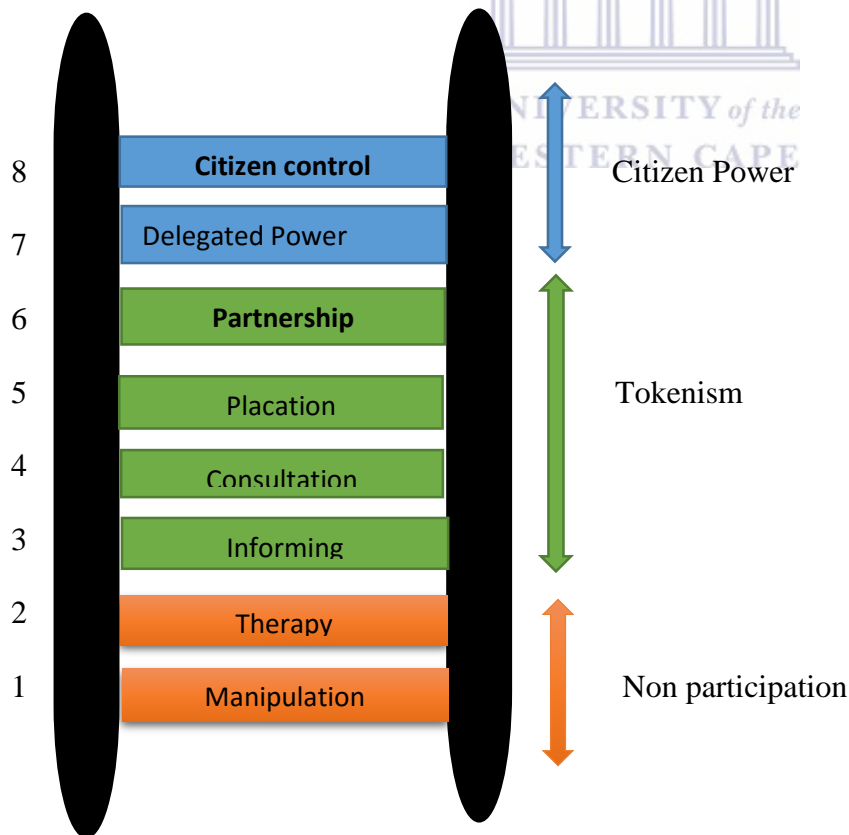
which serve as a limitation for the youth to voice out their concerns (DFID 2010). Irrespective of this, in instances where they are allowed to participate in the decision-making processes, their contribution is minimal “one-off consultations” as a result of the weak institutions and complex structures they have to go through (DFID 2010). This tend to limit their effort, destroy their confidence and trust in such systems hence their failure to actively participate in any development intervention (Ibid).

Chouinard, and Cousins in similar vein noted that participatory evaluation approach provides a good number of unintended pathways for capacity building in the local actors (youth), community members and programme stakeholders (beneficiaries) when they are rightfully incorporated by project initiators or planners they acquire evaluation knowledge which put them in a position to greatly benefit from the project (Chouinard, and Cousins, 2013). The term ‘process use’ is the nature of these benefits (e.g., Cousins 2007; Patton 2008) whereas the mere evaluative thinking or learning and systematic used is acquired by one’s nearness to the evaluation systems (Chouinard & Cousins 2013). Opposing to the views expressed by the above authors, DFID (2010) opined that participatory monitoring and evaluation that involves youth in every aspect of the intervention has been wrongly perceived by most development planners as costly as involving adults. As a result, most development donors and project implementers tend to neglect the importance of involving young people in their monitoring and evaluation activities although it can ensure the project effectiveness and sustainability (Chouinard and Cousins, 2013; Sabo 2001; DFID 2010).

True participatory approach in development projects should entail proper redistribution of power among various stakeholders including young people because a lack of it will ultimately leave the

powerless no voice to influence the processes as well as the outcome of the project (Arnstein, 1967; Hart, 1992; Ackermann et al 2000; Auriat, Miljeteig, and Chawla., 2001; Cahill, 2007; CIDA, 2011; Chawla, 2001; ChildFund Australia, 2011; DFID 2010; Harper and Jones 2009; Landsdown 2001, Masters et al 2004; Shier 2001; Tisdall, 2008). This kind of participation has been described by some scholars as “tokenism” and “Manipulation” (Arnstein, 1967; Hart, 1992; World Bank et al 2014; Chitukutuku, 2014). Arnstein argues, “[w]hen participation is restricted to these levels, there is no follow-through, no „muscle, “ hence no assurance of changing the status quo” (Arnstein 1967: p. 2).

Figure 1.0: The eight typology of participation by Arnstein (1967)



Source: Arnstein (1967) "A Ladder of Citizen Participation," JAIP, Vol. 35.

Cornwall (2008) argued that the typology of participation marks the genesis of the varying kinds and forms of participation. Although Arnstein put forward the eight forms of participation in the late 1970s, it has stood the test of time and remains relevant today in most development initiatives. The actual goal of the bottom two is not to incorporate local people to actively participate in development processes (planning, designing and implementation of the programme), rather it seeks to grant project initiators to "educate" or "cure" the beneficiaries, which was termed by Arnstein as "Nonparticipation", but unfortunately misconstrued as genuine participation (Arnstein 1967). Citizens are allowed some level of participation but the extent is mostly determined by the project implementers, therefore, it lacks the needed control which she rightly put it as "no assurance of changing the status quo" 'tokenism' as she called it. Whereas the last two grant the citizens total control in the decision making processes and implementation (Citizen Power).

Youth have been neglected in numerous development programmes (local and global) but Zeldin et al (2000) argued that irrespective of how they are marginalized when given the chance to participate meaningfully in any development project, the youth can bring in their unique contribution to ensure the project effectiveness (Zeldin, McDaniel, Topitzes, & Calvert 2000). There is evidence pointing to the fact that such involvement in decision-making, in the long-run, will greatly benefit the youth (Zeldin 2012). A case in mind is the American Youth Policy Forum projects evaluation conducted in the year 1999. After eighteen effective projects evaluation, the youth policy concluded that a common trend realized in all was that "youth not only receive services but provide them" (American Youth Policy Forum 1999)

2.4: A CASE STUDY REVIEW OF YOUTH IN PARTICIPATION MONITORING AND EVALUATION (PM&E)

As a result of the theoretical flexibility and methodological suppleness of PM&E, pro-participatory scholars have developed participatory models with added dynamism as to how to involve evaluator and other stakeholders such a youth and ultimately, the conceptualization of participatory approach of development. The researcher reviewed one of these innovative participatory approaches involving young people which had a great bearing on the study. The ‘Moving the Goalpost Kilifi’ (MTGK), Kenya rightly fit into this Local Enterprise and Skills Development Programme (LESDEP) in Ghana which is the case study for this research.

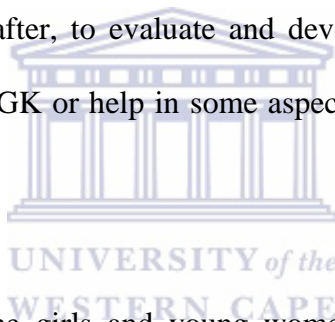
2.4.1 Moving the Goalpost Kilifi (MTGK), Kenya

Holte-Mackenzie et al. (2006) study conducted in the year 2003 in a district called Kilifi, Kenya is a good case of study. The authors chronicled a remarkable case study of participatory monitoring and evaluation in a project titled *Moving The Goalpost Kilifi (MTGK)*, in the Kilifi District, Kenya, in girls and young women empowerment project. The project’s objective was to empower girls and young women in the three districts out of the seven through sports (football). Prior to their study, MTGK’s M&E strategy was structured in such a way that all the football teams were visited one or two occasions in a week and only when time allows.

The objective of the empowerment aspect of the participatory model was to inculcate into them some development skills or life skills such as teamwork, leadership, organizational ability, self-esteem and confidence in order to contribute effectively in their community development. The initiative although has some existing M&E activities but they were still facing some challenges on

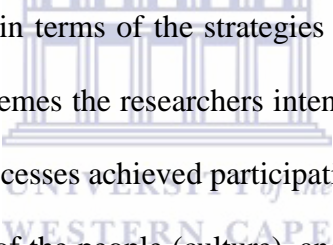
how to develop appropriate indicators for its Monitoring and Evaluation processes. To Holte-Mackenzie and her team of scholars, were interested in unpacking the existing PM&E system of the initiative and propose to the project managers thereafter how to develop a participatory M&E system, one that is based on performance pointers.

Holte-Mackenzie and her team of researchers had three main objectives to achieve after the study; the primary objective of the study was to help the program contributors to develop indicators for measuring changes in empowerment. And to employ a proper pilot testing mechanism that can ultimately produce some indicators potential enough for participatory methods appropriate for monitoring and evaluating. Thereafter, to evaluate and develop a well-coordinated process of monitoring and evaluation for MTGK or help in some aspects within the organization that they deem fit for proper PM&E.



The primary stakeholders were the girls and young women who contributed to the project, (MTGK) and the non-targeted group of people in the community where the project was implemented and are perceived as the non-participant's actors (Arnstein, 1967; Hart, 1992). Holte-Mackenzie and her team adopted a number of participatory techniques to include: key informant interviews, semi-structured interviews, focus group discussions (FGDs), participatory learning and appraisal (PLA) techniques and observation (Holte-Mackenzie et al. 2006) which this study (using LESDEP as a case study) intend to use some of the techniques to achieve a similar outcome. The approach was to develop a qualitative indicator appropriate to be used for the MTGK's monitoring and evaluating activities by self-selected fifteen (15) Girls' member Committee.

In studying the existing PM&E of MTGK, the aim was not to do away with the entire approach but rather to take it one more step ahead of the already laid down strategies of participatory monitoring and evaluation of the organization which this study greatly endorsed. In that regard, the indicators were developed based on the existing “participatory M&E approach” of MTGK initiatives. Also having in mind the project objective of developing the young girls through some life skills activities, growing their confidence, self-esteem and helping them to actively participate in their community development, in effect, what the model adopted was ‘guided participation’ (Holte-Mackenzie et al 2006). The critical question is; do the existing PM&E system in the case study programme (LESDEP) has this ‘guided participation’ model?

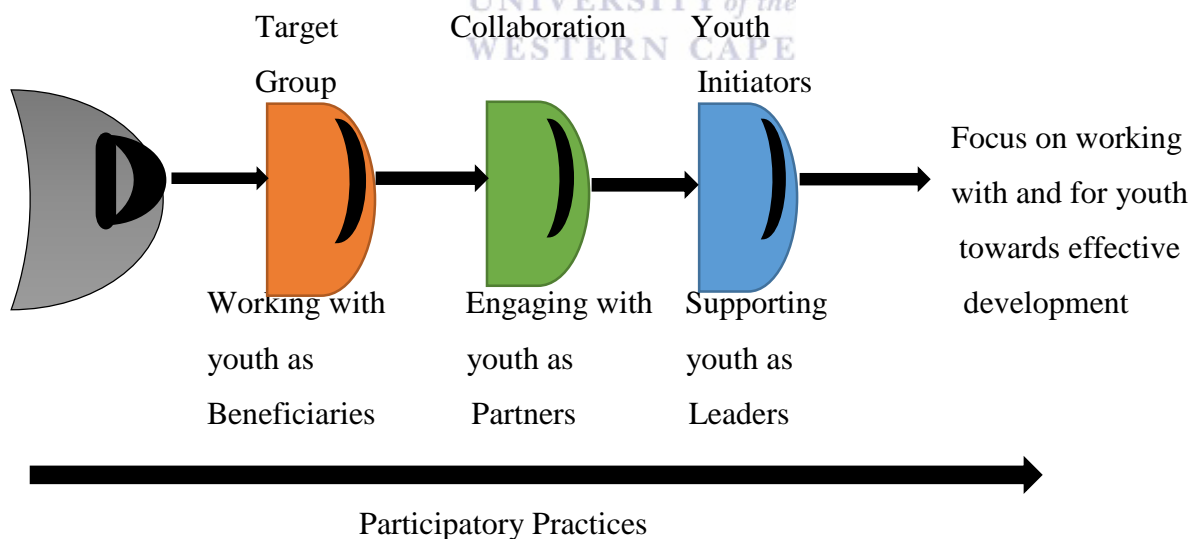


The study findings were profound in terms of the strategies of M & E and indicator developed after the research. The two main themes the researchers intended to achieve in the course of this study was first to know how the processes achieved participation. The first theme was affected by power dynamisms, the way of life of the people (culture), and lastly the approach and skill level of the research team. Empowerment (building the capacity of the young women) was the second theme of the study. The extent to which the young people can be incorporated into developing a formidable PM&E for MTGK and developing country at large. The principles underpinning these themes were based on the participatory approach.

The outcome of the study revealed some consequences when employing the participatory M & E models in the MTGK projects. First was power relations, in which the findings pointed out that some variables that influenced it was age and education. The researchers concluded that it can hinder the participation of programme beneficiaries in the projects M &E activities. The second

obstacle was culture. It was revealed that one's cultural orientations can influence his/her relationships with others hence a drawback in the participatory approach where there are many stakeholders both young and old (Sabo 2003). The study revealed that in most development programme such as MTGK, programme initiators, board members of such projects and donor partners were always involved in the planning, design, and implementation as well as in the monitoring and evaluation activities, while programme beneficiaries are least invited to participate in most of these activities, Henkel & Stirrat argued that in situations where they are called upon, their involvement is modest (Henkel & Stirrat 2001). The World Bank (2007) provides a useful framework for measuring the extent to which a youth can be involved in participatory processes towards achieving effective development outcomes (see Figure 1.0).

Figure 1.1: The three-lens approaches towards youth development.



Source: Youth Participation in Development: A guide for Development Agencies and Policy Makers 2010

Figure adopted from: World Bank Report 2007

That notwithstanding, the study indicated that beneficiaries who are more often than not neglected in professional driven monitoring and evaluation, given the chance can serve as good project evaluators (Holte-Mackenzie et al. 2006; Zeldin et al. 2000). Extensive study on PM&E maintained that, it empowers those who are given the opportunity to participate in the activities (Bradley et al. 2002; Cornwall, 1996; Cornwall & Jewkes, 1995; Edun, 2000; Estrella, 2000; Estrella & Gaventa, 1998; Linney & Wandersman, 1998) though this is more prominent among adult than youth since they are the least represented in most instances (Holte-Mackenzie et al. 2006)

The findings further opined that projects beneficiaries are always willing to participate in such programme evaluation (Holte-Mackenzie et al. 2006). Their findings supported many studies where young people have served as participants in a participatory monitoring and evaluation (Nurick and Johnson, 2001; Sabo 2001; Van Beers 2003; Ataöv and Haider 2006; Cahill, 2007; Tisdall 2008; DFID 2010; Shafik 2010; Zeldin, 2012) but also not neglecting how that can be successful if the young people have some evaluative abilities and practical understanding of PM&E as in the case of the MGKT. Irrespective of these outcomes, Holte- Mackenzie et al. (2006) reported that their study promoted ‘participation’, ‘trustworthiness’ and led to individual and organizational capacity building among the beneficiaries and projects initiators in their participation study.

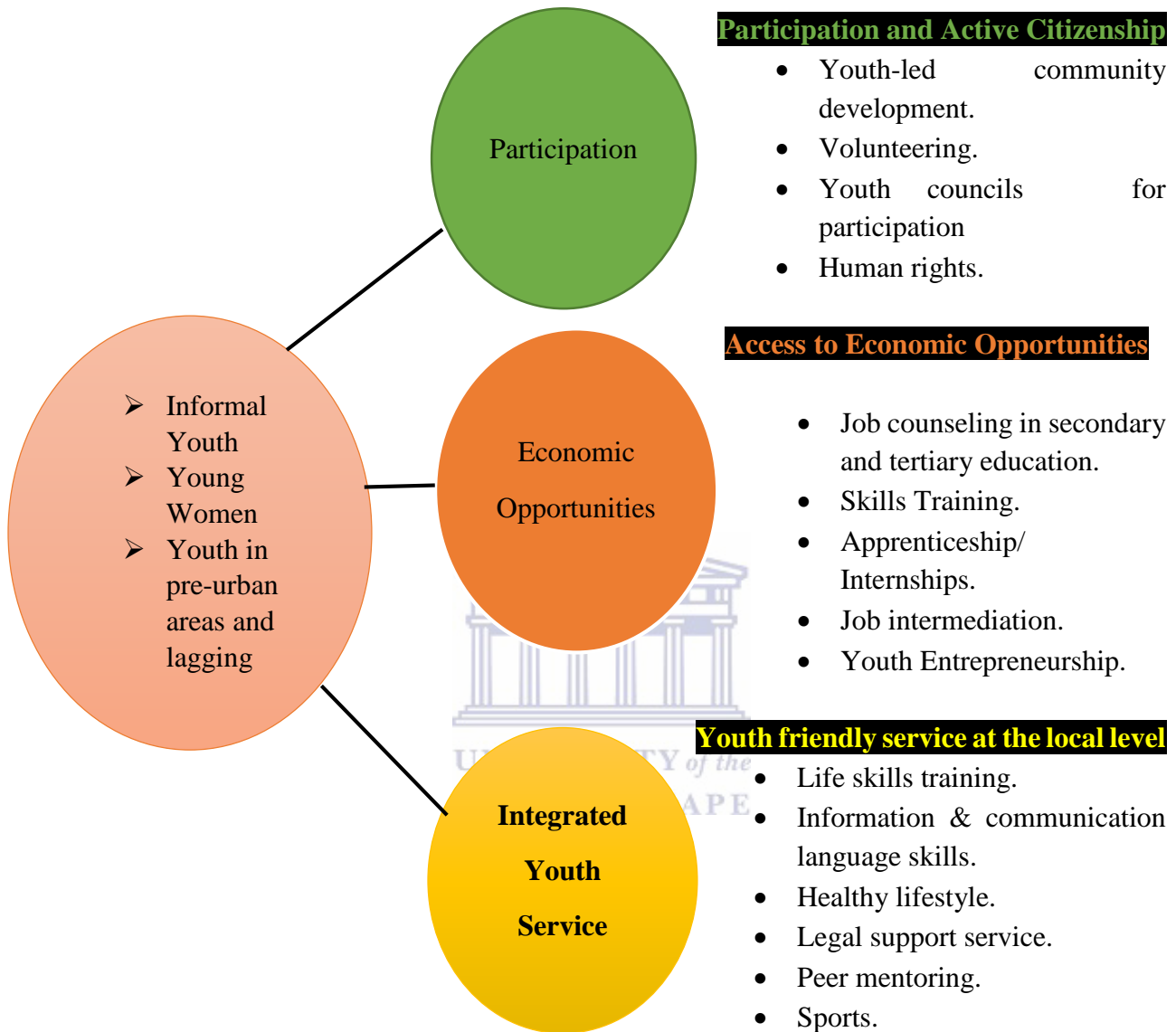
Holte-Mackenzie et al. (2006) study revealed the ability of stakeholders in development projects, especially beneficiaries of such programmes who are often relegated to the background in such processes to have some evaluative skills since their willingness to participate in any projects that

directly affect their well-being cannot be neglected. However, Holte- Mackenzie's case also has some drawbacks since their approach only ends at monitoring and evaluation processes with no clear mechanism as to how the stakeholders can be engaged in impact evaluations as well. Besides, their participatory approach only took into consideration the inclusion of other stakeholders, (example the MTGK's 15 member Girls' Committee) and not all the beneficiaries (young girls and young women).

Contrary to the approach by Holte-Mackenzie's et al. (2006), the World Bank (2014) argued that the inclusion of youth in decision making is complex (multifaceted approach should be adopted), the World Bank, however, called for a multidimensional approach for youth inclusion. The World Bank put forward a conceptual framework for youth inclusion in policies as below.



Figure 1.2: Multidimensional Policy for Youth Inclusion.



Source: World Bank (2014)

The participatory approach has a conceptual flexibility as noted in this literature review. Holte-Mackenzie et al. (2006) also adopted another kind of participation termed as ‘participation through representatives’, which is one of the many approaches usually espoused by some participatory evaluators.

Irrespective of these drawbacks, their study showed how important it is to adequately involve primary stakeholders/beneficiaries in programme monitoring and evaluation through representative's participation (Holte-Mackenzie et al. 2006). My study intends to look at youth (young people) participation in monitoring and evaluation in a youth interventions programme called Local Enterprise and Skills Development Programme (LESDEP) in Ghana. What kind of monitoring and evaluation activities is the programme using? To what extent are the programme beneficiaries engaged in those activities? Who determines the number of stakeholders to be engaged? And whether the existing M&E meets the professional participatory monitoring and evaluation best practices.

2.5 PARTICIPATORY MONITORY AND EVALUATION (PM&E)



2.5.1 Introduction

Unpacking the debate on participation and putting into practice the participatory approach in development has become the major focus for most project initiators, gradually changing from the usual approach which tend to build the capacities of local actors to one that gives power and control to the local actors, civil society groups and organisations to influence the development initiatives aimed to benefit them.

2.5.2 The Concept PM&E: A Historical Overview

The participatory monitoring and evaluation have gained some impetus in recent literature (Maguire 1981; Jackson, 1999; Guijt, Arevalo and Saladores, 1998; Estrella 2000; May 2003; Chambers 2007; Pasudel 2007) although scholars have argued the concept itself is not recent

(Estrella 2000). PM&E was propounded from other participatory research models such as participatory action research (PAR), participatory learning and action or Participatory Rural Appraisal (PRA) by Chambers (1997) and farming systems research (FSR) or farming participatory research (FPR) drawing from the work of Amanor (1990) and others.

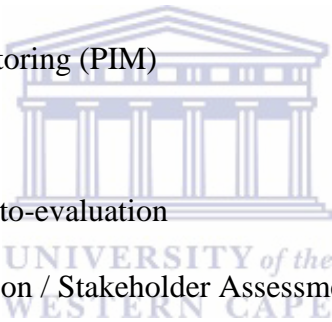
Estrella (2000) maintained that the PM&E is not new because there is documentary evidence that point to the fact that, in the development field, PM&E started in the early 1970s. Howes (1992) pointed out some of the early practice of Participatory M&E by citing a 1970s Oxfam sponsored project and Feuersteins (1986) work with rural women in Honduras. The approach has been applied in the different field of studies, it is, therefore, not surprising that PM&E has been viewed and interpreted in different cycles of development and its definition are abound (Guijt et al. 1998). A cursory look at the participatory monitoring and evaluation literature revealed that there is no single definition of the concept PM&E, rather there is a huge range of interpretation because PM&E means different things to the numerous field of studies (Estrella 2000; Guijt et al. 1998).

2.5.3 Some Definition of Participatory Monitory and Evaluation PM&E

The critical question is what exactly is PM&E? There is no watertight definition or methodology for PM&E. Different terms have been used to defined or describe PM& E due to the challenge of agreeing on a common definition for the concept (Parks et al. 2005). The diverse use of PM&E has been pointed out as one of the reasons for the above-stated challenge and also the difficulties in clearly unpacking the terms separately as ‘monitoring’, ‘evaluation’ and ‘participation’ (Estrella 2000; Parks et al. 2005). Extensive studies on participatory, monitoring and evaluation have failed

to clearly distinguish between monitoring and evaluation, thus the terms are used interchangeably (Ibid). The following are some of the terms used to describe PM&E practice.

Table 2.1 Some Description of Participatory Monitoring & Evaluation.

- 
- Participatory Evaluation (PE)
 - Participatory Monitoring (PM)
 - Participatory Assessment, Monitoring and Evaluation (PAME)
 - Participatory Impact Monitoring (PIM)
 - Process Monitoring (PM)
 - Self-evaluation (SE) or Auto-evaluation
 - Stakeholder-based evaluation / Stakeholder Assessment
 - Empowerment Evaluation (EE)
 - Community Monitoring / Citizen Monitoring (CM)
 - Self-Monitoring and Evaluation (SM&E) and
 - Participatory Planning, Monitoring and Evaluation (PPM&E)
 - Transformative Participatory Evaluation (T-PE)

Source: Estrella 2000: p.5

In the development literature, monitoring and evaluation are terms that tacitly tend to depict specific meanings. Estrella (2000) argued that evaluation has overtly been used by donor agencies,

project initiator and government largely as a measure to control and manage the distribution of project resources to recipient entities or beneficiaries. The extensive literature on PM&E has shown that the approach sprang out of the international and community development fields (Stewart 1995; Estrella & Gaventa 1998; and Pasteur & Blauert, 2000). The Rapid Rural Appraisal (RRA), Participatory Rural Appraisal (PRA), Participatory Monitoring (PM), Participatory Learning Methods (PALM) are some of the participatory approaches developed for evaluating local situations (Parks et al. 2005).

Jackson and Kassam (1998) defined participatory evaluation as “a process of self-assessment, collective knowledge production, and cooperative action in which the stakeholders in development interventions participate substantively in the identification of the evaluation issues, the design of the evaluation, the collection and analysis of data, and the action taken as a result of the evaluation findings. By participating in this process, the stakeholders also build their own capacity and skills to undertake research and evaluation in other areas and to promote other forms of participatory development. Participatory evaluation seeks to give preferential treatment to the voices and decisions of the least powerful and most affected stakeholders ‘the local beneficiaries of the intervention’” (Jackson and Kassam 1998; Stiglitz 2002).

The World Bank (2010) echoing the definition by Jackson and Kassam (1998) defined participatory monitoring and evaluation (PM&E) as “a process through which stakeholders at various levels engage in monitoring or evaluating a particular project, program or policy, share control over the content, the process and the results of the monitoring and evaluation (M&E)

activity and engage in taking or identifying corrective actions; PM&E focuses on the active engagement of primary stakeholders”.

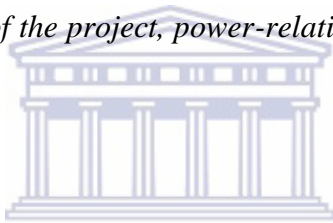
The primary participants in any participatory M &E activity include: the beneficiaries of the project, consisting of both genders at the local level; intermediary organizations, which serve as liaison entity between the community and donors or government as well as officials from the donor institution or government at all time (Rietbergen-McCracken et al. 1998).

2.5.4 The Puzzle of participatory, monitoring and evaluation (PM&E)

Extensive studies on participatory monitoring and evaluation approach have attempted to unpack the complexities and diversities between the approach and efficiency or effectiveness of development initiatives. According to Cleaver (2001), literatures on participation in development tends to focus on studying techniques believed to be grass-root based which have the ability to achieve tangible and practical development effectiveness as a solution to poor intervention outcomes (Cleaver 2001). The tenets of this kind of participatory approach have been flawed on their inadequacy to unpack the ambiguity between participatory models and development outcomes (Mosse, 1995; Goebbel, 1998).

Similarly, Biggs (1995) maintained that the techniques-based approach to participation is not necessarily essential in development because the issues of power to negotiate, control of information and other resources which are fundamental for development is inadequate in this framework. The participatory approach in intervention projects tends to increase equality because it gives the local actors some meaningful opportunities to greatly participate in the project although

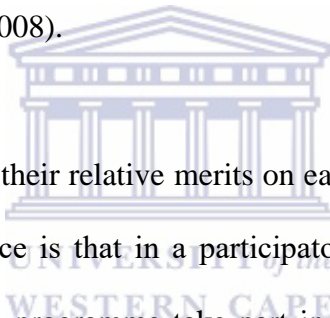
the equal opportunity tends to be modest (Henkel & Stirrat 2001; Finsterbusch, and Van Wicklin, 1989). In similar disposition Uma Kothari echoing Henkel and Stirrat's argument opine that, the integration of individuals into the development process through participatory approaches in itself serve as an act of disempowering them *"to challenge the prevailing hierarchies and inequalities in society"* (Kothari 2001: 143). The author revealed the 'tyranny of participation' in such development interventions and pointed out that *"the very act of inclusion, of being drawn in as a participant"* (Kothari 2001: 142) have already disempowered them. Parfitt has noted that the original intention is to integrate local people in such kind of interventions, but contrary to this assumption is that *"[t]he role of those mobilized to participate will simply be to rally around to work for the predetermined goals of the project, power-relations remain traditionally top-down"* (Parfitt 2004: 540).



An international organization such as the International Labor Organization ILO, and the World Bank over the years have supported bilateral and multilateral agreements or aids that are people-centered. These organizations adhere to greater support for the poor and have argued that such bilateral or multilateral pacts should offer the economically excluded population the power to influence, negotiate and control in order to upsurge beneficiary's participation in any of such economic development programmes aimed at developing these excluded societies. Correspondingly, as Marisol Estrella observed that the philosophy behind the growing interest in participatory monitoring and evaluation (PM&E) by the international development community's in recent times is due to the failure of the conventional approach to monitoring and evaluation which is branded by experts knowledge orientation from donor agencies and policy makers tilted

towards the target of such development outcome to the detriment of the project beneficiaries (Estrella & Gaventa, 1998).

The modern PM&E approaches espoused by many donors, organizations and government is not so different from the conventional M&E approaches because the ultimate focus of both is measuring change, however the tenets that make PM&E somewhat different from the conventional one is its conceptualization of *how* to measure change, *who* is involved, and *for what* purposes (Estrella, 2000). However, in an attempt to maintain ‘objectivity’ on the part of project initiator, experts from outside are mostly given the nod in the conventional PM&E to conduct the evaluation (Estrella 2000; Adams & Garbutt 2008).



Regarding the two approaches and their relative merits on each other Estrella once again offered the following: “The main difference is that in a participatory approach, stakeholders who are directly or indirectly involved in a programme take part in selecting the indicators to measure changes, in collecting information, and in evaluation findings” (Estrella, 2000).

Korten and Klauss (1984) noted that the idea espoused by these international organization was born out because ‘real development’ must be ‘people- centered’ and not ‘production-oriented’ whereas others opined that proper development should have beneficiary participation as an integral component.

Contrary to the chorus of increasing participation for development programmes by private organizations, grassroots development initiators, global-humanist scholars, as well as development management advisors, Finsterbusch, and Van Wicklin (1989) stated that the participation approach

is not necessarily essential or useful in every development project, greater efficiency and effectiveness are felt in some development settings than in others. Similarly, Rubin (1995) in support of the argument observes, participants who are directly affected by particular development initiatives in most cases have no say or if they do, it is on a very minimal scale when it comes to the project monitoring and evaluation, in determining how successful or otherwise of the project.

To buttress their argument on the involvement of beneficiary and project effectiveness, Finsterbusch and Van Wicklin (1989) outlined the five contextual factors to include: First, the level development of the country or community. The authors stated that participatory approach tends to have no major impact in less developed communities or countries because in such countries the approach is less effective and the majority of the economically excluded population have no power to influence and capacity to participate in the first place. Second, the skills level of project recipients. Development projects that have a lot more skilled beneficiaries who can negotiate well because of their skills, influence and can control resources, tend to benefit the most if the approach is participatory.

Third, they argued that beneficiaries can be proficient in terms of the project output if their level of technological know-how is high if the project is technologically inclined or otherwise a relatively simple technology can also increase beneficiaries' effectiveness if they are least knowledgeable in technology. Fourth, they opined that the extent to which the beneficiaries are organized can also help increase their contribution to the project and for that matter the outcome of such development initiative. Lastly, the size of the development project in question can also determine the participant's involvement and benefits. National projects which tend to be huge in

nature derail beneficiaries' greater access and thus, failed to benefit the most. However, beneficiaries' access to projects that are relatively smaller tend to be more and therefore benefit more of their participation.

Sokol-Oxman (2015) has emphasized the flexibility of PM&E approach to monitoring and evaluation on who is conducting the evaluation and what measure of change and who profits from those changes. Similarly, Estrella (2000) argued that depending on the needs and objectives of the donor or project initiators PM&E can be used for different purposes. These purposes include but not limited to: 'improve project planning and management'; 'strengthen organizations and promote institutional learning'; and to 'inform policy' (Ibid p.6). Similarly, Campilan (1997) maintained that there are some relationships between PM&E and traditional M&E approach in terms of measuring the project outcome and judging its effectiveness. "However, PM&E aims to go beyond simply judging and making decisions, and also seeks to create an enabling environment for stakeholder groups (including those directly involved and affected by a particular intervention) to learn how to define and interpret changes for themselves, and hence to take greater control over their own development" (Estrella, 2000).

PM&E has a number of downsides but that notwithstanding, many international donors, regional and local development initiators have adopted the model for most of their impact evaluations. In the words of the Guijt (2014) "*the underlying rationale for choosing a participatory approach to impact evaluation can be either pragmatic or ethical, or a combination of the two. Pragmatic because better evaluations are achieved (i.e., better data, better understanding of the data, more appropriate recommendations, better uptake of findings); ethical because it is the right thing to*

do (i.e., people have a right to be involved in informing decisions that will directly or indirectly affect them”.

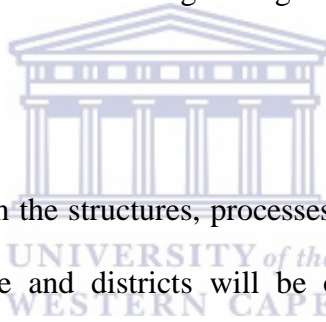


CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The focus in this chapter is to paint a clear picture for readers to better understanding the research methodology, techniques, and tools that will be adopted in this study. Kothari (2004) posited that a well-structured research design couple with a coherent outline is paramount in ensuring a smooth advancement of the study through its various stages. Guided by the study objectives, the researcher will adopt a mix-method (qualitative and quantitative) research approach. Inferences drawn from chapters two informed the choice of research design and general methodological approach for the study.



This chapter will provide details on the structures, processes and methodologies adopted for the study. The case study programme and districts will be outlined in section 3.1. The study methodological approach will be presented in section 3.2. The sampling procedure and sample size determination is presented in section 3.3. Section 3.4 presents the type and source of data and data collection. The method of data analysis is in section 3.5 and ethical consideration will be delineated in section 3.6. The theoretical and conceptual framework as well as the study limitation will also be highlighted in section 3.7 and 3.8 respectively.

Basically, the research objectives of a particular study determine the methodological approach. Regarding research design Babbie (2007) argued that it is the framework or plan that outlines how a researcher plans to go about the intended project. The author further stressed that a research design readily grants the researcher the needed tools to assist him or her in terms of what

observations are needed to augment the set hypotheses (Ibid). Extensive studies have revealed the challenges concerning the selection of a particular research design for a study. The following sections will throw more light on the research designs that have been adopted by the researcher to achieve the study intended objectives.

3.2 The Case Study Programme and Districts

3.2.1 Case Study

The case study approach enable researcher to comprehend and understand better an individual, a group, a community, a social circumstance in order to make meaningful decisions. The need to critically look at the special and peculiar conditions in which the subject under investigation is and to develop pragmatic solutions relating to the case in question is the key in case study (Kumekpor, 2002). Participatory, monitoring and evaluation (PM&E) use for project evaluation has multi-dimensionality approach. Therefore, it will require a robust research methodology that can better unpack all the complexities. According to Zainal (2007), complexities of such nature can be resolve through a case study approach. It better unpack research complexities, thus, aid researchers to understand better such complex issues. The researcher believes that in case study research there is the need to expound on both the process and outcome of the subject of study through vivid observation and analysis of the subject under investigation. Hence, the use of both quantitative and qualitative data in this study.

A case study methodological approach, when applied properly, it can generate consistent records and proof of the subject, group or individual under study (Kumekpor, 2002). Tellis (1997) maintained that case study research, grant the investigator to go past the quantitative statistical

outcomes to understand better the ‘behavioural conditions’ from the perspectives of the actors (youth). The approach can also be conceived as a method which objective is to investigate a particular situation within a specific context or from different perspectives. In this study, the researcher intent to focus on a small geographical area with a very limited number of individuals (LESDEP beneficiaries) as the subjects of study.

3.2.2 The Case Study Programme; Local Enterprise and Skills Development Programme (LESDEP)

Local Enterprise and Skills Development Programme (LESDEP) is a youth entrepreneurial and skills development programme established to lessen the economic pressures on the Ghanaian unemployed youth. The programme create is to create and facilitate the acquisition of technical, entrepreneurial and other specialized skills that can help the beneficiaries (youth) to establish their own businesses and manage them and also to ensure that they remain in market (LESDEP, 2013; Amankrah and Burggraaff, 2012). After acquisition of skills, LESDEP provides start-up equipment, funds and post-set-up support services to ensure that the beneficiaries are adequately catered for. While the initial plan was to decentralize the programme through the ministry in charge of local government and rural development, the service provider entity abruptly became the training agent.

The programme, is under the auspices of the Ministry of Local Government and Rural Development in partnership with the Ministry of Employment and Social Welfare. Other department and organizations such as the National Youth Council (NYC), Ghana Opportunities Industrial Council (OIC) and National Board for Small Scale Industries (NBSSI) as well as Metropolitan, Municipal and District Assemblies (MMDAs) in Ghana (LESDEP, 2013).

Ghana has made some strides in its social, economic and political development since the inception of the last republic, 1992. Lessening poverty from 51% in 1991 to 28.5% in 2005/2006, however, the unemployment rate among the youth remains one of the biggest challenge in the country (Amankrah and Burggraaff, 2012). Therefore, the establishment of an intervention programme such as LESDEP that targets literate or illiterate Ghanaian unemployed youth is a step in the right direction.

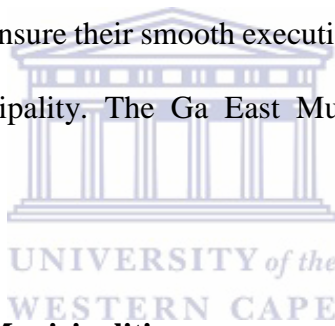
LESDEP has been touted as a community development programme (Asimenu (2013). It differs from the usual intervention programmes. The programme provides both entrepreneurial and vocational training for beneficiaries as well as start-up equipment which is paid back later on in an instalment basis within 6 to 12 months. The initiative runs fifteen modules which includes but not limited to electrician, mobile phone repairer, local garment or fashion designer, beauty care, event organizing or decor, beads making, window or sliding door designer, driving, catering service, fish farming, agro-processing, welding or fabrication, farming, photography and construction. The programme is open to all the youth in Ghana between the ages of 18 to 35. Ultimately, the programme core mandate is to decrease the unemployment rate among the teeming youth in the three districts under study as well as the Ghanaian society as a whole.

3.2.3 Background to the Case Study Districts

This section describes the physical features, political and administrative structure, economy and living conditions prevalent in the 3 out of the 16 Metropolitan, Municipal and District Assemblies in the Greater Accra Region that form part of the case study areas of this research.

3.2.4 Ga East District Assembly

Originally called the Ga District, an Act of Parliament (Legislative Instrument 1864) passed in 2004 ushered in the Ga East District Assembly in the year 2004 as one of the established 16 districts in the Greater Accra Region. It gained a Municipal status in 2007 through another legislative instrument (LI 2061) but was later divided into two, thus Ga East and La-Nkwantanang Madina Municipalities by an Act of Parliament (LI 2136) in 2012. Attaining a municipal status is very important since an Act of Parliament (Act 480) of 1994 which established the National Development Planning System entreats the Municipal Assembly to make policies, developed strategies and projects and to also ensure their smooth execution, monitoring and evaluation using available resources of the Municipality. The Ga East Municipal has a youthful population structure.



3.2.5 La-Nkwantanang Madina Municipalities

The La Nkwantanang-Madina Municipality was also carved out of the Ga East Municipality by a Legislative Instrument (L.I. 2131) in 2012 to become one of the 16 Metropolitan, Municipal and District Assemblies in the Greater Accra Region with the aim of decentralizing the region and bringing development to the forefront of the citizenry. The Municipality is also located in the northern part of the Greater Accra Region. It is bounded on the West by the Ga East Municipal, on the East by the Adentan Municipal, the South by Accra Metropolitan Area and the North by the Akwapim South District. La Nkwantanang Madina Municipality is predominantly urban (84 percent) (GSS, 2010). This chapter describes the physical features, political and administrative structure, social and cultural structure and economy and living conditions prevalent in the

Municipality. Generally, the district is known for its trading economic activities with the municipal market (Madina Market) as the chief trading center. To categories the main economic activities in the La Nkwantanang Madina Municipality, commerce, agriculture, services and manufacturing are the most that comes to mind (Ibid).

3.2.6 The Adenta Municipal Assembly

Formerly part of the Tema Metropolitan Assemble (TMA), the Adentan Municipality was carved out as a result of a Legilative Instrument (L.I. 1888) passed in 2008. The Adentan Municipal Assembly (with Adentan as its Central Business District) lies 10 kilometres to the Northeast of Accra. It is boarded in the east and north by Ashaiman Municipal Assembly and Kpong Akatamanso District Assembly respectively with La Nkwantanang Municipal Assembly in the west and south.

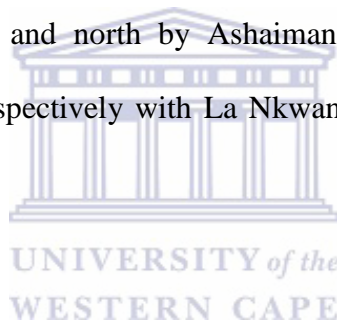
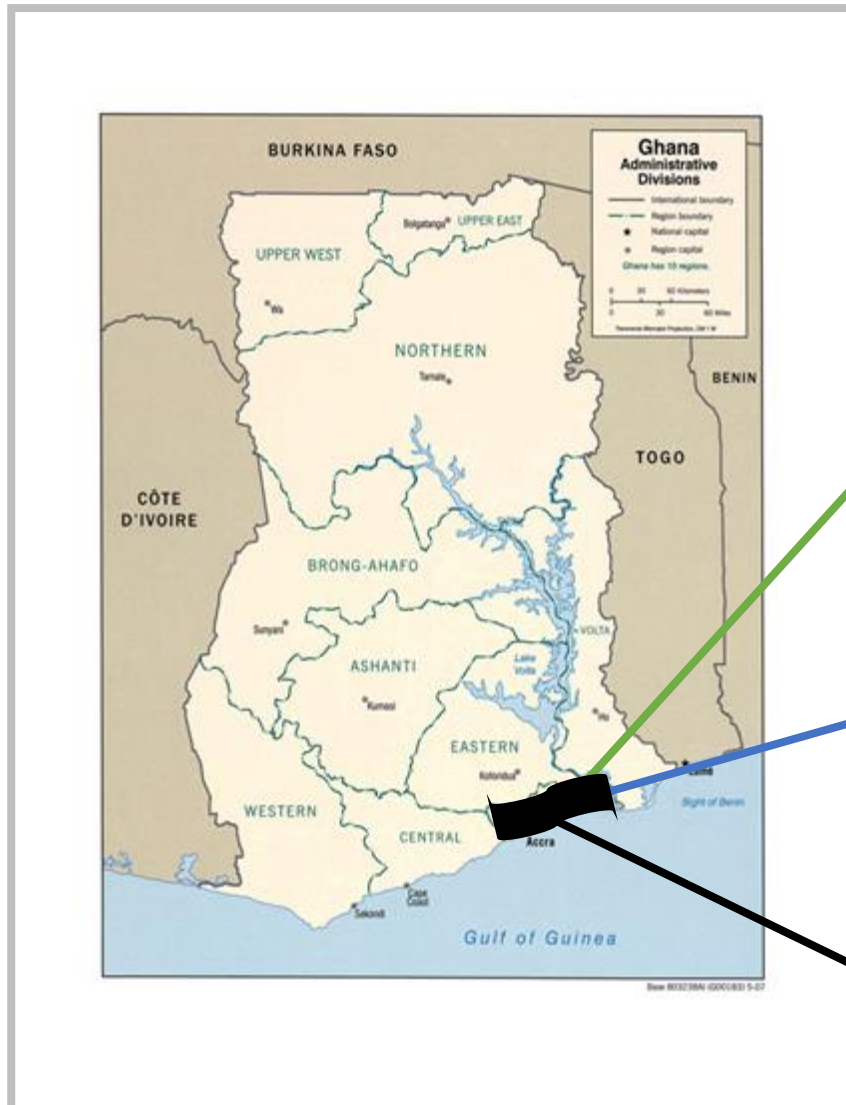


Table 3.1 Overview of the Socio-economic Indicators within National, Regional and District context.

Indicators	National	Region (G. Accra)	DISTRICTS		
			Ga East	Adenta	La-Nkwantanag
Population	24,658,823	4,010,054	147,742	78,215	111,926
Population density (persons per sq. km)	103.4	1,236.8	1,725	795.7*	1,391*
Youthful population (%)	56.4	56*	49.1	51.1	38.7
Sex ratio	95.2	93.6	97.6	101.3	94.1
Land area (sq.km)	238,533	3,245	85.7	928.4	166*

*Source: Ghana Statistical Service, 2010 Population and Housing Census. *This was obtained from a different source.*

Figure 3.1 Detailed Administrative Map of Ghana



Source: Ghana Statistical Service, 2010 Population and Housing Census and <http://www.vidiani.com/?p=8593> (accessed 10/1/2017)



Map of La-Nkwantanag Madina Municipal



Map of Ga-East District



Map of Adenta Municipal Assembly

3.3 The study methodological Approaches

There are three main research approaches to social research, referred to as mixed method, quantitative and qualitative research approaches (Creswell, 2009; Babbie & Mouton 2001). Regarding these approaches, some scholars have argued that there is no ‘one best fit for all situations’ approach to espouse as a researcher when conducting a study (Kothari 2004; Blaikie 2000; Bryman and Bell 2015). Thus, the preference for one methodology over the other in any academic study is largely dependent on the field of study as well as the study aim and objectives.

The quantitative method approaches research from a numerical point of view; examining the correlation between variables through tried and tested theories (Creswell 2013). The main assumption is its study of a phenomenon through an empirical observation which can be measured and analysed based on some underlying relationships in order to come out with the objective and true state of that particular phenomenon (Sale et. al. 2002; Bryman and Bell 2015). The methodological approach is premised on logical reasoning to the study of occurrences placing much emphasis on theories and its testing (Bryman and Bell 2015). The pitfall of this method is that it is limited to figures and inferential statistics in explaining a particular phenomenon (Saunders and Thornhill 2010).

Qualitative research method on the other hand is premised on the non-verbal social construction of reality. The downside of this approach is that the researchers perceive social view point of the world can greatly impact on the interpretation of the study (Saunders and Thornhill 2010). In support of the argument made by Saunders and Thornhill, Creswell 2013 stressed that the study interpretation and analysis can be influenced by the researchers social, historical and cultural

knowledge. Unlike the quantitative, qualitative method of study adopts inductive reasoning by moving from the theories by emphasising on the individual construction of their own meaning and understanding of their social world (Bryman and Bell 2015). It is ineptitude to produce empirical, logical and scientific basis but it has the quality of developing deeper meanings into social phenomena (Berg et al. 2004; Creswell 2009; Bryman 2008). Again the approach has the ability to capture non-verbal communications (Babbie, 2007).

The researcher intends to use a combination of both the quantitative and qualitative approaches to complement each other's weakness in this study. The mixed method approach combines both qualitative and quantitative characteristics in a single project. Extensive studies have revealed that the mix method tend to harness the qualities of both approaches (qualitative and quantitative) each serving as a check on the others weakness in a single research study (Martin and Bridgmon 2012; Silverman 2013; Bazeley 2015; Saunders and Thornhill 2010; Bryman and Bell 2015). Bryman (2008) argued that a downside of this approach will be that it cannot precisely combine the two methods (both qualitative and quantitative techniques) in its application. It can also distort the data analysis as well as findings.

3.3.1 Sampling of Districts and Beneficiaries

Chambers & Mayoux (2005) acknowledged the challenge when it comes to sampling in participatory methods by saying that random sampling is usually not possible. The authors argued that, even after a well-planned groundwork, the onus lies on the participant's desire to be part of the process unlike what they called "captive interview situation". In this regards, this study will adopt different methods of sampling procedures to elicit for the data needed. The research sample

size was (n) of (120) beneficiaries and one (1) official from the LESDEP secretariat out of the total population (N) of 500 for the study.

3.3.2 Determination of Sample Size and Sampling Procedure

The study targeted a representative sample size (n) of 121¹²¹ for both project beneficiaries (youth) and programme officials out of a total population of 500 which formed the population (N) for the study. This was arrived at by using the mathematical sample determination method with an error margin of 5%. On the sampling procedure, a simple random sampling procedure was adopted. However, LESDEP was purposively selected for this study, while the three districts within the Greater Accra Region were also randomly selected. Below are the detailed sampling stage procedures.

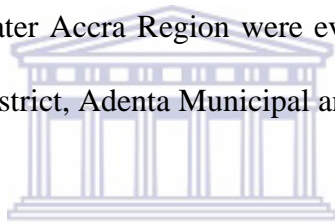
Table 3.2: Sampling Frame and Research Instrument

LESDEP Districts (Greater Accra Region)	Sampling Frame	Survey instrument used for data collection	
	Sampling population	Sample size	Interview guide (LESDEP Official)
Adenta Municipal	174	40	1
Ga-East Municipal	146	40	
La-Nkwantanang	180	40	
Total	500	120	1

Source: Author's Construct, 2016

3.3.3 Community Selection

The Greater Accra region of Ghana comprises of sixteen (16) districts which tend to be the researchers case study region. As a result of time and resource constraints, the researcher intended to use just one district out of the total as the case study for the research. However, during the field study the researcher realized that, attaining the sample size of beneficiaries for the study in one district is not possible since the beneficiaries are spread across the entire region. In that regard, the researcher randomly selected two of the remaining districts in addition to the initial case study district totaling the case study districts to three (3). The study target district sample size (n) of three (3) out of a total of 16 districts which formed part of the total sixteen districts 16 (N) for the study. The following districts in the Greater Accra Region were eventually selected as the case study areas; La-Nkwantanang Madina District, Adenta Municipal and Ga East Municipal.

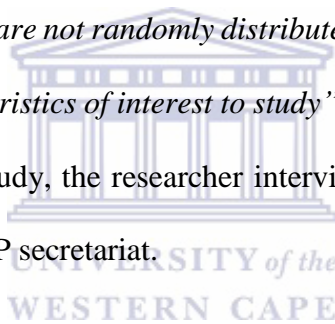


3.3.4 Beneficiaries and Official Selection

According to Carvalho & White (1997) qualitative research study draws on non-probability sampling, or purposive sampling methods. The selection of beneficiaries for the individual questionnaire will be based on their availability during the time of the study. The study will resort to convenient or purposive sampling procedure. The participants (beneficiaries) were purposively selected based on two criteria; being a beneficiary of LESDEP programme and their current geographical location: La-Nkwantanang Madina District, Adenta Municipal and Ga East Municipal. Moreover, the individual beneficiaries a simple randomly approach in the form of “lottery” was employed to select the 120 programme beneficiaries. There was a lack of availability and poor reliability of the list of beneficiaries’ data from the LESDEP secretariat. As a result, one research assistants, representing the three districts was randomly selected and was later trained by

the researcher in the use of the research tools. The research assistant was selected with the help of national coordinator of the youth initiative (LESDEP), who had already employed and served as field officer for the programme.

Purposive sampling technique will be used in the semi-structured interview of the LESDEP official. The participant will be purposefully selected as a result of their involvement in the programmes M&E activities as well as field officials who have direct contacts with the programme beneficiaries. *“Sampling is purposive when the units of the sample are selected not by random procedure, but they are intentionally picked for a study because of their characteristics or because they satisfy certain qualities which are not randomly distributed in the inverse, but they are typical or they exhibit most of the characteristics of interest to study”* (Kumekpor, 2002 pp 138). In order to achieve the objectives of this study, the researcher interviewed 120 beneficiaries in total and one other official from the LESDEP secretariat.

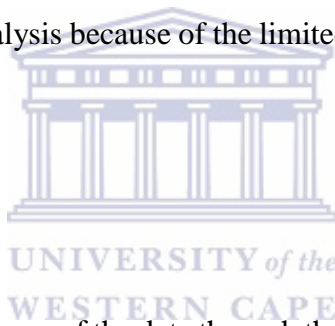


3.4 Type and Source of Data and Data Collection Method

For the purpose of this study, both primary and secondary data will be relevant. The primary data collection method will be a face-to-face interview with programme beneficiaries by focusing on the demographic characteristics of respondents, possible areas of their contribution in the monitoring and evaluation processes. It will again look at the institutional challenges confronting the programme in terms of young people participation in the existing monitoring and evaluation. Accordingly, it will focus on the type or nature of the existing participatory monitoring and evaluation and its challenges and the possible policy pathways (which will be the main focus of the study). These data will be collected using the following research tools:

3.4.1 Unit of Analysis

The researcher chose one of the regions in Ghana (Greater Accra Region). Three districts within the region were randomly selected from the sixteen districts that make up Greater Accra Region to include the following districts La-Nkwantanang Madina District, Adenta Municipal and Ga East Municipal. The three districts have significant proportion of LESDEP beneficiaries who are the primary unit of analysis of this study. That notwithstanding, the districts serve as some of the poorest suburb in the Greater Accra Region of Ghana. The research unit of analysis is the LESDEP beneficiaries in the neighborhood of the above three districts mentioned. The researcher chooses these neighbourhoods as unit of analysis because of the limited time and the available resources at the disposal of the investigator.



3.4.2 Questionnaire

The researcher intends to elicit for some of the data through the use of questionnaires. The question of privacy is very important in every research. Every beneficiary who participated in the research will have another opportunity to respond to an individual questionnaire as well. Probing into areas which are considered to be personnel and delicate, the researcher will resort to using a face-to-face individual questionnaire. Respondents will be assured of confidentiality and anonymity of their responds to any part of the questionnaires. The objective here is to get some understanding in their employment status and the demographic backgrounds of the beneficiaries who participated in the study.

3.4.3 Structured questionnaire

A well-structured questionnaire will be administered through face-to-face interview with beneficiaries of the scheme. The questionnaire will concentrate on the respondent's demographic characteristics, the nature of the existing monitoring and evaluation system of LESDEP, their contribution in the existing monitoring and evaluation programme and its effectiveness and challenges if any and lastly pragmatic reforms of the programme as a way forward. The researcher will also make use of probing questions to check the consistency of respondents in their quest to provide answers. It is hoped that the method of data collection will ensure the quality of data as well as the analysis and interpretation of data from the field.

3.4.4 Semi-structured questionnaire

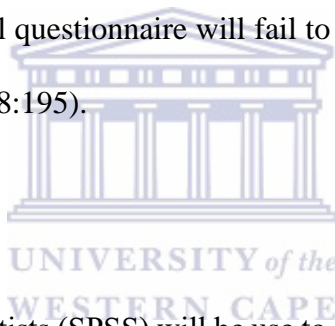
Semi-structured questionnaire seeks to achieve the qualitative aspect of the study. This tool will be used to elicit detailed information on LESDEP from officials at the agency. The researcher will employ intensive and systematic note-taking method to better understand the monitoring and evaluation programme and the degree at which the beneficiaries participate in the existing M&E, the institutional challenges of the M& E programme in the case study programme and if there is the need for policy reformation.

3.4.5 Document analysis

Secondary data will be collected from ministries reports, government white papers, books, articles, newspapers, magazines and research papers that have direct bearing on the study.

3.4.6 Participant Observation

Participant observations approach will be helpful in eliciting some aspect of the qualitative data through thoroughly noting and recording of the flow of events, the interactions, and information flow and communication channels in the natural social settings of the beneficiaries and the programme officials. The approach does not only involve observing individuals and their activities in diverse social settings but also interacting and engaging with them in their various social situations (Spradley 1980). It is the wish of the researcher that such observations will also be good in terms of understanding the different aspects of the social, economic, and political stratifications among the beneficiaries in the community (Kumekpor 2002, p76). This can also reveal some unnoticed aspect that the individual questionnaire will fail to bring to light (Kumekpor 2002: 77; Kelleher in Babbie & Mouton, 2008:195).



3.5 Data Analysis

Statistical Package for Social Scientists (SPSS) will be used to analyze data collected from the field to generate raw and inferential statistics. In doing this, data collected was 'cleaned', coded and entered into SPSS. Descriptive statistics in the form of frequency distribution tables, charts and cross tabulations will be employed to compare the gender divide and their involvement in the existing participatory monitoring and evaluation (PM&E). There is an extensive literature on the usage of different index measures in research (for review see for instance; the Economic Security Index by Hacker et al. (2013); UNDP's Human Development Index (UNDP, 2013), Corruption Perceptions Index Transparency International (2016)). Wharton and Baron (1987) also put forward an index to measure work satisfaction among employees, while Afon (2009) also developed a satisfaction index to measure residents' satisfaction in Nigeria.

This study, however, developed Participation Perception Index (PPI) to assess beneficiaries' participation in the existing PM&E process. The PPI, however, was computed by first allocating values from 1 to 5 to the ordinal responses (Likert's scale responses) of the youth (beneficiaries), with a lower value indicating stronger agreement to the statement that make up a particular variable. The total weight value for each of the variables (SWV) was also computed by adding the number of responses for each rating to a variable and the respective weight value together. It is expressed mathematically as:

Where:

SWV. = summation of the total weight value;

P_i. = number of respondents to rating i;

V_i. = weight assigned to a response.



To determine the index (I) to any of the variables, was arrived at by dividing the SWV by the summation of the respondents to each of the five ratings of the variable and is expressed as:

The mean index, denoted as is derived by summing up the index for each variable and dividing it by the number of the identical variables.

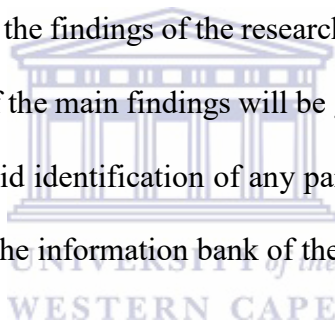
$$\text{Mean (I)} = \frac{\sum WV}{n}$$

It is computed mathematically thus:

Where n = total number of identical variables.

3.6 Ethical Clearance

This research only commenced after it has been approved by University of the Western Cape Senate, the Economic and Management Sciences Higher Degrees Committee and the School of Government. The researcher held in high esteem all the ethical considerations and made known the aim to all the participants. Publicity and awareness drive of the research was carried out in the sample districts with the beneficiaries' and officials prior to the commencement of the research. Participation in this research was voluntary and participants were given the freedom to drop out in the course of the interview if the need arises. This research did not impose harm to any participant and confidentiality of information given by the participant was fully assured. Also, respondents were informed that the report about the findings of the research will be disseminated to all relevant people and institution and copies of the main findings will be given to those participant interested. This report has been written to avoid identification of any participant in the study. Copies of this research will be made available at the information bank of the University of the Western Cape.



3.7 Theoretical and Conceptual Framework

The following section will take a critical look at the theoretical underpinnings and conceptual framework within which the research will be analysed. The empowerment approach has been argued by some scholars including Narayan (2005), that fundamentally the approach is relational and was put in place as result of existing relationship between poor people and their environment (Zimmerman, Isreal, Schulz and Checkoway 1992). The empowerment theory suggests that “participation” is key and should not be overlooked in any social policy aspiring to achieve an effective outcome. Perkins and Zimmerman (1995) argued that “participation with other to achieve goals, effort to gain some critical understanding of the social, and political environment are basic

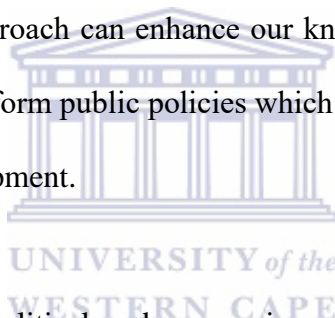
components of the empowerment theory”. The theory has been construed in some sphere as the ability to will power (Narayan 2005) individually or as a group; a process (Rappaport 1987, Cornell Empowerment Group 1989) while others have emphasized it’s been a process and outcome or a means and an end in itself (Swift & Levin 1987, Rappaport 1984, Zimmerman 1993).

Cornell Empowerment Group (1989) defined empowerment as “an intentional ongoing process centered in the local community, involving material respect, critical reflection, caring and group participation, through which people lacking an equal share of valued resources gain greater access to and control over those resources”. Rappaport (1987) sees empowerment as a “process by which people gain control over their lives, democratic participation in the life of the community”. The definition that this study is more interested in is the one according to the World Bank’s empowerment sourcebook, “empowerment is the expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control, and hold accountable institutions that affect their lives” (Narayan 2002).

The current definition lay much emphasis on the aspirations of this study because the researcher intends to look at how LESDEP beneficiaries mostly youth, can effectively participate in, negotiate with and influence the evaluation process of the programmes which have a direct bearing on their lives. Instead of delineating the deficiencies as a disadvantage group, the empowerment approach tends to focus more on identifying individual or group assets and capabilities and how an attainment of those can help influence the outcome of development programmes to reduce some social problems. The approach has an inbuilt layer that emphasize individual or collective strengths and skills which is a ‘natural helping system’ good enough to stir social change (Rappaport 1981,

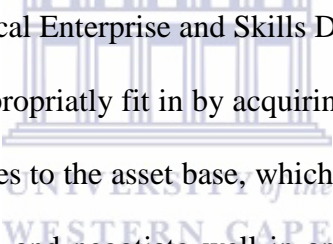
1984). Theoretically, the empowerment approach critically looks at the well-being of an individual or group in terms of competence verses deficits, disadvantage verses advantage and strength verses weakness (Perkins & Zimmerman, 1995).

In educational, political, sociology-related and psychological literatures, the approach has seen a lot of interests and has been growing for years. It has compelled and is compelling many researchers from different fields of study to embrace the concept. The approach has become such an important model in understanding some of the underpinnings of individual, organizations, and communities' development (Zimmerman 1993). Petesch, Smulovitz, and Walton, (2005) maintained that empowerment approach can enhance our knowledge on what they called “does and does not work”, since it can inform public policies which in turn achieve better outcomes and have effective influence on development.



The betterment of every social, political and economic policies or programmes are not how adequate and effective the policies captures every aspect of the initiative but also the participation of the citizenry or any other subordinate groups in the policy process is very important. Proper emphasis on the implementation processes and future reconstruction of the initiative if the need be can go a long way of making such policies and programmes to achieve its intended outcomes. Cleaver (1999) argued that whereas empowerment approach has a number of strengths to echo, the approach has some weaknesses too because the concept is vague and often subtly rather than clearly stated in most policy documents. The critical question is whose empowerment is the concept seeking to empower? Are the excluded or subordinate groups, the individual, the community, youth, women or the poor, who exactly does the concept seeks to empower?

The empowerment approach lays much emphasis on giving power or control to certain individual or group of person in a community, society or nations to influence, participate, negotiate, evaluate and control. The challenge is, in an attempt to grant control to some individuals or group of people in some instances may actually create problems in itself rather than solving one (Perkins and Zimmerman, 2005). Obviously the empowerment approach has got a number of streams which may clearly not be represented in social policies such as LESDEP and how such programmes can better fit into the framework will come with some challenges. Clearly, the proponents of the framework did not have in mind a programme such as LESDEP when framing the concept.



In figure 1, three ways in which Local Enterprise and Skills Development Programme (LESDEP) fit in is indicated. LESDEP can appropriately fit in by acquiring the individual or collective assets and capabilities, through the linkages to the asset base, which can increase their influence, power and control to evaluate, participate and negotiate well in any policies or programmes that can improve their own well-being.

Assets and capabilities are usually conceptualized as individual powers. The empowerment approach however argued that collective capabilities and assets are critical in helping the socially excluded or subordinate group to break the chain of powerlessness. LESDEP can reduce this powerlessness through beneficiary's associations. Knowledge or skills acquisition can reduce one's vulnerability and such skill development reduces the unemployment (among the youth) by providing beneficiaries with the employment opportunities such as dress making and fashion, agriculture, hairdressing, beads making, plumbing, among others. However, skill development can

also increase vulnerability, when such skill is not put into productive use. The critical question is, how many of the youths who acquired these skills are truly using it in their respective field of training? How many of the beneficiaries have been able to obtain the necessary tools and financial assistance promised them before the starts of their training?

One way to improve and strengthen youth initiatives is to support the beneficiaries to take ownership of those programmes. The provision of asset and capabilities that LESDEP gives can facilitate such supports. After the training, beneficiaries are granted some soft loans (financial capital) and the necessary gadgets or equipment (physical capital) needed to set up their own businesses in order to earn a dignified income and employment. Again, the youth who are mostly the beneficiaries of the programme are trusted with a piece of land (natural capital) to plant their kiosk for dressmaking, hairdressing, and plumbing among others. Skills development, good health, education, and other life-enhancing skills (human capital) which is a component of the programme, obviously are needed for gainful employment.

Social capabilities which grant the individual the abilities to socially network such as membership of group, leadership, relations of trust, a sense of belongingness, networks, values that give meaning to life, and the ability to organize. Beneficiaries will need to come together through this social networks to create clusters of skills which can make them formidable than just operating solely. Haan and Serriere, (2002), in support of this argument, stressed that avenues of employment can be created through networks and social groups and LESDEP can emulate this through associations such as dressmakers, hairdressers, carpenters just to mention a few. The

empowerment approach maintained the need for a stronger voice and collective action (organization) to coordinate the action of ‘individuals’ or ‘communities’ for a common goal.

Finally, the rules, resources, norms behaviour, rights and processes aspect of the empowerment framework is appropriate for LESDEP. Collective or individual assets and capabilities do not operate in vacuum to achieve the development outcome. These assets are shaped by the prevailing social norms and behaviours, political (rules and rights) and economic resources and other structures of the society which have some underpinnings of influence and control. Usually people (socially excluded or subordinates) who lack equal share of the social good failed to gain access to and control over any resources. The model is not straightforward rather it comprises of many interweaving sets of legislations among other within which the beneficiaries operate. These rules, rights, norms, resources, and processes tend to shape the choices of the beneficiaries in their attempt to break the chain of powerlessness and vulnerabilities. How rigid or flexible these rules are the better or worse it will be for the beneficiaries to either maximise their opportunities or otherwise. LESDEP can make difference when these legislations are relaxing which can effectively change the distribution of assets within and between beneficiaries.

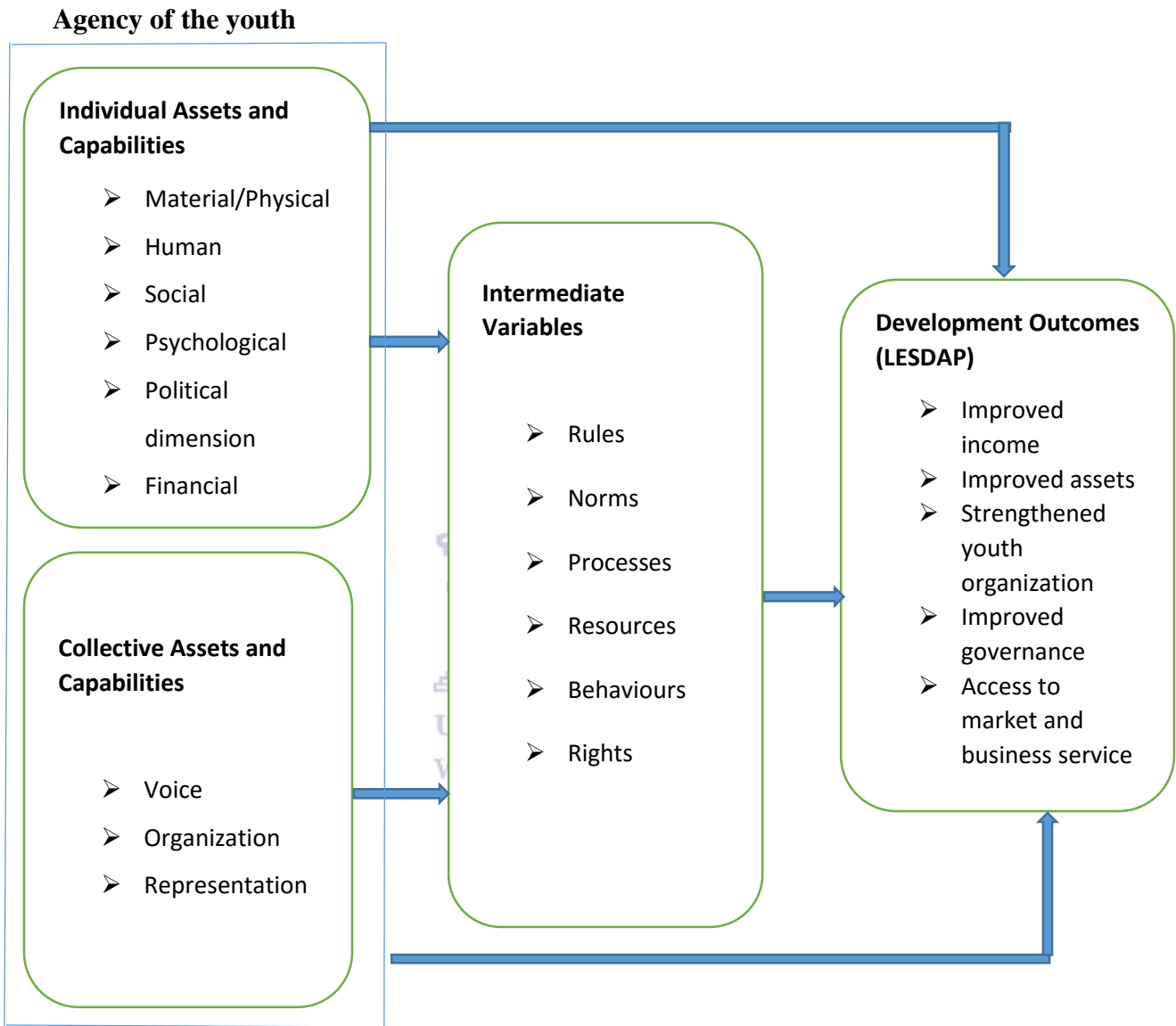
This conceptual framework on the determinants of poor people (youth) illustrates, explicitly or implicitly, that empowerment is determined by interrelated factors. The framework presented below was adapted from Deepa Narayan, who in 2005 recommended an analytical framework for empowerment participatory studies (Narayan, 2005). It clearly delineates how development outcomes encompass many factors such as opportunity structures and agency of the poor, which

entails a number of other factors acting in concert with some rules, rights, resources, norms, behaviours and many other processes to produce an efficient development outcome.

These factors as propounded by (Narayan, 2005) were defined as institutional climate (information, inclusion / participation, accountability and local organization capacity), individual assets and capabilities (material, human, social, psychological and political dimension), social and political structures (openness, competition, and conflict) and collective assets and capabilities (vision, organization and representation). These factors are intertwined such that factors at one level can influence other levels. This conceptual framework was put forward to assess and analyze the determinants of poor people empowerment, and in planning effective actions to improved incomes and assets for the poor, improved participation, strengthened poor people's organization and to equip them with the necessary tools and capabilities to be proactive in the job market.

The model, therefore, can be adapted to fit some specific disadvantage group(s), for instance the youth, and in this study the framework has further been adapted for the analysis of youth empowerment through participatory evaluation approach using (LEADEP) in Ghana as a case study.

Figure 3.3. The empowerment framework for youth participation



Source: Adapted from Deepa Narayan (2005) and DFID, 2002

Narayan (2005) has influenced a wide range of empowerment, development and vulnerability outcomes, for which this study is no exception. The framework, though recent in the development and empowerment literature, but the model still provides, evidently the basis for many studies on development outcomes. The author proposed that individual or collective assets and capabilities (material, human, social, psychological, voice, organization and representation) variables have to

function through a numbers of proximate determinants (rules, rights, resources, norm and processes) that directly influence the outcome of development initiative (LESDEP). The framework gives a general overview of the individual assets and capabilities, collective assets and capabilities, transforming structures and processes and development outcomes. The framework can be useful in understanding some factors that can underpin or limits the determination of any disadvantage group(s) (youth) in their effort towards improving their own life and well-being which can also have some broader detrimental consequences on any development outcome.

3.7. 1 Agency of the youth

Youth in most part of the world especially in sub-Saharan Africa have a very minimal impact on policies and programmes that have a direct bearing on their own interests. This gives them a limited opportunity in almost all the sectors of the economy (agriculture, production and service). Rao and Walton (2004) argued that these inequalities tend to play a role in the continuing disparity and poverty among many disadvantage groups. Narayan (2005) maintained that these rooted inequalities require a number of assets and capabilities on the part of any disadvantage group in order to “influence, negotiate, control, and hold accountable other actors in order to increase their own well-being”.

3.7.2 Individual Assets and capabilities

These assets are made up of; ***Human capabilities***: This include skills development, good health, education, and other life-enhancing skills. ***Social capabilities***: It refers to social abilities such as membership of group, leadership, relations of trust, a sense of belongingness, networks, values that give meaning to life, and the ability to organize. ***Psychological capabilities***: This aspect of

individual assets and capabilities is usually ignored in most development studies. It comprises of self-esteem, self-confidence, and an ability to imagine and aspire to a better future. **Political capabilities:** This includes the ability to participate in the life of a community or a nation to represent oneself or others in it, to have right to information and right of associations without any constraints or whatsoever in a country. **Physical Capital:** Comprises basic infrastructure and producer goods needed to uplift the well-being of any disadvantage group. **Financial Capital:** This signifies direct employment on LESDEP, the income generated from sale of products produced by the beneficiaries and also the financial resources that the youth obtained from government in order to acquire the entrepreneurial skills to improve their well-being.

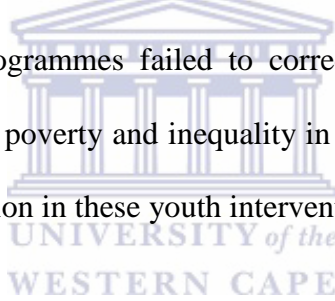
The main objective of LESDEP is to create employment for the youth of Ghana through entrepreneurial skills by providing them with the above individual assets and capabilities. Youth programmes of this nature are short lived in Ghana because in most cases these so-called skills programmes are pre-occupied by some political motivations. At least, for the first time there is some element of sustainability in this one since the skills acquired by these participants cannot be taken away from them when there is a change of government. The critical question is how skilled are these beneficiaries in the so-called skills development programmes taking into consideration the length of training? Although it is a potential stepping stone towards the transformation of the informal sector of the economy which has the large chunk of the youth, there is more to it than just a mere six months or less training.

CHAPTER FOUR

YOUTH DEVELOPMENT INITIATIVES IN GHANA'S FOURTH REPUBLIC: A HISTORICAL OVERVIEW

4.1: Introduction

Youth development initiatives are not aliens in Ghana's political history. From the first president of the republic Dr. Kwame Nkrumah's Young Pioneers in 1960 to President John Dramani Mahama's GYEEDA in the year 2016, there have been numerous of such youth interventions programmes in between and still counting. Despite these many youth development initiatives, the average Ghanaian youth still experience considerable economic pressures. The critical question is; have these youth intervention programmes failed to correctly diagnose the essential factors accounting for the unending youth poverty and inequality in Ghana? Does it reveal any clues to the policy makers for future alteration in these youth intervention programmes?



This chapter takes a critical look at some of the youth intervention programmes since the inception, of the fourth republic, up until date. The first section (4.1) will present a brief pre and post-colonial overview of youth in participation. Some of the key youth interventions programmes facilitated by the state will be delineated in section 4.2. While some of the interventions are youth-focus, others have a broader mandate but have in them youth-targeted initiatives, section 4.3 will take a look at some of those broader mandate entities. Despite the efforts by successive governments over the years to curb the current trend of youth unemployment, many of the policy design for these youth development programmes are mostly without the youth presence. Many of these interventions tend to have a very narrow or limited scope (Palmer, 2009), (basically trying to provide only

“employment” for the unemployed youth) embedded in just providing employment and not how to sustain it, hence, the last section (4.4) will draw conclusion from these ambiguities.

4.2 A Brief Pre and Post-colonial overview of Youth Participation.

The colonial imperialist for ages deliberately ignored the youth because of their vociferous demands and resorted to the indirect rule which gave credence to the traditional leaders at the time. The conservative approach by the leaders of the first political party (United Gold Coast Convention, UGCC) in the Gold Coast (Ghana) to a very large extent failed to recognize the zeal of the youth. It was not surprising that Kwame Nkrumah who was more radical towards the attainment of Ghana’s independence was able to mobilize the youth who were also impatient and were willing to use any possible means in that respect. Having attained independence, the Ghanaian youth who were mobilized by the Convention People’s Party led by Kwame Nkrumah were recognized by the government as a result of their role towards independence and hence became major players in policy making and the implementation of it (Fhah, 1954; Boahen, 1979). From a population of just about six million in the 1950s to a projected twenty-seven million in the year 2016, successive Ghanaian governments both the military and civilian have over the past five decades recognized the high youth unemployment rate in the country. It is, therefore, not surprising that various governments have in one way or the other attempted to set up diverse youth-oriented intervention initiatives to curtail the high unemployment rate among the economically active population. It is not my intention here to deal substantially with this subject holistically except to point out that a mere creation of those policies will not necessarily translate into achieving the intended outcomes.

4.3 Ghana's Youth Interventions Programmes Since 1990

Unfortunately, Ghana has played politics with many national development issues and programmes. From the health sector, education and employment for that matter youth unemployment are no exception. Ghana has a youthful population, therefore the country cannot afford to condone the rampant weaknesses in youth policies and intervention programmes. In the recent Population and Housing Census in Ghana, the population growth rate between 2000 and 2010 was 28.1% (Ghana Statistical Service, 2010). Their neglect can only derail the development of the country given that the youthful potential force of the population will be wasted. Rather than tagging the youth with all the negative quotations (how to manage them to avoid any political expediency), the country should ascertain how resourceful they could be to the national development agenda. Ghana is a youthful population (GSS, 2010). When manage well, the nation can reap of the population dividend. Contrary, it might cause this country its future productive potentials and waste of human resources if the youth are consistently neglected by policy makers.

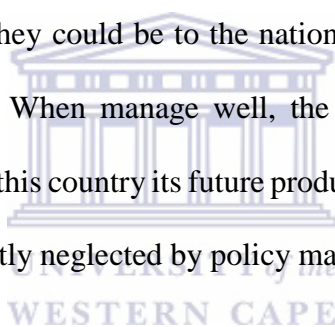


Table 4.1 Youth development interventions with superintending ministries since 1992

Youth Initiatives	Ministries in charge
NYEP: National Youth Employment Programme	Ministry of Youth and Sports
GYEEDA: internship - based training ostensibly to facilitate self-employment but in reality also to vacancies in formal sector institutions	Ministry of Employment and Labour Relations (MELR), previously Ministry of Youth and Sports (MoYS), and before that Ministry of Employment and Social Welfare (MESW)
YEPS: Youth Enterprise Support Programme: entrepreneurship training, and venture	Office of the President with support from; Ministries of Youth & Sports, Ministry of

capital	Trade & Industry, Ministry of Finance as well as National Board for Small Scale Industries (NBSSI) and the National Youth Authority (NYA).
LESDEP: technical and internship - based training	Ministry of Local Government and Rural Development (MLGRD); but also provides services to Ministry of Gender, Children and Social Protection (MoGCSP), Ministry of Employment and Labour Relations (MELR), and Ministry of Youth and Sports (MoYS)
YESDEC: Youth Enterprises and Skills Development Centre	Ministry of Employment and Social Welfare (MESW) now Ministry of Employment and Labour Relations, (MELR) and Ministry of Local Government and Rural Development (MLGRD). Ministry of Youth and Sports (MoYS)
YIAP: Youth in Agriculture Programme	Ministry of Food and Agriculture (MoFA)
MASLOC: entrepreneurship training, venture capital	Office of the President/ Ministry of Finance and Economic Planning (MoFEP)
DSIP*: apprenticeship and institution – based technical training	Ministry of Education (MoE)/ COTVET42
GEBSS*: business incubation and venture capital	Ministry of Employment and Labour Relations (MELR)
ICCES*: 43 technical skills training	Ministry of Employment and Labour Relations (MELR)
SDF*: Skills Development Fund (SDF): venture capital	Ministry of Education (MoE)/ COTVET

<i>NBSSI</i> *: entrepreneurship training	Ministry of Trade and Industry (MoTI)
<i>NYA</i> *: <i>policy coordination, skills training, leadership training</i>	Ministry of Youth and Sports (MoYS), previously Ministry of Education, Youth and Sports (MoEYS)
<i>SADA</i> *: <i>youth employment and skills training</i>	Office of the President

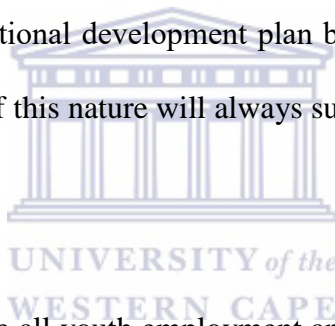
****NBSSI, *NYA and *SADA are institutions rather than interventions but have overlapping responsibilities like most of the programmes discussed below.***

The National Youth Policy (NYP) which was promulgated in the year 2010 provides a well-grounded framework, vividly delineated pathways for youth development. Which provides the standard around which many youth policy agendas can be framed. In fact, the Section 5.1 of the policy, reads; “an empowered youth contributing positively to national development.” (NYP, 2010). However, in reality, the policy has very little to do with youth empowerment in practice than just a mere rhetoric. There is little or no evidence on the part of government or civil society organization trying to enforce its implementation in the first place. Clearly, their wellbeing does really find their ways in policy frameworks but its implementations turned to ignore the youth in most instances. Instead of the negative depiction associated with the “*Generation Y*” as they are known in certain quarters, a critical look at their plight by decreasing their economic pressures can enhance their living standard and distort the negative connotations associated with the youth. Unfortunately, in Ghana many of these youth policies (intended to create jobs for the youth to reduce unemployment) died than they were born. The following are some of the few youth

initiatives the study interrogated in this chapter with special reference to the case study programme, (LESDEP).

4.3.1. Ghana Youth Employment and Entrepreneurial Development Agency (GYEEDA)

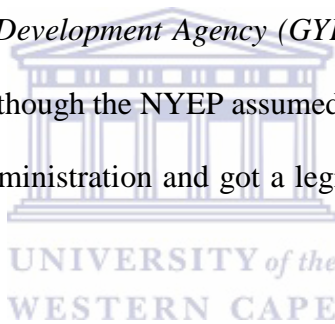
In October 2012, the National Youth Employment Programme (NYEP) was deemed unproductive and irresponsible to the employment needs of the youth. Therefore, a re-naming of NYEP into what became known as the Ghana Youth Employment and Entrepreneurial Development Agency (GYEEDA) was considered to be the remedy to the ineffective nature of the NYEP. All was in an attempt to make the NYEP “better” under the “Better Ghana Agenda” of the new administration. When a country doesn’t have a national development plan but rather operate based on political parties manifestoes, programmes of this nature will always suffer the consequences and Ghana at the moment is a typical example.



GYEEDA is expected to coordinate all youth employment and entrepreneurial programmes. The initiative which was established to provide the unemployed youth with skills and short-term jobs was bedeviled with corruption and maleficence in less than a year after it had been “transformed”. In the words of the five-member committee set up by H.E. President John Dramani Mahama to investigate the alleged maleficence revealed that several of the organizations contracted by GYEEDA failed to do their job but were paid fully the contractual amount due them, for instance, the committee after their work recommended that;

Goodwill International Group and its CEO should refund to the state the sum of two million twenty-eight thousand six hundred and five United States dollars (US\$2,028,605.00) being payments made to them. The committee was not satisfied that the Group rendered any services, covered by a valid contract, to the state. Another amount of two million Ghana cedis (GHS2, 000,000.00) in overpayment for services allegedly rendered should also be investigated (GYEEDA), Report, 2013)

The committee recognized that a major challenge faced by GYEEDA is the absence of appropriate laid down rules and regulation for operation. This evidently, contributed to the Bill titled *Youth Employment and Entrepreneurial Development Agency (GYEEDA)* in the year 2014 which was eventually passed into a law. Even though the NYEP assumed a different name or metamorphosis into (GYEEDA) under the new administration and got a legislative backing, the operations and modules remained the same.



However, the absence of youth or beneficiaries in the management and operation of an initiative such as this has been the order of the day and GYEEDA was no exception. The programme as described above is not different from the NYEP, its core mandate was just a rhetoric of that of the same “generate, organize, manage and facilitate the creation of jobs” for the unemployed youth in Ghana through the provision of skills and short-term employment or job. It also touted the same unemployment challenges among the youth and how that can be resolved to reduce the economic burden on the economically active population in Ghana. The Bill was put in place to just empower the coordinating outfit to have a better oversight over the operation of the programmes to ensure efficiency in the administration of the Agency.

4.3.2. Local Enterprise for Skills Development Programme (LESDEP)

The Local Enterprises and skills Development Programme (LESDEP) is another youth-focused initiative by the government of Ghana even though it is under the supervision of a private entity. It can, therefore, be argued as a public-private partnership (PPP) with the Ministry of Local Government and Rural Development serving as the public body in charge of the operations and management of the initiative. The programme core objective is to again create and facilitate the acquisition of technical, entrepreneurial and other specialized skills that can help the beneficiaries (youth) to establish their own businesses and manage them and also to ensure their sustainability (LESDEP, 2016). All these were geared towards lessening the economic pressure on the teeming unemployed youth in Ghana. Again, after their training or acquisition of skills, LESDEP has to provide start-up equipment, funds, and post-set-up support services to ensure that they remained in the market. LESDEP was initially touted to be a decentralized poverty reduction initiative under the ambit of the Ministry of Local Government and Rural Development.

The programme expectation was that the various districts in Ghana will take up the initiative and make it locally driven in order to tackle local-specific employment challenges among the youth with special reference to the district Medium Term Development Plans (MTDPs) (GoG, 2014). Ironically, LESDEP currently is called a programme, leaving the partnership aspect from the central government and deemed as a private sector provider rendering services to the state (GYEEDA). Underpinning this paradoxical turnaround is that districts no more serve as the primary body for the training of beneficiaries rather LESDEP provides this service. The programme is manned by the Ministry of Local Government & Rural Development and LESDEP secretariat. It also operates in collaboration with other ministries and agencies for the smooth

running of all the fifteen modules. Which includes but not limited to electrician, mobile phone repairer, local garment or fashion designer, beauty care, event organizing or decor, beads making, window or sliding door designer, driving, catering service, fish farming, agro-processing, welding or fabrication, farming, photography and construction. The programme claimed to have offices in 170 Metropolitan, Municipal District Assemblies (MMDAs) in Ghana (As retrieved here: <http://www.lesdepggh.org/> 14/14/2016).

4.3.3. Youth Enterprises and Skills Development Centre (YESDEC)

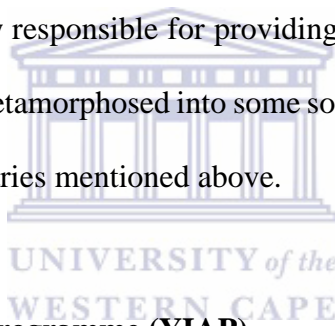
Youth Enterprises and Skills Development Centre (YESDEC), is a major subsidiary of the Ghana Youth Employment and Entrepreneurial Development Agency (GYEEDA). YESDEC is to provide its beneficiaries some level of skills training in the following modules which includes but not limited to beauty care, fashion and garment design, grasscutter rearing, liquid soap making and food and catering services, dry season farming and barbering services.

(<http://thechronicle.com.gh/yesdec-contract-terminated-coordinators-asked-to-hand-over-tools-> retrieved 18/12/2016).

The modules outlined here are not different from those in the above-mentioned youth-centered initiatives. YESDEC was simultaneously operated by two ministries the then Ministry of Employment and Social Welfare (MESW) now Ministry of Employment and Labour Relations, MELR) and Ministry of Local Government and Rural Development (MLGRD). YESDEC serves as a service provider for both ministries, provide youth with the needed skills as well as training and business establishment know-how for both GYEEDA (under MESW) and LESDEP (under MLGRD) (MoYS, 2016). It later became a provider for Ministry of Youth and Sports (MoYS).

Ironically, another service provider (YESDEC) suddenly turned its service provider status to become a programme in itself.

As a result of the controversies and alleged financial maleficence and contractual misappropriation under the GYEEDA programme as contained in a Ministerial Committee Report (2013), YESDEC also suffered an abrupt abrogation of the contract which also rendered some of the coordinators and beneficiaries jobless of the then service provider now youth employment programme. This even defeats the primary purpose of the initiative (that is providing the unemployed youth with skills and job) by rendering them jobless. Somewhat surprising is the so-called service provider entity that is expected to be largely responsible for providing service to the main youth-centered programmes, YESDEC abruptly metamorphosed into some sort of a skills training programme under the auspices of two different ministries mentioned above.



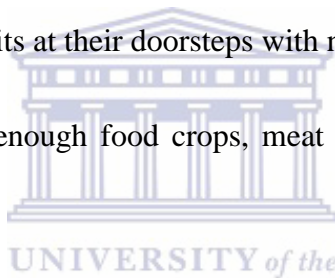
4.3.4 The Youth in Agriculture Programme (YIAP)

Over 60% of the Ghanaian population are in the agricultural sector. The country's development is linked to agriculture. Ghana cannot develop without the youth since they make up almost 60% of the active working population (GSS, 2010). The youth inclusion in agriculture is, therefore, a step in the right direction. The Government of Ghana (GOG) under the auspices of the Ministry of Food and Agriculture (MOFA) established the Youth in Agriculture Programme (YIAP) to boost their participation in that sector.

The Youth in Agriculture Programme (YIAP) is a youth-centered initiative aimed at motivating the youth illiterate or literate to appreciate farming as a commercial venture that can change their

unemployment status. The YIAP as a youth development intervention seeks to also provide the Ghanaian youth with employment and to also contribute towards the overall development of the country. The initiative has five main objectives to include;

- Aids the Ghanaian youth to be involved in agriculture for employable gains;
- Accumulate the necessary resources to meet the demands of farmers and personal needs;
- Improve the socio-economic living standards of the Ghanaian youth through enhanced revenue.
- To mitigate the rural-urban migration among the youth in Ghana by providing them with agricultural inputs and credits at their doorsteps with no interest.
- To ensure food security; (enough food crops, meat and fish using modern methods of farming).



The Youth in Agriculture has four (4) components namely Crops or Block farming, Livestock farming and Poultry fisheries or Aquaculture and Agribusiness. Beneficiaries (youth) are organized into cooperatives to access the agricultural inputs on credit which they pay in installment without interest. The programme also grants the youth the opportunity to access credit without any collateral. The relatively easy access to agricultural input and credit create the necessary condition for the youth to engage in agriculture.

4.3.5 Youth Enterprise Support Programme (YESP)

YESP is not really different from those discussed above. Successive governments since 1992 have had to either hastily throw out the content or keep to the modules it came to meet as revealed in

this chapter and in their place, a new one is introduced either by just a change of name or an addition of modules to sound “different” from the initial one. In 2014, YESP initiative was established to fulfill a promise made by the President John Dramani Mahama during his 2012 election campaign to institute a youth-centered initiative to enhance the plight of the Ghanaian unemployed youth. The programme was directly under the Office of the President, however, it seems to draw support from other substantive Ministries, Departments and Agencies. The Ministries of Youth & Sports, Ministry of Trade & Industry, Ministry of Finance as well as National Board for Small Scale Industries (NBSSI) and the National Youth Authority (NYA).

In his words during the launch of the new initiative in August 2015, the president stressed that;



"While YESP is not a full answer to our job creation issues, it does reflect my commitment to the future of the Ghanaian youth. I encourage our young people to begin the process of organizing and formalizing their business ideas to access the facilities available under the YES."(President Mahama, YESP-Ghana, 2012 <http://www.yes.gov.gh/>)

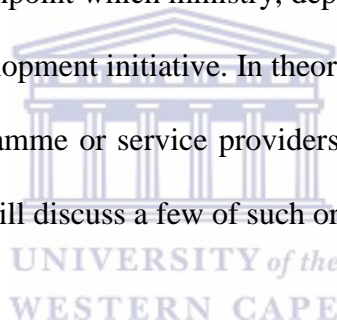
The core mandate of the initiative is to bring to light the creativity and innovative side of the Ghanaian youth (between the ages of 18 to 35 years, with some sort of business idea) in order to support them financially or grant them some business advice to succeed in their field of business (<http://www.yes.gov.gh/>). The Government touted the YES initiative to be one that will “...help young entrepreneurs turn their ideas into thriving business enterprises.” (GhanaWed, 2015). The initiative was to grant young entrepreneurs the opportunity to acquire knowledge on how to develop a business plan, start and also overcome related challenges.

A year before its inception, the five-member Committee that investigated the misappropriation of funds in the GYEEDA case have advised the government that; “the concept of a specific programme to cater for the unemployment needs of the youth is important and consistent with relevant development policy frameworks in Ghana ... however, the greatest problems faced by GYEEDA is the absence of an appropriate governance framework.” This position of the committee was not adhered to in the establishment of YESP since it has no legal backing as well as a proper regulatory framework.

4.4 INSTITUTIONS WITH OVERLAPPING YOUTH RESPONSIBILITIES

4.4.1 Introduction

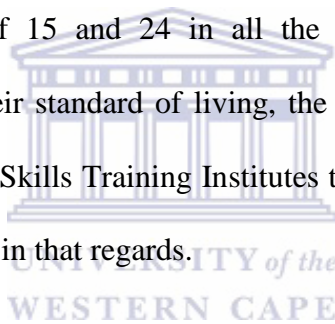
It remains unclear sometimes to pinpoint which ministry, department or agency is responsible for what skills or entrepreneurial development initiative. In theory, many of these organization are in themselves not intervention programme or service providers but are seen to be associated with youth development. This section will discuss a few of such organization:



4.4.2 National Youth Authority (NYA)

Initially, known as National Youth Council (NYC) as established by law NRDC 241 in 1974 became known as National Youth Authority (NYA) in 2001. This statutory entity is mandated to ensure youth empowerment in Ghanaian under the auspices of the Ministry of Youth & Sports. The ambit of the then Council was to ensure that the Ghanaian culture and moral values are properly inculcated in the youth to make them “responsible, self-reliant and patriotic citizens” (Ministry of Youth and Sports MoYS, 2016). In fulfillment of their sole mandate, the NYA is currently task to implementing youth policies and development programmes that will improve their livelihood and empower the youth. The NYA is also to instill in the youth the spirit of “Nationalism and sense of public service and morality” (Ibid).

The original intent of the NYA was to be the fulcrum for policy making and coordination of all youth-oriented initiative in Ghana. The interesting question is why the NYA is also involved in the training of youth to acquire some apprenticeship skills? The official mission of the NYA (training of youth to take up responsibilities and to contribute meaningfully to the national development) is currently not the case. This misplaced role of the NYA tends to involve training of youth in some entrepreneurial skills which include but not limited to Agriculture, Dressmaking, Catering, Electrical Installation, Masonry, Carpentry & Joinery and Metal Work as well as Computer Studies. The Authority flagship institutes Youth Leadership Training Institutes (YLSTI) trains youth between the ages of 15 and 24 in all the ten regions. To curtail the youth unemployment and to improve their standard of living, the National Youth Authority operates eleven (11) Youth Leadership and Skills Training Institutes to provide entrepreneurial and skills development training for the youth in that regards.



4.4.3. National Youth Employment Programme (NYEP)

The growing unemployment among the teeming youth in Ghana got the attention of the National Security of Ghana (NSG) in 2006. They, however, proposed to the political administration to establish a youth centered programme to curb the situation. As a result, the National Youth Employment Programme was born to provide skills and job for the youth in Ghana to reduce the economic pressure on them (youth). The increasing unemployment and under-employment among the youth were perceived as a national security threat. Nearly one-third of the Ghanaian population were made up of unemployed youth (, GoG, 2006; Ministry of Youth and Sport, 2013).

Having promised to give the youth a decent job during the electioneering period, it took the President Kuffour's administration six years to bring that promise to reality. In the year 2006, the NYEP was established to provide the economically active population (youth) both illiterate and literate employment. The aim was to provide the teeming youth who are unemployed with some requisite skills that can empower them to improve their standard of living as well as improving the socio-economic status of the many for sustainable development. Well-known to many other youth intervention programmes, there are always a number of modules available for the youth to select from and NYEP was not different. The initiative started with nine modules to include Youth in Security Services, Youth in Fire Prevention, Youth in Immigration, Youth in Agri-Business, Youth in Health Extension, Youth in Waste and Sanitation, Youth in Paid Internship, Youth in Community Teaching Assistants, Youth in Trades and Vocation, Youth in Eco-Brigade, Youth in Information and Communication Technology (Ministry of Youth and Sports, 2006). These modules were designed in the absence of the beneficiaries which has always been the case of many social intervention programmes that are youth centered. Gyampo (2012) observes in Ghana most "development plans have been formulated and implemented with little or no participation of the youth".

4.4.4 Savannah Accelerated Development Authority (SADA)

In the year 2010, after the then opposition party [National Democratic Party (NDC)] had promised to establish a development agency for the people in the northern part of the country due to the lack of development in the northern belt of Ghana, the Savannah Accelerated Development Authority (SADA) was established. The authority was born out of a legislative instrument by parliament (Act 805) in 2010 granting it an independent and autonomous status to "provide a framework for the

comprehensive and long-term development of the Northern Savannah Ecological Zone”. (SADA, 2010).

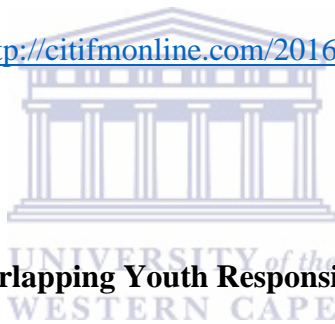
Elsewhere President Kuffuor’s administration had established a special initiative called the Northern Ghana Development Fund (NGDF) with seed money of 25 million Ghana Cedis (approximately US\$25 million at the time) as capital for the initiative. This is the second to have been created after the first Republic government of Osagyefo Dr. Kwame Nkrumah earmarking some resources to address the developmental disparities between the north and south of Ghana.

While the above mentioned fund lacks any legislative backing SADA’s authority was embedded in the 1992 constitution, in Article 36 (2) (d) of the Fourth Republican Constitution, which reads that “the state is enjoined in the directive principles of state policy to take the necessary steps to establish a sound and healthy economy through the undertaking of even and balanced development of all regions and improvement of conditions of life in the rural areas. Furthermore, imbalances in the development between the rural and urban areas should be redressed to ensure balanced regional development” (The 1992 Constitution of Ghana). The lack of a proper long term development plan in Ghana allows political parties to play politics with everything that can give them some political points.

Various political parties have recognized the lack of development in the northern belt which consists of three regions (The Upper-East, Upper-West and Northern Regions) out of the ten regions in Ghana. Governments have made some effort to tackle the problem but there was no concrete policy to do that up until the year 2010. Although the core mandate of the authority is to assist the three poorest regions in the country in the development of agriculture and industry to

bridge the development gap between the regions in the south of Ghana, it soon found itself providing funds for some youth in the region for tree planting which came to be known as “SADA tree planting scandal”. The financial mismanagement uncovered by the Auditor General, Ghana in 2013, in just about two years of its existence (Savanna Accelerated Development Authority (SADA) existence. At the Public Accounts Committee (PAC) of Parliament, Ghana, the Vice Chairman Mr. Samuel Atta Akyea, he described the scandal as highly “disgraceful”. Read more at <http://citifmonline.com/2016/09/19/sada-to-resurrect-failed-tree-planting-exercise/#.sthash>.

Unfortunately, after five years of its existence (2012-2017), SADA cannot boast of any significant achievement after it had already spent 32 million cedis allocated to it due to the misappropriation of funds and corruption. (<http://citifmonline.com/2016/09/19/sada-to-resurrect-failed-tree-planting>).



4.4.5 Other Institutions with Overlapping Youth Responsibilities

The **Skills Development Fund (SDF)**: In 2006, an Act of Parliament (Act 718) established the Council for Technical and Vocational Education and Training (COTVET). The Council’s mandate is to “coordinate and oversee all aspects of technical and vocational education and training in the country” with one peculiar function; “to source funding to support technical and vocational education and training (TVET) activities”. The Skills Development Fund (SDF) serves as a source funding organization for the running of TVET which is seen as one of a series of new mechanisms to improve efficiency and effectiveness of the TVET activities. The aim of TVET policy is to “improve the productivity and competitiveness of the skilled workforce and raise the income-earning capacities of people, especially women and low-income groups (youth), through the

provision of quality-oriented, industry-focused, and competency-based training programmes and complementary services". (SDF, 2013).

The **Development of Skills for Industry Project (DSIP)** is one of such institution that is not youth-centered programmes but has the objective of developing the youthful population through vocational or technical training in Ghana. Having established the Council for Technical and Vocational Education and Training through a legislative act, (Act 718) in 2006 by the Government of Ghana in an attempt to reform the Council for Technical and Vocational Education and Training (COTVET). The Development of Skills for Industry Project (DSIP) was a facility established by the council to support its objective “coordinate and oversee all aspects of technical and vocational education and training in the country (DSIP, 2015). The facility is a partnership between the Government of Ghana and the African Development Bank (AfDB) with seed money of USD 125 million from the AfDB with USD 11.3 million as support from the Government of Ghana (GoG) (GoG, 2006). The DSIP is initiative established to aid in the “development of high-quality middle level technical and vocational skills needed in the Ghanaian economy”. The facility is to focus on the development of human capital (youth aged 15-35, in the various technical institution in Ghana), to enhance the country’s human capital to produce the high good quality of technical skills personnel.

The **Integrated Community Centre for Employable Skills (ICCES)**. The agency has been in existence since 1986. However, in the year of the fourth republic (1994), the then cabinet deemed it a very important to move the agency from the Ministry of Education (MOE) to Ministry of Employment and Labour Relations (MELR) with a policy mandate of enhancing access to the

Ghanaian youth in order to develop their skills as well as to empower them to be productive in the country's quest to develop. Specific objectives of ICCES are: first, train the youth in Ghana, especially the unemployed in Technical and Vocational Skills. Unlike the DSIP which is primarily focused on literate Ghanaian youth the second ICCES mandate is to every Ghanaian youth (illiterate, semi-literates and literate) in Ghana. The ultimate objective of ICCES is to provide the youth in rural communities some employable skills in an attempt to decrease rural-urban migration and its related social vices basically reducing youth unemployment in Ghana.

The agency has two main training programmes for beneficiaries. The apprentice and the instructor master craftsman training. While others are school-based apprenticeship training some are workshop-based training for youth in the formal as well as those in the informal sector of the economy. The agency is responsible for the training programmes (apprentice and instructor masters' craftsman) and not any other service provider. Its responsibility is to plan, organize and conduct apprenticeship training for shop, floor, and middle-level craftsmen in the informal sector for industry and self-employment in every corner of the country. The mission of ICCES is to "train the youth in demand-driven employable skills for self or paid employment in their chosen trades through micro and small-scale enterprises development to combat youth unemployment and thereby mitigate rural-urban drift and contribute to the development of a sustainable labour force for employment in the Country."

The **Graduate Employment Business Support Scheme (GEBSS)** is a private-public partnership launched in the year 2012. It is a combined effort between the Ministry of Employment and Social Welfare and the Graduate Business Support Scheme Limited (GBSSL), with support from the

Management Development and Productivity Institute (MDPI), the Ministry of Finance, the Ministry of Local Government and the Ministry of Youth in attempt to mitigate the graduate unemployment in Ghana. The main objective of the scheme is “to equip unemployed Graduates with business-focused skills, experiences, and exposure to enhance their chance to employability”.

The programmes and services of the scheme are free for the educated Ghanaian youth. Unlike the ICCES which is open to all, GEBSS is for graduates who have completed their national service, are unemployed but needs employable skills or entrepreneurial abilities to set up their own businesses. The programme is focused on business coaching for these unemployed youth, aiding them into developing their own of business plans, granting them both local and international internships to upgrade themselves for the Ghanaian job market and lastly assisting programme beneficiaries to access credit and support from other financial institutions in Ghana.

In the words of the minister in charge of Employment and Social Welfare, Mr. E. T. Mensah, who launched the scheme in the year 2012 said: “there was a mismatch between what the educational institutions are producing and what the labour market is demanding”. GEBSS scheme is to curb the current situation by giving the unemployed graduate the needed skills to fit well in the Ghanaian market. Unfortunately, out of the 70,000 graduates that educational institutions in Ghana churns out every year, just about 7% are employed and the target of GEBSS in a year is just 100 unemployed graduates (GEBS, 2012). Undoubtedly, the scheme is a great opportunity for some unemployed graduates but the critical question is what happened to the 93% of the graduate who cannot benefit from the scheme?

4.5 Chapter Summery

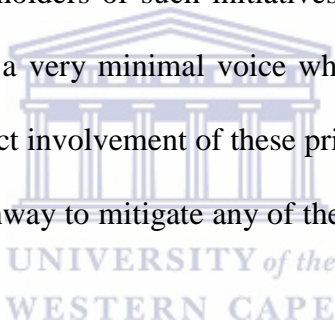
Owing to the history of youth intervention programmes as those described above since the inception of the fourth republic up until today, there have been a lot of such initiatives in the past two decades. Unfortunately, successive governments have had to either abruptly thrown out the content of such programmes by their predecessor-administration or renamed it to suit their political agenda with little or no improvement to help lessen the unemployment challenges confronting the youth. This study argued that the problem is not about how many youth initiatives there is, but rather are those youth programmes working themselves in the first place? Many of these initiatives have overlapping responsibilities coupled with the different departments, ministries, and agencies that serve as either service providers or programmes in themselves. There is a considerable ambiguity surrounding these intervention initiatives. It is difficult to distinguish between those that are just “programmes” and merely “services providers”. The critical question is, is it really about the numerous initiatives with conflicting mandates or the more there are the better? The dilemma is, there are too many of youth intervention programmes in Ghana, but the teeming unemployment among the youth still persist. How can these initiatives reflect in lessening the economic pressures on the Ghanaian youth?

CHAPTER FIVE

RETHINKING YOUTH PARTICIPATION IN MONITORING AND EVALUATION INGHANA: THE CASE OF LOCAL ENTERPRISE AND SKILLS DEVELOPMENT PROGRAMME

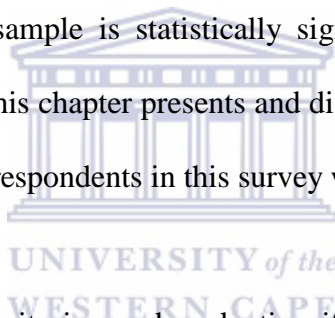
5.1 Introduction

Participatory monitoring and evaluation can have some impacts in any social intervention initiative that involves all the necessary stakeholders. The lack of it (participatory monitoring and evaluation) can have some negative implications especially on the successes of such social intervention initiative. Chief stakeholders of such initiatives in most of the social intervention project are either left out or have a very minimal voice when it comes to the monitoring and evaluation of these projects. A direct involvement of these principal stakeholders or beneficiaries of such project can be the best pathway to mitigate any of the challenges that might come across such initiatives.



To better understand the progress or the impact of such initiatives, monitoring and evaluation are unavoidable and beneficiaries of such projects can be in the best position to reveal some of the challenges or otherwise the successes of the initiative, thus the need to ensure their presences is any monitoring and evaluation of the project. There are numerous factors that influence the involvement or otherwise of some of the stakeholders in such projects as clearly posited by some scholars who treasures the field of participatory monitoring and evaluation. Stakeholders who are considered to be “dormant” by the initiators of these projects are more likely to be ignored as postulated in a plethora of participatory monitoring and evaluation literature.

This study essentially argues that the involvement of these so-called “dormant stakeholders” in the monitoring and evaluation processes can better place the initiative on right course. Project beneficiaries tend to better appreciate the extent to which the initiative is progressing or otherwise which can aid initiators to revive their strategies going forward to mitigate some of the unintended challenges that might come up in the implementation stage. That notwithstanding, this chapter presents the analysis and interpretation of data gathered for the study using frequencies, percentages, graphs, and charts. The analysis and interpretation of the research findings are carried out base on quantitative information solicited from respondents with the aid of a standard questionnaire. A total of 120 questionnaires were administered. According to Grinnell and Williams (1996:127), 10% of a sample is statistically significant and could be regarded as representative of the population. This chapter presents and discusses the results of the study. The socio-economic description of the respondents in this survey will be presented in the first section.



The form or the nature of the monitoring and evaluation if any, as well as the strengths and weakness, will be discussed in the second section. The need to know whether the existing participatory monitoring and evaluation are really working is something significant to consider in this survey. Thus, the next section will critically look at the effectiveness or otherwise of the existing participatory monitoring and evaluation. The challenges that confront beneficiaries in their attempt to fully participate in the monitoring and evaluation processes will be presented and discussed in the fourth section. Lastly, there is the need to ascertain some possible pathways to resolve the challenges presented in section four, hence the fifth section will present some of the possible remedies to ensure the success of these social intervention initiatives.

The results of the quantitative data gathered will be discussed together with the qualitative findings of the study in all the above-mentioned sections. With regards to the in-depth interviews conducted (qualitative findings), it must be acknowledged that the researcher used the pseudo name in that analysis. This was done to adhere to the concealment of participants' information which was assured to all the participants in this survey. The analysis is presented as follows:

5.2 Socio-Demographic Characteristics of the Respondents

In total, the study sampled 120 beneficiaries and the proportion of male and female in each of these geographical sites. About 64.2% of the beneficiaries for this surveyed were males, the remaining 35.8% were females in the three districts survey in this study. However, the various districts as compared to each other have the following percentages, in La-Nkwantanang 65% were males and 35% were females. Madina district has about 57.5% of the beneficiaries interviewed as males while 42.5% were females. The Adenta district also had 27.5% of the participants as females and 72.5% of males. This is reflective of other social intervention project and its male dominance outlook which even cut across in the various sectors of the Ghanaian economy. This skewed gender diversity which tends to favor the boy child can have some implications for social interventions initiatives such as LESDEP in Ghana and the extent to which females are involved in these programmes. The study intent to unpack the level at which the gender divide was allowed to participate in the monitoring and evaluation processes later in the discussion [See Table.5.1].

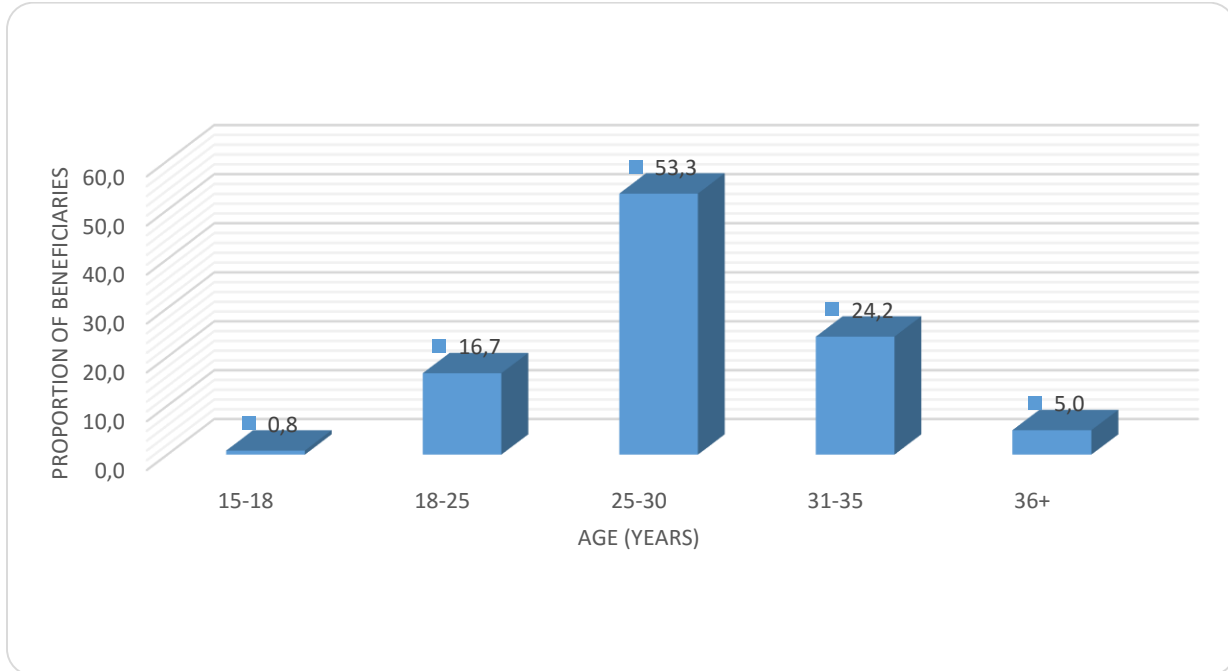
Table 5.1 Percentage distribution of respondents by sex

DISTRICTS				
Variables	La-Nkwantanang	Madina	Adenta	Total
Sex	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
Female	11(27.5)	17(42.5)	15(35%)	43(35.8)
Male	29(72.5)	23(57.5)	25(65%)	77(64.2)

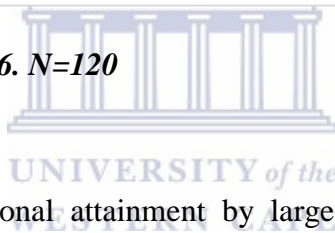
Source: Field Data, 2016, N=120

The majority of the respondents (95%) are within the age bracket of 15-35 years (figure 5.1). The age distributions of the respondents were, 26-30 years (53.3%), 31-35 years (24.2%); 19-25 years (16.7%); 36+ (5.0%) with only less than one percent falling within the age range of 15-18 years. This indicates a very youthful respondent. Surprisingly about one-third of the respondent fell outside the definition given by the United Nations however it clearly stood firm to the definition of a “youth” in the Ghana National Youth Policy (GNYP, 2010). That notwithstanding, 5% of the respondent according to the GNYP definition can be said to be outside the age group as defined by the policy in chapter two of this study.

Figure 5.1 Percentage distribution of the age of respondents



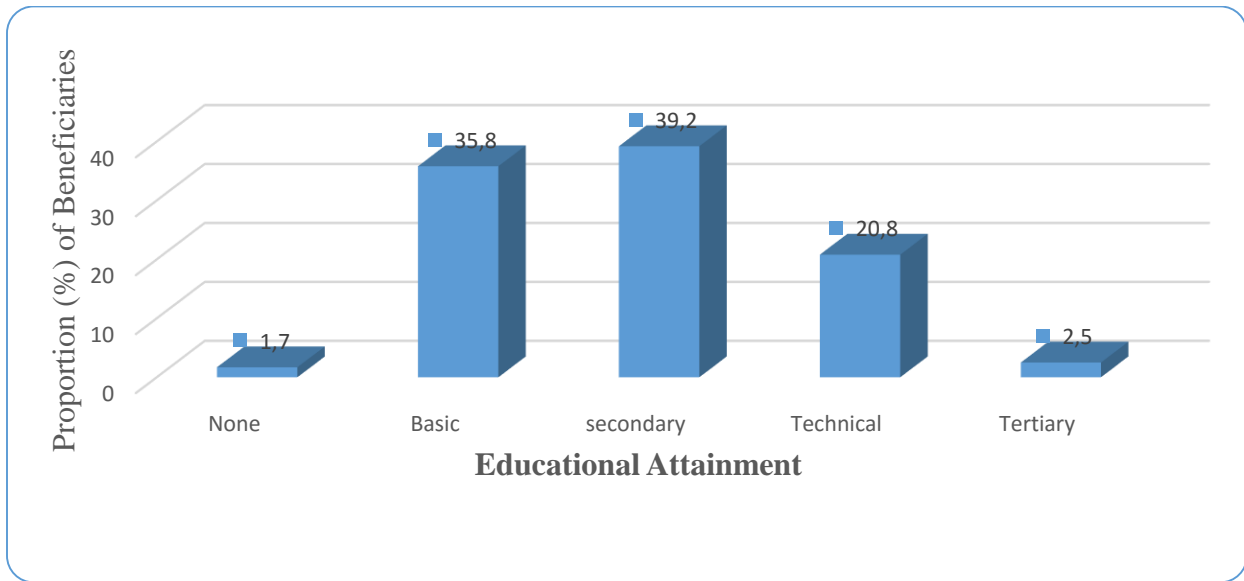
Source: Research Field Data, 2016. N=120



In general, once level of educational attainment by large has some associations with their occupation, thus remains an import indicator in characterizing youth and their employment potentials. Table 1.2 below presents the information on the educational backgrounds of the respondents, from the table, it can be observed that a little less than two in five of the respondents have been educated up to senior high school level 47(39.2%), less than one-third have junior high education 38(31.7%). Again, nearly one in five of the respondents have completed technical or vocational training school, 4.2% of the respondents have completed primary education, 2.5% having completed polytechnic or a teacher training college while 1.7% never had a formal education. Inferences from the result indicate that in terms of education, the beneficiaries who served as respondents in this study can be active participants in the PM&E. Over 60% of the

respondents have at least a secondary education and are in positions where they can comprehend basic PM&E know-how.

Figure 5.2, Percentage Distribution of Respondents Education



Source: *Field survey, 2016, N=120*

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The fifteen occupational categories in the project were identified [see Table 5.3]. It was evident, that majority of the beneficiaries (youth) in the survey were interested in the local garment/fashion designers (tailor/seamstress) and beauty care (Hairdresser/Barber). Nearly one-fourth 46(38.4%) of the beneficiaries were in these categories. Likewise, it revealed that about one-sixth 14(11.7%) of the project beneficiaries were electricians while one out of every nine of the beneficiaries was observed during the survey to be working in the construction module of the initiative 13 (10.8%). Surprisingly, less than a tenth of the beneficiaries took the remaining modules prescribed by the project managers.

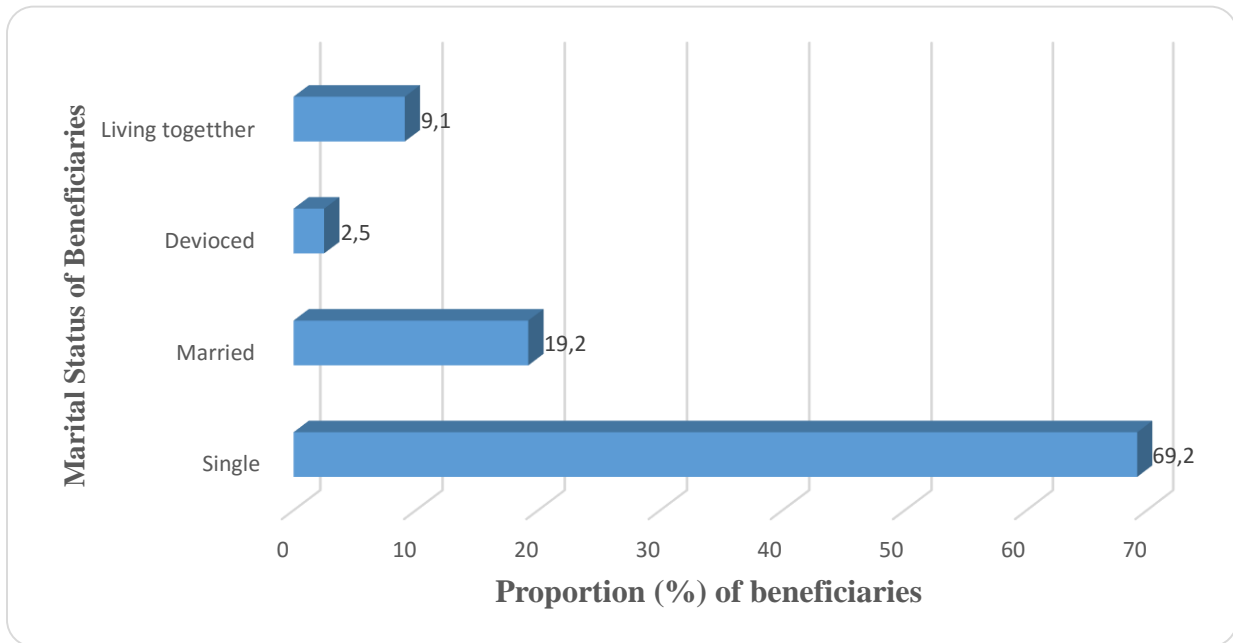
Table 5.2 Percentage Distribution of Respondents Occupation

Variables	Frequency	Percentage (%)
Electrician	14	11.7
Mobile phone repairer	9	7.5
Local garment/fashion designer(tailor/seamstress)	23	19.2
Beauty care (hairstylist/barber)	23	19.2
Event organizer/décor manager	7	5.8
Beads making	6	5.0
Window/sliding door designer	10	8.3
Catering service (local food seller)	8	6.7
Welding/fabrication	7	5.8
Construction	13	10.8
Total	120	100

Source: *Filed data, 2016, N=120*

Regarding the marital status of the respondents, (69.2%) were single, it is not surprising because the nature of the population (youth between the ages of 15-35 years); this was followed by those who were married (19.2%), separated or divorced (2.5%) and living together (9.2%).

Figure 5.3 Percentage Distribution of Respondents Marital Status



Source: *Field data, 2016, N=120*



5.2 THE NATURE OF THE EXISTING (LESDEP) PARTICIPATORY MONITORING AND EVALUATION

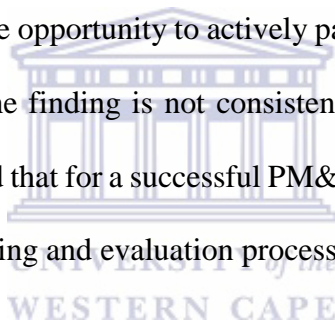
5.2.1 Introduction

The extent to which the various stakeholders in a development intervention programme are involved in the different stages of the policy process can unveil their level of participation. In an attempt to clearly understand the type or the nature of the existing monitoring and evaluation and to ascertain whether it has something to do with participatory monitoring and evaluation, a number of questions were modeled to the beneficiaries who were the target population for this study.

5.2.2. Local Enterprise and Skills Development Programme and PM&E.

The literature reviewed in chapter two of this study revealed that scholars in the field of PM&E have failed to come up with a universally accepted definition and forms of PM&E. Several terms are either use to describe or defined what really the concept is all about. A good number of authorities in this field have also admitted that, there are rooms for different interpretations as to what the concept PM&E is about (Abbot & Guijt 1997; Campilan 1997; PRIA 1995; Armonia & Campilan 1997, Estrella &Gaventa 1998, Gaventa, Gonsalves, Guijt, Johnson, & Ricafort 2000). With regards to the type, nature and use, scholars have again been futile in their attempt to differentiate due to the diverse approaches, methods, and techniques among others to the study of PM&E (see Abbot & Guijt 1997; Campilan 1997; PRIA 1995; Armonia & Campilan 1997, Estrella &Gaventa 1998, Gaventa, Gonsalves, Guijt, Johnson, & Ricafort 2000). Others have argued that any PM&E should include: first, the beneficiaries who are usually the weaker group, intermediary entities, which usually serve as link entity between the beneficiaries and the external stakeholder mostly funders or government policy makers (Rietbergen-Mccracken et al. 1998).

Some of the respondents (beneficiaries) response to one of the numerous questions posed was their involvement in the decision-making processes before the initiative kicked start. The responses to the question on their involvement in the policy making stage are presented in table 5.4 below. The majority of the respondents (90.8%) of the beneficiaries interviewed in the three case study areas were not actively involved in any of the decision-making processes prior and post or during the implementation of the initiative. Surprisingly, less than a tenth of the respondent gave an affirmative response to the question posed as to whether they were made to participate in any of the decision-making stages before the initiative got started. And for a youth-centered project [local enterprise and skills development programme (LESDEP)] one would have expected that majority of the beneficiaries will be given the opportunity to actively participate in the various stages of the policy process [See Table 5.4]. The finding is not consistent with Damtew and Duncan (2015) study in Ethiopia where they opined that for a successful PM&E, all stakeholders must be involved in the various stages in the monitoring and evaluation processes.



5.2.3 Probing the Existing Participatory Monitoring & Evaluation Evidence from the

Interviews

According to Rietbergen-McCracken et al. (1998), irrespective of the name given to it (PM&E), the key is that the accepted model agreed upon should ensure that it has given each stakeholder especially the dormant one the opportunity to partake fully in all processes. The finding from the field study, however, speaks otherwise. Rossman (2000) posited that participatory monitoring and evaluation are typically “done to beneficiaries” but the author hastens to add that, the approaches for PM&E should rather be “done with these key groups”. An official with the field monitoring

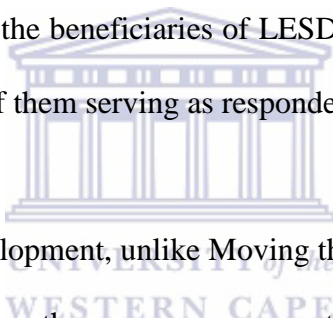
and evaluation team, LESDEP tried to expatriate the current existing monitoring and evaluation programme undertaken by the project implementers.

We generally don't use the term PM&E; we use project evaluation or monitoring. Generally, we do more of progress monitoring of the initiative and impact as well but between the two, the kind, we tend to do more of the progress than the impact because those are the day-to-day assessment of the initiative to see whether we are making any headways in every aspect of the project (LESDEP Staff, November 9, 2016).

The above quote is good indicative of the fact that LESDEP has a monitoring and evaluation system. It is evident that PM&E is difficult to unpack, hence the unlimited terms given to the concept as revealed in chapter two of this study (Estrella 2000; Parks et al. 2005). The quote clearly confirms the challenge that confronts LESDEP staff in distinguishing between monitoring and evaluation, hence the terms was also used interchangeably at LESDEP.

... so beneficiaries engagement I guess is one of the primary tool to achieve all of that, progress, impact and outcome of the initiatives but of course in various ways and in different stages obviously because you are engaging from a start, we want to understand the socio-economic status of these beneficiaries we are taking in the first place, and it all about monitoring, take their particular to be able to track them ones they are done with the training and then maybe when we set them up with project funds afterwards, ... We want to build relationships as we go so if you know that all about them the best it is. We are interested in investing time and energy in actually getting to know the beneficiaries, the type of apprenticeship job they are interested in, how we can fit that into our limited number of modules [R1, LESDEP staff, November 9, 2016].

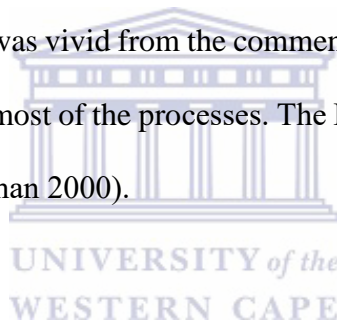
The statement above is an indication that officials of LESDEP constantly engaged with project beneficiaries. However, the quote reveals that they were issues concerning their work progress and the apprenticeship module they are interested in as individuals and not participating in the monitoring and evaluation. It is evident, that the youth were not seen as partners rather as individuals seeking for an apprenticeship job. The field study revealed a deviation from the existing and tried and tested techniques, methods, and practice of participatory monitoring and evaluation (ISD 1998; Holte-Mackenzie et al. (2006). To answer the critical question posed in chapter two of this study as to whether LESDEP has the guide participatory approach as adopted by Holte-Mackenzie et al 2006 in their study in Kenya, it can be argued that none of such happens in the case of LESDEP. Nearly all the beneficiaries of LESDEP were not involved in any of the various stages with the exception of them serving as respondents in few instances.



Regarding beneficiary's skills development, unlike Moving the Goalpost Kilifi (MTGK) study in Kenya, where besides giving the youth some career opportunities as in the case of LESDEP, another objective was to provide the youth with some skills to enable them to participate meaningfully in the project PM&E (Holte-Mackenzie et al 2006). On the contrary, LESDEP is more interested in giving the youth only the career opportunity and not giving them any skills to partake in the monitoring and evaluation processes. The less than ten (8.3%) who were involved in some sort of decision-making, were later asked to specify which aspect of the policymaking processes they were involved. The study revealed that nearly 99% of the youth only served as respondents and failed to take part in the policy designing stage, the implementation as well as monitoring and evaluation processes [See Table 5.3].

... in between each of the project phases, we continue to build relationships, we continue to engage them, and they serve as respondent in all of our progress monitoring... We have field officer that goes around to engage them in their work progress among many others, consultations and that's the feedback we receive from the beneficiaries [R1 LESDEP Staff, November 9, 2016]

Participatory monitoring and evaluation approaches should ensure that there is a knowledge sharing, learning, and empowerment of the primary stakeholders. Adherence to this can help resolve the various challenges that might confront the initiative in the future. The extent to which the various stakeholders are involved is critical since it can determine the success or otherwise of the PM&E processes. However, it was vivid from the comment in the interview conducted that the beneficiaries were not involved in most of the processes. The PM&E was clearly never 'done with them' rather 'done to them' (Rossman 2000).



With regards to the inference from the findings in the quantitative study, it is evident from the above quote that the PM&E process of LESDEP only involved the beneficiaries (youth) in the information gathering stage which limited the youth in the project PM&E. However, from the researcher's understanding of participatory monitoring and evaluation as pertained in the literature (for review see: Gonsalves, Guijt, Johnson, & Ricafort, 2000; Checkoway & Gutierrez, 2006; Zeldin, Petrokubi, and MacNeil, 2008; Parks, Gray-Felder, Hunt and Byrne, 2005; Hilhorst and Guijt 2006; Estrella 2000), PM&E may be conceived on varying levels; regional, national, urban to local community level with different stakeholders. In this regards, it is, therefore, not enough for an initiative that has programme beneficiaries at it, primary stakeholders, to narrow the focus and scope of beneficiaries' participation. There is more to PM&E than just 'engaging', 'consulting'

making beneficiaries' mere 'respondents'. An inference from the in-depth interview with the LESDEP official above, revealed that LESDEP is only interested in giving the youth the apprenticeship job and not involving them in their PM&E.

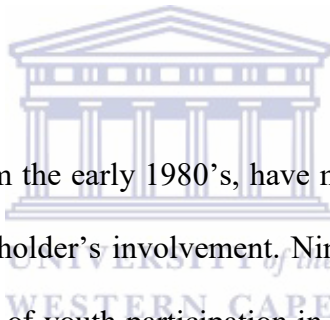
We have trained field officers including myself, who do engage directly with the beneficiaries, and then again we got couple of these trained personnel's in the regional office who also analyse what the field officers bring to the office to be able to really understand the strives we've made [R₁ LESDEP Staff November 9,2016]

The above statement is an indication that the project beneficiaries were just mere passengers in the PM&E processes since the quote reveals that they were not involved in the data analysis rather train officials were used to do the analysis of the field data. This failed to affirm beneficiaries' participation in the data analysis which is one of the features of effective participation. In a similar vein, the existing PM&E failed to aid in the acquisition of news skills and knowledge within and among stakeholders.

5.2.4 LESDEP Participatory Monitoring and Evaluation from the Beneficiaries Perspective

On a scale proposed by Likert (1932), each question includes five-point Likert data where the respondents choose a response category; 'strongly agree,' 'agree,' 'not sure,' 'disagree, and strongly disagree' which were respectively assigned a weight value of 1,2,3,4 and 5. This was to reflect the extent at which each beneficiary (youth) were involved in the PM&E using the statement about the object.

The result from the Likert data concerning the youth participation in the initiative during the implementation stage, approximately 44% of the youth responded negatively to the statement while 30% also strongly disagreeing with the statement. A whopping number of the beneficiaries who are mostly youth questioned their level of participation in the PM&E processes during the implementation phase of the project. Opposing the view of these youth were about 14.2% while 11.7% of the beneficiaries sit in the middle of the two extremes. According to Gregory (2000), active participation is always good on paper but rather difficult to practice especially if any of the stakeholders is deficient in terms of power, status, and expertise. The author concludes that the above-mentioned factors will dampen stakeholder's participation if it is used as a prerequisite for one's participation.



Development project initiators from the early 1980's, have mostly come to appreciate a broader scope of PM&E and various stakeholder's involvement. Nine statements on a five-point Likert scale and each describing the level of youth participation in the existing PM&E were applied to ascertain further, the extent of youth participation. Evidently, 56% of the beneficiaries responded negatively to the question posed to them concerning their involvement. Again, 30.8% of the youth strongly disagreed with the statement about the object. The inference from the figures above reveals that nearly 87% of the youth perceive that they were ignored from participating in the project decision that led to the existing PM&E formulation. The finding from the field study is not consistent with the literature on PM&E and studies from Africa and other parts of the world. Extensive studies on PM&E from other part of Africa (Holte-Mackenzie et al 2006), argued that, the various stakeholders must be involved in all aspects (the techniques, methods, models and concepts which are credible and efficient to ensure success) in the PM&E processes from day one

(see the following for review; Kimweli, 2013; Estrella et al., 2000; Chouinard and Cousins, 2013; Sabo 2001; Ataov and Haider 2006; Cahill 2007; DFID, 2010; Parks, Gray-Felder, Hunt and Byrne, 2005; Hilhorst and Guijt 2006; Estrella 2000). Thus, LESDEP initiators should rethink of the approach adopted which tends to limit the involvement of the primary stakeholders (youth). It has been argued that participatory monitoring and evaluation, whether in form or theory must be holistic and broadly pursued within the ambits of well-accepted standards comprising of all the various stakeholders (Estrella 2000; Kimweli, 2013). The finding from the field study failed to adhere to multi-stakeholder's participation.

Existing literature from other parts of Africa has affirmed the importance of PM&E committees, that of beneficiaries, project funders, and the project implementers (for review, see Holte-Mackenzie et al (2006). The nonexistence of any these stakeholders can affect the PM&E processes. When the question intended to inquire the existence of PM&E committee was asked, about 43.3% of the youth disagreed with the statement whilst 30.0% of the beneficiaries also expressed a failure on the part of the project implementers to enroll them in the PM&E committee [See Table 5.5]. However, Gregory (2000) argued that representative committees or groups can be problematic. Who is representing who? By who? And for who? The author stressed that such representation can omit equally important stakeholder groups or committee if they are not elected by the people they are representing.

The participatory indicator (active role in the existing PM&E) was sought to ascertain how the youth are involved in the existing PM&E. The youth expressed how meaningless their roles are in the existing participatory monitoring and evaluation processes. About 43.3% of the youth disagree

that they have any influence or control in the current PM&E [See Table 5.5]. Those who strongly disagree with the statement are about 29% as oppose to about 14.2% of the youth who are not in favour of the statement (agree). Those who remained neutral constitute about 11.7%. It is imperative to note that, one difficult challenge that confronts youth in participation monitoring and evaluation is what has been label as “not being sure of the benefits of their contributions” and this obviously will derail the active youth involvement in such processes (Chouinard and Cousins, 2013; Sabo 2001).

In seeking to understand how and when the beneficiaries are consulted this question was posed “Is it true that, the youth are just consulted when the need requires? A Greater proportion of the youth responded 54% responded that they are only consulted when implementers deemed it fit to do so as opposed to 12.5% who disagree with the statement. Nearly 28% of the respondents also expressed their strong agreement with the statement as against 0.8% who strongly disagreed with the statement. Those who could not decide, either in favour of the statement or otherwise constitute 5.0% of the respondents.

The beneficiaries (youth) asked if it is true that their involvement in the PM&E is valued by the project implementers? A large proportion of respondents (about 74%) does not see truth in the statement (disagree and strongly disagree) which indicate that in instances where they are called upon, their contribution is not appreciated by the project initiator. Those who opposed this stand were just about 4.1% of the respondents (agree and strongly agree) while 22.5% of the respondents remained neutral. The finding was quite intriguing when the youth were asked ‘Is it is true that there is mechanism to help them to meaningfully participate in the existing PM&E processes’, a

greater proportion (about 80%) of the beneficiaries responded negatively to the statement (disagree and strongly disagrees). Those in favour of the statement were just about 3.4% (agree and strongly agree). In spite of this, there is evidence in the literature reviewed in chapter two of this study which shows remarkable strengths, knowledge, skills and capabilities of the youth which are often exhibited in PM&E irrespective of the difficult circumstances that confront them (Holte-Mackenzie et al 2006). In most instances where they are actively involved they are seen as assets and not a liability in project monitoring and evaluation.

To better understand the extent to which the youth involved in the existing PM&E, they were asked to confirm or otherwise if they were made to be part of a meetings or workshops concerning the PM&E progress. The result was not different from the previous ones. About 84.1% of the beneficiaries (mostly youth) responded adversely to the statement (strongly disagree and disagree), contrastingly, just about 3.3% of the youth responded positively to the statement (strongly agree and agree). However, 12.5% of the respondent failed to stand with any of the two extremes. The last Likert data was to ascertain if the involvement of the beneficiaries can be perceived as empowerment. A larger proportion (71%) of the youth responded affirmatively to the statement (strongly agree and agree), as oppose to 1.6% who responded negatively (strongly disagree and disagree). Others failed to show their support or otherwise of the statement (27.5%). The result is consistent with some studies (for review see; ISD (1998), Njuki, Kaaria, Chitsike, and Sanginga 2006; Estrella et al., 2000 Holte-Mackenzie et al 2006;), in other part of Africa as well as outside the continent where scholars have stressed that the involvement of youth in PM&E can serve as power, control or empowerment (see, Cornwall 2008; Fetterman 2005; Parkinson, 2009).

Table 5.3 Distribution of Respondents by Level of Participation

Participation Indicators	Frequency (percentages %)				
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
Is it truth that:					
the youth participated in the decision making regarding the PM&E?	1(0.8)	3(2.5)	12(10.0)	67(55.8)	37(30.8)
youth participate in the implementation stage of the initiative?	1(0.8)	17(14.2)	14(11.7)	53(44.1)	35(29.2)
youth are members of monitoring and evaluation committees?	1(0.8)	1(0.8)	14(11.7)	52(43.3)	36(30.0)
youth have active roles in the PM&E processes?	1(0.8)	3(2.5)	12(10.0)	64(53.3)	40(33.3)
the youth are just consulted when the need requires?	33(27.5)	65(54.2)	6(5.0)	15(12.5)	1(0.8)
the involvement of the youth is valued by the project implementers?	1(0.8)	4(3.3)	27(22.5)	81(67.5)	7(5.8)
there are mechanism to help the youth participate in the PM&E processes actively?	2(1.7)	2(1.7)	20(16.6)	77(64.2)	19(15.8)
the youth participate in meetings/workshops concerning the PM&E progress?	1(0.8)	3(2.5)	15(12.5)	76(63.3)	25(20.8)
the involvement of the beneficiaries will serves as youth empowerment?	41(34.2)	44(36.7)	33(27.5)	1(0.8)	1(0.8)

Source: Field study, 2016; N=120

The programme pitfalls, benefits as well as sustainable partnership among the various stakeholders can be brought to light if participatory monitoring and evaluation is conducted properly. One key focus is to develop the individuals or team's skills, abilities and capacities to walk all the needed steps in any participatory monitoring and evaluation process but unfortunately the beneficiaries in the case of LESDEP were not integrated into these processes [see Table 5.3].

One great institution that have authority when it comes to PM&E is Institute of Development Studies (IDS). According to IDS (1998), "participatory monitoring and evaluation is not just a matter of using participatory techniques within a conventional monitoring and evaluation setting. It is about radically rethinking who initiates and undertakes the process, and who learns or benefits from the finding". There is the sense of empowerment especially for individuals or team who tend to be in the disadvantage side of the tunnel (Ibid). The empowerment theory used as the theoretical framework in chapter three of this study can be brought to light once participatory monitoring and evaluation ensures that the dormant stakeholders (in this case LESDEP beneficiaries) as well as the dominant stakeholder all have the needed capacities for the smooth running of the steps in the processes. All must be seen to be part of the designing, implementation, collection of data and the analysis thereafter.

The daily, weekly, monthly, quarters or yearly tracking of undertakings by recording the necessary data given by the various stakeholders and analyzing them are very critical pointers for immediate progress of the project and can also serve as baseline for future participatory monitoring and evaluation. Early assessment of project of this nature, the better for the project implementers since it will vividly provide some "early warning" signs which can be resolve before it triggers worse

implication. Adequate measure can easily be put in place to curtail the challenges before it degenerates into a bigger problem. Most of the respondents (about 92.5%) of the beneficiaries interviewed affirm that, there is a periodic monitoring of the initiative by the project implementers. While about a sixth of the beneficiaries have no ideal of that sporadic monitoring and evaluation of the initiative. It clearly indicates that there is a continuous assessment of the initiative to ensure that various aspects of the project it objective as well as ensuring that the quality of the activities provided to the beneficiaries are sufficient to produce the needed results.

Table 5.4. The nature of the Existing Monitoring and Evaluation Programme

Variable	Response	Frequency	Percentages
Involvement in decision making processes	Yes	10	8.3
	No	109	90.8
	Don't know	1	0.8
	Total	120	100
Periodic monitoring and evaluation or assessment of the initiative.	Yes	111	92.5
	No	7	5.8
	Don't know	2	1.7
	Total	120	100

Source: Filed Data, 2016

The above comment supports the evident provided by the beneficiaries on the subject of periodic assessment or monitoring. Evidently, this will grant beneficiaries the opportunity to response to some question by the monitoring team, however, they only serve respondents as revealed in the interview.

... what we do is a quarterly based evaluation or monitoring in order to know how far ahead or behind we are in the course of the year [R1, LESDEP Staff, November 9, 2016]

For effective PM&E, project managers need some information from the beneficiaries to determine the progress or otherwise of the project. Contrary, beneficiaries also need the feedback from the analysis of the information given. Failure for knowledge sharing defeats the key of participatory monitoring and evaluation.

The synergy among the stakeholders is paramount but unfortunately, the LESDEP programme failed to integrate the youth (beneficiaries) in the existing so-called progress and impact monitoring and evaluation of the initiative. Rossman (2000) have argued that all the processes involve from start to the end of the PM&E must be seen to be harnessing the various viewpoints of all the stakeholders, whether they are dormant or powerful, beneficiaries or funders and implementers or evaluators of the project. Contrary to this knowledge, the case study project involved the primary stakeholder (beneficiaries) only in the data collection stage of the monitoring and evaluation processes. Beneficiaries' involvement cannot be overlooked since it will greatly allow all the stakeholders to decide on what the evaluation should concern itself with as well as situate the design and finding of such PM&E in their own local context (that is socioeconomic, cultural and political environments, Rossman, 2000).

The respondents appreciated the role of the monitoring team and the general periodic assessment of the initiative in the early part of its implementation, goodwill, and support by other stakeholders towards their work and operations. However, when the researcher sought to find out if in the last

twelve months' officials from the initiators have visited them concerning monitoring or evaluation of the programme, their responses was not encouraging. Nearly 78% out of the 99.9% of those who marked the multiple responses, made it clear that they have not been visited in the last twelve months. From the notes taken in the course of the field study, one of the officials in the regional office, for instance, had this to say about the current state of the initiative;

“...You may not get what you are really looking for because the initiative itself is collapsing, all the district and regional offices have been shut down and currently it is just this office that is operating and it is likely we will soon close this office too [R₂, LESDEP Staff, October 11, 2016].

The quote above, evidently signifies that majority of the LESDEP regional secretariats have been shut down with the exception of Greater Accra Region, Ghana. This clearly contradicts the intention of the project which aims at providing apprenticeship jobs for Ghanaian youth in order to curb the youth unemployment situation in Ghana. It is imperative, therefore, to probe further the rationale behind the closure of nine regional offices of the project. The study intention was not to examine the reason for the closure but clearly there are other factors that could detrimental to the LESDEP rather than some of the pitfalls in the PME process.

Table 5.5 Periodic Assessment of Beneficiaries of LESDEP.

Variables	Responses	No. of marks	%
<i>When is the periodic assessment conducted?</i>	Beginning of the year	26	22.0
	Middle of the year	81	67.5
	End of the year	13	10.8
	Total	111	100.3
<i>In the last 12 months, how many times were you visited by LESDEP official concerning assessment</i>	Once/Twice every three months	1	0.8
	Once/Twice every six months	25	20.8
	Once/Twice every year	1	0.8
	Not visited	93	77.5
	Total	120	99.9

Source: Filed work, 2016

5.2.5: Beneficiaries Perspective on LEADEP Participatory Monitoring and Evaluation (PM&E)

The youth perceived participation in the existing PM&E was measured using a scale proposed by Likert (1932: 14). Each question includes five-point Likert data where the respondents choose a response category; ‘strongly agree (SA),’ ‘agree (A),’ ‘somewhat agree (SA),’ ‘disagree (D),’ and ‘strongly disagree (SD)’ which were respectively assigned a weight value of 1,2,3,4 and 5 as presented in table 2. This was to reflect the extent at which each beneficiary (youth) were involved in the PM&E using the nine statement on a five-point Likert scale about the object. There exists extensive literature on the usage of diverse index measures in research (for review see for instance;

the Economic Security Index by Hacker et al. (2013:6); UNDP's Human Development Index (UNDP, 2013:117), Gender Inequality Index (GII) (UNDP, 2013:43) and Corruption Perceptions Index by Transparency International (2015:3). Petty, Brewer, and Brown, 2005:63) also put forward an index to measure job satisfaction among employees, while satisfaction index have also been developed to measure apartment residents' satisfaction in Korea (Yim, Lee, Kim, and Kim, 2009:3).

In that regards, this study, will however, develop Participation Perception Index (PPI) to assess beneficiaries' participation in the existing PM&E process. The PPI, however, was computed by first allocating values from 1 to 5 to the ordinal responses (Likert's scale responses) of the youth (beneficiaries), with a lower value indicating stronger agreement to the statement that make up a particular variable. The total weight value for each of the variables (SWV) was also computed by adding the number of responses for each rating to a variable and the respective weight value together. The Participation Perception Index (PPI) was developed to ascertain beneficiaries perceived level of involvement in the existing PM&E processes in general.

The sum of the total weight value (SWV) was computed as presented in the column six of table 2 as well as the participation perception index (PPI), and mean participation perception index. Using the five-point Likert scale with respect to the weight values assigned to each of the statement, the closer the PPI is to one, the higher the participation in the PM&E. Evidence from the field study revealed that the youth perceptions of the level of their participation in the PM&E was not encouraging. The overall perception of their involvement in the existing PM&E processes was way

below average. The general level of the participation perception measure is 3.50, a figure that is higher than 'somewhat agree' with a rated value of '3' [see table 5.6].

... beneficiaries engagement I guess is one of the primary tool to achieve all of that, progress, impact and outcome of the initiatives but of course in various ways and in different stages, ... because you are engaging from the start, we want to understand the socio-economic status of these beneficiaries we are taking in the first place, and it all about monitoring, take their particular to be able to track them once they are done with the training ... We want to build relationships as we go so if you know ... all about them the best it is. We are interested in investing time and energy in actually getting to know the beneficiaries, the type of apprenticeship job they are interested in, how we can fit that into our limited number of modules.

The above statement is an indication that the project managers were interested in engaging beneficiaries, getting to know their apprenticeship, job preference and to ascertain if they are capable to pay the set-up capital rather than involving the youth in the PM&E processes.

Table 5.6 Distribution of Respondents by Level of Participation

Participation Indicators	Rating with weight Values							
	SA (1)	A (2)	NS (3)	D (4)	SD (5)	SWV	PPI	(PPI-)
Is it truth that:								
the youth participated in the decision making regarding the PM&E?	1	3	12	67	37	496	4.13	0.63
youth participate in the implementation stage of the initiative?	1	17	14	53	35	464	3.90	0.4
youth are members of monitoring and evaluation committees?	1	1	14	52	36	432	3.60	0.1
youth have active roles in the PM&E processes?	1	3	12	64	40	499	4.16	0.66
the youth are just consulted when the need requires?	33	65	6	15	1	246	2.05	-1.45
the involvement of the youth is valued by the project implementers?	1	4	27	81	7	449	3.74	0.24
there are mechanism to help the youth participate in the PM&E processes actively?	2	2	20	77	19	469	3.91	0.41
the youth participate in meetings/ workshops concerning the PM&E progress?	1	3	15	76	25	481	4.01	0.51
the involvement of the beneficiaries will serves as youth empowerment?	41	44	33	1	1	237	1.98	-1.52
Total							31.48	

Source: Filed research, 2016

Further analysis revealed that the extent of participation perceived by beneficiaries (youth) with regards to their involvement in the project PM&E been valued by the project managers as insignificant since they are only consulted when the need requires and not as partners in the PM&E, with a negative deviation of -1.45. The majority of the respondents also indicated that their marginal involvement in the PM&E process with regards to data collection had not empowered. The variable assumed a negative deviation after a further analysis (-1.52).

5.3 EFFECTIVENESS OF THE EXISTING PARTICIPATORY MONITORING AND EVALUATION STRUCTURES OF THE YOUTH INITIATIVE.

5.3.1 Introduction

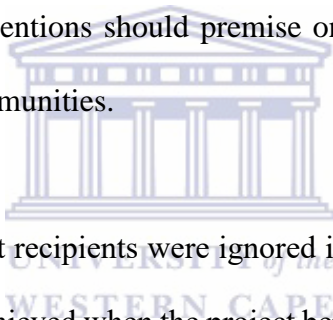
Participatory Monitoring and Evaluation (PM&E), when conducted properly, will provide project initiators a lot of prospects to enhance the performance of the programme. It also builds the capacity of the beneficiaries and management because of the knowledge shared. While many social intervention projects, LESDEP no exception, tend to use outside “expert” for their monitoring and evaluation processes, most of these projects lack the know-how and the needed skills to employ PM&E approaches. There is more to PM&E approaches than employing a wide range of techniques, concepts, tools and methodologies. To ensure effective evaluation, project initiators should not just concentrate on their ability to fund or employ experts to conduct the PM&E rather they should marry the conventional evaluation with PM&E. There should be some flexibility to ensure that those who are deemed as ‘don’t matter’ group becomes a part of the PM&E team. For greater prospect and enhancement of the programme intended objectives, everyone matter.

This section, therefore, will throw more light on the effectiveness of the current participatory monitoring and evaluation systems used by LESDEP by bringing out some of the challenges as well as the strengths of the system. Extensive studies on conventional monitoring and evaluation which usually tend to be a top-down approach evaluation have been criticized for being the downfall of many development intervention programmes. It was as a result of this pitfall associated with the top-down approach that led to the development of a bottom-up approach which tends to dwell on the knowledge of the less powerful groups.

The case study in chapter two of this study by Holte-Mackenzie et al (2006) pointed out that a participatory monitoring and evaluation should consist of; (i) beneficiary consultation and participatory planning; (ii) beneficiary skills development and support; (iii) engagement of non-beneficiaries; (iv) involvement of key informants; and (v) private sector participation. To be consistent, these approaches are called “participatory monitoring and evaluation approaches” in this study, which has a broader meaning than recipient participation. However, the finding of this study revealed the use of programme officials and experts, to conduct the project PM&E.

It (PM&E) was designed right from the day the initiative started ... there are some M&E officers that are from government as well as the ones from this office who are part of the field evaluation team which happens to assess this project in every quarter (R₁ LESDEP Staff, November 9, 2016).

In their research ‘putting child rights and participatory monitoring and evaluation with children into practice: some examples in Indonesia, Nepal, South Africa and the U.K.’ Nurick & Johnson (2001), stressed that a youth-centered development initiative must have the young people as one of the monitoring teams, it increases their confidence. They posited that beneficiaries can highlight some of the pitfalls or effectiveness of the project. A case study conducted by the Asian Development Bank (ADB) (2004) in a Rural Development Project to find out if the effectiveness of participatory approaches used offered any solution to the conventional system. The study revealed that it was not all about the water tight approaches of participatory monitoring and evaluation systems that will make social intervention programmes effective or viable. Rather, the policy design of such social interventions should premise on a comprehensive appreciation for local knowledge in the project communities.



Unfortunately, the LESDEP project recipients were ignored in their PM&E activities. The “local knowledge” ADB (2004) can be achieved when the project beneficiaries are made to be part of the PM&E. The study, however, concluded that ADB should rather concentrate on PM&E which is driven by local knowledge to solve local problems. An inference from this study simply states that beneficiaries of LESDEP who are better placed to understand challenges or otherwise of the project should have been one of the stakeholders in the PM&E processes. The emphasis made by LESDEP with regards to expert-driven PM&E must be a thing of the past and in its place, the funders must acknowledge that project beneficiary’s involvement in the PM&E. The case study further argued that participatory monitoring and evaluation “is not a goal in itself” but rather a means to achieve the intended goals.

Depending on the individuals involved as well as the prevailing local circumstances, the form of participatory approach may be altered in order to achieve the anticipated purpose, therefore the approach must have a clear objective. The usual practice where standardized approach of participation is applied to all development initiative irrespective of the intended purpose by project initiators (organizing and consulting of beneficiary groups, conducting project workshops, providing skills training workshops, and developing local plans among many others) is not necessarily the remedy for project effectiveness, hence its consistent use must be curtailed.

From the field study conducted, the researcher found out that LESDEP recognized the need and importance for PM&E, evidently, the funders also have a great deal of knowledge and appreciation for PM&E but they limited the number of stakeholders. Even though the secretariat of the initiative appreciates the concept participatory monitoring and evaluation, the scope of the concept was greatly narrowed. Studies on youth in participation monitoring and evaluation revealed that the involvement of young people in development project PM&E will not only enhance the project effectiveness, rather its sustainability is also assured (for review see, Chouinard and Cousins, 2013; Sabo 2001; Ataov and Haider 2006; Cahill 2007; DFID, 2010).

“Yes I think we’ve made a good progress with the current PM&E, well it depends on where you are standing, you may have your objections but all these processes are not perfect in themselves but you strive towards achieving that, for instance ... progress evaluation aspect of the processes was good. It was vivid, as to, the extent to which the initiative was faring from time to time. It may not be the great one but it depends on what your objectives are as organization and what you want to see at the end of the year. So one can argue that, that’s not the best of approaches but the onus lies on the programme officials and what they want to know at the end of the day. So yes it did achieve the objective set by the office and on that note I can, to a very large extent say yes it did achieve what it intended to achieve. On the other hand, when it comes to the impact aspect of the evaluation it did same based on the set target of the project officials, but I can understand that it may have not involved the beneficiaries in every step on the way but it did achieve the intended outcome we were expecting” (R₁ LESDEP Staff, November 9, 2016).



From the quantitative study, again another nine statements on a five-point Likert scale and each trying to ascertain the effectiveness of the existing PM&E. Holistic participation by all stakeholders is one of the key tenets if not the most important component in any PM&E processes. To ensure the effectiveness of the PM&E processes, it must be all-inclusive, devoured of “pick and choose”. The inference from the literature in chapter two of this study reveals that a well-structured PM&E must include the project recipients even if it is expert-driven monitoring and evaluation (for review, see; Rifkin & Kangere 2002; Holte-Mackenzie et al. 2006; Mosse, 2001).

In keeping with the literature on PM&E, the researcher attempted to ascertain the know-hows of the beneficiaries (youth) as to how they could have influenced the PM&E processes. Using the Likert data, this question was asked of all the 120 recipients who were the respondent in this study.

“Do you think that; you have the skills needed to participate in the PM&E processes of this initiative?” Responses with regard to skills of youth show that about 67.5% (strongly agree and agree) of the respondent’s remark that they have the needed skills to meaningfully partake in the PM&E processes as opposed to 4.1% who thinks otherwise (Strongly disagree and disagree). 28.3% were not sure of themselves if they have the needed skills to influence the PM&E processes (Neutral). The study finding clearly reveals that the project recipients (youth) have the necessary skills to be part of the existing PM&E which vividly contrast the position of the initiators as discovered in the in-depth interview. Studies show that project beneficiaries can be much more effective in the PM&E processes given the chance than mere respondents (Nurick & Johnson, 2001; Checkoway & Gutierrez 2006; World Bank 2014; Guijt 2014).

“...The beneficiaries may not have the skills but really what are you monitoring? You are monitoring or evaluating an initiative which they happened to be very important stakeholders, they will provide you the needed information but they may not be able to assist you in analysing it so you can say they don’t have that skills but they have the skills of being a respondent...” (R₁ LESDEP Staff, November, 2016).

It is evident in the quote above that beneficiaries (youth) were perceived not to have any PM&E skills or knowledge as well as data analysis, to begin with, thus the reason for their non-involvement. However, they were seen as good respondents.

Participatory monitoring and evaluation committee has also been argued by some scholars as one of the effective ways to implement proper PM&E. The beneficiaries were requested to share their position on stakeholders PM&E evaluation committee and whether it has any impetus for effective

PM&E. A large proportion (80%) of the respondents (youth) responded affirmatively to the statement (strongly agree and agree). Just about 2.5% of the respondent negatively responded to the statement (Strongly disagree and Disagree), while 17.5% decided not to go either way (Neutral). The finding is consistent with the literature (see, Holte-Mackenzie et al. 2006).

Extensive literature on development intervention programmes that adopt participatory monitoring and evaluation revealed that, beneficiary's involvement in the various stages is inevitable (Ackermann et al 2000; Auriat, Miljeteig, and Chawla., 2001; Sabo 2001; Landsdown 2001, Masters et al 2004; Shier 2001 Chouinard and Cousins, 2013; Ataov and Haider 2006; Tisdall 2008; Cahill 2007; DFID, 2010 Shafik 2010). The field study asked respondents to ascertain if they believe that their involvement in PM&E is necessary. "Do you think that; beneficiaries' participation in the existing PM&E will be helpful?" Responses with regards to youth participation in the existing PM&E, about 75% of the respondents revealed that their involvement is inevitable (strongly agree and agree), contrary to just 5% of the respondent who responded negatively (strongly disagree and disagree). Surprisingly, 20% of the respondent choose to remain neutral. The study finding is consistent with other PM&E studies that were youth-adult driven. According to Shafiks (2010), engaging youth in a step-by-step PM&E process is the pinnacle for the project effectiveness. With regards to their participation in PME workshop and how that can be useful in the PM&E processes. About 71.7% of the respondent positively responded to the statement as opposed to 6.6% and 21.7% remaining neutral.

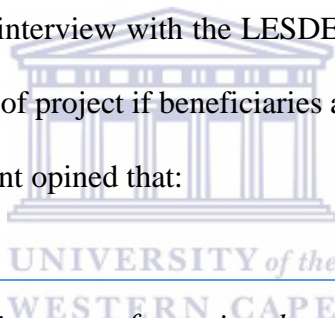
The ideal PM&E is to involve all the various stakeholders irrespective of their status, either dominant or dormant. That notwithstanding, the study reveals how beneficiaries are easily

neglected in professional driven monitoring and evaluation (Adams & Garbutt 2008, Estrella, 2000). In contrast, some studies show that given the chance, project beneficiaries can positively influence the PM&E processes (Rietbergen-McCracken et al. 1998; Holte-Mackenzie et al. 2006; Zeldin et al. 2000). Failure to include beneficiaries in the PM&E can disempower them (Bradley et al. 2002; Cornwall, 1996; Cornwall & Jewkes, 1995; Edun, 2000; Estrella, 2000). When the youth were asked; “do you think beneficiaries are given the opportunity to participate in the existing PM&E system?” A greater proportion (62.5%) of the beneficiaries (youth) responded negatively to the statement as opposed to 19.2% who responded affirmatively while 18.3% stayed neutral. According to Estrella (2000), there is very little between the conventional monitoring and evaluation and PM&E approaches. However, the author hastens to add that in the latest, all the stakeholders (directly or indirectly) are allowed to take part in selecting the measurement factors to track the changes in the development project (Estrella, 2000). The result from the field study revealed an inconsistency in the PM&E processes because the youth who are the beneficiaries of the programme were not included in the PM&E.

Youth in participatory monitoring and evaluation should not center on their mere presence as one of the stakeholders. They must be involved meaningfully, control, influence and partake fully in any decision that has direct effect on their well-being (Checkoway & Gutierrez, 2006). As a result of its flexibility in terms of methods and approaches, thus, development initiators tend to adopt the “pick and choose” strategies to include or otherwise stakeholders at different stages of a project as they please (Nurick & Johnson 2001). Mostly, project beneficiaries are disadvantaged when it comes to the selection of stakeholders, however, studies have shown how they can positively influence the PM&E processes. The statement; “do you think the youth involvement in all the

process can positively impact on the PM&E system?” A larger proportion of the beneficiaries (65%) responded in the affirmative to the statement. In contrast, 14.4% of the respondents negatively responded to the statement. About 20.8% of them were indifferent. The finding is consistent with the case study used in chapter two of this research and other studies where youth played an active role in the PM&E. Other scholars have also argued that young people’s involvement in PM&E creates what they termed as “greater sense of project ownership” (Nurick and Johnson, 2001; Sabo 2001; Van Beers 2003; Ataov and Haider 2006; Cahill, 2007; DFID 2010), which will ultimately have a positive impact on the project outcome.

Responses from the field in-depth interview with the LESDEP project M&E expert is consistent with the literature on sustainability of project if beneficiaries are allowed to actively participate in the PM&E activities. The respondent opined that:



“...We are very focused in terms of ensuring that we give the youth plenty of opportunities to engage and to be actively involved in the initiative, and ones they see it as theirs they will be willing to work and to sustained it” (R₁ LESDEP Staff, November 9, 2016).

The literature recognized the uncertainty regarding youth in participatory monitoring and evaluation. Project initiators and donors’ institution sometimes perceive young people as naïve or inexperienced to partake in PM&E (Zeldin 2000). Thus, the extent to which project beneficiaries are involved in the various stages become necessary to measure the effectiveness of such PM&E. They are active involved in appropriate stages within the project cycle is essential (DFID 2010;

Zeldin 2000). The field study asked respondent if they think they contributed actively in the existing PM&E system. About 61.7% (strongly disagree and disagree) of the respondents (youth) negatively responded to the statement as opposed to 14.9% (strongly agree and agree) while 23.3% failed to affirm their stand (neutral).

About 36.7% positively agree with the statement that the information they gave serving as a respondent in the PM&E activity has the potential of informing future changes in the LESDEP initiative. A large proportion (46.7%) of the respondents remained neutral to the statement while 16.6% of the beneficiaries negatively agree to the statement that the information they gave will have very little impact on the future changes in the project. Responses with regard to the findings from the PM&E process incorporated into the LESDEP initiative show that about 42% of the respondents were optimistic that the finding from the PM&E activity by LESDEP will be incorporated into the initiative. Unexpectedly, about 47.5% remained neutral to this statement. Lastly, about 9.2% and 0.8%, strongly disagree and agree with the statement respectively.

Table 5.7: Percentage Distribution of Beneficiaries Effectiveness in the PM&E

Effectiveness Indicators	Frequency (percentages %)				
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
Do you think that:					
you have the skills needed to participate in the PM & E processes of the initiative?	16(13.3)	65(54.2)	34(28.3)	4(3.3)	1(0.8)
a stakeholders' evaluation committee can ensure efficiency in the current PM & E?	42(35.0)	54(45.0)	21(17.5)	2(1.7)	1(0.8)
beneficiaries membership in the existing PM & E will be helpful?	24(20.0)	66(55.0)	24(20.0)	5(4.2)	1(0.8)
your participation in beneficiaries' workshop on PM & E organized by the implementers will be useful?	18(15.0)	68(56.7)	26(21.7)	6(5.0)	2(1.6)
beneficiaries are given the opportunity to involve in the existing PM & E system?	8(6.7)	15(12.5)	22(18.3)	61(50.8)	14(11.7)
the youth involvement in the process can positively impacted on the PM & E system?	18(15.0)	60(50.0)	25(20.8)	12(10.0)	5(4.2)
you contributed actively in the existing PM&E system of this initiative?	2(1.6)	16(13.3)	28(23.3)	62(51.7)	12(10.0)
the information you gave has the potential of informing future changes in the initiative?	5(4.2)	39(32.5)	56(46.7)	18(15.0)	2(1.6)
the findings from the PM&E process is incorporated into the LESDEP initiative?	3(2.5)	48(40.0)	57(47.5)	11(9.2)	1(0.8)

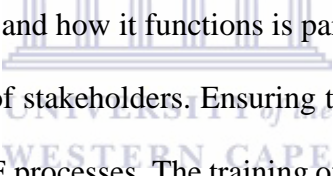
Source: Field data, 2016; N=120

Prior to the research, the literature (for review see; Zeldin, McDaniel, Topitzes, & Calvert 2000; Nurick and Johnson, 2001; Sabo 2001; Van Beers 2003; Ataov and Haider 2006; Cahill, 2007; Tisdall 2008; Shafik 2010; DFID 2010; Chouinard and Cousins, 2013) had established potential benefits that development initiatives stand to derive if programme implementers involves beneficiaries in the participatory monitoring and evaluation of the initiative. The deliberate attempt on the part of donors or adults to involve the youth in their interventions; third, the recognition from both group (youth and adults) to work together in partnerships (Checkoway & Gutierrez, 2006; Zeldin, Petrokubi, and MacNeil, 2008).

Young people should have the opportunity to voice out their concerns and offer tangible remedies in any development policies rather than being mere receivers of development interventions perceived by development planners as comprehensive enough to address their problems (Nurick & Johnson, 2001; Checkoway & Gutierrez 2006; World Bank 2014). These clearly go to affirm what the literature reveals, regarding the difficulty in deciding which stakeholders to involve and at what stage of the development project that is assumed to be good for beneficiary's participation (Zeldin, Petrokubi, and MacNeil, 2008; Estrella, 2000). However, a multiplicity of factors needs to be in existence to ensure the success of the initiative; (skills, trust, engagement, partnerships, a sense of ownership etc.). It should go beyond using beneficiaries as the key respondent in most of the PM&E activities in order to establish how effective the concept can be in assessing any development programme.

Participatory monitoring and evaluation (PM&E) are embedded in these cycle, contrary to these phases of the processes, will defeat the concept tenets. Stakeholders (The beneficiaries of the

project, including both men and women, intermediary organisations, NGOs, private sector businesses involved in the project and lastly government staff at all levels. The research case study programme (LESDEP) typifies the various stakeholders but unfortunately, the beneficiaries were only involved partially in the data collection stages which lay emphasis on only evaluation. The finding is greatly not consistent with participatory monitoring and evaluation as depicted in the diagram above. PM&E can only be effective when the various stakeholders at various levels are allowed to engage in the monitoring and evaluating of that particular project, programme or initiative. In a situation where some stakeholders especially those who benefited from the ends of the programme are neglected and have less or no control over the content, the process and the results of the monitoring and evaluation processes it defeats the PM&E principles.



Understanding the tenets of PM&E and how it functions is paramount. The principle must tend to inculcate commitment on the part of stakeholders. Ensuring that everyone is represented equally is also important elements of PM&E processes. The training of beneficiaries to acquire the PM&E know-how should be focused on ensuring the quality of the processes. That notwithstanding, the primary stakeholders should remain the pivot in the processes (they must sit in driver's seat) to ensure that the processes are transformed into tangible results. To enhance the efficiency of the programme, knowledge sharing among the various stakeholders cannot be abandoned. It is through this sharing of ideas that project beneficiaries and implementers can identify the challenges confronting the project, programme or policy and develop credible remedies to offset them. The study revealed that the beneficiaries were not recognized as one of the important stakeholders.

Yes we do, the, like I was saying there, the initiative is public and private venture, so you cannot ignore both sides of the coin, government has their own monitoring and evaluation team that comes in every now and then to assess the progress of the initiative and we have these across all the regions, and the office also have some monitoring and evaluation staffs so it has been both sides. Of course you are interested in the beneficiaries but they are usually not really a part of these committee or group of individuals but they are in one way or the other involve in the monitoring and evaluation processes. So the youth actually are part of the project because there are one of the primary stakeholders of the initiative but on been part of these committee is not as clear as you might want to know though they are part of the evaluation, any time there is progress or impact evaluation of the project. [R₁ LESDEP Staff, November 9, 2016].

The level in which the various stakeholders are involved in the PM&E can better explain how effective the existing PM&E process activities are. The researcher used questionnaires to ascertain the youth level of involvement in the LESDEP participatory monitoring and evaluation from the PM&E formulation to the decision making after the PM&E. The finding is in the table below. Responses with regards to the youth involvement in the designing of the PM&E, a large proportion (68.3%) of the beneficiaries posited they not involve at all while 17.5% opined that they were not involve in the PM&E design. It is evident that about 85.8% of the youth did not involve in the formulation of the PM&E framework. About 2.5% of the youth stressed that they were involved in the designing of the PM&E while 11.7% said they were somewhat involved [See Table 5.9].

... so that meant they may not be part of these official committees so certainly it may seem like they are not part but in the long run they become such an important force that you cannot easily ignore. They were there when we started it, they were part of it and they saw for most part all the processes going on ... We are very focused in terms of ensuring that we give the youth plenty of opportunities to engage and to be actively involved in the initiative, and ones they see it as theirs they will be willing to work to sustained it. [R1 LESDEP Staff, November 9, 2016].

Evidently, the findings from the interviews contradict the view that beneficiaries were not involved in the designing stage of the PM&E, as quoted above.

Regarding the outcomes selected for PM&E as well as the selection of PM&E indicators, the beneficiary's response was fairly similar, 62.5% and 65.8% were not at all involved in those processes respectively. The beneficiaries who were involved in the two processes were just about 1.7 % for both activities. The PM&E activity which received a positive response from the youth (beneficiaries) was data collection. A Greater proportion of the youth (90.8%) perceived that they were fully involved in the data gathering activities (very involved and involved). About 9.2% were not at all involved in the data gathering activities. Responses to the analysis of the data collected from the field, all of the beneficiaries (100%) were made not to participate in the data analysis activities (not involved and not at all involved). With respect to the determination of findings from the PM&E and the decision taking after the PM&E processes, the responses were fairly the same. About 90% and 90.8% of the beneficiaries perceived that they were not involved both processes respectively ('not involved' and 'not at all involved').

Arguably they are involve in the policy planning processes. Again they are made to go for apprenticeship training for months and that I can as being part of the implementation stage of the initiative. And ones they are set up after the training, we have field officer that go around to engage them in their work progress among many others, consultations and that's the feedback we receive from the beneficiaries... and they serve as respondent ... [R₁ LESDEP Staff, November 9, 2016].

Evidently, the quote above from the interview conducted supports the findings from the field concerning the beneficiaries' involvement in the data collection for the PM&E, as they were the respondents in all LESDEP progress evaluation or monitoring.

The youth exclusion from the designing of the existing monitoring and evaluation framework, the selection of indicators to be used, data analysis, and decision making after the PM&E are all consistent with the findings of the interviews conducted. Involving beneficiaries in only data gathering or collection stage of the PM&E process activities cannot constitute a comprehensive participatory. Consequently, inferences from the above findings, it can be argued that the scope of the existing LESDEP participatory monitoring and evaluation activities is limited, hence the PM&E processes were not completely participatory.

Table 5.8: Level of Youth (beneficiaries) involvement in PM&E

PM&E Activities	Youth (beneficiaries) Level of Involvement				
	Very Involved	Involved	Somewhat Involved	Not involved	Not at all Involved
Initial design of PM&E	-	3 (2.5%)	14 (11.7%)	21 (17.5%)	82 (68.3%)
Outcomes choosing for PM&E	2 (1.7%)	2(1.7%)	17 (14.1%)	24 (20.0%)	75 (62.5%)
Selection of indicators for PM&E	2 (1.7%)	5 (4.2%)	12 (10%)	22 (18.3%)	79 (65.8%)
Data collection for PM&E	65(54.1%)	44 (36.7%)	-	8 (6.7%)	3 (2.5%)
Data analysis for PM&E	-	-	-	44 (36.7%)	76 (63.3%)
Determination of findings from PM&E	-	4 (3.3%)	8 (6.7%)	36 (30.0%)	72(60.0%)
Decisions taken after PM&E findings	-	2(1.7%)	9 (7.5%)	22 (18.3%)	87 (72.5%)

Source: Research field data, 2016; N=120

5.4: LOCAL ENTERPRISE AND SKILLS DEVELOPMENT PROGRAMME PM& E AND PARTICIPATION MONITORING AND EVALUATION IN PRACTICE.

5.4.1. Introduction

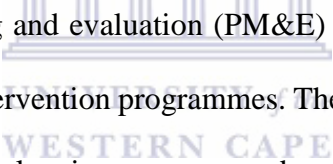
Participatory monitoring and evaluation (PM&E) methods have been used in different economic development interventions and local enterprise and skills development programme is no exception. The approach is used to accomplish varying array of purposes and for various kinds of stakeholders. While some PM&E are used for citizens, some are for service providers, some tend to concentrate on government agencies and other entangle themselves with economic development projects, programs or partnerships. Besides the numerous array of task PM&E can perform, there are growing number of generic terms used to describe the concept of which scholars have are yet to settle for one understanding or definition. Thus, the difficulties on the part of researchers to pinpoint exactly what is being pursued as PM&E by any project (see Estrella 2000). In the field study, it was also revealed that PM&E is not the term used by LESDEP as stated above.

The three critical questions that confront most researchers and PM&E implementers are; where should the focus of PM&E be, is it just on ‘monitoring’ (which is embedded in tracking the progress of a particular project and expected feedbacks)? Should the concentration be on just ‘evaluation’ (only on project performance assessment)? Or should the ambit of PM&E focus on ‘strengthening and deepening participation’ (knowledge sharing, learning, collaborative decision-making, co-ownership, democratization and decentralization, and empowerment)? (Hilhorst and Guijt 2006).

In devising an all-inclusive monitoring and evaluation M&E systems which deviate greatly from the conventional M&E brought about the introduction of ‘participatory’, (putting the ‘P’ in front of M&E). This has led to the greater integration of the various stakeholders from the start of the PM&E processes to the very end. The need to mutually agree in determining the scope of the approach, data needs, objectives, collaborative design of methods and above all recognize each stakeholder as very important. According to Nurick & Johnson (2001), the concept has a greater number of flexible methods and approaches since its inception, thus, it is not surprising that it has been adopted by numerous development initiators.

5.4.2 Local Enterprise and skills development programme (LESDEP) PM&E vis-à-vis

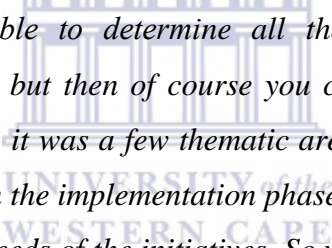
PM&E



Generally, participatory monitoring and evaluation (PM&E) have been conceived as imperative processes in many development intervention programmes. The approach has the tenets to advance policy processes, the development planning, ensure good service delivery, and the capability to demonstrating results as well as ensuring knowledge sharing and learning (World Bank, 2002). While monitoring tends to be continuous, evaluation, on the other hand, is a periodic assessment. Patton (1990) defines evaluation as any attempt to maximize human efficiency through systematic approach embedded in a data-based analysis. Consistent monitoring of the development initiative, using relevant indicators as a yardstick will provide the needed data for evaluation and, more importantly, to serve as a remedy to curb the programme challenges way before implementation (Barton, 1997). Varying degrees of information is required, thus, researchers must understand that the need for a date should not always be statistical “data” as the only form of information. Participant observation which includes but not limited to stories and other forms of qualitative data

gathering is also important as the statistical data especially when the approach incorporates different stakeholders including young people (beneficiaries) at various phases of the project (Parks, Gray-Felder, Hunt and Byrne, 2005).

Unfortunately, the research findings revealed that the youth who are the primary stakeholders of the initiative were neglected in various stages of the policy-making processes including the monitoring and evaluation. The respondent attempt to response to the interviewer's questions concerning PM&E and data gathering processes as to whether it did incorporate beneficiaries (youth) of the programme. The respondent opined that;



“...you might not be able to determine all the needed information or information(s) at the time but then of course you can anticipate some of the information you will need, it was a few thematic areas at the beginning of the project but ones you are in the implementation phase you can try to break them down to suit the specific needs of the initiatives. So we were not too specific on the information but of course that changed with time, even after the first monitoring and evaluation exercise you can reevaluate your questionnaire to incorporate other areas you think it is relevant going forward. The beneficiaries have always been with us throughout these processes but they were not involved in the designing of the instrument among others etc I mean the technicalities of the whole processes but to some extend they were with us, they were involve in some way, and they were respondents for most of the data gathered” (R₁ LESDEP Staff, November 9, 2016).

In devising the PM&E processes starts on the very day the project is approved. That notwithstanding, the PM&E can be challenging at the implementation phase even though it incorporated into the project designing stage. Here, the respondent revealed that the PM&E

processes started during the policy planning stage which is the ideal case particularly to ensure effective participatory monitoring evaluation. This can also have its own downsides, particularly, if the project initiators are already busy trying to get the entire project to take-off. However, it is not just about the initiation of the process alone that matter but also the involvement of all the various stakeholders from the day one of the PM&E processes (see Parks, Gray-Felder, Hunt and Byrne, 2005; Hilhorst and Guijt 2006; Estrella 2000).

5.5 THE IMPEDIMENTS OF THE PRESENT PM&E SYSTEMS AND POSSIBLE REMEDIES.

5.5.1 Introduction

This section brings out some of the challenges in the existing participatory monitoring and evaluation. The researcher intent to look at some of the impediment that confronts the beneficiaries in the current participatory monitoring and evaluation system. That notwithstanding, the research will also use this section to seek for some of the constraints that confront project implementers in their attempt to incorporate the various stakeholders in the monitoring and evaluation processes. The last sub-section will unveil the possible pathways that can be used to remedy the situation.

5.5.2 The Challenges that Beneficiaries (Youth) face in the current Participatory and Monitoring Evaluation (PM&E)

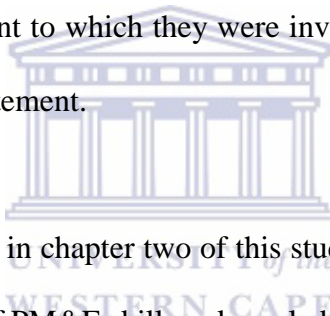
Undertaking youth in participatory monitoring and evaluation especially in any youth-centered initiative such as local enterprise and skills development in Ghana is very critical. The enormous gains that beneficiary's involvement in project PM&E has been demonstrated in the literature (see

Njuki, Kaaria, Chitsike, and Sanginga, 2006). Their understanding of formal policy designs, implementation procedures in any project, in particular, will advance their appreciation towards devising other strategies for local development initiatives. It serves as empowerment opportunity for the young people. Their experiences obviously can contribute enormously towards strengthening development intervention programmes. Avoidance of the usual ad-hoc youth intervention policy designed by policy makers without the knowledge of the intended beneficiaries has been one of the drawbacks of most of these initiatives.

Drawing on the knowledge and skills of beneficiaries from the start of the development initiative can contribute towards building a “culture of accountability from the bottom up”. To ensure effective PM&E, there should be some level of collaboration between project initiator as well as beneficiaries. The need for a deliberate loop for proper feedback and communication and mutual understanding between initiator and beneficiaries cannot be ignored. However, project initiator in some circumstances tends to disregard the involvement of project beneficiaries in their planning processes. This sub-section will critically look at some of the difficulties the youth encountered in the existing participatory monitoring and evaluation using both the quantitative and qualitative field data.

The PM&E approaches espoused by development implementers and project funders, private organizations or government does not vary so much from the conventional M&E approaches (Estrella, 2000). However, some PM&E scholars argued that the variation is only based on the framework as to how to measure the project changes, who should participate in the processes, at what stage of the policy process, and for what purposes (Estrella, 2000). Thus, the institutional

framework within which PM&E process is embedded is essential. Is it one that allows for a multi-stakeholder dialogue? Is it the one that helps build the capacities of the other stakeholders? Is it one that is built on some political motivation? Depending on how the PM&E has been designed, this can either limit or advance the involvement of some stakeholders who are equally important? The onus lies on project managers and funders. In seeking to understand some of the challenges that confronted the beneficiaries, the following questions in table 5.8 were asked of the beneficiaries. Responses with regard to the lack of administrative or institutional PM&E framework showed a surprising response. About 54.2% of the respondents didn't know that there is any PM&E framework. However, 44.2% of the youth perceive that lack of such document in their disposal has affected the extent to which they were involved in the existing PM&E. About 1.7% responded negative to the statement.



Adhering to the literature reviewed in chapter two of this study, the researcher sought to find out if the youth ponder that their lack of PM&E skills or knowledge also served as a hindrance in their lack of involvement in the existing PM&E. A larger proportion (90.8%) of the respondent responded affirmatively to the statement. The finding is consistent with studies from other regions of Africa and the globe. For the avoidance of this, it has been argued that project beneficiaries or any stakeholder who lack the capacity and the know-how must be trained in terms of techniques, methods, and concepts to enable their active participation. The PM&E processes will be efficient if all the stakeholders have the needed skills and capacities sufficient enough for such exercise (DFID 2010; Zeldin 2000), a lack of it will be to their disadvantage.

Regarding funds set aside for PM&E activities, the field result was consistent with the literature. PM&E processes are expensive, time-consuming and it needs both human, capital, as well as material resources (Njuki, Kaaria, Chitsike, and Sanginga (2006). In their study in Kenya, the authors argued that most development project stakeholders lack the necessary skills for PM&E, thus project funders force to train the various stakeholders in order for them to participate in the effectively in PM&E. About 86% of the beneficiaries admitted that their level of participation must have been influenced but LESDEP not having enough funding to conduct a thorough monitoring and evaluation.

The majority of the youth intervention projects in Ghana are funded by the government of the day and in most cases funds are a delay for equally important activities such as PM&E. A tenth of the respondent has no idea of funds while 4.2% of the beneficiaries responded no to the statement. Responses with regard to the absence of beneficiary association as one of the factors that might have affected their level of participation showed not a surprising response. About 93.3% of the respondents agreed that they not being together as united force might have been one of the reasons why they were not recognized in the existing PM&E framework. However, 4.2% of the youth do not see why should have affected their chance of participating in the processes. About 2.5% respondents said they don't know if that was one of the reason for their absence in the PM&E processes [See Table 5.9].

The literature revealed that designing the PM&E framework and putting what is on paper into action come with a lot of challenges. The flexibility of the concept also grants project initiators and donors to abandoned some of the agreed upon processes or leave out some stakeholders that

are deemed powerless. With regards to the failure on the part of project initiators to implement the designed PM&E. About 53.3% of the beneficiaries perceive that the LESDEP officials failed to implement the right framework while 39.2% of the said they do not know if that is the cause. About 7.5% of the respondent responded affirmatively. Responses with regard to the failure of LESDEP management to involve the beneficiaries which were a follow-up question received a similar response. About 66.7% of the beneficiaries responded affirmatively to the statement as oppose to 7.5%, and 25.8% respond that they don't know [See Table 5.9]

Respondents (beneficiaries) were asked to specify if their geographical location serves as a detriment to their involvement in the participatory monitoring and evaluation. During the field study, the researcher realized that LESDEP beneficiaries are spread all over the case study region as well as the districts. The proportion of respondents (45.8%) who responded positively that their geographical location might have deprived them of participating in the PM&E were nearly the same as those who said they do not know if their location had something to do with they not being part of the PM&E activities (42.5%). The remaining were indifferent. Finally, responses with regard to the lack of interest on the part of programme beneficiaries (youth) showed an intriguing result. About 69.2% of the youth responded that it is not because of any challenges but rather they were not interested in the existing PM&E processes [See Table 5.9]. This is an interesting result because it lends credence to the qualitative data from the field.

“... there are couple of challenges but it is not only our doing I think the beneficiaries are also not so much interested in those processes, they want job and they have gotten one so what is participatory monitoring and evaluation to them, it is “nothing”” (R1LESDEP Staff, November, 2016).

A little more than a tenth (10.8%) of the beneficiaries responded positively to the statement while about 20.0% of the respondents do not know if there were interested or not in the PM&E processes.



Table 5.9: Distribution of Challenges that Hindered Youth in LESDEP, PM&E

What challenges have hindered the youth participation in the existing PM & E system or processes;	Frequency (Percentages %)		
	Responses		
Categories	Yes	No	Don't Know
is it lack of institutional PM&E framework?	58 (44.2%)	2 (1.7%)	65(54.2%)
is it lack of expertise on the part of the youth	109(90.8%)	1(0.8%)	10(8.3%)
is it lack of fund needed for PM &E activities	103(85.8%)	5(4.2%)	12(10.0%)
is it Absence of beneficiaries association	112(93.3%)	5(4.2%)	3(2.5%)
inability on the part of initiators to implement the stipulated PM &E	64(53.3%)	9(7.5%)	47(39.2%)
failure of LESDEP management to involve the beneficiaries	80(66.7%)	9(7.5%)	31(25.8%)
is it the geographical location of beneficiaries	55(45.8%)	14(11.7%)	51(42.5%)
lack of interest on the part of program beneficiaries (youth).	83(69.2%)	13(10.8%)	24(20.0%)

Source: Filed data, 2016; N=120

5.5.3 The Impediment that Confront Project Initiators in the Participatory and Monitoring Evaluation (PM&E)

The key challenges to participatory monitoring and evaluation can be considered on three different levels; those that are embedded within the approach itself, donor requirements which tend to limit the involvement of some stakeholders, the willingness or otherwise of the project beneficiaries to

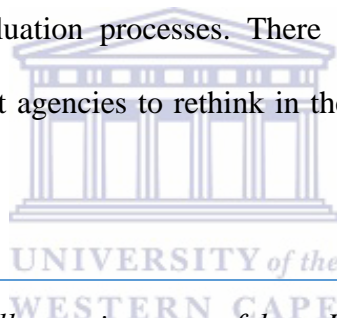
partake in the processes. The project design stage demands the involvement of the various stakeholder. It should intent to develop the recipients of the projects and not development agency itself. The numerous youth intervention programmes in Ghana are heavily reliant on government funding and LESDEP is no exception. Initiators tend to limit the role of recipients in any other activities that will surge the cost. Unfortunately, this has increasingly made it difficult for an equally important process such as participatory monitoring and evaluation.

Regarding participation, the approach has no one accepted the definition, this makes it possible for development initiator to loosely define it to fit their own understanding of what participation should entail. Even though the methods, approaches, and techniques abound, there are well-accepted principles that are deemed relevant in PM&E. These include but not limited to knowledge and information sharing, co-ownership, complete consultation, beneficiaries' involvement in the policy processes, project design and implementation and recipients themselves initiating action.

Despite these delineated principles and the importance attached to them in any participatory monitoring and evaluation, putting these words into practice remains a challenge for most project initiators and LESDEP is no exception. The challenges are long-standing. It is easier to put them into words, but involving the poor and most economically excluded population (youth) in the various policy processes remains elusive. Whilst the literature prescribes more bottom-up approaches in development intervention programmes, a sizeable number of projects tend to have a top-down approach. The field results confirm some of these challenges.

5.5.4. Participatory Monitoring and Evaluation and Youth Skills

The finding from the in-depth interview is not consistent with studies in Africa and another part of the world. Njuki, Kaaria, Chitsike, and Sanginga (2006), in their study in Kenya using PM&E systems to ascertain both the community and project levels within the Kenya Agricultural Research Institute (KARI) opined that PM&E should adhere to developing the skills of the various stakeholders including those that are deemed dormant to be part of the PM&E processes. The scholars further argued that the PM&E processes must value the contributions or views of all the stakeholders. Here, the respondent recognized the lack of skills on the part of the project recipient or beneficiaries but failed to assist them with the need skills so they can part of the existing participatory monitoring and evaluation processes. There is, therefore, the need for project initiators, funders, and government agencies to rethink in the way participatory monitoring and evaluation is conducted.



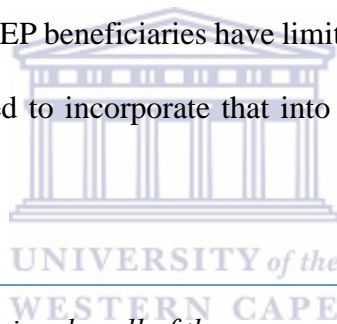
“Yeah I think I have actually mention some of them, I mentioned somewhere that the youth don’t have the technical eyes to do some of the things we do because you need experts to come up with all that you need to make the processes work somehow perfect and most of the beneficiaries do not have these skills to assist us on that but then as certain stage in the processes you need the little they can offer you to be able to go ahead with everything” (R₁LESDEP Staff, November, 2016).

Similarly, Bandre (2001) in his study “Participatory self-evaluation of World Neighbours” in Burkina Faso, revealed that for reliable data collection, recipient, as well as local resource people, cannot be ignored. Therefore, the skills and expertise of beneficiaries and other stakeholders become crucial in the project monitoring and evaluation (Kimweli, 2013). Participatory monitoring

and evaluation is time consuming, costly, and requires additional skills (see Thomas, 2013), thus the need for project initiator to help develop the skills of the various stakeholders. The study which was conducted in Vanuatu Australia posited that project implementers, as well as donor partners, have to constantly change their operational ethos to accommodate the various stakeholders.

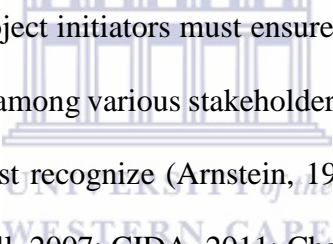
5.5.5 Establishing Cost and Participatory Monitoring and Evaluation

Regarding the cost of establishing PM&E systems was consistent with the literature. PM&E processes are expensive due to the involvement of the numerous stakeholders in terms of human resources as well as capital and material means (see Njuki, Kaaria, Chitsike, and Sanginga (2006). The field study revealed that LESDEP beneficiaries have limited skills to participate in the PM&E and the project initiators also failed to incorporate that into their skills development before the commencement of the initiative.



“Again even if we want to involve all of them, you need money to do that. It will be better to target few who serves as the sample of the lot so you don’t waste the money we want to use to train them and in setting them up ones they are then with the training. There is always a huge cost if you really want to do a participatory monitoring and evaluation, everyone is involve and it will cost more than just a few experts doing the same thing. The current progress evaluation and, as well as the impact evaluation, the framework we have does involve them but only when we need them to response to some few structured question so we can analyzed it in the office”. (R₁ LESDEP Staff, November 9, 2016).

Njuki et al (2006), a study in Kenya, stressed that in most instances project initiators are compelled to develop the skills (either the project staff or the various stakeholders) in order for them to participate in the PM&E meaningfully which incurs some amount of financial capital. After the commencement of development projects, there is still the need to maintain PM&E processes but that also requires rigorous facilitation between the various stakeholders as done during the take off stage. Participatory monitoring and evaluation approach is a gradual process, thus can be assumed to be cost-ineffective. However, programme initiators need to understand that building a great partnership amongst the various project stakeholders will demand some new skills, time and capital (Tisdall, 2008).



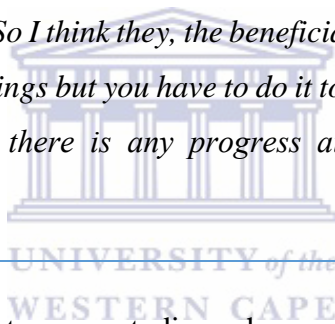
Irrespective of the cost involve, project initiators must ensure that their participatory approach in entail a well restructuring of power among various stakeholders because a lack of it will eventually leave the beneficiaries who are least recognize (Arnstein, 1967; Ackermann et al 2000; Auriat, Miljeteig, and Chawla., 2001; Cahill, 2007; CIDA, 2011; Chawla, 2001; DFID 2010; Harper and Jones 2009; Landsdown 2001, Masters et al 2004; Shier 2001; Tisdall, 2008) no clout to impact the PM&E processes and ultimately the project.

5.5.6 The Interest of Beneficiaries in LESDEP Participatory Monitoring and Evaluation

Project beneficiaries may not be interested but a good PM&E can shape their interactions; thus diminishing some of the uncertainties that confront recipients in most development projects when it comes to PM&E. The finding is not consistent with other studies in other parts of Africa (see Holte-Mackenzie et al 2006). In their study in Kenya, the authors posited that recipient of development initiatives always express their enthusiasm to participate in the monitoring and

evaluation processes. Again, extensive studies from other part of the world on participatory monitoring and evaluation approach stress that, granted the opportunity, the project beneficiaries, group of individuals or a community would graciously participate in any decision-making or processes or actions that directly affect their well-being (Larrison 2000; Rifkin & Kangere 2002; Nelson & Wright 1995; Jackson & Kassam 1999; Holte-Mackenzie et al. 2006).

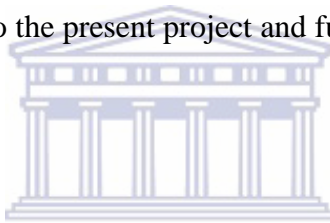
“... I really doubt the beneficiaries themselves will even want to participate in the processes at all because even our structured questions, we sometime find it difficult to administer all, they don't see the importance of it, all that they want is that they are not out of the market and whatever the organization promised they are at their disposal. So I think they, the beneficiaries really don't even have the enthusiasm for such things but you have to do it to know where you were and where you are going, if there is any progress at all” (R₁ LESDEP Staff, November 9, 2016).



The finding also failed to support many studies where youth (beneficiaries) were made to participate in the monitoring and evaluation processes (for review see Nurick and Johnson, 2001; Sabo 2001; Van Beers 2003; Ataov and Haider 2006; Cahill, 2007; Tisdall 2008; DFID 2010; Shafik 2010; Zeldin, 2012).

Besides its use as a medium for organizational learning and sharing of knowledge (Gregory 2011), progress or impact assessment (Failing and Gregory 2013; IFRC, 2010), research (Stem, Margoluis, Salafsky, Brown, 2005) and accountability (Moynihan 2005; Stem et al., 2005), PM&E can also be used as a medium of understanding and negotiating stakeholder (project beneficiaries) interests (Njuki, Kaaria, Chitsike, and Sanginga (2006). The quality of interaction

between the various stakeholders is key to the success of the PM&E processes. PME does not only strives on the key principles (learning, sharing of knowledge, co-ownership, and mutual agreement among others) (Hailey, 2000). The approach also serves as a learning process that put into proper perspectives, the past and present realities (Estrella et al., 2000). It can be used to revise future approaches by understanding the positions, demands, and interest of the various stakeholders through negotiations (Njuki, Kaaria, Chitsike, and Sanginga 2006; Estrella et al., 2000). The PM&E approach should seek to appreciate the interest as well as the holistic involvement of all levels of the project management and project beneficiaries. There must be a deliberate creation of a conducive environment that allow the stakeholders to sit and discuss the pros and cons of the project and why they are relevant to the present project and future strategies. This can do through PM&E processes.

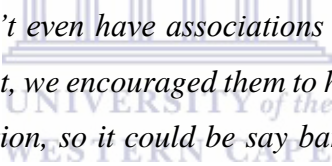


Upholding beneficiaries' interest, as well as a holistic integration of all stakeholders into the project, is crucial to its success. The extensive literature on PM&E argued that to sustain a development initiative, the two cannot be ignored (Njuki, Kaaria, Chitsike, and Sanginga 2006; Estrella et al., 2000; Chouinard and Cousins, 2013; Sabo 2001; Ataov and Haider 2006; Cahill 2007; DFID, 2010). Thus, implementers of PM&E must ensure that any factors that have some level of influence on the beneficiary or community interest are identified and brought to bear in the PM&E processes (Cousins 2007; Patton 2008). These they argued that must include but not limited to constant addressing of beneficiaries or community priorities, beneficiaries empowerment through devolution of responsibilities, external parties collaboration, capacity building through trainings, workshops and regular sharing of knowledge as well as regular visitation between beneficiaries and project implementers (Chouinard, and Cousins, 2013) All in

the attempt to develop the interest of the various project management and beneficiaries. However, in a multi-stakeholder setting, devolution of responsibilities and strict adherence to standards as well as all the key elements of PM&E gradually becomes a challenge.

5.5.6 Stakeholders Committee and Participatory Monitoring and Evaluation.

Theoretically, participatory monitoring and evaluation are premised on some ideas that tend to hold in high esteem the voices, wishes, and positions of the least dominant stakeholder or the grassroots beneficiaries. Contrary, the respondent clearly admitted that the youth (the most affected stakeholder) were not involved in the monitoring and evaluation processes due to their failure to form a youth association.



“... the beneficiaries don’t even have associations and is not like we prevent them from doing that in fact, we encouraged them to have a general associations or even a module association, so it could be say barber’s association, tailor’s association or beautician association, because ones you have this you can bargain as a group which is more effective than as individual(s). You know, err I mentioned that we have some experts from government as well as our office who work on the evaluation but no beneficiary’s association, just even a few of them can also help them if really they want to be part of the evaluation processes., ... they can be a good force to reckon with in their specific enterprise endeavors. So there are couple of challenges but it is not only our doing I think the beneficiaries are also not so much interested in those processes, they want job and they have gotten one so what is participatory monitoring and evaluation to them? it is “nothing” my brother.” (R₁LESDEP Staff, November 9, 2016).

The data from the field indicates that the PM&E committees excluded the beneficiaries in the existing processes. Despite this uncertainty, the literature reveals that local beneficiaries’

involvement in PM&E enhances accountability, co-ownership, knowledge sharing, medium of learning among other which can provide significant values that can result in positive outcomes of the programme as well as the general improvement in those benefiting from the initiative (World Bank, 2002). The non-existence of youth association should not serve as a limitation to prevent them from participating in the existing PM&E. That notwithstanding, the involvement of the various PM&E committees including the beneficiaries or local people can help to check the different viewpoints within and among the various stakeholders which can ensure the success of the development intervention programme.

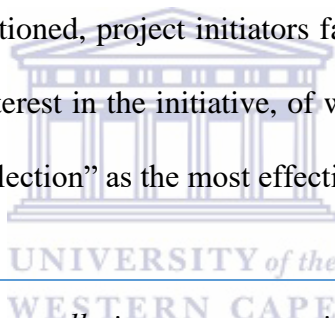
5.5.7 Possible Pathways in LESDEP Participatory Monitoring and Evaluation

Irrespective of how effective or otherwise the approach will be, there will be a broader room for some unanswered questions to be answered because when project beneficiaries are given the chance to determine “what works and what does not”, “what constitutes success and what does not” (Gaventa Creed and Morrissey (1998) or what beneficiaries want and what they do not, these will create avenue for alternation. Who should be part of the PM&E processes and who should not and much more? Obviously, it will open up some important question that might have escaped the project implementers. The above-mentioned questions can generate some division among the various perspectives, aims, and objectives which can cripple the already existing ideas.

Thus, participatory approach to monitoring and evaluation becomes the appropriate channels in which these inevitable questions can be brought up while using the various methods and structures to remedy the demands from the various perspectives. Besides, other scholars have argued that researchers should not assume under any circumstances that participatory monitoring and

evaluation has appropriate or not too good approaches. Methodologically, there are various approaches. In an attempt to ascertain some of the possible remedies to the already existing PM&E, the field study revealed the following.

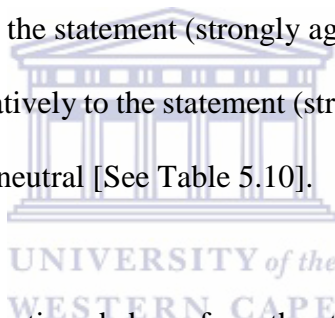
The questions about what kinds of stakeholders should be involved? Through what procedures should the various stakeholders be identified and selected? What are their limitations (the know-how, educational constraints, incentive)? And the skills needed for conducting effective PM&E? (Parks, Gray-Felder, Hunt and Byrne 2005) are few but not limited, when it comes to the skills require and financial constraints for conducting PM&E. With regards to the above questions and many subtle ones that are not mentioned, project initiators face the task of selecting the PM&E participants who represent their interest in the initiative, of which Parks, Gray-Felder, Hunt and Byrne (2005) recommends “self-selection” as the most effective approach.



“...I think it will be really, really important to train the youth on some of the current PM&E processes if we really want to integrate them in every aspect of the monitoring activities we are involve, so you see that’s where the funding things comes into play because you will need money to train them and involving a lot of people can reduce the work load which is good but you cannot leave them to go just like that, ones they are done with the job you may have to pay them some amount of money and again the involvement of everyone or even selected few can also delay the PM&E activities because we are to work on equal page, know the entirety of the processes and the needed information we require from the field among many others” (R₁LESDEP Staff, November, 2016).

The field finding is consistent with studies from other parts of Africa (for review see Parks, Gray-Felder, Hunt and Byrne, 2005). The authors argued that training for these participants in PM&E

processes is inevitable especially if they do not have the necessary skills such as methodical capability, training in techniques of participatory methodological approaches, understanding differences among of group, conflict resolution, being an active listener and working with grassroots groups. However, some scholars have argued that the skills require for PM&E should not be a limit to just the technical expertise and standardized principles for monitoring and evaluation rather skills such as group facilitation skills, group dynamics, conflict mediation and training in the evaluation are equally important (Parks, Gray-Felder, Hunt and Byrne, 2005). Using the quantitative data from the field study, the responses with regards to the training of youth to partake in the existing PM&E system showed that the greater proportion of the respondents (79.2%) responded affirmatively to the statement (strongly agree and agree) as oppose to 5.0% of the respondent who responded negatively to the statement (strongly disagree and disagree). About 15.8% of the respondent remained neutral [See Table 5.10].



Admittedly, learning these skills mentioned above from the start as a lay person can be extremely difficult but for effective PM&E that cannot be ignored. The adopted PM&E approaches must be accessible and friendly to all stakeholders especially the project beneficiaries, the training in the various techniques must be unambiguous, clearly detailed, but simple to work with (Parks, Gray-Felder, Hunt and Byrne, 2005). Regarding the interest of most affected stakeholders and their involvement in the PM&E processes, there are also various questions that have been asked: What should PM&E processes interest the dormant stakeholder? What are the possible pitfalls and benefits of their involvement in the PM&E process? And where, when and how should they be involved? Responses with regards to collaboration between programme implementers and beneficiaries and as to whether it can contribute better in the current participatory monitoring and

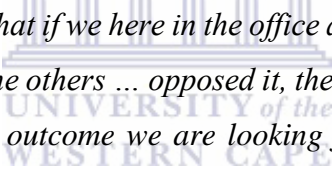
evaluation system. A greater proportion (90.8%) of the respondents (youth) responded positively to the statement (strongly agree and agree) as opposed to just about 3.6% of the respondents (strongly disagree and disagree). About 7.5% of the youth remained neutral to the statement [See Table 5.10]. The finding is consistent with the qualitative results.

“...The beneficiaries themselves should also show some interest in the PM&E, some even try to escape from us when we ask them to participate just in the interviewing stage...So whatever you call it, whether PM&E, process evaluation or monitoring and evaluation, whatever name, the responsibility does not only lie on the initiators or implementers of the project but also the beneficiaries, they must show interest, because if we want to do a participatory monitoring and evaluation and some stakeholders see nothing good about the whole thing then it’s not going to work, it will not achieve then intended target, the beneficiaries, the initiators, project sponsors etc. who have direct interest in the success of the initiative, must show the same enthusiasm when it comes to monitoring of the initiative.” (R₁LESDEP Staff, November 9, 2016).

Here, the respondent revealed that the onus should not lie just with the project initiators and funders rather recipients of the project must also show the same interest in the PM&E processes. The study result is consistent with the literature (see Parks, Gray-Felder, Hunt and Byrne, 2005). The authors opined that all stakeholders, recipients, funders, and project implementers of such development initiative must involve in the various steps in the PM&E standards and processes adopted and agreed upon by all. The failure on the part of one stakeholder especially the beneficiaries to participate in the monitoring and evaluation processes will make it difficult for project funders and initiators to ascertain the truth state of the project. Is the project is achieving it intended targets or

not? The respondent expressed similar challenges that may confront them if the one part fails to take part in the PM&E processes.

Regarding the interest of beneficiaries to participate meaningfully in the existing PM&E, a large proportion of the respondent (81.7%) responded positively that, given the chance, the youth will actively participate in the PM&E processes. The finding is clearly not consistent with the filed qualitative data which posit that the youth were only interested in getting a job and not actively participating in the PM&E processes. This was opposed by a minute sample of the beneficiaries (2.5%) who were respondents in this survey while about 15.5% of the respondent failed to declare their stands on the statement [See Table 5.10].



“...But also its important that if we here in the office are interested in doing that (PM&E), but you have some others ... opposed it, then that makes it difficult for us to deliver the intended outcome we are looking for and that makes us not knowing what exactly the project or the initiative is heading, because when you have a good monitoring and evaluation team that regularly update you the happening on the field and the extent to which the initiative is faring, you are in a position to know what to do and what not to do going forward so it important when all show the needed interest” (R₁LESDEP Staff, November 9, 2016).

Participatory monitoring and evaluation can be seen as a census building of ideas from different stakeholders with a diverse perspective. This proposed pathway is consistent with studies from another part of African. Regarding beneficiaries’ participation in the existing PM&E activities and whether it can curb the challenges that confront the initiative, again a large proportion (80.9%) of the beneficiaries responded positively. They perceive that their involvement in the PM&E

processes can assist project initiators to find a solution to some of the challenges that may spring up going forward as well as the sustainability of the project. The empowerment model (see chapter two of this study) is premised on the active participation of youth. Their active participation across all sectors of the project will serve as empowerment to the youth. However, about 8.3% of the respondents (youth) opposed to the statement while a little more than a tenth (10.8%) of the beneficiaries remained neutral [See Table 5.10].

In keeping with the literature, the researcher sought to find out from the beneficiaries if they will consider beneficiary's associations as a great pathway to improving their involvement in the existing PM&E. Responses regarding this statement showed that a large proportion (90.0%) of the respondents (youth) responded affirmatively (strongly agree and agree) while just about 6.7% responded negatively to the statement. The rest of the respondents remained neutral (3.3%). The finding is consistent with the qualitative data from the field [See Table 5.10].

“I think we can also resolve some of the challenges when we have a well structure monitoring and evaluation committees or teams who represent the various stakeholders in the initiative, so for example the youth can form se association of beauticians or fabric designers which can help a lot especially if they really want to be part of the evaluation team, because when you come as an individual that might not help you but as a group of individuals that you can push your way up and then demand for whatever you want of course in a peaceful way. So obviously there are few challenges and we can find solution to them all if we mutually work together, so I won't say it is just on us here in the office, the various stakeholders are also responsible and we must work together to ensure the success of the initiative” (R₁LESDEP Staff, November 9, 2016).

The field study is not consistent with other studies where the initiators of the project rather deliberately involved the youth (beneficiaries) by assisted them to select their own representative or committee to be part of the PM&E processes (Holte-Mackenzie et al. 2006). The study admitted that youth are mostly ignored in expert focused monitoring and evaluation, but they hasten to add that given the opportunity, the youth can serve as worthy project evaluators (Zeldin et al. 2000). Widespread study on PM&E revealed that, the involvement of beneficiaries cannot be treated lightly since it will empower them to actively participate in the PM& procedures (Bradley et al. 2002; Cornwall, 1996; Cornwall & Jewkes, 1995; Edun, 2000; Estrella, 2000; Estrella & Gaventa, 1998; Linney & Wandersman, 1998), the onus, therefore, does not lie on the project beneficiaries as the respondent in the field study seems to suggest because they are mostly dormant stakeholders in most development initiatives, their involvement must be deliberate on the part of project funders and implementers (for review see Holte-Mackenzie et al. 2006).

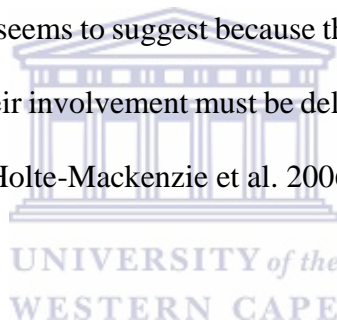


Table 5.10: Distribution of Beneficiaries Possible Remedies in the Existing PM&E

Possible Remedies	Frequency (percentages %)				
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
Is it true that:					
the training of youth in the in the existing PM&E system can ensure their enormous participation?	60(50.0)	35(29.2)	19(15.8)	4(3.3)	2(1.7)
the active involvement of the youth in the PM& E processes can improve the system?	48(40.0)	53(44.2)	11(9.1)	5(4.2)	3(2.5)
formation of beneficiaries associations can improve the involvement of youth	47(39.2)	61(50.8)	4(3.3)	6(5.0)	1(1.7)
collaboration between program implementers and beneficiaries can improve their contribution in the current monitoring and evaluation system	34(28.3)	75(62.5)	9(7.5)	1(0.8)	1(0.8)
given the chance the youth will actively participate in the PM&E processes	23(19.2)	75(62.5)	19(15.5)	1(0.8)	2(1.7)
the involvement of youth in the PM & E activities can curb the current challenges?	20(16.7)	77(64.2)	13(10.8)	5(4.1)	5(4.2)

Source: Filed data, 2016; N=120

5.6: BENEFICIARIES OVERALL LEVEL OF SATISFACTION WITH THE CURRENT PME PROCESS.

The study also conducted overall satisfaction analysis to assess the relationship between the PM&E process of the level of participation in the project by exploring the beneficiaries level of satisfaction with the PME process and their responses on whether they were involved in the initial decision-making. The table above shows a cross-tabulation of beneficiaries' overall level of satisfaction with the PM&E process and their views as to whether they were involved in any decision making processes before the implementation PM&E. An inference from the table above indicates that 73.3% of beneficiaries (youth) who were respondents in this study were not at all satisfied with the PME process while 22.5% were somewhat satisfied with the PM&E process. It is evident that about 95.8% of the total respondents (youth) recounted that the current LESDEP participatory monitoring and evaluation processes of the initiative are not satisfactory. Less than a fifth were satisfied with the PM&E processes. With regards to beneficiaries' involvement in the initial drafting of the PM&E framework, it was revealed in the table above (Table 5.10) that a large proportion of the beneficiaries sampled in the study (90.8%) were not involved in any of the PM&E decisions that eventually put forward the project's PME process, while just about 9.2% of the respondents (youth) gave a positive answer to the same question.

Table 5.11: Overall level of satisfaction with PME process and youth involvement initial decision

NAS		Overall level of satisfaction with the PME Process			Total	
		Satisfied	Somewhat Satisfied	Not at all satisfied		
NS						
Were you involve in any decision making processes before the initiative started	No	Observed Count	5	23	81	109
		Expected Count	4.5	24.5	79.9	109.0
		% of total	100.0%	85.2%	92.0%	90.8%
	Yes	Observed Count	0	4	6	11
		Expected Count	0.4	2.3	7.3	11.0
		% of total	0.0%	14.8%	6.8%	9.2%
Total:		Count	5	27	88	120
		Expected Count	5.0	27.0	88.0	120.0
Expected Count		% of total	4.2%	22.5%	73.3%	100.0%
% of Total						

Source: Filed data, 2016; N=120

5.6 Chapter Summary

The above study findings have demonstrated that youth in PM&E plays a critical role in enhancing participation, empowerment, decision-making, capacity building and above all the sustainability of the development initiatives. In spite of the constraints that confront the youth in their effective inclusion in the PME in the project cycles, their involvement will tend to have a positive effect on

their well-being as project beneficiaries. It was also evident that beneficiaries (youth) of LESDEP development projects were made to serve as mere respondents in the PM&E processes. This youth had no opportunity to participate fully in the processes in the existing PM&E. The scope of stakeholders' participation limited them to greatly influence any of the decision took regarding the existing PM&E framework. Nonetheless, there were still enormous constraints facing the youth as well as project initiators in the current PM&E processes within LESDEP. Consequently, using the study findings as a baseline, the proceeding chapter will draw some inferences from a study which will enable the researcher proffers some conclusions and recommendations.



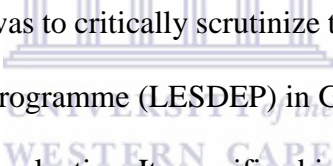
CHAPTER SIX

SUMMARY, CONCLUSION, STUDY LIMITATION AND RECOMMENDATIONS

6.1 Introduction

This chapter is a summary of the results of the study. In addition, it presents an overview of the findings on youth participation in monitoring and evaluation in development intervention programmes in Ghana. The chapter also proffers some recommendations for policy and programme action to involve youth or beneficiaries in participatory monitoring and evaluation in youth-centred initiatives in Ghana.

6.2 Summery



The general objective of the study was to critically scrutinize the existing PM&E proffers by local enterprise and skills development programme (LESDEP) in Ghana to ascertain the level of youth participation in the monitoring and evaluation. Its specific objectives include unfolding the form(s) of monitoring and evaluation present at the Local Enterprise and Skills Development Programm (LESDEP) in Ghana, examine youth (beneficiaries) participation in the existing PM&E framework while vividly pursuing how effective or otherwise of the participatory monitoring and evaluation processes. To also examine some of the impediments that confront the youth and project managers in the current PM&E systems while providing plausible policy reforms for youth participation in monitoring and evaluation of any youth-centred initiatives in Ghana. Finally, making recommendations for policy and programme interventions to actively involve youth in policy monitoring and evaluation in Ghana.

To meet the objectives of the study both quantitative and qualitative data was gathered from the field using beneficiaries and project staff in LESDEP. The study focused on 120 beneficiaries who were or are still with the initiative prior to the survey date. The main consideration of the respondents was all who have or have not participated in the existing participatory monitoring and evaluation framework provided for by the project managers. This was aimed at enabling the researcher to apply accentuate the level of youth or beneficiary's participation by comparing those who partake and those ignored in the existing PM&E process activities.

There was a mixed outcome in the study result as revealed in the various analyses. The results clearly indicated in both the interviewed conducted and the quantitative instrument used that LESDEP has a fairly participatory monitoring and evaluation system. The PM&E approach and definition are abound. It was evident that LESDEP also struggled to unpack the term similar to many of the literature reviewed in chapter two of this study. It was revealed that LESDEP also struggled to distinguish between monitoring and evaluation, hence the terms were also used interchangeably as revealed in similar studies.

Evidently, the youth had a very limited voice in the existing PM&E. An examination of their involvement in the current PM&E revealed that the youth were only made to actively participate in the data collection processes. It was evident that the youth had no monitoring and evaluation skills or know-how. Despite their inabilities with regards to knowledge and skills asset of the youth, the project initiators also failed to assist or train the youth to enable them participate actively in the PM&E process. Inferences drawn from the findings in the quantitative study supported the evident from responses given by the youth in the questionnaire administration that the youth were

ignored in the various stages of the PM&E process activities with the exception of PM&E data collection. In addition, the examination of the youth involvement revealed that they were perceived as job seekers and not partners in the PM&E. The study finding is not consistent with studies from another part of Africa and the world reviewed in chapter two of this study where youth involved in the participatory monitoring and evaluation.

The study result revealed that when beneficiaries are made to involve meaningfully in the PM&E it will serve as great empowerment. Contrastingly, it was evident that given the chance the youth themselves will not participate in the PM&E since they are only interested in acquiring the apprenticeship job. Furthermore, the analysis indicates that there are a number of challenges which include but not limited to the cost of doing PM&E, the interested of the various stakeholders to participate in the processes in the first place, the knowledge, and skills acquisition of the stakeholders and the lack of stakeholders' committees coupled with participant geographical location. The need for youth integration in the existing PM&E is evident, at every level. Yet, from the interviewed conducted, there is perhaps no sense of urgency on the part of project managers to fully assimilate the youth in the existing progress or impact evaluation.

6.3 Conclusion

The results of this study have revealed that there was a lack of recognition for youth in the LESDEP participatory monitoring and evaluation. The aim of this study was to establish the extent to which youth participate in monitoring and evaluation processes in youth-centred initiatives. Precisely, the study focused on investigating the nature of the existing PM&E, the effectiveness of the processes, the level of youth involvement in the various stages in the PM&E, as well as examining

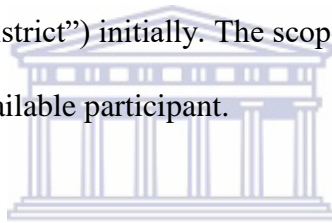
the constraints that confront both the youth and the implementing agency. In order to achieve the aforementioned aim and key objectives of the study the researcher adopted both qualitative and quantitative approach of inquiry, data was sourced from both primary and secondary sources. The researcher administered a structured questionnaire with programme beneficiaries and also conducted semi-structured interviews with project managers from the LESDEP Greater Accra regional office. The responses from the semi-structured interviewed were analyzed using the thematic analytical tool. Additional relevant information was derived from academic journals, programme websites, and PM&E policy reports.

The findings revealed that consistently project managers tend to ignore beneficiaries (youth) in the various stages in the PM&E process activities. The main focus of project managers is to secure beneficiaries job to do rather than involving them in the project monitoring and evaluation. These also have the potential to curtailing the main objectives of the program especially where recipient perceives the initiative, not theirs but rather the implementing agency as revealed in the study. The study has also revealed that the end goal of the youth intervention programme is tied into the ideas of project sustainability forgetting that it can be achieved when the various stakeholders are all on board. However, striving to promote participation which will eventually lead to project sustainability. Youth intervention programmes largely come across as effective ways to reduce the unemployment and hence tend to attract interest for most youth because of this positive reputation. Nonetheless, the notes taken from the field revealed that most development intervention programmes that are mainly for the youth tend not to fail to withstand the test of time. The discussions in chapter four of this study also identified some of the myths surrounding youth intervention programmes and employment in Ghana. Overall, this study contributes to existing

body of knowledge on youth participation in monitoring and evaluation in terms of narrowing the research gap by investigating how youth can actively participate in existing PM&E.

6.4 Study Limitations

Social science studies are not without limitations. The main hurdle that confronted the study was the initial difficulty in getting participants and later, the busy schedule of willing participants that unduly delayed and led to the revision of the researcher's intended scope and schedule (timelines) for the study. Due to these challenges, the researcher conducted the field study in three out of the sixteen districts in the Greater Accra region than what the study sort to do (one district as case study; "La-Nkwantanag Madina District") initially. The scope of the research was reframed to fit the geographical location of the available participant.



Besides, the study was conducted with a relatively small sample. As a result of this limitation, findings must cautiously be interpreted as they do not present enough bases for generalizing across the ten regions which have this youth intervention programme. A rather national data with larger sample size may have presented fairly varied yet much interesting findings in the study. Likewise, this research focused on the beneficiaries of LESDEP programme and failed to provide a picture of youth who have not benefited from the youth initiative and their situation. A comparative study between beneficiaries and non-beneficiaries in the future can be great in this respect.

Again, the empowerment theory acknowledges that the individual or group assets and capabilities do no operate in vacuum to produce efficient development outcome rather in trust with rules, rights, norms, processes and resources. However, this study tends to focus purely on the individual

or collective assets and capabilities and how that can influence beneficiaries' participation in LESDEP monitoring and evaluation processes. In addition, the lack of readily available beneficiaries' data from the LESDEP office in the Greater Accra Region of Ghana remains one of the major limitations of this research. There was data inconsistency, lack of beneficiaries-disaggregated data, and the unavailability of information about beneficiaries exact location, and in instances where they exist, there was a lot of irregularities.

Finally, due to time and resources constrains, the study was not done in the entire region. Thus, a future study should possibly occupy the entire region and if possible use the data as a baseline survey which can be used to measure beneficiaries' participation or empowerment. While other factors such as inadequate funds and lack of adequate beneficiaries list and its accessibility cropped up during the data collection phase but effective cooperation between the researcher and the project officials who collaborated graciously during the data collection processes helped the researcher to obtain the necessary data needed for the study.

6.4 Recommendations

With regards to the findings and insights generated from the study, the following are recommended for programme managers in youth-centred intervention project. Unless efforts are made on the part of programme managers to enable beneficiaries (youth) participate actively in the PM&E process activities (Involve in the: PM&E design, selection of indicators for evaluation, data collection, analysis of data, determining of findings for the evaluation, decision taken after the findings) the assertion of involvement made on behalf of programme recipient in participatory monitoring and evaluation will therefore seem rather futile.

Based on the findings of the study, it is important to state that the PM&E process that is currently been used by LESDEP is not completely participatory, from the designing stage through to the decisions taken based on the PM&E findings. Project managers, as well as donors or funders of development intervention initiatives that are youth-centred, must endeavour to embrace active participation of youth. In instances where beneficiaries have no skills or PM&E knowledge, they must be trained to enable them to participate in the processes. Their involvement can lead to seeing the intervention programme as one that belongs to them, thus the project sustainability.

Regarding the representation of the various stakeholder committees in the PM&E, the youth or beneficiaries must association to bargain their involvement in the existing monitoring and evaluation. The youth who are primary stakeholders in the project must constantly be consulted (must be in the known) in all the project decisions that can directly affect their well-being. The various stakeholder associations, especially the beneficiaries' associations must actively demand their involvement in the entire stages of the PME process activities so they can control and influence the final decision making with their eyes fixed on the benefits they can derive from process.

Besides, it is essential that project initiator recognize beneficiaries as partners and not desperately job seeking recipients. Young-adult collaboration in the PM&E must be strengthened (Young-Adult Monitoring and Evaluation, Y-AM&E). Evidently, the study pointed out that youth have no skills to enable them to participate fully in the PM&E activities. Beneficiaries must acquire new PM&E skills and knowledge as well as master the techniques. This can be done through young-

adult collaboration; thus it must be promoted by the youth as well as the project implementing agency. Furthermore, the implementing agency, as well as donors, must set aside financial capital for their project PM&E. It is beneficial that donors, government or project initiators spend some amount of money to ensure effective monitoring and evaluation which is embedded in participatory approach.

In addition, Ghana has a lot of youth intervention initiatives, all trying to curb the unemployment challenges especially among the economically active generation, however, the success of these projects are questionable due to a number of challenges which does not exclude project participation. It is, therefore, essential that policy makers ebbed PM&E in various youth-centred policies as well as national ones. The emphasis on PM&E should not only be on the project management rather to the benefits of the project beneficiaries. Finally, irrespective of the existence of PM&E unit in LESDEP, the need for support and building of capacity of the units with regards to finance, skills development and equipment in order to able to properly train the various stakeholders to make them active participants in the monitoring and evaluation processes of the entities project.

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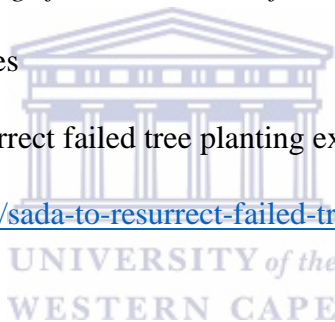
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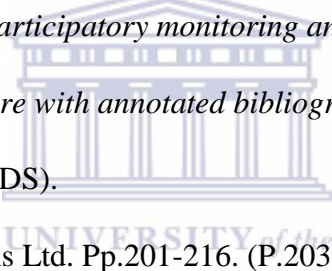
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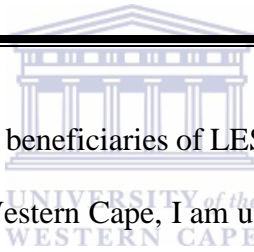
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Appendix A: Individual Instrument for project beneficiaries

The University of Western Cape, Cape Town, South Africa

School of Government



This questionnaire is designed to elicit information from beneficiaries of LESDEP in the Greater Accra Region of Ghana. In total fulfillment of my degree programme at University of Western Cape, I am undertaking a study which aim at investigating youth participation in policy monitoring and evaluation processes in development projects.

All respondents are assured that their responses are for academic purpose and that their identity would be protected at all times based on ethical principles of confidentiality and anonymity. Your cooperation is highly anticipated since the success of the study largely depends on your truthful and sincere response.

This questionnaire has four parts.

- ✓ The first part deals with background information's.
- ✓ The second part examines the nature of participatory monitoring and evaluation M & E of LESDEP
- ✓ The third part focuses on exploring effectiveness of monitoring & evaluation practices of LESDEP.
- ✓ The final part assesses challenges or impediments of the existing participatory monitoring & evaluating and possible recommendations.



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Interview Date		/ /
Contacts of Respondent		
Place of interview	Area	
	District	

SECTION ONE: BACKGROUND INFORMATION

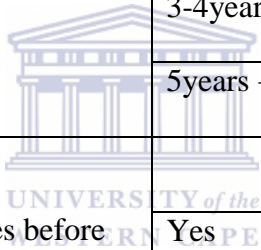
	QUESTIONS	RESPONSE CATEGORIES	✓	CODES
1	What is your sex?	Male		<i>1</i>
		Female		<i>2</i>
2	What is your age?	Below 18 years		<i>1</i>
		18-25years		<i>2</i>
		26-30years		<i>3</i>
		31-35years		<i>4</i>
		36 years and above		<i>5</i>

3	What is your marital status?			
		Single		<i>1</i>
		Married		<i>2</i>
		Separated/ divorced		<i>3</i>
		widowed		<i>4</i>
4	What is your highest level of education completed?			
		No formal education		<i>1</i>
		Completed Primary		<i>2</i>
		Completed JSS/ Middle School		<i>3</i>
		Completed Senior High school		<i>4</i>
		Completed technical or vocational training		<i>5</i>
		Completed nursing/ polytechnic or teacher training		<i>6</i>
		University		

5	What is your main livelihood source?			
		Electrician		1
		Mobile phone repairer		2
		Local garment/fashion designer (Seamstress/Tailor)		3
		Beauty care (Hairdresser) / Barber		4
		Event organizer/ decor manager		5
		Beads making		6
		Window/sliding door designer		7
		Driver		8
		Catering service (Local food seller)		9
		Fish farming		10
		Agro-processing (11
		Welding/ Fabrication		12
		Farming		13
		Photographer		14
Construction		15		

SECTION TWO: THE NATURE OF (M & E)

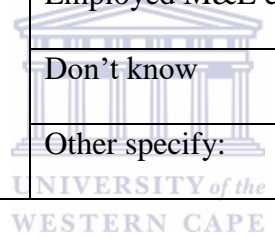
6	How long have you been a beneficiary of LESDAP?			<i>1</i>
		Below six month		<i>2</i>
		Below one year		<i>3</i>
		1-2 years		<i>4</i>
		3-4years		<i>5</i>
		5years +		<i>6</i>
7	Were you involve in any decision making processes before the initiative started?			
		Yes		<i>1</i>
		No		<i>2</i>
		Don't know		<i>3</i>

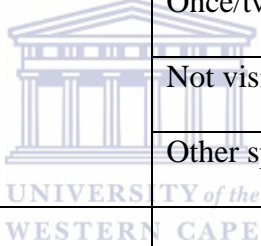


PM&E Activities processes						
	<i>Were you involved in the:</i>	<i>Very Involved</i>	<i>Involved</i>	<i>Somewhat Involved</i>	<i>Not involved</i>	<i>Not at all involved</i>
8	a) Initial design of the PM&E?					
	b) Outcomes choose for PM&E?					
	c) Selection of indicators for PM&E?					
	d) Data collection for PM&E?					
	e) Data analysis for PM&E?					
	f) Determination of findings from the PM&E?					
	g) Decision making after PM&E?					

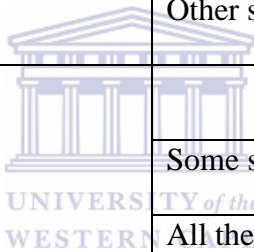
9	Is there a regular/periodic assessments-evaluation of the program/initiative		✓	<i>CODES</i>
		Yes		<i>1</i>
		No		<i>2</i>

		Don't know		3
10	If Yes, who is involved? [Tick all that apply]			
		Some selected beneficiaries (Youth)		1
		All the beneficiaries		2
		LESDEP officials from head office		3
		District LESDEP officials		4
		Employed M&E experts		5
		Don't know		
		Other specify:		6



10	The periodic assessment, when is it usually conducted?	Beginning of the year		<i>1</i>
		Middle of the year		<i>2</i>
		End of the year		<i>3</i>
11	In the last 12 months, how many times were you visited by a LESDEP official(s) concerning any assessment?			
		Once/ twice every 3 months		<i>1</i>
		Once/ twice every 6 months		<i>2</i>
		Once/twice every year		<i>3</i>
		Not visited at all		<i>4</i>
		Other specify:		<i>5</i>
 UNIVERSITY of the WESTERN CAPE				
10	What activities are involved? [Tick all that apply]			
		Training of the youth in M&E processes		<i>1</i>
		Designing of data capturing instruments		<i>2</i>
		Data collection(involving youth &officials)		<i>3</i>
		Analysis of the data		<i>4</i>
		Other specify:		<i>5</i>

11	Who are involved in the existing M&E system? [Tick all that apply]			
		Some selected beneficiaries		<i>1</i>
		All the beneficiaries		<i>2</i>
		Initiators of the project		<i>3</i>
		M & E experts		<i>4</i>
		Don't know		<i>5</i>
		Other specify:		<i>6</i>
12	Who manages all these M&E activities? [Tick all that apply]			
		Some selected beneficiaries		<i>1</i>
		All the beneficiaries		<i>2</i>
		Initiators of the project		<i>3</i>
		Don't know		<i>4</i>
		M & E experts		<i>5</i>
		Other specify:		<i>5</i>
13	Is there a reflection exercise as part of the M&E process?			
		Yes		<i>1</i>



		No		<i>2</i>
		Don't know		<i>3</i>
14	Is the reflection on the results from the M&E process?			
		Yes		<i>1</i>
		No		<i>2</i>
		Don't know		<i>3</i>



15	Who are involve in this reflecting exercise? [Tick all that apply]			
		Selected beneficiaries		<i>1</i>
		All the beneficiaries		<i>2</i>
		Initiators of the project		<i>3</i>
		M & E experts		<i>4</i>
		Don't know		<i>5</i>
		Other specify:		<i>6</i>
16	Are beneficiaries consulted on a possible changes emanating from the M&E processes?			
		Yes		<i>1</i>
		No		<i>2</i>
		Don't know		<i>3</i>
17	If No, Who implements the M &E system?			
		Initiators of the project		<i>1</i>
		M & E experts		<i>2</i>
		District coordinators of the project		<i>3</i>
		Other specify:		<i>4</i>

18	Did you observed any changes in the project after implementation?			
		Yes		1
		No		2
		Don't know		3

Participation

<i>Is it true that:</i>		<i>SA</i>	<i>A</i>	<i>NS</i>	<i>D</i>	<i>SD</i>
19	a) The youth were involved in decision making regarding the initiative LESDEP M&E?					
	b) Youth participate in the implementation stage of the initiative?					
	c) Youth are members of monitoring and evaluation committees (participation)?					
	d) Youth have active roles in the monitoring and evaluation processes?					
	e) The youth are just consulted when the need requires?					
	f) The involvement of the youth is valued by the implementers?					
	g) There are mechanism to help the youth participate in the M&E processes actively?					
	h) The youth participate in meetings/ workshops concerning the progress of the initiative?					
	i) The involvement of the beneficiaries serves as youth empowerment?					

SECTION THREE: EFFECTIVENESS OF THE M & E SYSTEM

Key: SA=Strongly Agree, A=Agree, NS=Not sure, D=Disagree, SD=Strongly Disagree

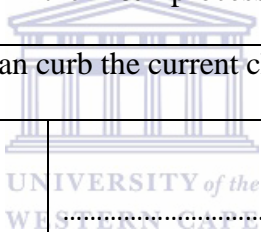
Effectiveness of M & E

Do you think,		SA	A	NS	D	SD
20	a) You have the skills needed to participate in the M & E processes of the initiative?					
	b. A stakeholders' evaluation committee can ensure efficiency in the current M & E?					
	c) Beneficiaries membership in the existing M & E helpful?					
	d) Your participation in beneficiaries' workshop on M & E organized by the implementers useful?					
	c) Beneficiaries are given the opportunity to involve in the existing M & E system?					
	d) The youth involvement in the process can positively impacted on the M & E system?					
	e) You contributed actively in the existing M&E system of this initiative?					
	f) The information you gave has the potential informing future changes in the initiative?					
	g) The findings from the M&E process be incorporated into the LESDEP initiative?					

SECTION FOUR: CHALLENGES THAT CONFRONT YOUTH IN PARTICIPATORY MONITORING & EVALUATION AND POSSIBLE RECOMMENDATIONS.

21	<p>What challenges have hindered the youth participation in the existing M & E system or processes?</p> <p>(Tick all that apply)</p>	RESPONSE CATEGORIES	Yes	No	Don't know
		Lack of institutional support/ legal framework			
		Lack of expertise on the part of the youth			
		Lack of fund needed for M &E activities			
		Absence of beneficiaries association			
		Inability on the part of initiators to implement the stipulated M &E			
		Failure of LESDEP management to involve the beneficiaries			
		Geographical location of beneficiaries			
		Lack of interest on the part of program beneficiaries (youth).			

Key: SA=Strongly Agree, A=Agree, NS=Not sure, D=Disagree, SD=Strongly Disagree					
Possible Remedies					
<i>It is true that,</i>	SA	A	NS	D	SD

22	The training of youth in the in the existing M&E system can ensure their enormous participation							
	The youth should be actively involved in the PM& E processes							
	Formation of beneficiaries associations can improve the involvement of youth							
	Collaboration between program implementers and beneficiaries can improve their contribution in the current monitoring and evaluation system							
	Given the chance the youth will actively participate in the M&E processes							
	The involvement of youth in the M & E activities can curb the current challenges							
23	In general how satisfied are you with your current involvement in the existing M&E processes of LESDEP?	 <p>.....</p> <p>.....</p> <p>.....</p>						

PLEASE THANK YOU.

Appendix B: Semi-Structure Questionnaire for project officials.

LESDAP OFFICIALS (INTERVIEWS)

The University of Western Cape, Cape Town, South Africa

School of Government

This questionnaire is designed to elicit information from officials of LESDAP in the Greater Accra Region of Ghana. In total fulfillment of my degree programme at University of Western Cape, I am undertaking a study which aim at investigating youth and their participation in policy monitoring and evaluation processes in development projects.

All respondents are assured that their responses are for academic purpose and that their identity would be protected at all times based on ethical principles of confidentiality and anonymity. Your cooperation is highly anticipated since the success of the study largely depends on your truthful and sincere response.

This questionnaire has four parts.

- ✓ The first part deals with background information's.
- ✓ The second part examines the nature of participatory monitoring and evaluation M & E of LESDEP
- ✓ The third part focuses on exploring effectiveness of monitoring & evaluation practices of LESDEP.

- ✓ The final part assesses challenges or impediments of the existing participatory monitoring & evaluating and possible recommendations.

SECTION A: BACKGROUND INFORMATION

[Read this: Please before the main questions, I would like to take a few questions about yourself and your involvement in the LESDEP initiative]

1. Could you please state your current position here at LESDEP?



SECTION B: NATURE OF PM&E

[Read: The following questions will seek for some answers in terms of the nature of monitoring and evaluation system that LESDEP has.]

1. **What policy and monitoring and evaluation system does LESDEP use to monitor the progress of the initiative (Type/Forms/system)?**

- ✓ Who are involved in the monitoring and evaluation?
- ✓ How is it operated?
- ✓ And by who?
- ✓ When is it done?

2. Are the youth (beneficiaries) involved in the current monitoring and evaluation system?

- ✓ Do the beneficiaries have the needed skills to participate in these processes?
- ✓ Are there mechanisms to assist the beneficiaries?
- ✓ At what stage are they involved?
- ✓ Are there enough resources to conduct participatory monitoring and evaluations?
- ✓ To what extent are they allowed to participate in the existing processes?

3. Did you provide any career guidance before selecting your beneficiaries?

- ✓ Could you describe the nature of the career guidance?
- ✓ How many days or weeks?
- ✓ Do you think after the guidance they were equipped enough to select their apprenticeship?
- ✓ Were the beneficiaries allowed to select the apprenticeship job they wanted?

SECTION C: EFFECTIVENESS OF THE M&E

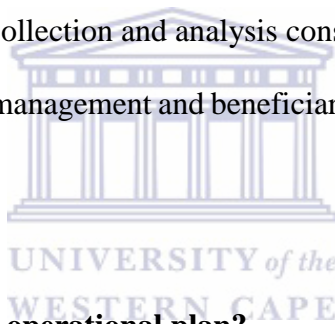
4. Does the current M &E incorporate all the stakeholders (beneficiaries)?

- ✓ Do you have a stakeholders' evaluation committee?
- ✓ Do you organize stakeholder workshops?

- ✓ Do you organize shared learning events with stakeholders during the monitoring process?
- ✓ Does implementers timely report to stakeholders, addressing their specific information needs?

5. Did the initiative has a monitoring and evaluation plan at the start of a project?

- ✓ Was this developing in collaboration with stakeholders?
- ✓ Did the information collect integrated in the plan?
- ✓ Were their views on data collection and analysis considered?
- ✓ How helpful is the data to management and beneficiaries about possible action that needs to be taken?



6. How is M & E linked to your operational plan?

- ✓ Did you decided on essential data to be collected?
- ✓ As well as you went about collecting the data?
- ✓ Was the processing and reflecting done together with the beneficiaries who are involved in the project?

7. How was the outcome of the current PME process?

- ✓ How effectively were the processes?
- ✓ Did it able to achieve its intended objectives?

SECTION D: IMPEDIMENTS OF THE SYSTEM

7. What factors/challenges hinder the effective participation of youth in the M&E processes of LESDEP programme?

8. What measures should be put in place to address these challenges?

Thank you



Appendix C: Consent Form for Project Beneficiaries.

**FACULTY OF ECONOMIC AND
MANAGEMENT SCIENCES
SCHOOL OF GOVERNMENT**



CONSENT FORM FOR BENEFICIARIES (QUESTIONNAIRE)

TITLE: Rethinking youth participation in monitoring and evaluation. The case of Local Enterprise and Skills Development Programme (LESDEP).

**UNIVERSITY of the
WESTERN CAPE**

I have read the information presented in the information letter about a study being conducted by **Evans Sakyi Boadu** towards the Masters at the School of Government (SOG) at the University of the Western Cape.

This study has been described to me in a language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and was informed that I may withdraw my consent at any time by advising the student researcher.

With full knowledge of all foregoing, I agree to participate in this study.

Participant Name : _____

Participant Signature : _____

Date : _____

Place : _____

Student Researcher : _____

Student Researcher Signature : _____

Student Number : 3616746

Mobile Number : 0717631128

Email : paakwasi4u@gmail.com

I am accountable to my supervisor : Professor Isioma Ile

School of Government (SOG)

Telephone : +2195938291

Fax :

Email : iile@myuwc.ac.z

Appendix D: Participation Information Sheet for Beneficiaries

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES SCHOOL OF GOVERNMENT



PARTICIPATION INFORMATION SHEET FOR BENEFICIARIES (QUESTIONNAIRE)

TITLE: Rethinking youth participation in monitoring and evaluation. The case

**UNIVERSITY of the WESTERN CAPE
Local Enterprise and Skills Development Programme (LESDEP).**

Dear Participant,

You are invited to participate in a research study conducted by **3616746 Evans Boadu Sakyi**. It is in partial completion of the researcher's mini-thesis/thesis towards the M.Admin Degree at the School of Government, at the University of the Western Cape.

Before you decide to participate, it is important for you to understand the purpose of the research and what it would entail. Please take time to read the following information carefully and discuss it with others if you wish. If you are unclear of anything, I would be happy to answer any questions you may have.

PURPOSE OF THE STUDY

The purpose of this study is to examine youth participation in monitoring and evaluation processes with special reference to the Local Enterprise and Skills Development Programme (LESDEP) in Ghana.

DESCRIPTION OF STUDY AND YOUR INVOLVEMENT

The study focuses on issues related to youth participation in monitoring and evaluation in youth initiatives with special reference to (LESDEP). The researcher intent to administer an individual questionnaire with all the sampled beneficiaries in attempt to gather the needed data for this study.

CONFIDENTIALITY

Please be advised that the results of the study will neither divulge the organisation's particulars nor the individual particulars, as to maintain confidentiality at all times. Any information that can connect the responses to an individual or organisation will remain confidential and will be disclosed only with your permission. The researcher shall keep all records and tapes of your participation, including a signed consent form which is required from you should you agree to participate in this research study, and locked away at all times.

VOLUNTARY PARTICIPATION AND WITHDRAWAL

Your participation in this research is entirely voluntary, which means that you are free to decline from participation. It is your decision whether or not to take part. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. If you decide to participate in the study, you are free to withdraw at any time – and without giving a reason. You may also choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.

PAYMENT FOR PARTICIPATION

There are no costs to the participant for partaking in the study.

INFORMED CONSENT

Your signed consent to participate in this research study is required before I proceed to interview you. I have included the consent form with this information sheet so that you will be able to review the consent form and then decide whether you would like to participate in this study or not.

QUESTIONS

Should you have further questions or wish to know more, I can be contact as follows:

Student Name : Evans Boadu Sakyi
Student Number : 3616746
Mobile Number : 0717631128
Work Number :
Email : paakwasi4u@gmail.com

I am accountable to my supervisor : Professor Isioma Ile
School of Government (SOG) : University of Western Cape
Telephone : +27 2195938291
Fax :
Email : iile@myuwc.ac.za



Appendix E: Consent Form for LESDEP Officials (Interviews)



UNIVERSITY of the
WESTERN CAPE

**FACULTY OF ECONOMIC AND
MANAGEMENT SCIENCES
SCHOOL OF GOVERNMENT**

CONSENT FORM FOR LESDEP OFFICIALS (INTERVIEWS)

RESEARCH TITLE: Rethinking youth participation in monitoring and evaluation. The case of Local Enterprise and Skills Development Programme (LESDEP).

I have read the information presented in the information letter about a study being conducted by **Evans Sakyi Boadu** towards the Masters at the School of Government (SOG) at the University of the Western Cape.

This study has been described to me in a language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and was informed that I may withdraw my consent at any time by advising the student researcher.

With full knowledge of all foregoing, I agree to participate in this study.

Participant Name : _____
Participant Signature : _____
Date : _____
Place : _____

Student Researcher : _____
Student Researcher Signature : _____
Student Number : 3616746
Mobile Number : 0717631128
Email : paakwasi4u@gmail.com

I am accountable to my supervisor : Professor Isioma Ile
School of Government (SOG)
Telephone : +2195938291
Fax : _____
Email : iile@myuwc.ac.za

Appendix F: Participation Information Sheet (Interviews) (LESDEP Officials)



**FACULTY OF ECONOMIC AND
MANAGEMENT SCIENCES
SCHOOL OF GOVERNMENT**

PARTICIPATION INFORMATION SHEET (INTERVIEWS)

(LESDEP OFFICIALS)

RESEARCH TITLE: Rethinking youth participation in monitoring and evaluation. The case of Local Enterprise and Skills Development Programme (LESDEP).

Dear Participant,

You are invited to participate in a research study conducted by **3616746, Evans Boadu Sakyi**. It is in partial completion of the researcher's mini-thesis/thesis towards the M. Admin Degree at the School of Government, at the University of the Western Cape.

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PURPOSE OF THE STUDY

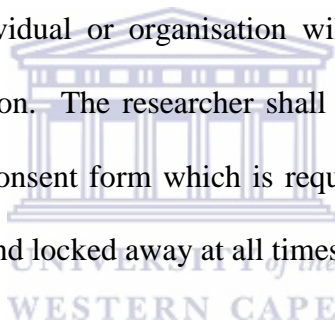
The study purpose is to examine youth participation in monitoring and evaluation processes of youth initiative in Ghana with special reference to the Local Enterprise and Skills Development Programme (LESDEP).

DESCRIPTION OF STUDY AND YOUR INVOLVEMENT

The study focuses on issues related to youth participation in monitoring and evaluation in youth initiatives (LESDEP). The researcher intent to interview programme officials responsible for monitoring and evaluation in attempt to gather the needed information for this study.

CONFIDENTIALITY

Please be advised that the results of the study will neither divulge the organisation's particulars nor the individual particulars, as to maintain confidentiality at all times. Any information that can connect the responses to an individual or organisation will remain confidential and will be disclosed only with your permission. The researcher shall keep all records and tapes of your participation, including a signed consent form which is required from you should you agree to participate in this research study, and locked away at all times.



VOLUNTARY PARTICIPATION AND WITHDRAWAL

Your participation in this research is entirely voluntary, which means that you are free to decline from participation. It is your decision whether or not to take part. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. If you decide to participate in the study, you are free to withdraw at any time – and without giving a reason. You may also choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.

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INFORMED CONSENT

Your signed consent to participate in this research study is required before I proceed to interview you. I have included the consent form with this information sheet so that you will be able to review the consent form and then decide whether you would like to participate in this study or not.

QUESTIONS

Should you have further questions or wish to know more, I can be contact as follows:

Student Name : Evans Boadu Sakyi
Student Number : 3616746
Mobile Number : 0717631128
Work Number :
Email : paakwasi4u@gmail.com

The logo of the University of Western Cape, featuring a classical building facade with columns and a pediment, with the text 'UNIVERSITY of the WESTERN CAPE' below it.

I am accountable to my supervisor : Professor Isioma Ile
School of Government (SOG) : University of Western Cape
Telephone : +27 2195938291
Fax :
Email : iile@myuwc.ac.za

Appendix G: Determination of Sample Size for Beneficiaries Population.

Using a margin error of 8%, the computation was done using the formula:

$$n = \frac{N}{1 + N(a^2)},$$

Where; n = Sample size

N = Total number of Beneficiaries (500)

a = Margin of Error (8%)

Therefore, $n = 500 / 1 + 500(0.08^2) = 119$ Beneficiaries.

Hence, the sample size for households is 119. However, the computations exceeded by 1 more beneficiary, putting total sample size to 120 beneficiaries.

Source: Authour's Computations, Field Survey – August, 2017.

