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RESEARCH METHODOLOGIES FOR EVALUATING UNIDO'S VOCATIONAL TRAINING FOR RETURNED REFUGEES IN LIBERIA

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**Research methodologies for evaluating UNIDO's
vocational training for returned refugees in Liberia**

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Abstract

This working paper summarizes the research methods used in two UNIDO research studies assessing the impact of UNIDO's vocational training programmes on the economic reintegration of returnees in Liberia. UNIDO provided training programmes in Liberia between 2013 and 2014 to facilitate the economic reintegration of returnees from neighbouring West African states. The research team carried out studies to assess the impact of the training programmes in late 2014 and 2016. This paper presents the data collection methodologies employed in the studies and provides an overview of the key challenges the research team faced in order to enhance institutional knowledge and capacity to monitor and evaluate vocational training programmes for returnees.

1 Introduction

This working paper summarizes the research methods used in previous studies to assess the impact of UNIDO's vocational training programmes intended to promote the economic reintegration of Liberian returnees. The central aim of this paper is to share lessons learnt and to strengthen UNIDO's internal capacity to monitor and evaluate vocational training programmes. The methodologies summarized in this paper can be adapted and used in the assessment of comparable UNIDO programmes and projects.

The economic reintegration of returnees remains one of the most daunting challenges in post-crisis recovery efforts. Among those affected by war, the repatriation of refugees to post-conflict environments deserves particular attention due to the specific problems they face. The average duration of exile of refugees is presently more than two decades. During protracted periods of exile, most refugees lose the foundations of their life in their country of origin. Key livelihood assets such as farmland and livestock may have been destroyed or stolen. Moreover, most returnees lose their personal networks in their country of origin, which often present a crucial safety net in the Global South in the absence of State welfare provision (Schaffer, 1994).

In the face of these challenges, aid agencies aim to facilitate the reintegration process of returnees by assisting in the recovery of their economic livelihoods. In recent years, the provision of technical and vocational training has been used as a strategy to empower refugees to build livelihood skills and attain economic self-reliance, across a variety of contexts (for instance, Jabbar & Zaza, 2016; Shabaneh, 2012; Jabbar & Zaza, 2016; Pietka-Nyakaza, 2015; Jansen, 2015; Amone-P'Olak, 2007).

UNIDO has taken an increasingly active role in providing vocational training to returnees. Between 2013 and 2014, UNIDO provided two training programmes in Liberia to facilitate the process of economic reintegration of refugees repatriating from neighbouring West African states. To assess the impact of these programmes, a research team conducted studies in late 2014 and 2016. The objective of this working paper is to present the data collection methodologies and research approach used by the team, and to highlight the lessons learnt on how to deal with the key challenges faced during the research phase, with the intention of enhancing institutional knowledge and improving the capacity to monitor and evaluate vocational training programmes.

2 Background: UNIDO's vocational training programmes in Liberia

Liberia experienced a devastating 14-year civil war, which forced tens of thousands of Liberians out of the country. The Liberian civil war ended in 2003 with the signing of a final ceasefire agreement between the warring parties. After a decade of peace and stability in Liberia, the international community invoked the Cessation Clause on 30 June 2012, ending the refugee status of the Liberians who had fled the country during the civil war. As a result, there was a surge in the number of returnees to Liberia in 2012. By the end of 2012, UNHCR announced the completion of the voluntary repatriation process of over 155,000 Liberians, 23 years after the outbreak of the civil war.

Whilst the Government of Liberia assumed responsibility for the reintegration of returnees, the extent of its assistance and support was extremely limited in practice, due primarily to budgetary and capacity constraints. According to official UN statistics, Liberia's GDP per capita in 2014 was estimated at USD 483. Approximately two-thirds of all Liberians live in poverty, and the country's economy still relies heavily on foreign assistance from donor states. Moreover, ensuing disasters severely damaged the economic adjustment of recent returnees; between 2014 and 2015, Liberia, like Sierra Leone and Guinea, suffered severe economic hardship due to the prevalence of the deadly Ebola virus.

In the face of these daunting challenges, the Liberian government called for international assistance to help facilitate the reintegration of returnees. Against this backdrop, UNIDO provided two training programmes in Liberia between 2013 and 2014 to support the economic reintegration of returnees from neighbouring West African states. The first training programme, the *Entrepreneurship Development Programme* (hereafter EDP), was designed to provide 120 hours of training consisting of two modules. The first module was *Introduction to Entrepreneurship, Work and Life Skills* and the second was *How to Establish and Manage Your Business*. In total, the EDP trained 685 beneficiaries between November 2013 and May 2014. The second training programme, the *Skills Training Programme* (hereafter Skills Training), offered participants training in a wide range of vocational skills and techniques, such as plumbing, beauty care, catering, computer hardware servicing, auto mechanics, baking and hair braiding. In total, the project trained 327 beneficiaries between March and July 2014.

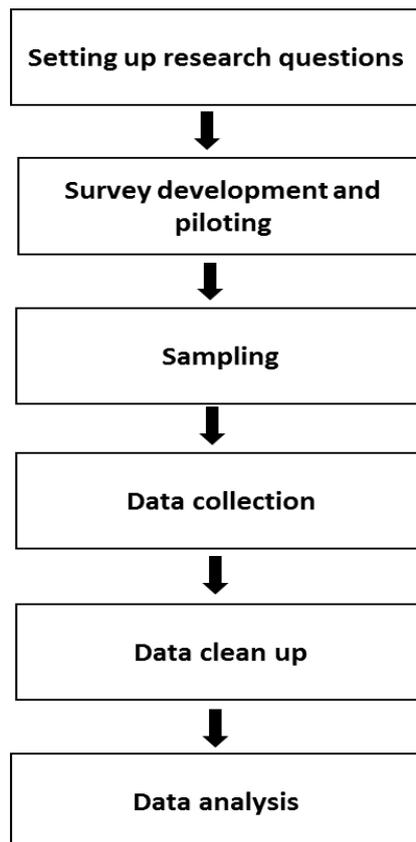
To determine the impacts of these training programmes on the reintegration process of returnees in Liberia, two studies were carried out by a research team in 2014 and 2016. The following sections present a more detailed account of the research methods, design and approach used in the two research studies.

3 Research methodologies for the initial study in 2014

The research team conducted an initial study between October and December 2014 to examine the training programmes' impact on the economic reintegration of returnees in Liberia. The research team consisted of a lead international consultant and two former national project staff of UNIDO Liberia, with the UNIDO project manager at headquarters acting as an advisor.

The research instruments included 1) a survey questionnaire; 2) short interviews with project beneficiaries; and 3) a review of secondary resources, including project documents. The survey questionnaire was the primary instrument among these data collection tools. Given the complexities of the research study, it would have been best to combine this quantitative instrument with more in-depth interviews with beneficiaries; however, due to the limited financial resources available for the study, it was not possible to conduct additional qualitative interviews. The sequencing of research is summarized in the following flowchart:

Figure 1 Sequencing of 2014 research



3.1 Survey development and piloting

The first step in the research process was the development of the survey questionnaire. The international consultant designed the draft survey questionnaire and revised it several times following consultation with UNIDO project staff members. Once the final version of the survey had been completed, it was piloted with UNIDO staff members in Liberia to assess whether all questions were properly and clearly phrased and to determine how long it would take respondents to complete one survey. The final version of the 2014 survey is attached as Appendix 1.

We decided to use two UNIDO national staff members to conduct the survey for the collection of data for the following reasons: first, they were already familiar with the programme beneficiaries and were trusted by them, thus facilitating access to the beneficiaries and encouraging their participation in the study. Second, due to the project's limited budget, it was not possible for the research team to employ external research assistants. Both national research assistants had previous experience in conducting surveys, and were also provided a short training session on the proper procedures for carrying out the survey questionnaire.

3.2 Sampling

Once the survey questionnaire had been designed, we focused on selecting our sample. Impartial selection of survey participants is pivotal to avoid over- or under-representation of specific voices or groups (see Krause, 2017). A non-random sample, especially when that sample is small, often does not yield a sufficient number of respondents or unsuitable respondents in order to arrive at generalizable findings, to test hypotheses and to identify causal relationships (Jacobsen & Landau, 2003).

As already mentioned above, the EDP trained 685 beneficiaries, of which a total of 327 beneficiaries participated in the Skills Training programme. For the survey, we randomly selected 74 respondents, including 37 former beneficiaries of the EDP and 37 former beneficiaries of the skills training programmes. Of the total of 74 respondents, 33 were male and 41 were female beneficiaries.

In the process of selecting random samples, one challenge the research team faced was the lack of basic information about the programmes' beneficiaries. The dataset the UNIDO project had compiled was generally out-of-date and sometimes inaccurate; for instance, the contact information for several project beneficiaries had either not been updated or had been erroneously recorded. These errors in the dataset rendered some of the sample beneficiaries

inaccessible, and they had to be replaced with newly selected beneficiaries. This, in turn, affected the randomness of our sample to a certain extent.

3.3 No baseline data and no control group

In addition, the existing dataset—which ideally should serve as the baseline data for the programme beneficiaries—lacked some crucial information. For instance, the dataset did not contain information about the types of income-generating activities and income levels of participants prior to their participation in UNIDO’s training. To deal with this challenge, we decided to retroactively collect this information from the beneficiaries in our own survey; however, for data accuracy purposes, it would have been best to collect this information before the training programmes were implemented.

To establish a causal link between different variables, many social scientists rely on comparative studies. One of the common—albeit not always practicable—ways of establishing such a causal link is by comparing two groups, one of which serves as a ‘control’ (see King, Keohane and Verba, 1994; Landau, 2003). During the initial planning stage, we therefore contacted repatriated refugees who had applied but had not been selected to participate in UNIDO’s projects as our control group. Unfortunately, this group of individuals were not willing to participate in our research study because they had been rejected from participating in UNIDO’s programmes. As will be discussed later, the absence of a control group is one of the major limitations of our research study.

3.4 Research ethics

While ethical issues arise at a number of stages during social science research, research on refugees often requires heightened sensitivity to any ethical issues that might arise in the course of the study (Bloch et al., 2012; Krause, 2017; Mackenzie et al., 2007; Kabraninan-Melkonian, 2015; Leaning, 2001; Clark-Kazak, 2017).

The explanation of the purpose of the research to potential participants is one of the most fundamental ethical codes in social science research (Creswell, 2014). In accordance with this fundamental rule, the researchers explained the aim of the research study prior to conducting the survey questionnaire and requested the respondents to sign a voluntary participation agreement. The first page of the survey questionnaire included an introductory statement (see the box below). We clearly stated that no financial compensation would be paid to any respondent participating in the study, regardless of his or her socio-economic conditions (we did, however, cover transportation costs for those who travelled to the UNIDO office to be interviewed). Only after obtaining the respondents’ consent to these prerequisites did we start interviewing them.

Good morning/good afternoon. My name is XXX. I am conducting a study on the role of UNIDO's training on the social and economic reintegration of returnees in Liberia. As a returnee, I would like to ask you questions about your own experiences in your social and economic reintegration.

This interview is only for study purposes but the information we gather will help UNIDO and the Liberian government in designing programs for returnees. We therefore ask you to be honest in your answers. This entire survey will take about 30-40 minutes to complete.

Taking part in this survey is totally voluntary - this means that you do not have to participate if you don't want to. Even if you agree to participate, you are free to end the survey at any time. If you ever feel uncomfortable answering some of the questions, you don't have to answer them.

Please understand that we cannot give you any material or financial reward for participating in the interview. Also, participating in this interview does not give you any future benefits from UNIDO or the Liberian government. As I explained, this is strictly for study purpose.

If you have any questions or concerns about the survey, please let me know and I am happy to clarify them.

3.5 Encountering reactivity and expectation

Reactivity is broadly understood as the phenomenon of people changing their behaviour when they are aware that they are being studied (Bernard, 2006). In studies involving refugees, the researcher is likely to elicit expectations of help or be seen as a means to eliciting support, consequently distorting refugees' responses, given the power asymmetry between the researcher and the research participant (Harrell-Bond & Voutira, 2007; Den Boer, 2015; Block et al., 2012; Jacobsen & Landau, 2003).

Despite our efforts, the issue of reactivity seemed to occasionally emerge in our study. Reactivity may intensify when the survey is conducted by employees or researchers from refugee assistance agencies directly. As mentioned above, this was precisely the case, as two UNIDO national staff members were assigned to collect the data. While employing staff members to carry out the survey questionnaire certainly facilitated the task of data collection and ensured better access to respondents, this decision also inevitably contributed to arousing expectations of help among the participants, for instance, privileged access to future UNIDO assistance. Throughout the research period, we dealt with this issue by being as explicit as

possible about the purely academic objectives we were pursuing in the collection of the information. Nonetheless, it was quite difficult to fully eliminate reactivity during the surveys.

Our survey questionnaire included a series of questions on the beneficiaries' perceptions of UNIDO's training programmes, such as *1) Has UNIDO training increased your competitiveness in the job market?; 2) Has UNIDO training contributed to your ability to access a higher income?; and 3) Has UNIDO training increased your overall coping capacities?* Of the 74 participants in total, 44 were not engaged in any income-generating activity at the time of the interview, despite having completed UNIDO's training programmes during the first project phase. Nevertheless, almost no respondent gave any negative answers to the above questions.

Although it is difficult to determinedly interpret this unexpected result, it is possible that the beneficiaries thought they could potentially benefit from future UNIDO programmes if the previous ones were deemed successful. As Jacobsen and Laudau (2003) point out, although employing locals or fellow refugees as interviewers may increase the reliability and validity of the data collected, it is equally important to acknowledge the risk of biased responses.

3.6 Limited time, budget and mobility

Nearly all social science research is constrained to some degree by financial and time-related resources. Given the modest budget for this study, it was not possible for the research team to employ a sufficient number of research assistants. Another major obstacle was the limited time available to conduct extensive surveys due to the ending of UNIDO's interventions in Liberia.

The devastating Ebola epidemic unexpectedly affected data collection phase. Because the field research was being conducted during the final stage of the Ebola epidemic in Liberia in 2014, the physical movements of the two research assistants as well as of the project beneficiaries were often restricted.

3.7 Challenges of evaluating the impacts of training programmes

In our 2014 study, we identified two important methodological caveats in assessing the impact of UNIDO's vocational training programmes. The first one was the relatively short lead time between the completion of the two training programmes (May 2014 for EDP and July 2014 for Skills Training) and the point of data collection (October-December 2014). This timeline may not have been sufficient to effectively capture the training programmes' full impact.

Second, as noted above, the prevalence of the Ebola virus both prior to and during the period of research in late 2014 had a major impact on the reconstruction of livelihoods of repatriating refugees in Liberia. In that study, for example, a large number of respondents blamed the Ebola

crisis for their current unemployment. But to what extent was their current unemployment attributable to the Ebola epidemic? To answer this question, UNIDO had to examine the conditions once the Ebola crisis had subsided. Consequently, our 2014 report concluded—and emphasized—the necessity to carry out a follow-up study to evaluate the role of UNIDO’s vocational training programmes in facilitating the economic reintegration process of returnees.

4 Research methodologies of the follow-up study in 2016

Given the two major caveats that constrained the research in 2014, we conducted a follow-up study between August and September 2016 involving the original participants from the initial 2014 study.

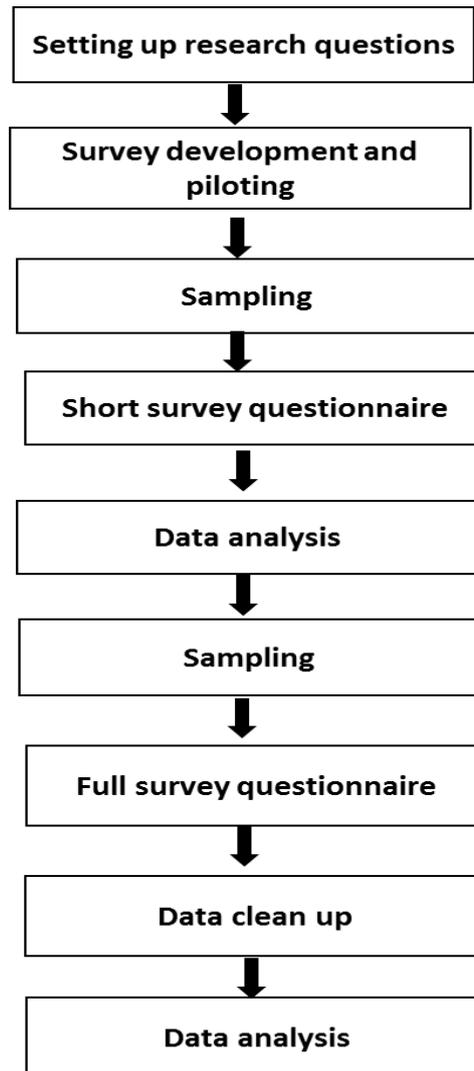
In addition to the research caveats discussed above, we also recognized the significance of follow-up studies that look at the longer-term impacts of training for returnees. Reintegration is often a protracted process, taking place over several years or more after repatriation (Crisp et al., 2008). However, few studies exist that track former trainees to better understand the challenges they face as well as their success (or failure) in socio-economic reintegration (Women’s Refugee Commission, 2007). This dearth of follow-up studies runs the risk of overlooking the long-term significance and impact of training programmes, and may lead to over-emphasizing or under-valuing the impact of such programmes.

Data collection for the follow-up research was carried out by the same lead international consultant who spearheaded the initial study in 2014 and one national project staff member of UNIDO Liberia, who had also conducted surveys in the previous study. The research was again carried out under the guidance of the UNIDO project manager at Vienna headquarters.

4.1 Two-step research approach: short survey

In the follow-up study, we applied a two-step research methodology using two main instruments: 1) a short survey questionnaire, and 2) in-depth interviews with programme beneficiaries. The sequencing of research is summarized in the following flowchart below:

Figure 2 Sequencing of 2016 research



After compiling the research questions, the first step was to develop a short survey questionnaire of nine closed-ended questions only (see Appendix 2). The purpose of this mini-survey was two-fold: 1) to determine how many participants of the previous survey in 2014 we would be able to track down, and 2) to gather information about the current employment status of former programme beneficiaries. Most of these brief surveys were conducted by phone interviews by the UNIDO national staff member, but due to poor telephone networks, several beneficiaries had to be invited to the UNIDO office.

We attempted to contact all 74 beneficiaries who had participated in our previous study in 2014, and succeeded in contacting 50 of them by August 2016. Even though we undertook considerable efforts to reach out to all 74 former participants, 24 of them could not be contacted for various reasons such as a change in phone numbers or emigration from Monrovia or Liberia. This high rate of attrition can be expected given the increased mobility of (former) refugees. Of the 50 participants in the second study (20 men and 30 women), 32 were beneficiaries of the Skills Training programme and 18 of the EDP programme.

The follow-up research revealed that the beneficiaries' employment conditions and socio-economic status had generally improved compared to the results of our initial research in 2014 (see Omata & Takahashi, 2017, for details). Of the 50 beneficiaries who participated in the second study, over 75 per cent had some form of work or participated in a livelihood activity. This is a significant increase compared to the findings of our previous research. As the negative impact of the Ebola crisis had largely subsided, our follow-up study shed light on the potential of vocational training programmes in facilitating the economic reintegration process of returnees in Liberia.

4.2 Two-step research approach: in-depth individual interviews

After the short surveys had provided an overview of the beneficiaries' current employment status, the next data collection phase involved more detailed individual interviews. It is extremely difficult to claim causality between previous training programmes and the participants' current employment and socio-economic conditions. Since many other factors can influence these two variables, it is very difficult to quantitatively establish a link between the beneficiaries' current socio-economic conditions and UNIDO's training programmes. Hence, we used in-depth qualitative interviews in the 2016 study to capture how the respondents perceived the impact of the training programme on their current employment and job status based on their own experiences upon completing the training.

The purpose of these interviews was to record details about beneficiaries' livelihood trajectories, their level of income, as well as their perceptions of the impact of UNIDO's training programme on their current employment and job status. The interview questionnaire was developed by the international consultant and mostly contained open-ended questions. It was piloted by the national research assistant to verify its feasibility and suitability (see Appendix 3). The questionnaire was designed to be completed within approximately 30-40 minutes.

4.3 Sampling

During the short survey, we asked all 50 participants whether they would be willing to be interviewed individually, of which 47 agreed to take part in an in-depth individual interview. We randomly selected 20 individuals from those who had agreed to be interviewed in-depth and gathered more detailed information about their current livelihood and income conditions. We intended to conduct as many interviews as possible among the 47 participants, but due to limited time and financial constraints, we were only able to conduct 20 interviews in total.

4.4 Research ethics

Just as in the previous study, we followed ethical guidelines to ensure protection of our research participants. We were particularly aware that the participants tended to have high expectations of future potential benefits from contributing to the study. Therefore, as we had already done in 2014, we clearly and explicitly stated the aim of our research and emphasized the notion of voluntary participation before conducting the interview.

4.5 Difficulty proving causality

The research findings of the 2016 study highlighted an overall improvement in the beneficiaries' employment conditions and socio-economic status. However, as pointed out above, it is difficult to establish a clear link between the beneficiaries' current socio-economic conditions and UNIDO's training programmes since there are innumerable other variables that can influence people's job search and outcome.

Related to the challenges of establishing causality, the absence of a control group for comparison purposes was again unfortunate. Although a control group would not have automatically allowed for the establishment of causality between UNIDO's training programmes and the beneficiaries' employment conditions, it would add more credible data to make the case for plausibility.

5 Lessons for UNIDO's training programmes and their assessment

In the two research studies conducted in 2014 and 2016, the research team undertook significant efforts to produce meaningful data on the role and impact of vocational training on returnees in the face of the numerous challenges identified above. There are, however, some areas of improvement.

5.1 Need for a systematic follow-up study

UNIDO should create a systematic follow-up research system to better understand the role of vocational training in the economic integration of training recipients beyond the regular monitoring and evaluation procedures. The impact of entrepreneurial and skills training should be evaluated over a longer period to fully grasp its significance (McGrath, 2012). Especially in a country like Liberia, which has experienced widespread economic devastation due to protracted conflict and disease epidemics, the reintegration process can take more than just a few years. However, very few organizations, including UNIDO, conduct systematic studies on the long-term process of economic readjustment of returnees in post-war settings.

The need for follow-up research should be institutionalized in UNIDO. The overall improvement in employment conditions and in the socio-economic status of training beneficiaries was only captured because of the decision of UNIDO's project manager to organize a follow-up study two years later. If this 2016 study had not taken place, the results of the 2014 research study would have represented the final evaluation results of UNIDO's training programmes in Liberia. Such a crucial decision should not simply be left to individual programme managers, but should be embedded as one of the organizational requirements if UNIDO aims to justify the contributions of its assistance programmes to improvements in the socio-economic status of returnees.

5.2 Need for research planning and preparation

As already mentioned, while it is almost impossible to determine causality between participation in a training programme and a participant's current job and socio-economic status, UNIDO can improve the preparatory phase of its assessment studies through more careful programme design.

It is essential for UNIDO programmes to include the collection of robust baseline data of training beneficiaries prior to the implementation of any project. Although UNIDO had a pre-existing dataset of programme beneficiaries in Liberia, this did not serve as a baseline for our research because of a number of flaws in the dataset. In addition, the pre-existing dataset was largely demographic but lacked fundamental data such as current income level. To facilitate the effective collection of baseline data, a uniform set of data collection instruments and processes should be standardized across countries. A more universal dataset will, in turn, enable UNIDO to carry out comprehensive and systematic comparisons of the impact of specific interventions on returnees' economic reintegration.

Furthermore, as reiterated above, UNIDO should always seek to include a control group to enhance the plausibility of the assessed impacts of its vocational training programmes. While this may create an ethical challenge, the organization is able to better illustrate the correlation between its programmes and the economic reintegration of returnees in war-torn countries by comparing beneficiaries of the training with non-beneficiaries.

5.3 Need for a mixed methods approach

Given the complexity involved in evaluating the impact of training on beneficiaries, the research methodology used should ideally combine both qualitative and quantitative methods. In our initial study in 2014, we heavily relied on survey questionnaires, which primarily consisted of closed-ended questions. Establishing quantitative causal evidence between the previous training programmes and the participants' current employment conditions is extremely difficult. In our 2016 research, we therefore used in-depth qualitative interviews to capture how the respondents perceived the impact of the training on their employment and job status based on their own experiences after completing the programme.

In-depth face-to-face interviews also offer more nuanced insights into the variety of possible outcomes for beneficiaries. This, in turn, highlights the difficulty of making generalizations about the reintegration process, which broadly depends on a number of micro and macro factors, including individual asset profiles and the general economic climate (Fransen & Kuschminder, 2012). Given the heterogeneous nature of economic readjustment processes, post-training evaluations based on well-designed qualitative and quantitative studies can contribute to the identification of implementation challenges and can provide insights on how to refine programmes to achieve more meaningful results.

5.4 Need for research resources

As repeatedly highlighted throughout this paper, our research team was often constrained due to inadequate financial resources and time, which limited the extent of the fieldwork, the volume of gathered data and the availability of human resources for research.

As a way forward, if additional resources can be made available, it would be useful to conduct systematic studies on a much larger scale, involving the beneficiaries of training programmes over a period of several years. Ideally, the sample size should be much larger and the selected beneficiaries should be periodically contacted following completion of the training programme. Such comprehensive research can help UNIDO provide more refined measures and glean pragmatic lessons for future programming to support the economic reintegration of returnees.

6 Conclusions

From an academic and advocacy perspective, the benefits of applying rigorous methods in social science research outweigh the costs. Data that is scientifically and ethically collected can create a powerful tool for aid practitioners and policymakers. Better research methods will enable aid organizations to demonstrate the value and impact of their assistance underpinned by evidence. Social sciences harbour a wealth of knowledge to promote such an approach. We believe that the value for UNIDO to establish a systematic methodology to nurture a better understanding of how returnees reintegrate in the economy of their home country with the support of vocational and entrepreneurial training is immeasurable. Such knowledge, based on sound scientific principles, can be used for wider dissemination and responsible advocacy of the organization's work in the area of socio-economic reintegration of returnees in post-conflict settings.

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Appendix 1

Did you complete all questions in the survey?	Yes	No
Did you review the survey to make sure there is no mistake?	Yes	No
Did you finish data entry?	Yes	No

Study on the Role of Training for Socio-economic Reintegration of Returnees (for training beneficiary)

1. Interviewer name: _____
2. Interview date: _____
3. Interview start time: _____
4. Interview end time: _____

Introductory preamble

Good morning/good afternoon. My name is Momo/Joseph. I am conducting a study on the role of UNIDO's training on the social and economic reintegration of returnees in Liberia. As a returnee, I would like to ask you questions about your own experiences in your social and economic reintegration. This interview is only for study purposes but the information we gather will help UNIDO and the Liberian government in designing programs for returnees. We therefore ask you to be honest in your answers. This entire survey will take about 30-40 minutes to complete.

Taking part in this survey is totally voluntary - this means that you do not have to participate if you don't want to. Even if you agree to participate, you are free to end the survey at any time. If you ever feel uncomfortable answering some of the questions, you don't have to answer them.

Please understand that we cannot give you any material or financial reward for participating in the interview. Also, participating in this interview does not give you any future benefits from UNIDO or the Liberian government. As I explained, this is strictly for study purpose.

If you have any questions or concerns about the survey, please let me know and I am happy to clarify them.

Are you willing to voluntarily participate in this survey?

Yes

No (stop and go to next respondent)

A. Demographic information

Thank you very much for taking the time to speak with me. First, I would like to ask some questions about yourself.

Fill in A1-3 before starting interviewing.

A.1	The category of respondent.	1 <input type="checkbox"/> EDP beneficiary 2 <input type="checkbox"/> Skills training beneficiary 3 <input type="checkbox"/> Non-beneficiary
A.2	The ID number	
A.3	The sex of respondent	1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female
A.4	Can I have your name?	
A.5	Can I have your year of birth?	
A.6	What is your marital status now?	1 <input type="checkbox"/> Single (never married) 2 <input type="checkbox"/> Married 3 <input type="checkbox"/> Divorced 4 <input type="checkbox"/> Widowed 5 <input type="checkbox"/> Other 999 <input type="checkbox"/> RA
A.7	Are there people or relatives who depend on you for their daily life?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (go to A.9) 999 <input type="checkbox"/> RA (go to A.9)
A.8	How many dependants are you currently responsible?	1 <input type="checkbox"/> One 2 <input type="checkbox"/> Two 3 <input type="checkbox"/> Three 4 <input type="checkbox"/> Four 5 <input type="checkbox"/> Five 6 <input type="checkbox"/> More than six
A.9	What was your last country of asylum?	1 <input type="checkbox"/> Ghana 2 <input type="checkbox"/> Ivory Coast 3 <input type="checkbox"/> Sierra Leone 4 <input type="checkbox"/> Guinea 5 <input type="checkbox"/> Other (specify) _____
A.10	In which year did you leave Liberia for asylum?	
A.11	In which year did you return to Liberia from your last country of asylum?	

B. Experiences before exile

Next I would like to ask you some questions about your life before you left Liberia.

B.1	Which COUNTY were you living before exile?	
B.2	What was your highest level of formal education before exile?	1 <input type="checkbox"/> Never been to school 2 <input type="checkbox"/> Primary school 3 <input type="checkbox"/> Secondary school 4 <input type="checkbox"/> University 5 <input type="checkbox"/> Master degree or above 6 <input type="checkbox"/> Vocational training school 7 <input type="checkbox"/> Other (specify) _____ 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA
B.3	Were you working before exile?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (go to C.1) 999 <input type="checkbox"/> RA (go to C.1)
B.4	How many years did you work before exile?	
B.5	What was your last job/income-generating activity (IGA) before exile?	
B.6	Was this job/IGA self-employed, employed by others or family business?	1 <input type="checkbox"/> Self-employed 2 <input type="checkbox"/> Employed by others 3 <input type="checkbox"/> Working for family business 4 <input type="checkbox"/> Other (specify) _____ 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA

C. Experiences during your exile

Thank you. Now I would like to ask you some questions about your experiences during your exile.

C.1	Did you receive any formal education during your exile?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (go to C.3) 999 <input type="checkbox"/> RA (go to C.3)
C.2	What was the highest level of formal education you received during your exile?	1 <input type="checkbox"/> Primary school 2 <input type="checkbox"/> Secondary school 3 <input type="checkbox"/> University 4 <input type="checkbox"/> Master degree or above 5 <input type="checkbox"/> Vocational training school 6 <input type="checkbox"/> Other (specify) _____ 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA
C.3	What was your main job/IGA during your exile in THE LAST COUNTRY OF ASYLUM?	
C.4	Was this job/IGA self-employed, employed by others or family business?	1 <input type="checkbox"/> Self-employed (go to C.6) 2 <input type="checkbox"/> Employed by others 3 <input type="checkbox"/> Working for family business (go to C.6) 4 <input type="checkbox"/> Other (specify) _____ (go to C.6) 888 <input type="checkbox"/> DK (go to C.6) 999 <input type="checkbox"/> RA (go to C.6)
C.5	Who was your employer (i.e., UN agency, NGOs, government, private company)?	
C.6	Did you receive any training on entrepreneurship or how to establish a business during your exile?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (go to C.9) 999 <input type="checkbox"/> RA (go to C.9)
C.7	Did you manage to establish a business during your exile?	1 <input type="checkbox"/> Yes (go to C.9) 2 <input type="checkbox"/> No 999 <input type="checkbox"/> RA (go to C.9)
C.8	Why didn't you establish a business during your exile?	
C.9	Did you receive any skills training during your exile?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (go to D.1) 999 <input type="checkbox"/> RA (go to D.1)

C.10	What kind of skills did you learn during your exile?	
C.11	Did you use the skills you learned from training in your main job/IGA during your exile?	1 <input type="checkbox"/> Yes (go to D.1) 2 <input type="checkbox"/> No 999 <input type="checkbox"/> RA (go to D.1)
C.12	Why didn't you use the skills you learned in your main job/IGA during your exile?	

D. Experiences upon repatriation to Liberia

Thank you. I would like to ask you several questions about your own experiences after your return to Liberia.

D.1	Did you receive any formal education after your return to Liberia?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (go to D.3) 999 <input type="checkbox"/> RA (go to D.3)
D.2	What is the highest level of formal education you received after your return to Liberia?	1 <input type="checkbox"/> Primary school 2 <input type="checkbox"/> Secondary school 3 <input type="checkbox"/> University 4 <input type="checkbox"/> Master degree or above 5 <input type="checkbox"/> Vocational training school 6 <input type="checkbox"/> Other (specify) _____ 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA
D.3	Are you currently receiving any overseas remittances or financial support from friends or relatives?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (go to D.5) 999 <input type="checkbox"/> RA (go to D.5)
D.4	On monthly average how much amount of remittances are you receiving? Please give a figure in USD.	
D.5	Are you currently receiving any support from the Liberian government or any organization besides UNIDO?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (go to E.1) 999 <input type="checkbox"/> RA (go to E.1)
D.6	From which organization are you receiving support?	
D.7	What kind of support are you receiving from the organisation(s)?	

E. Job/IGA history upon repatriation

Next I would like to ask you several questions about your jobs/IGAs since you returned to Liberia.

E.1	Since you have returned to Liberia, have you ever been engaged in any job/IGA?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (go to E.34) 999 <input type="checkbox"/> RA (go to E.46)
E.2	How many jobs/IGA have you done since your return?	1 <input type="checkbox"/> One 2 <input type="checkbox"/> Two 3 <input type="checkbox"/> Three 4 <input type="checkbox"/> More than three

If the respondent is engaged in MORE THAN THREE JOBS/IGAs since returned to Liberia, ask ONLY LATEST THREE JOBS/IGAs.

JOB/IGA HISTORY: BEFORE UNIDO TRAINING

First, I would like to know your jobs/IGAs **BEFORE** you received training from UNIDO. You don't need to tell me minor and temporary works you did. Please only tell me **the ones CENTRAL to your income**. Could you give me your first **MAIN job/IGA** after returning to Liberia?

1st job/IGA		
E.3	What was the type of job/IGA?	
E.4	Was this job/IGA self-employed, employed by others or family business?	1 <input type="checkbox"/> Self-employed (go to E.7) 2 <input type="checkbox"/> Employed by others 3 <input type="checkbox"/> Working for family business (go to E.7) 4 <input type="checkbox"/> Other (specify) _____ (go to E.7) 888 <input type="checkbox"/> DK (go to E.7) 999 <input type="checkbox"/> RA (go to E.7)
E.5	Who was your employer?	
E.6	Which was the most important contact for you to find this job?	1 <input type="checkbox"/> Relatives 2 <input type="checkbox"/> Friends 3 <input type="checkbox"/> Religious networks 4 <input type="checkbox"/> Ethnic/tribal networks 5 <input type="checkbox"/> Contacts made in exile 6 <input type="checkbox"/> UN agencies/NGOs or the Liberian government 7 <input type="checkbox"/> Did not use any contacts to get this job 8 <input type="checkbox"/> Other (specify) _____ 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA

E.7	What was the monthly average earning from this job/IGA? Please give a figure in USD.	
E.8	Were you earning enough from this job/IGA to meet the basic needs* of your dependents and yourself? <i>*Food, water, clothing, primary education, housing, and medicines</i>	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 999 <input type="checkbox"/> RA
E.9	Are you still doing this job/IGA?	1 <input type="checkbox"/> Yes (go to E.30) 2 <input type="checkbox"/> No 999 <input type="checkbox"/> RA (go to E.30)
E.10	How long did you do this job/IGA? (year and month)	
E.11	Why did you leave or change this job/IGA? <i>Ask 2nd job/IGA</i>	
2nd job/IGA		
E.12	What was the type of job/IGA?	
E.13	Was this job/IGA self-employed, employed by others or family business?	1 <input type="checkbox"/> Self-employed (go to E.16) 2 <input type="checkbox"/> Employed by others 3 <input type="checkbox"/> Working for family business (go to E.16) 4 <input type="checkbox"/> Other (specify) _____ (go to E.16) 889 <input type="checkbox"/> DK (go to E.16) 999 <input type="checkbox"/> RA (go to E.16)
E.14	What was your employer?	
E.15	Which was the most important contact for you to find this job?	1 <input type="checkbox"/> Relatives 2 <input type="checkbox"/> Friends 3 <input type="checkbox"/> Religious networks 4 <input type="checkbox"/> Ethnic/tribal networks 5 <input type="checkbox"/> Contacts made in exile 6 <input type="checkbox"/> UN agencies/NGOs or the Liberian government 7 <input type="checkbox"/> Did not use any contacts to get this job 8 <input type="checkbox"/> Other (specify) _____ 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA

E.16	What was the monthly average earning from this job/IGA? Please give a figure in USD.	
E.17	Were you earning enough from this job/IGA to meet the basic needs* of your dependents and yourself? <i>*Food, water, clothing, primary education, housing, and medicines</i>	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 999 <input type="checkbox"/> RA
E.18	Are you still doing this job/IGA?	1 <input type="checkbox"/> Yes (go to E.30) 2 <input type="checkbox"/> No 999 <input type="checkbox"/> RA (go to E.30)
E.19	How long did you do this job/IGA? (year and month)	
E.20	Why did you leave or change this job/IGA? <i>Ask 3rd job/IGA</i>	
3rd job/IGA		
E.21	What was the type of job/IGA?	
E.22	Was this job/IGA self-employed, employed by others or family business?	1 <input type="checkbox"/> Self-employed (go to E.25) 2 <input type="checkbox"/> Employed by others 3 <input type="checkbox"/> Working for family business (go to E.25) 4 <input type="checkbox"/> Other (specify) _____(go to E.25) 888 <input type="checkbox"/> DK (go to E.25) 999 <input type="checkbox"/> RA (go to E.25)
E.23	What was your employer?	
E.24	Which was the most important contact for you to find this job?	1 <input type="checkbox"/> Relatives 2 <input type="checkbox"/> Friends 3 <input type="checkbox"/> Religious networks 4 <input type="checkbox"/> Ethnic/tribal networks 5 <input type="checkbox"/> Contacts made in exile 6 <input type="checkbox"/> UN agencies/NGOs or the Liberian government 7 <input type="checkbox"/> Did not use any contacts to get this job 8 <input type="checkbox"/> Other (specify) _____ 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA

E.25	What was the monthly average earning from this job/IGA? Please give a figure in USD.	
E.26	Were you earning enough from this job/IGA to meet the basic needs* of your dependents and yourself? <i>*Food, water, clothing, primary education, housing, and medicines</i>	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 999 <input type="checkbox"/> RA
E.27	Are you still doing this job/IGA?	1 <input type="checkbox"/> Yes (go to E.30) 2 <input type="checkbox"/> No 999 <input type="checkbox"/> RA (go to E.30)
E.28	How long did you do this job/IGA? (year and month)	
E.29	Why did you leave or change this job/IGA?	

JOB/IGA HISTORY: AFTER UNIDO TRAINING

Now I would like to ask you some questions about your job/IGA **AFTER YOU RECEIVED UNIDO TRAINING**.

E.30	When did you complete UNIDO training programme? (year and month)	
E.31	Are you currently engaged in any job/IGA?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (go to E.34) 999 <input type="checkbox"/> RA
E.32	After receiving UNIDO training programme, have you changed your job or your own IGA? <i>STOP!</i> <i>If a respondent answered NO to this question, you need to confirm whether the LAST JOB/IGA BEFORE UNIDO TRAINING in the previous section is his/her current job/IGA. If they do not match, SOMETHING WRONG IN THIS INTERVIEW. Go back to the beginning of section E and carefully restart from E.1.</i>	1 <input type="checkbox"/> Yes (go to E.40) 2 <input type="checkbox"/> No 999 <input type="checkbox"/> RA (go to E.40)

E.33	Why haven't you changed your job/IGA after receiving UNIDO training programme? <i>Go to E.46.</i>	
E.34	Why aren't you currently engaged in any job/IGA?	
E.35	How long have you been without job/IGA?	
E.36	Are you searching for any jobs or thinking of putting up your own IGA?	1 <input type="checkbox"/> Yes (go to E.38) 2 <input type="checkbox"/> No 888 <input type="checkbox"/> DK (go to E.38) 999 <input type="checkbox"/> RA (go to E.38)
E.37	Why aren't you searching any job or thinking of putting up your own IGA?	
E.38	What are major difficulties in finding jobs or putting up your own IGA?	
E.39	How are you coping with your daily needs? Who is helping you? <i>Go to E.46.</i>	

Make sure you ask questions E.40-45 ONLY for UNIDO training beneficiaries who are 1) currently engaged in job/IGA AND 2) have changed his/her main job/IGA after receiving UNIDO training.

Current job/IGA AFTER UNIDO TRAINING		
E.40	What is the type of job/IGA?	
E.41	Is this job/IGA self-employed, employed by others or family business?	1 <input type="checkbox"/> Self-employed (go to E.44) 2 <input type="checkbox"/> Employed by others 3 <input type="checkbox"/> Working for family business (go to E.44) 4 <input type="checkbox"/> Other (specify) _____(go to E.44) 888 <input type="checkbox"/> DK (go to E.44) 999 <input type="checkbox"/> RA (go to E.44)
E.42	Who is your employer?	
E.43	Which was the most important contact to find this job?	1 <input type="checkbox"/> Relatives 2 <input type="checkbox"/> Friends 3 <input type="checkbox"/> Religious networks 4 <input type="checkbox"/> Ethnic/tribal networks 5 <input type="checkbox"/> Contacts made in exile 6 <input type="checkbox"/> UN agencies/NGOs or the Liberian government 7 <input type="checkbox"/> Did not use any contacts to get this job 8 <input type="checkbox"/> Other (specify) _____ 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA
E.44	What is the monthly average earning from this job/IGA? Please give a figure in USD.	
E.45	Are you earning enough from this job/IGA to meet the basic needs* of your dependents and yourself? <i>*Food, water, clothing, primary education, housing, and medicines</i>	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 999 <input type="checkbox"/> RA
E.46	Have you ever used any skills, lessons or techniques you learned from the UNIDO training programme?	1 <input type="checkbox"/> Yes (go to E.47) 2 <input type="checkbox"/> No (go to E.48) 888 <input type="checkbox"/> DK (go to E.49 only if it is a skills training bene) 999 <input type="checkbox"/> RA (go to E.49 only if it is a skills training bene)
E.47	Can you explain in what case?	
E.48	Why haven't you used them?	

ASK E. 49-51 ONLY FOR BENEFICIARIES OF SKILLS TRAINING PROGRAMME

<p>E.49</p>	<p>What type of skills training did you receive from UNIDO?</p>	<p>1 <input type="checkbox"/> Events Decoration 2 <input type="checkbox"/> Food Services 3 <input type="checkbox"/> Front Desk Operations 4 <input type="checkbox"/> House Keeping 5 <input type="checkbox"/> Sewing 6 <input type="checkbox"/> Auto Electrical 7 <input type="checkbox"/> Heavy Equipment Operations 8 <input type="checkbox"/> Plumbing 9 <input type="checkbox"/> Auto Air Conditioning 10 <input type="checkbox"/> Masonry 11 <input type="checkbox"/> Refrigeration & Air-Conditioning 12 <input type="checkbox"/> Residential Electrical Wiring 13 <input type="checkbox"/> Visual Graphic 14 <input type="checkbox"/> Automotive Servicing 15 <input type="checkbox"/> Baking 16 <input type="checkbox"/> Catering 17 <input type="checkbox"/> Computer Hardware Servicing 18 <input type="checkbox"/> Beauty Care 19 <input type="checkbox"/> Hair Care 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA</p>
<p>E.50</p>	<p>Is your current job/IGA the one you received skills training for?</p> <p>STOP! <i>You need to confirm whether the answer of respondent makes sense with other answers in this interview. If the answer does not make sense, you need to make sure whether the respondent is understanding your questions.</i></p>	<p>1 <input type="checkbox"/> Yes (go to F.1) 2 <input type="checkbox"/> No 999 <input type="checkbox"/> RA (go to F.1)</p>
<p>E.51</p>	<p>Why are you engaged in job/IGA that is different from the skills you learned?</p>	

F. Challenges in socio-economic reintegration

Thank you. Now I would like to ask you some questions about the challenges you experienced in your social and economic reintegration in Liberia.

F.1	When you were in the last country of asylum, what challenges did you expect to face in your social and economic reintegration in Liberia?	
F.2	What challenges have you ACTUALLY faced in your social and economic reintegration in Liberia?	
F.3	How are you trying to solve these challenges?	
F.4	Do you need any support from aid agencies or the government for socio-economic reintegration?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (go to G.1) 888 <input type="checkbox"/> DK (go to G.1) 999 <input type="checkbox"/> RA (go to G.1)
F.5	What types of assistance do you wish to have for your social and economic reintegration?	

G. Self-rating questions

Thank you. There are only a few more questions. I would like to ask your perceptions towards your social and economic reintegration in Liberia.

G.1	<p>How do you rate your current social and economic conditions* compared to when you were in exile?</p> <p><i>*Access to job, income, food, education, housing, and health services</i></p>	<p>1 <input type="checkbox"/> Much better 2 <input type="checkbox"/> Better 3 <input type="checkbox"/> The same 4 <input type="checkbox"/> Worse 5 <input type="checkbox"/> Much worse 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA</p>
G.2	<p>How do you compare your current social and economic conditions with the period before you were trained by UNIDO?</p>	<p>1 <input type="checkbox"/> Much better 2 <input type="checkbox"/> Better 3 <input type="checkbox"/> The same 4 <input type="checkbox"/> Worse 5 <input type="checkbox"/> Much worse 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA</p>
G.3	<p>To what extent are you currently able to meet the basic needs* of your dependents and yourself?</p> <p><i>*Food, water, clothing, primary education, housing, and medicines</i></p>	<p>1 <input type="checkbox"/> Able to meet all of these needs 2 <input type="checkbox"/> Able to meet most of these needs 3 <input type="checkbox"/> Not able to meet most of these needs 4 <input type="checkbox"/> Not able to meet these needs at all 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA</p>
G.4	<p>Do you agree that UNIDO training programme has increased your competitiveness to find a job or to establish your IGA?</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Agree 3 <input type="checkbox"/> Neither agree nor disagree 4 <input type="checkbox"/> Disagree 5 <input type="checkbox"/> Strongly disagree 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA</p>
G.5	<p>Do you agree that UNIDO training programme has contributed to your ability to have a higher income?</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Agree 3 <input type="checkbox"/> Neither agree nor disagree 4 <input type="checkbox"/> Disagree 5 <input type="checkbox"/> Strongly disagree 999 <input type="checkbox"/> RA</p>
G.6	<p>Do you agree that UNIDO training programme has increased your overall coping capacities*?</p> <p><i>* The ability to face and manage adverse conditions and challenges using available skills and resources</i></p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Agree 3 <input type="checkbox"/> Neither agree nor disagree 4 <input type="checkbox"/> Disagree 5 <input type="checkbox"/> Strongly disagree 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA</p>

H. Closing remark

Thank you very much for your time and cooperation. This is the end of the interview. Are there any comments you would like to make or anything you would like to know about this research?

I. Interviewer's comments

Put your comments and observation about this respondent.

Appendix 2

Follow-up Study on the Role of Training for Socio-economic Reintegration of Returnees (Survey)

Interviewee name: _____

Interview date: _____

Introductory preamble

Good morning/good afternoon. My name is Momo. I am conducting a quick phone interview with beneficiaries of UNIDO's training on the socio-economic reintegration of returnees. We did research with selected beneficiaries of the training in 2014. Since 1.5 years has passed since then, we are doing a follow-up study with all of those who participated in our 2014 research.

Today, I would like to ask you some questions about your current working situations. This telephone survey will take only 3 minutes to complete.

Taking part in this survey is totally voluntary. If you ever feel uncomfortable answering some of the questions, you don't have to answer them.

Please understand that we cannot give you any material or financial reward for participating in the interview. Also, participating in this interview does not give you any future benefits from UNIDO or the Liberian government.

If you have any questions or concerns about this short survey, please let me know and I am happy to clarify them.

Are you willing to voluntarily participate in this short survey?

Yes

No (stop and go to next respondent)

Fill in 1-3 before starting interviewing.

1	The category of respondent.	4 <input type="checkbox"/> EDP beneficiary 5 <input type="checkbox"/> Skills training beneficiary
2	The ID number	
3	The sex of respondent	3 <input type="checkbox"/> Male 4 <input type="checkbox"/> Female
4	Are you currently engaged in any job/IGA?	3 <input type="checkbox"/> Yes 4 <input type="checkbox"/> No (go to 8) 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA
5	What is the type of job/IGA?	
6	Is this job/IGA self-employed, employed by others or family business?	9 <input type="checkbox"/> Self-employed 10 <input type="checkbox"/> Employed by others 11 <input type="checkbox"/> Working for family business 12 <input type="checkbox"/> Other (specify) _____ 889 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA
7	Do you think UNIDO's training helped you to get your current job/IGA?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> I cannot tell whether it has helped or not. 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA
8	Why aren't you currently engaged in any job/IGA?	
9	Would you mind if I conduct a face-to-face interview with you another time?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 888 <input type="checkbox"/> DK 999 <input type="checkbox"/> RA

Thank you very much for your time and cooperation. This is the end of the interview.

Appendix 3

Follow-up Study on the Role of Training for Socio-economic Reintegration of Returnees (Interview)

Interviewee name: _____

Interview date: _____

Introductory preamble

Good morning/good afternoon. My name is Momo. As I explained, I am conducting a follow-up study with beneficiaries of UNIDO's training on the socio-economic reintegration of returnees.

Today, I would like to ask you several questions about the impact of training on your current socio-economic situations. This interview is only for study purposes. This interview may take about 30 minutes to complete.

Taking part in this survey is totally voluntary - this means that you do not have to participate if you don't want to. Even if you agree to participate, you are free to end the survey at any time. If you ever feel uncomfortable answering some of the questions, you don't have to answer them.

Please understand that we cannot give you any material or financial reward for participating in the interview. Also, participating in this interview does not give you any future benefits from UNIDO or the Liberian government.

If you have any questions or concerns about the survey, please let me know and I am happy to clarify them.

Are you willing to voluntarily participate in this survey?

Yes

No (stop and go to next respondent)

Fill in 1-3 before starting interviewing.

1	The category of respondent.	6 <input type="checkbox"/> EDP beneficiary 7 <input type="checkbox"/> Skills training beneficiary
2	The ID number	
3	The sex of respondent	5 <input type="checkbox"/> Male 6 <input type="checkbox"/> Female

A. BEFORE UNIDO TRAINING

A.1

Before you received training from UNIDO, did you have any job/IGA? If yes, what kind of job/IGA did you have?

A.2

How much monthly income (in USD) were you making from that work?

A.3

Why did you apply for UNIDO's training programmes? What did you want to get out of the training?

A.4

Upon return to Liberia, have you ever received any training programmes from any organisations besides UNIDO? If yes, which orgs and what type of training?

B. AFTER UNIDO TRAINING

B. 1

What type of UNIDO training (EDP or Skills), did you receive?

B. 2

After receiving UNIDO training, have you ever had any jobs/IGA?

B. 3

(If yes) What kind of jobs/IGA have you had? Please tell me all of jobs/IGAs you have done chronologically after completion of training.

Start date	End date	Type of job/IGA

B.4

(If no) Why not? How have you been managing your life?

ASK B. 5-7 ONLY FOR BENEFICIARIES OF SKILLS TRAINING

B.5

What type of skills training did you receive from UNIDO?

B.6

Why did you select that skill?

B.7

Do you think you made a right selection of skill? (If yes) Why? (If not) Why not?

B.8

Are you CURRENTLY engaged in any job/IGA? (Yes: B.6-21 /No: B.22-38)

FOR CURRENTLY WORKING GROUP

B.9

Could you explain what kind of job/IGA that you are currently engaged?

B.10

Is this job/IGA self-employed, employed by others or family business?

B.11

(If employed by others) Who is your employer? How did you find that employment?

B.12

How much income (in USD) are you making from your current job/IGA (in USD)?

B.13

Has your income increased after receiving UNIDO training? If yes, in what way? If not, why not? (Cross-check with an answer for A2)

B.14

(If yes to B.10) Did your increased income contribute to your socio-economic conditions and welfare, including your household members?

B.15

Have you ever used any skills, lessons or techniques you learned from the UNIDO training programme?

B.16

(If yes to B.12) Can you give me a concrete example?

B.17

(If no to B.12) Why haven't you used them?

B.18

Have your socio-economic conditions (income level, access to housing, food, education and health services) improved compared to the period BEFORE you received UNIDO training?

B.19

How do you compare your current socio-economic conditions (i.e. income level, access to housing, food, education and health services) with your neighbours?

B.20

(If better than neighbours) Has UNIDO training contributed to your current socio-economic conditions? If yes, in what way? If not, why not?

B.21

(If worse than or similar to neighbours) Why do you think your socio-economic conditions are worse or similar to your neighbours although you have received UNIDO training?

B.22

To further strengthen your current job/IGA, are there any types of assistance you wish to have? If any, can you give me a concrete example why you need them? If no, why not?

B.23

Do you have any concrete advice to improve UNIDO's training programmes? If yes, give me an example. If not, why not?

B.24

In general (apart from UNIDO), how do you see the value of entrepreneurship and skills training for economic reintegration of returnees?

B.25

When Ebola hit Liberia, did it affect your job/IGA? If yes, in what way? If not, why not?

NOT CURRENTLY WORKING GROUP

B.26

Why aren't you currently engaged in any job/IGA?

B.27

How long have you been without job/IGA?

B.28

How are you coping with your daily needs? Who are helping you?

B.29

Are you searching for any jobs or thinking of putting up your own IGA?

B.30

(If yes) What are major challenges in finding jobs or putting up your own IGA?

B.31

(If not) Why aren't you searching any job or thinking of putting up your own IGA?

B.32

Have you ever used any skills, lessons or techniques you learned from the UNIDO training programme?

B.33

(If yes) Can you give me a concrete example?

B.34

(If no) Why haven't you used them?

B.35

Have your socio-economic conditions (income level, access to housing, food, education and health services) improved compared to the period BEFORE you received UNIDO training?

B.36

How do you compare your current socio-economic conditions (i.e. income level, access to housing, food, education and health services) with your neighbours?

B.37

(If better than neighbours) Has UNIDO training contributed to your current socio-economic conditions? If yes, in what way? If not, why not?

B.38

(If worse than or similar to neighbours) Why do you think your socio-economic conditions are worse or similar to your neighbours although you have received UNIDO training?

B.39

Do you have any concrete advice to improve UNIDO's training programmes? If yes, give me an example. If not, why not?

B.40

In general (apart from UNIDO), how do you see the value of business and skills training for economic reintegration of returnees?

B.41

When Ebola hit Liberia, did it affect your job/IGA? If yes, in what way? If not, why not?

C. Closing remark

Thank you very much for your time and cooperation. This is the end of the interview. Are there any comments you would like to make or anything you would like to know about this research?

D. Interviewer's comments

Put your comments and observation about this respondent.



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