



Final Evaluation Report

Skills, Income and Livelihoods in Karamoja Programme (SILK)

DCI-NSAPVD/2014/337-402



Report of the Evaluation Team:

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Table of Contents

Table of Contents.....	1
Table of Figures.....	2
Table of Tables.....	2
List of Acronyms.....	3
Executive Summary.....	4
1. Introduction.....	7
2.1 Background.....	7
2.2 Purpose and Scope of the Evaluation.....	8
2. Methodology.....	9
2.1 Data collection.....	9
2.2 Data Analysis.....	9
2.3 Sampling.....	9
3.4 Limitations.....	9
3. Findings.....	11
4.1 Relevance: Addressing real problems and needs.....	11
4.2 Effectiveness: Achievement of purpose.....	15
Achievement of overall objective: Contribute to poverty reduction through sustainable and equitable development in target districts.....	15
Achievement of Specific Objective 1: Increased access to employment and income for 3,200 young men and women through improved vocational and non-formal skills training provision.....	16
Achievement of Specific Objective 2: Improved capacity of co-beneficiaries and vocational skills providers to implement vocational skills training, FAL, business skills, and life skills programmes and link employment to the private sector.....	18
Achievement of Result 1: Improve skills in vocational and complementary competencies of 3,200 youth and increased income streams.....	20
Achievement of Result 2: Improve capacity and effectiveness of two LNGOs and relevant district authorities to support youth to develop vocational skills and access employment.....	23
Achievement of Result 3: A functioning Vocational Skills Forum for district officials, LNGOs, INGOs, CSOs and the private sector to exchange learning and to develop employment and market linkages.....	25
4.3 Efficiency: Sound management and value for money.....	29
4.4 Impact: Wider effects of the programme.....	31
4.5 Sustainability: The future of youth livelihoods in Karamoja.....	34
6. Conclusions and Recommendations.....	37
6.1 Conclusions.....	37

6.2 Recommendations	38
7. Annexes.....	42
Annex 1: Terms of Reference of the Final Evaluation.....	42
Annex 2: Profile of the Evaluation Team	42
Annex 3: FGD Tool.....	53
Annex 4: KII Tool	55
Annex 5: Updated Logical Framework Matrix	0
Annex 6: Map of programme implementation area.....	0
Annex 7: List of persons/organisations consulted.....	1
Annex 8: Breakdown of FGDs	2
Annex 9: Literature and documentation consulted.....	3

Table of Figures

Figure 1: Sequenced Phasing of SILK Trainings.....	7
Figure 2: SILK Vocational Skills Trainings	8
Figure 3 size of land owned	15
Figure 4 Cash earnings last month.....	15
Figure 5 Cash earnings in a typical month	16
Figure 6 Regular employment in the past year.....	17
Figure 7 Three main sources of income.....	18
Figure 8 Business skills in which have received any training or have any knowledge.....	20
Figure 9 Literacy and numeracy – Baseline and Endline.....	21
Figure 10 Correct responses to true/false statements on HIV/AIDS	22
Figure 11 Do you have a preference on the gender of your group leader?	23
Figure 12 Do you know of any common practices that lead to degradation of the environment?	23
Figure 13 Beneficiaries accessing support for income generating activities from government/other agencies	24

Table of Tables

Table 1 Differentials in beneficiary earnings between Baseline and Endline.....	17
Table 2 Result 1 Indicators/targets.....	20
Table 3 Improvement in knowledge about hiv/aids	22
Table 4 Number of beneficiaries by training type and gender	31

List of Acronyms

APFS	Agro Pastoral Field School
BTC	Belgian Technical Cooperation
CBM	Community Based Monitor
C&D	Cooperation and Development
CDO	Community Development Officer
CLOFAT	Concern Local Organisation Financial Assessment Tool
DAC	Development Assistance Committee
DCDO	District Community Development Officer
DEO	District Education Officer
DIP	Detailed Implementation Plan
FAL	Functional Adult Literacy
FAO	Food and Agriculture Organisation
FGD	Focus Group Discussion
GoU	Government of Uganda
IRC	International Rescue Committee
KAPB	Knowledge, Attitude, Practices and Beliefs
KALIP	Karamoja Livelihood Programme
KII	Key Informant Interview
KVSF	Karamoja Vocational Skills Forum
MADEFO	Matheniko Development Forum
MAIF	Ministry of Animal Industry and Fisheries
MoV	Means of Verification
NUYDC	Northern Uganda Youth Development Centre
NUSAF	Northern Uganda Social Action Fund ()
OVI	Objectively Verifiable Indicator
OWC	Operation Wealth Creation
PRDP	Peace, Recovery and Development Plan
SILK	Skills, Income and Livelihoods in Karamoja
SPEED	Strengthening Private Sector Engagement in Enterprise Development
SSU	Support Skilling Uganda
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
VFM	Value for Money
VSF	Vétérinaires Sans Frontières
VSLA	Village Savings and Loans
VSO	Voluntary Service Overseas
VST	Vocational Skills Training

Executive Summary

The Final Evaluation of the SILK programme was conducted in September 2017 in order to assess the relevance, effectiveness, efficiency, sustainability and impact of the programme. The evaluation process was participatory and included all three districts targeted by the programme: Moroto (Nadunget and Katiekile sub counties), Nakapiripirit (Nabilatuk and Lolachat sub counties), and Napak (Matany and Lokopo sub counties). The Final Evaluation aimed to systematically identify the programme's successes and challenges, and to highlight lessons learned and future opportunities for supporting youth livelihoods, income generation and food security in Karamoja. The Final Evaluation collected, analysed and triangulated data from a range of sources including an extensive review of the background literature, fieldwork incorporating key informant interviews (KIIs), focus group discussions (FGDs), informal discussions and observation. These data form the foundation of the present report, and are presented here systematically.

SILK aimed to provide 3,200 marginalised vulnerable young women and men (with 60 percent female representation) with vocational skills and complementary skills, delivered in sequenced phasing: first life skills, then Functional Adult Literacy (FAL), followed by technical training in a variety of on-farm and off-farm enterprises, and finally business skills training. Evaluation findings show it has been largely successful in this: 3,138 young people were trained overall: 3,312 in life skills (61 percent female), 3,072 in FAL, 301 in off-farm skills training (50 percent female), 2,976 in on-farm skills training (65 percent female).

SILK differed from most other vocational skills initiatives in the region, in having an entirely community based training model (whereas others deliver through TVET providers), and there were indications from the evaluation that it had influenced other actors to give greater consideration to this approach. However, there was a mixed picture on achievement of objectives and planned results, somewhat obscured by shortcomings in the quantitative data available, over-ambitious and poorly formulated indicators, and lack of effective measurement against these indicators. The key findings against indicators for the objective to increase access to employment and income were:

- 19 percentage point increase on beneficiaries in regular employment between Baseline and Endline
- 15.6 percentage point increase in those who earned 51,000 UGX and over in preceding month (12.4 percentage point increase in those earning over 100,000 UGX)
- 8.4 percentage point increase in those earning 51,000 UGX and over in an average month (4.7 percentage point increase in those earning over 100,000 UGX)
- Little discernible effect on food security

Although it was not possible to derive exact calculations from the available data, it appears that targets on increased employment, earnings, and food security have been missed. Moreover, main sources of income were broadly similar between Baseline and Endline, raising a question mark over extent to which increases in earnings are attributable to the project. However, it should also be noted that some of the project's effect on these measures may not have been captured due to the lag between completing training and starting to utilise and earn from skills, and fact that some groups only finished their training shortly before Endline data was collected.

In relation to complementary skills, the survey and qualitative evidence suggests there has been:

- Some improvement in knowledge and practice connected to HIV/AIDS
- Very little to no improvement in knowledge on environmental conservation
- Substantial change in attitudes around gender equity

- Considerable improvement in literacy and numeracy, but often not fully adequate for application in employment or business.

There were major achievements in relation to improved capacity of co-beneficiary organisations, albeit, due to some internal problems with two of the organisations originally identified, there was only one co-beneficiary organisation supported (MADEFO – a local NGO). Although monitoring data was lacking, qualitative research for the Final Evaluation indicates that substantial capacity has been transferred to MADEFO in relation to capacity to implement youth focused vocational skills programmes, and – most especially – in relation to improved systems, leadership and resource management. There have also been efforts to ensure these gains are sustained (e.g. support with proposal writing, linking to other organisations), although it appears technical capacity in on-farm training delivery has not been fully or sustainably transferred. There was little capacity building of vocational skills providers/trainers, despite its inclusion in the programme design and the inclusion of an indicator in the logframe. However, locally-based trainers received capacity building in FAL and business skills training.

There were mixed findings on linkages to youth schemes and other opportunities for youth to develop skills and income generating activities: at the time of reporting 17 groups had been registered with local government, and were therefore in line to receive support from schemes such as the Youth Livelihoods Programme, but few had benefitted from this (yet); a few links had been made with local employers by individual trainers but this varied between vocations and was limited overall.

The Vocational Skills Forum (VSF) was established and met twice a year as planned. It secured participation primarily from local government and NGOs, and local vocational training institutes. Private sector presence was minimal - a representative of a private sector development association attended, but no private sector bodies have attended the VSF to date. Three issues from the VSF were presented by Concern at the National Youth Working Group.

The approach of the SILK programme was found to be both relevant and culturally sensitive to the needs of the target populations, and to be well-aligned with the wider policy framework. Working through local community-based trainers and monitors, and providing trainings within communities, enhanced access and supported the participation of women in particular. There were some challenges with identifying sufficiently skilled and experienced people to act as locally-based technical trainers, but this was eventually done (with some adjustments to the original plan), and proved highly beneficial.

Beneficiaries pointed to a variety of ways in which the programme positively impacted their lives, including in relation to income generating capacity, literacy and numeracy, confidence, and gender. The impact on gender was particularly striking: findings suggest substantial female empowerment, change in attitudes, and improved/more equal relations between husbands and wives because of the intervention.

The programme was generally well-managed but there were a number of implementation challenges, including with lack of ownership and misuse of start-up kits, and poor quality on-farm inputs (seeds, chickens). Good adaptability was demonstrated in addressing these issues. The monitoring system generally functioned well, although there were some flaws in the logframe design which made monitoring overall performance challenging.

There are mixed indications on sustainability:

- Without further support, some beneficiaries and beneficiary group enterprises may find it difficult to establish and maintain employment/self-employment in the field trained in; further support has not been secured and it is uncertain what groups will receive, if anything
- However, there are some groups and individuals who have a strong enough foundation to succeed, and the establishment of VSLAs promotes sustainability.
- MADEFO is generally well positioned to maintain and build on capacity gains made through SILK.
- Developments in the TVET sector within the sub-region have increased likelihood of achievements and learning from SILK being taken forward; notably, the future of the VSF has been secured in the medium term thanks to support from two development partners (BTC and C&D).

The BTC-led 'Support Skilling Uganda' (SSU) project has brought a concerted attempt to coordinate and strengthen the TVET sector in Karamoja. This should further strengthen the sustainability of SILK achievements. Most obviously, BTC plan to support the continuation of, and build on, the VSF established under SILK and use it to implement their mandate to introduce a Skills Development Committee (which the VSF will potentially replace). Other support that could come through SSU includes greater engagement of the private sector, development of an apprenticeship approach, identification and development of Master Craft Persons as trainers, and support for MADEFO. This has strong potential to develop and embed more firmly in wider policy and practice some of the approaches initiated under SILK (e.g. use of business people as trainers, accessible non-formal skills development).

The evaluation has identified a number of recommendations to enhance future programming and augment the benefits of the SILK programme. These include:

- Jointly developing and agreeing a model/methodology for delivery of non-formal vocational skills in Karamoja.
- Information sharing between relevant agencies and NGOs promoting youth skilling and livelihoods in Karamoja, including to create shared databases of beneficiaries and trainers.
- Supporting emerging skills and businesses; cementing FAL learning, requiring beneficiaries to demonstrate commitment before supporting with training or start-up support.
- Tailoring training packages to learner needs.
- Tailoring to local market and environmental conditions; taking into consideration issues of group dynamics.
- Further support capacity of local NGOs/CSOs, including to enhance their access to international donor funded interventions.

Several recommendations for the Vocational Skills Forum have also emerged, including collaborative engagement of central government on key issues such as accreditation and devolution to district level to promote sustainability.

1. Introduction

2.1 Background

Karamoja is the poorest region in the country and one of Concern Uganda's main operational areas. Of the million people living in Karamoja, 79 percent of households live in poverty along with consistently having the worst health and development indicators in Uganda. Low education rates have resulted in high levels of illiteracy- only 6 percent of women and 12 percent of men are literate. Without formal education, youth find it difficult to access formal vocational skills training. Livelihoods for Karamajong youth are changing from traditional agro pastoralism and shifting towards other livelihood opportunities. In the past few years, security in Karamoja has much improved, paving the way for various development (human, infrastructure, financial) projects and facilitating improved linkages between Karamoja and other regions of Uganda. Due to increased investments, employment opportunities for people with skills are increasing as labour markets expand. It is an opportune time for young men and women in Moroto, Nakapiripirit and Napak districts to focus on developing their technical and vocational skills in order to increase access to employment and income generating activities. This programme focuses on ensuring the most vulnerable youth will be able to access these new employment opportunities through the provision of vocational and non-formal skill training.

Concern Worldwide Uganda implemented a three-year, European Union funded vocational skills and livelihoods programme called *Skills, Income and Livelihoods in Karamoja programme (SILK)* in partnership with a local non-governmental organisation, Matheniko Development Forum (MADEFO). The programme commenced in November 2014 and was implemented in Moroto District (Nadunget and Katikekile), Nakapiripirit District (Nabilatuk and Lolachat), and Napak District (Matany and Lokopo) in the Karamoja sub-region of Uganda. SILK is an extension of Concern's original youth livelihoods programme, Vocational Skills and Training (VST) in Karamoja, which was successfully implemented from 2009-2013.

The SILK programme aimed to provide 3,200 marginalised vulnerable young women and men with vocational skills and complementary transferrable life skills, delivered in sequenced phasing as shown in Figure 1. The programme aims to increase access to employment and income generation for the target youth.

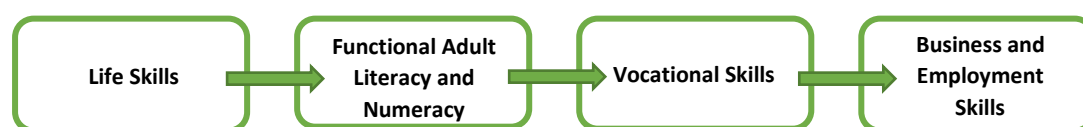


FIGURE 1: SEQUENCED PHASING OF SILK TRAININGS



FIGURE 2: SILK VOCATIONAL SKILLS TRAININGS

The programme's phased approach begins with Life Skills training for all beneficiaries, which focuses on building foundational skills like communication, goal visualization and problem-solving. After Life Skills training, beneficiaries are streamed into either Functional Adult Literacy (FAL) classes, if they require basic reading and writing skills and understanding of numeracy, or directly into vocational skills training. The final programme component is Business Skills training and financial services access, which supports youth to identify income generating activities for their skills and actively links groups to financial resources (mainly youth grants). To ensure that women are empowered through the skills learned in the programme, the programme has a target that 60% of the participants are female.

The overall objective of the SILK programme is to contribute to poverty reduction through sustainable and equitable development in Moroto, Nakapiripirit and Napak districts in Karamoja Sub-Region through the following results:

- Improved skills in vocational and complementary competencies of 3,200 youth (young men and women and increased income streams.
- Improved capacity and effectiveness of two local non-governmental organisations (LNGOs) (subsequently revised to one: MADEFO, and relevant district authorities to support youth to develop vocational skills and access employment.
- A functioning Vocational Skills Forum for district officials, LNGOs, international non-governmental organisations (INGOs), civil society organisations (CSOs) and the private sector to exchange learning and to develop employment and market linkages.

2.2 Purpose and Scope of the Evaluation

The final evaluation of the programme aims to assess the relevance, effectiveness, efficiency, sustainability and impact of the programme. The evaluation process was designed to be participatory, involving key field staff and different stakeholders including the community. Additional aims of the evaluation include to investigate the institutional framework and programme context, assessing the level of coordination of the programme activities at district, regional and national levels: including coordination with Vocational Skills Forum institutions and other stakeholders.

The scope of the evaluation included the three districts of Moroto (Nadunget and Katikekile sub counties), Nakapiripirit (Nabilatuk and Lolachat sub counties), and Napak (Matany and Lokopo sub counties) in the Karamoja sub-region of Uganda in which the programme has been implemented. The Final Evaluation commenced in August 2017, and fieldwork was conducted between 4th and 15th September 2017.

2. Methodology

2.1 Data collection

The Final Evaluation utilised a mixed methods approach to gather and analyse as wide a range of primary and secondary data as possible. Methods include a thorough document review (the list of reviewed documents is provided in Annex 7), meetings and Key Informant Interviews (KIIs) with stakeholders, Focus Group Discussions (FGDs) and KIIs with beneficiaries, and direct observation in the target intervention areas. The semi-structured interview guide is included in Annex 4 and the FGD guide is provided in Annex 3.

A dissemination workshop was held on the 28th September 2017 with stakeholders, at which a member of the evaluation team presented preliminary findings and lessons, and the results of group discussions on the key themes are also reflected in this report.

2.2 Data Analysis

Data analysis comprised a thorough review of existing documentation, and content analysis of the qualitative data collected through FGDs, KIIs, meetings and observations. These data were corroborated with a review of programme reports and records, and verified through observation and triangulation. Primary quantitative data was not available from the Baseline, although the Midline and Endline datasets and reports were reviewed and relevant data extracted to inform this report.

2.3 Sampling

Purposive sampling was used to target the most appropriate participants for the evaluation, ensuring that stakeholders and beneficiaries from every key target group were included, and that every location was sampled. Due to the conditions in the field and the resources available for the evaluation it was not feasible to access a representative sample of all programme beneficiaries and stakeholders; instead a wide selection were selected for inclusion. Interviews were conducted with 57 key stakeholders including representatives of local and international NGOs, relevant government officials and local business people. Trainers in life skills, vocational skills, business skills and FAL were also interviewed, as were community based monitors (CBMs) and project staff. The list of interviewees is provided in Annex 7. Thirteen FGDs were conducted with project beneficiaries in Nabilatuk, Lolachat, Nadunget, Katikekile, Matany and Lokopo sub-counties. The table provided in Annex 8 details the composition and type of participants in each FGD. In addition to these FGDs, informal one-to-one discussions were held with beneficiaries to gather more detailed information from individuals, and to provide evidence for the case studies provided in this report. Observational data was collected throughout the fieldwork period, in particular during visits to key sites such as the Nakapirit Vocational Training Institute and Moroto Technical Institute, and visits to manyattas and communities.

An attempt was made to gender segregate FGDs but this was not always possible in practice, with the result that some FGDs were comprised of all male and all female, and others were mixed. The groups were also selected to include beneficiaries who have been involved in activities from early in the project and those who have joined more recently to facilitate the assessment of short and longer term outcomes.

3.4 Limitations

Inevitably, the proposed methods are subject to limitations and challenges. Accessing the target samples in the Karamoja sub-region was challenging due to poor road and weather conditions, and

the dispersed rural locations of the trained youth. This was mitigated as far as possible by advance planning and was greatly facilitated by the knowledge of local conditions provided by Concern Worldwide staff, informing evaluation participants in advance about the planned activities, and working closely with local community leaders and trainers.

The approach to sampling was based on pragmatic considerations of access, availability and timing due to the limited duration of the fieldwork and the challenging conditions on the ground. It is therefore possible that the most rural and isolated programme participants will be less likely to participate in the evaluation, as there is insufficient time to access these groups. However, by sampling participants and stakeholders in each area in which the programme was implemented, the method was designed to gain a balanced perspective of the successes and challenges of the programme in each of these areas.

There are also some limitations connected to Baseline and Endline survey data. In some cases, this did not produce data which closely corresponded to the indicators and indicator targets specified in the logframe. Moreover, the Baseline dataset was mislaid and so not available for analysis, necessitating reliance on secondary analysis of the Baseline report and reliance on primarily qualitative data for the Final Evaluation.

3. Findings

4.1 Relevance: Addressing real problems and needs

The project was found to be consistent with, and supportive of, the wider policy and programme framework of Concern Worldwide and GoU. At the national level the project is well aligned with objectives of key relevant GoU strategies, including the Ugandan National Development Plan (both the 2010/11- 2014/2015 Plan and the new 2015/16 to 2019/20 Plan), the Northern Uganda Peace, Recovery and Development plan (PRDP), and the Skilling Uganda Business, Technical and Vocational Education (BTVET) Strategic Plan 2011-2020. More specifically, the project sought to contribute to two objectives of the Skilling Uganda Plan: i) increase the quality of skills provision, and ii) increase equitable access to skills development. The project also supports the European Commission target of supporting Uganda Food Security and Agriculture (2014-2020). According to interviewees, the project is also in line with the District Development Plans of Moroto, Nakapiripirit and Napak districts, although more engagement with district and sub-county authorities could have enhanced alignment and potentially contribution to the districts' unfunded priorities. Some concerns were raised during KIIs with local government representatives around poor coordination with priority setting and planning at district and local government levels, and non-engagement with budget conferences (the key mechanism for this). In relation to the Concern Worldwide strategic and policy framework, the project supports Concern Worldwide's global priorities in targeting the extreme poor, including through supporting livelihoods, resilience and gender equality, as articulated in global and national level strategy documents. The action was also aligned with key Concern Worldwide strategies and policies, including its Food, Income and Markets Strategy, Equality Policy and, 'How Concern Understands Extreme Poverty', which was used to guide beneficiary targeting on the project. The project was also consistent with Concern Worldwide's partnership policy, which emphasises development of strong local institutions, exemplified by the partnership with MADEFO.

SILK was broadly complementary to key GoU livelihoods development initiatives at northern region and Karamoja sub-region level, primarily: the Northern Uganda Social Action Fund (NUSAF) and Karamoja Livelihood Programme (KALIP) (supported by European Union). There were also complementary links with the national Youth Livelihood Programme (YLP), which was newly-launched at the start of the SILK programme. The YLP supports youth groups with funds for enterprise or income-generating activities, and youth groups formed through SILK were designed to be eligible for this support, facilitated by registering groups with the district authorities. Despite these intentions, few SILK groups have accessed YLP support at time of evaluation (as an indication, only one respondent in the Endline survey had received support from government for an income generating activity), in part due to late disbursement of funds by central government. Other local government-administered funds available to support businesses and livelihoods include the Women Entrepreneurship Fund and Youth Revolving Fund, which SILK beneficiaries could potentially access. Additionally, on-farm skills beneficiaries stand to benefit from the government's national agriculture extension programme Operation Wealth Creation (OWC – formerly NAADS). However, these can be challenging to access in practice and, again, there was little sign of SILK beneficiaries having benefited from these initiatives at time of evaluation (though it remains a possibility in future).

There are various other INGO supported youth skills development initiatives in the Karamoja sub-region. These include the SIDA-funded, International Rescue Committee (IRC) 'Strengthening Private Sector Engagement in Enterprise Development' (SPEED) project; the 'Empowering Youth through Vocational Training and Entrepreneurship in Karamoja Project' – funded by the EU, coordinated by DanChurchAid and delivered by C&D and Caritas Kotido, and; 'Support Skilling Uganda' (SSU), a Euro 26 million Belgian Technical Cooperation (BTC) programme to support implementation of the Skilling

Uganda strategy, which began working in Karamoja in SILK's final few months. There are also a variety of agricultural livelihoods projects in Karamoja, including those using the FAO Agro Pastoral Field School (APFS) model. Information sharing, learning and coordination between these actors, government, TVET providers and the private sector was promoted through the SILK Karamoja Vocational Skills Forum, which several of the agencies involved in the above-mentioned initiatives attended. SILK differed from most other vocational skills initiatives in the region, in having an entirely community based training model (whereas others deliver through TVET providers), and there were indications from the evaluation that it had influenced other actors to give greater consideration to this approach.

The evaluation findings suggest that Concern Worldwide accurately identified relevant challenges to be addressed by the project: youth lacking the means to access new opportunities and benefit from increasing demand for logic agricultural goods, compounded by poor literacy and numeracy, lack of vocational/technical skills, and insecurity. The highlighting of the challenges posed by idleness, alcohol abuse, cattle raiding, and petty theft amongst youth was also found to be relevant. All of these were commonly cited by beneficiaries when asked about causes of poverty and challenges facing young people in FGDs. The broad intervention logic of addressing these issues through a holistic programme of life skills, FAL, vocational skills and business skills – all delivered in an accessible, community-based setting – was sound. The design of the individual elements of the project was found to be generally relevant to needs, although some quite critical oversights and flaws were also identified with certain of these. The initially identified problems have not changed substantively since the formulation of the action, although the challenges associated with effectively engaging the private sector in Karamoja (which is generally small and weak) was not sufficiently acknowledged at the inception phase.

As noted, the challenges and barriers cited by beneficiaries in FGDs broadly echoed those identified by Concern. FGD participants commonly referred to precarious existences prior to the project: some female beneficiaries described reliance on collecting and selling firewood and/or doing other people's menial housework to survive, while some male beneficiaries spoke of cattle raiding and theft. There was broad consensus amongst beneficiaries that SILK had targeted key needs. In particular, literacy and numeracy and vocational training were both widely seen as highly relevant.

The selection of training types was guided by advice from local partner MADEFO and was further informed by a Market Assessment conducted by Concern in 2013. Despite this, however, the evaluation found the relevance of **off-farm** technical trainings to local markets to be mixed. Carpentry was very relevant in peri-urban areas where trainees could access both raw materials (e.g. timber) and customers for their products. In more rural areas, access to materials is limited and local markets do not support the sale of items such as furniture. Leisure and hospitality skills training was also highly relevant for beneficiaries in peri-urban areas and transport hubs, but during FGDs some beneficiaries in isolated rural areas reported limited relevance where, for example, there were few hotels and few customers with the financial capacity to purchase prepared foods due to extreme poverty. Findings suggest that closer involvement of stakeholders at inception stage may have identified these challenges in time to prevent training on anything not relevant to the local market.

On-farm technical trainings were found to be relevant in addressing poor agricultural practices (e.g. broadcasting) and lack of knowledge on animal welfare and health, and were particularly appropriate to rural green-belt areas with (relatively) high rainfall, such as Nakapiripirit. However, there were some questions over how appropriate agronomy as a whole, or the specific crops focused on, were for areas with lower/more erratic rainfall. One agronomy group in Napak District had experienced disappointing yields due to weather and poor-quality inputs, and were despondent

about their prospects: considering it likely that future crops would also fail (and even if they did not, that produce would be stolen). There was also an issue with the appropriateness of apiary in relation to environment. Apiary needs to be sited in areas with fairly heavy vegetation to work well, and some of the locations in which apiary training were conducted did not meet this criterion.

Beneficiaries reported that the training in **life skills** addressed challenges within the community such as poor conflict resolution skills and inequalities between men and women in terms of sharing income generating and subsistence activities. The **FAL** training was relevant for poorly educated beneficiaries in the rural areas in particular. The **business skills** trainings were theoretically highly relevant for beneficiaries to manage their small businesses, balance their accounts, plan their finances and so on. However, these trainings were somewhat generic and beneficiaries reported experiencing challenges in applying these skills directly to their own small business activities, particularly in groups where literacy and numeracy was still low. The business skills training did also include a component on VSLA, which was highly relevant to the needs of beneficiaries.

The evaluation found that the logframe matrix was reasonably well structured, and demonstrates a clear vertical logic in the relationship between activities, results and objectives. However, there is some lack of clarity and consistency:

- At least one of the specific objectives lacks clarity
- Some key aspects are not given due prominence
- Some objectively verifiable indicators (OVIs) are non-specific (e.g. Specific Objective so 1 OVI: 80% of youth are in *more productive* employment)
- Means of verification (MoVs) are not always appropriate
- There is a mismatch between quantitative indicators and the data collected against them through Baseline, Midline and Endline surveys

To take as an example, Specific Objective 2 ('Improved capacity of co-beneficiaries and vocational skills providers to implement vocational skills training, functional adult literacy, business skills, and life skills programmes and link employment to the private sector'). Firstly, the objective itself is not entirely clear/consistent: it puts vocational skills providers and co-beneficiaries together but really it applies most closely to co-beneficiaries, who operated at a programme/project level and with whom there was strong capacity development provision in the project design. It is much less applicable to the vocational skills providers (who might more accurately be called vocational trainers as they were all freelance individuals). Moreover, the indicator for training provider capacity – 'An estimated 25 Skills providers with increased capacity to provide effective skills training' – had no clear means of verification, and was not acted on or monitored in practice. There is a further inconsistency in relation to linking to the private sector, which is referred to in the objective but for which there is no indicator.

The Vocational Skills Forum is included at Results level but not mentioned in the objectives or objective indicators, and is only included at Results level. This seems slightly odd given it was a key part of the project. It is also surprising that savings/VSLAs do not appear in objectives, results or indicators, given they were also key part of the project.

The issue of mismatch between quantitative indicators and data collected meant it was not possible to fully assess whether the project had achieved its targets and that some indicator measurement was misleading (for example the assessment of Result 1 indicators on improved on-farm and off-farm skills was based on responses to a survey question on which types of training beneficiaries had done prior to SILK).

Despite these issues, the identified problems and social needs are largely addressed by the stated objectives, although more weight might have been given to social as well as economic goals e.g. greater community cohesion, reduced insecurity and crime, greater gender equity, which are referred to only obliquely or in general terms such as equitable development and complementary skills.

The planned trainings were well-designed to address the needs and capacities of beneficiaries. The delivery of trainings at the community level facilitated the engagement of women, while the flexible timings of training enabled beneficiaries to attend trainings without interfering with other productive and domestic responsibilities, and to account for seasonal shifts in the daily calendars of beneficiaries. The level of the trainings was well-designed for the intended beneficiaries, for example the focus on practical learning rather than theory was appropriate for the beneficiaries' low levels of formal education. The use of skits, plays, songs, poems, and other participatory methods during **life skills** was reported to be particularly appropriate, and it was also reported that both men and women were able to contribute to discussions and activities, indicative of inclusive activities and sensitive facilitation. During the **vocational skills** trainings, the emphasis on practical learning (e.g. making furniture in carpentry, making baked goods and practical housekeeping in leisure and hospitality) was well-suited to the needs of beneficiaries. The flexible timing of the trainings around the changing schedules of beneficiary groups improved participation and attendance rates.

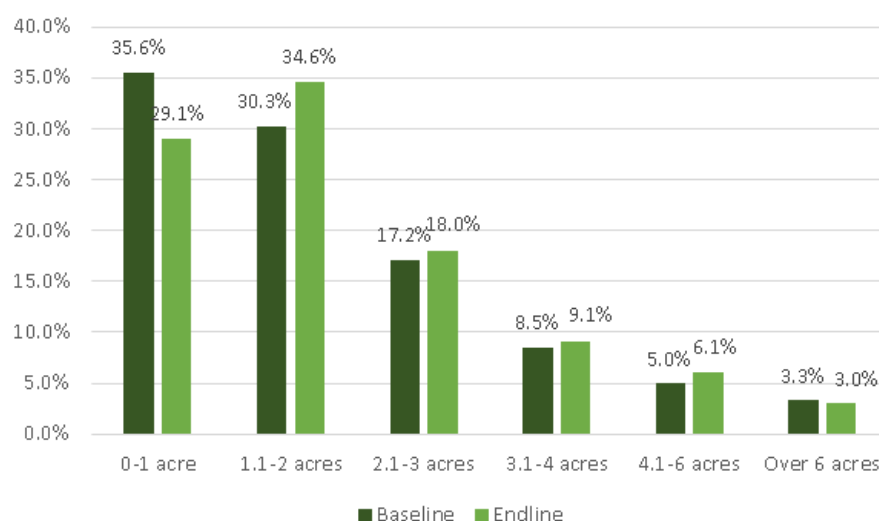
4.2 Effectiveness: Achievement of purpose

There were some challenges with analysing achievement of objective and result indicators/targets based on Baseline and Endline survey data because the data collected did not always directly match with the indicator, and the Baseline dataset was not available. This limits how exact we can be about achievement of objectives and results. However, we have sought to provide as full a picture as possible, including by bringing in some qualitative findings, while also acknowledging gaps and uncertainties.

Achievement of overall objective: Contribute to poverty reduction through sustainable and equitable development in target districts

The main measure for achievement of SILK's overall objective used in internal reporting is the size of land owned by beneficiaries. As Figure 3 shows, comparison between Baseline and Endline findings suggest that there has been a small increase in size of land owned over the project period: the proportion in the smallest land size category (zero to one acre) at Endline was seven percentage points lower than at Baseline, and there were higher proportions of Endline respondents with over one acre (up to six acres), though mainly in the 1.1-2 acre category (the second smallest).

FIGURE 3 SIZE OF LAND OWNED



However, ownership of land is not a reliable indicator for poverty reduction. The main other measure on which data is available is income/ earnings. There are two sets of findings on earnings: one for earnings in the previous month, and two for earnings in a typical month. Figure 4 shows the results for the former, and Figure 5 for the latter. Baseline, Midline and Endline results are given to indicate trends and validity. As can be seen, on both measures there has been a progressive movement from the lower earnings categories into the higher ones between Baseline and Endline, although this is considerably less pronounced for typical monthly earnings than previous monthly earnings, and may therefore be informed by the seasonal timing of the data collection. Average earnings at Endline were 64,895 UGX in the previous month, and almost exactly half that for a typical month: 32,312 UGX (equivalent figures were not available for Baseline or Midline).

FIGURE 4 CASH EARNINGS LAST MONTH

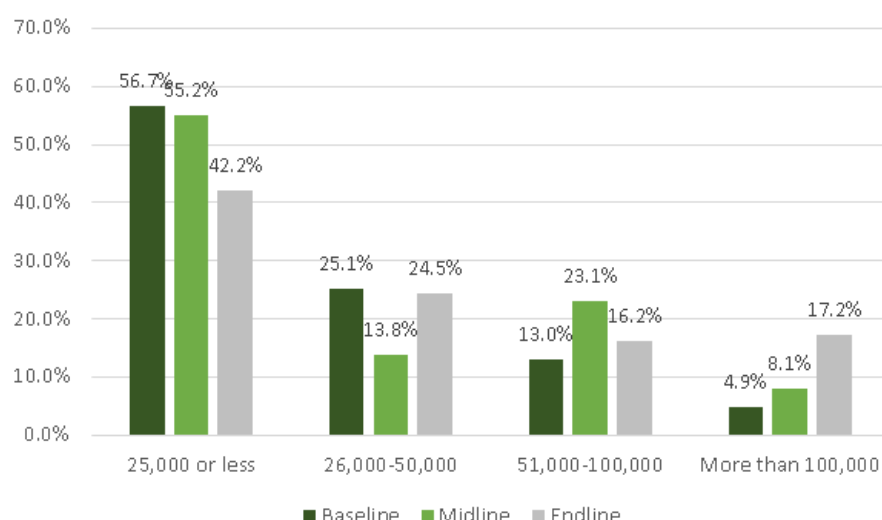
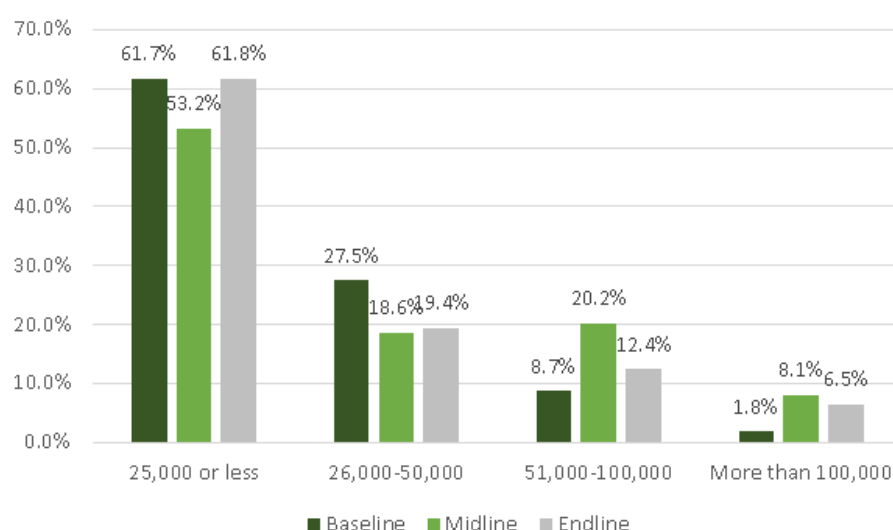


FIGURE 5 CASH EARNINGS IN A TYPICAL MONTH



It is difficult to make a conclusive assessment on the contribution of the project to poverty reduction through sustainable and equitable development based on these findings, especially as it is likely that the project's impact has yet to be fully felt, given that there is a lag between finishing training and making first earnings. Moreover, there are various factors not connected to the project which can affect land ownership and earnings and may have affected findings. The most we can say is that at the time of reporting, the indications are that the project has made a positive contribution toward poverty reduction, but that more robust indicators are needed to measure this reliably.

Achievement of Specific Objective 1: Increased access to employment and income for 3,200 young men and women through improved vocational and non-formal skills training provision

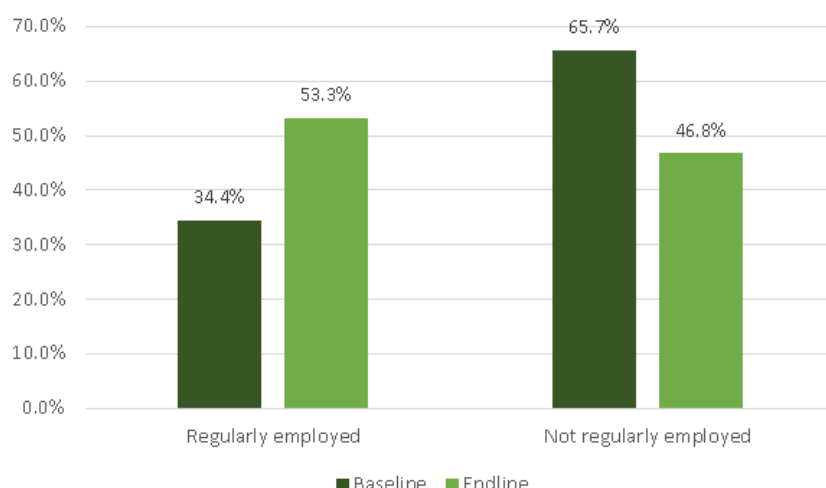
There were three indicators and associated targets for this objective:

1. 80 percent youth in more productive employment or self-employment
2. 70 percent youth with increased income
3. 70 percent youth with reduced months of food insecurity.

The proxy used for productive employment was being in regular employment (regular employment was defined as working at least four days a week for at least six hours each day). Figure 6 shows

proportions in regular employment at Baseline and Endline. As the chart shows, just over half were in regular employment at Endline, which represents an increase of 18.9 percentage points on the Baseline. Females were slightly less likely to be in regular employment than males at both Baseline and Endline: the gap grew from five percentage points for males in regular employment at Baseline, to eight percentage points more at Endline; the proportion of males in regular employment increased by 20.4 percentage points, compared to a 17.4 percentage point increase for females.

FIGURE 6 REGULAR EMPLOYMENT IN THE PAST YEAR



On this measure, the project has fallen quite a way short of the ‘80 percent of youth in more productive employment or self-employment’ target. Nevertheless, there was a clear apparent positive effect.

Baseline and Endline findings on income have been discussed already in relation to the overall objective (see Figures 4 and 5). It was not possible to calculate whether the target of 70 percent youth with increased income was met because the necessary figures from the Baseline were not available. The best we can do is look at the level of positive movement between earning bands. Table 1 shows the differential between the proportions in each of the different earnings groupings between Baseline and Endline. As can be seen there were higher proportions in the two upper groupings at Endline compared to Baseline on both income measures: of 15.7 percent for earnings last month and 8.4 percent for earnings in a typical month. This suggests that, while there has been a positive effect on earnings, it is substantially below the target.

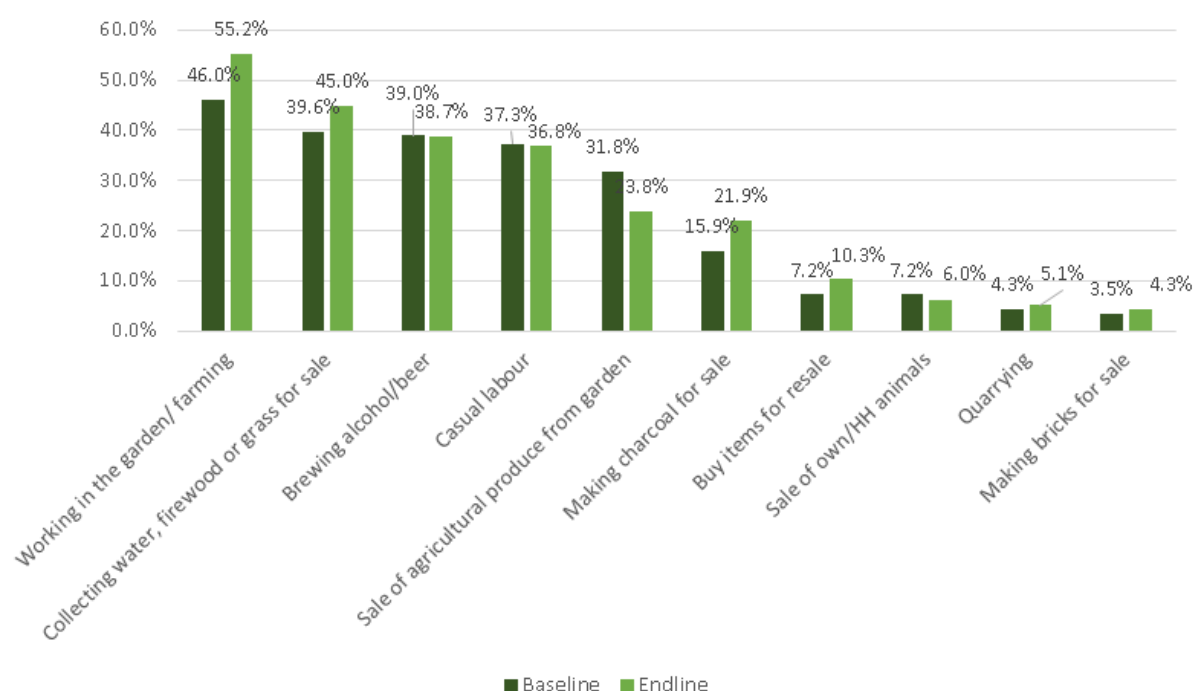
TABLE 1 DIFFERENTIALS IN BENEFICIARY EARNINGS BETWEEN BASELINE AND ENDLINE

Earnings categories	Earnings last month	Earnings in typical month
25,000 or less	-14.5%	+0.1%
26,000-50,000	-0.6%	-8.1%
51,000-100,000	+3.2%	+3.7%
More than 100,000	+12.4%	+4.7%

The survey data does not allow us to assess the percentage of months in which beneficiaries experienced food insecurity at Baseline and Endline. However, the charts given in the survey reports show the same overall pattern (high food insecurity in the first half of the year, low food insecurity in the second half of the year) repeated at Baseline and Endline, with no overall reduction apparent.

As noted previously, there is a challenge around attribution: income and earnings are affected by a range of factors (weather being an obvious one), so how can we separate out the effect of the project? It is not possible to do this fully but there are some findings which offer a clue. Figure 7 shows what Baseline and Endline survey respondents cited as their three main sources of income. As can be seen, there were only small variations in main sources of income at the different points. At the big picture level, the same overall pattern remained. This gives cause to think that the link between increased earnings and the project may not be very strong. The increase in working in the garden/farming as a main income source from 46 percent at Baseline to 55.2 percent at Endline might be attributable to SILK on-farm training, but other agricultural income sources, such as sale of agricultural produce and sale of animals, were actually main sources of income for more people at Baseline. Meanwhile, there is little indication of an increase in off-farm vocational skills becoming a main source of income: 'A vocation such as tailoring, carpentry, construction etc. was a response option in the survey questionnaire but did not appear in the analysis because of low response. Only 2.8 percent cited it at Endline (10 out of 361 respondents), although equivalent data for Baseline was not available.

FIGURE 7 THREE MAIN SOURCES OF INCOME



Achievement of Specific Objective 2: Improved capacity of co-beneficiaries and vocational skills providers to implement vocational skills training, FAL, business skills, and life skills programmes and link employment to the private sector

The indicators for this objective were:

1. Co-beneficiary organisation with increased capacity to implement youth focussed vocational skills programmes
2. Co-beneficiary with improved systems, leadership and resource management
3. An estimated 25 Skills providers with increased capacity to provide effective skills training.

Unfortunately, these indicators (and accompanying means of verifications) lack specificity and measurability. There was no capacity measurement tool used to benchmark and then re-assess

capacity levels. The Concern financial capacity assessment tool (CLOFAT) was used once early in the project. An audit of the organisation was not yet available at time of reporting. Regarding the third indicator, there was no formal assessment of capacity for skills providers (as noted previously, skills provider means vocational trainer in this context).

The above precludes the objective assessment of achievement of this objective. However, we can draw some conclusions based on qualitative research conducted for the evaluation (which included KIIs and group interviews with the MADEFO manager and board of directors, and KIIs with several trainers). From this evidence, it seemed clear that the first two indicators had been achieved. MADEFO representatives were overwhelmingly positive about the capacity support and its results. They particularly highlighted support and improvement in relation to:

- Strategic planning – a new strategic plan was developed with support from a specialist consultant in the project period, and was reported to be guiding the organisation, including in relation to resource mobilisation
- Administrative and financial systems – financial systems were reported to have been greatly improved (including through introduction of Quick Books accounting software); procurement and logistics capacity was reported to have been enhanced; as was general day-to-day administration.

Other key inputs cited were external audits – something which is generally required for funding applications; development of a website for the organisation; and support with proposal writing and resource mobilisation. Capacity support also included linkages and networks with other NGOs and government bodies, and exposure visits, including a trade show in Jinja in 2017, visit to Northern Uganda Youth Development Centre (NUYDC) in Gulu in 2016, a visit to Lodwa region in Kenya to see an irrigation scheme and a tradeshow in Moroto in 2015 to learn about growing crops in semi-arid regions. MADEFO also reported improvements in technical capacity of MADEFO field staff, including on beekeeping, business skills, and VSLAs. However, there were reports from elsewhere (as previously noted) of some technical capacity gaps in relation to agriculture/agri-business training, and there was also an assertion that much of the potential gain from capacity building support had got lost because it had been with non-permanent field staff, some of whom had no background in agriculture (many were reportedly social science graduates). MADEFO did say that, although field staff are about to go out of contract, they will stay in touch and be able to bring them back in future. Despite these caveats, overall the findings suggest that MADEFO has made substantial capacity gains under SILK, particularly in relation to systems, leadership and resource management.

As noted previously, the third indicator is somewhat unclear, but was determined in consultation with Concern to refer to vocational skills trainers. There were originally projected to be 25 trainers, when it was planned that they would be identified in each local area. As it turned out, there were only nine trainers as a consequence of the limited availability of skilled local trainers, acknowledging that using external trainers would not be viable given the local language requirements and community-based locations of the trainings. As noted previously, there was very little capacity strengthening of vocational trainers, excepting some informal technical support for off-farm trainers. As such, we must consider that the achievement on this indicator was minimal. Though not part of the indicators for this objective, there was capacity development for other types of trainer (FAL, life skills, and business skills), varying in duration from one week training (FAL, business skills) to one month training (life skills).

Achievement of Result 1: Improve skills in vocational and complementary competencies of 3,200 youth and increased income streams

Table 2 below shows performance against indicators and targets for Result 1, based on numbers and proportions completing the different trainings. There are also different measures of these indicators from Baseline and Endline surveys, which are discussed subsequently. As can be seen from the table, there was mixed performance on the indicators. The split between off-farm and on-farm training was much more weighted to on-farm than originally targeted (only nine percent of the target population did off-farm training), and the target for business skills training was missed by quite a wide margin. Conversely, the target for life skills was exceeded (and this does not even include other members of the community who participated in life skills training but whose numbers were not recorded). Whether the target for literacy and numeracy was met depends on how you measure it: if by pass rate then it was not met, if by numbers completing the course, then it was.

There is an additional indicator: '100% of youth have improved knowledge and access to information on HIV and AIDS, gender and environment'. This is not in the table because it is not possible to measure it through existing data. However, there are indications from Baseline and Endline surveys and these are given at the end of the section.

TABLE 2 RESULT 1 INDICATORS/TARGETS

Indicator/target	Achieved?	Detail
25% of youth (800) have improved off-farm skills (60% female)	X	301 completed off-farm skills training – 9% of target population (50% female)
75% of youth (2,400) have improved on-farm skills (60% female)	✓	2,976 completed on-farm skills training – 93% of target population (65% female)
85% of youth (2,720) have improved business skills (60% female)	X	1,505 completed business skills training – 47% of the target population (60% female)
80% of youth (2,560) have improved life skills (60% female)	✓	3,312 completed life skills - 104% of target population (61% female)
90% of those undertaking FAL have increased numeracy and literacy skills	?	2,414 of the 3,072 undertaking FAL passed (79%); 2,904 of the 3,072 completed (95%)

Business skills training had been undertaken by 10% of Baseline survey respondents and 44% of Endline survey respondents (roughly equivalent to the monitoring data figure given in the table). Figure 8 shows which specific business skills beneficiaries had received training on, or had knowledge on, at Baseline and Endline. As can be seen there were significant increases across all skills, particularly in relation to record keeping, investments, selling, and customer care.

FIGURE 8 BUSINESS SKILLS IN WHICH HAVE RECEIVED ANY TRAINING OR HAVE ANY KNOWLEDGE

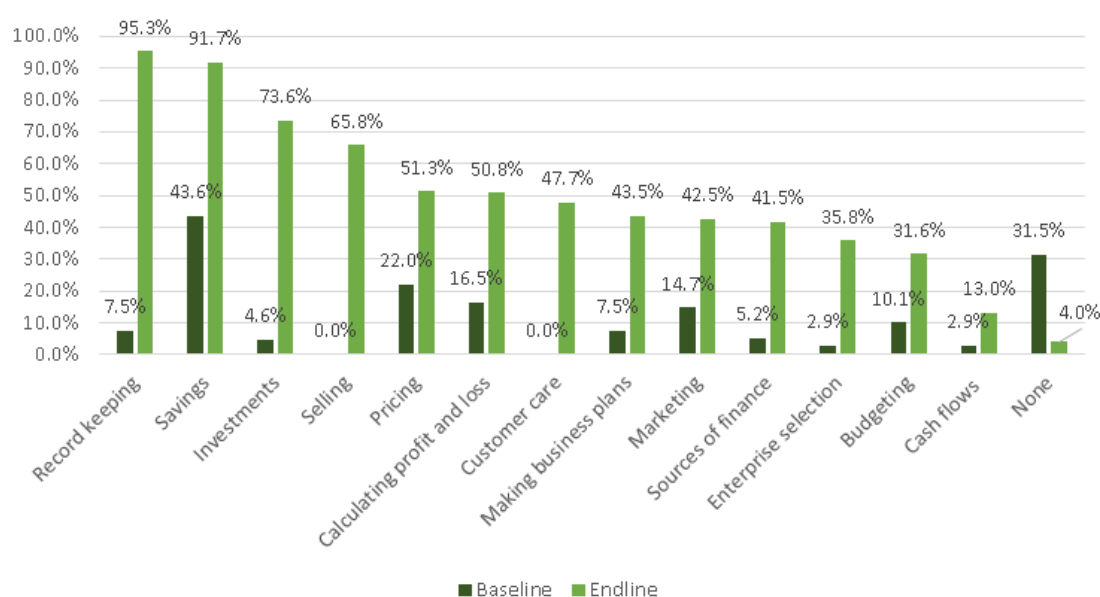
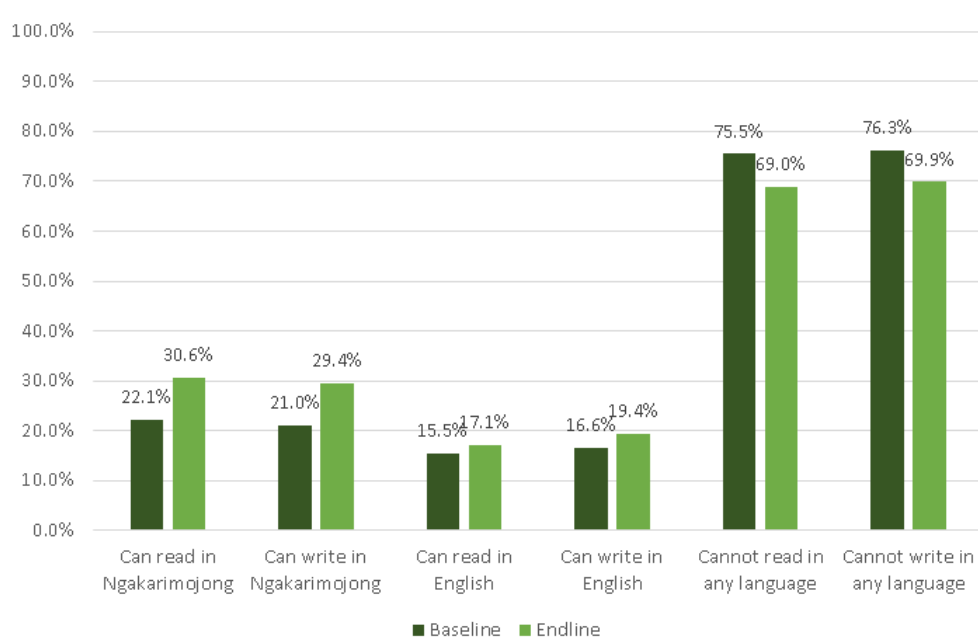


Figure 9 shows Baseline and Endline survey findings on literacy and numeracy. It suggests that FAL training has had a positive effect on literacy: although there were still high proportions at Endline reporting that they could not read or write in any language; there was an 8.5 percentage point increase in those who can read Nakaramajong, and an 8.4 percentage point increase in those who can write Nakaramajong. Improvements in reading and writing in English were much smaller, but this is to be expected because Level 1 FAL only is done in the local language. This relatively small improvement seems at odds with numbers attending, completing and passing FAL. A likely explanation is that there are improvements which do not show up in the survey findings, because they may not equate in people's minds to be able to read and write. Qualitative research indicated that the concrete gains made by many FAL trainees were fairly small (though still highly valuable to the beneficiaries), such as being able to read and write your name, and being able to read names of children.

FIGURE 9 LITERACY AND NUMERACY – BASELINE AND ENDLINE



Qualitative research suggests the lower than targeted completion of business skills was due to a variety of factors. For example, for some groups, start-up kits were distributed before business skills training, causing many beneficiaries to miss the training because they were keen to get started on the business.

Table 3 shows findings from Baseline and Endline surveys on knowledge of how HIV/AIDS is transmitted and prevented. As can be seen, in general level of knowledge increased from Baseline to Endline, most especially in relation to sharing of unsterilized equipment as a mode of transmission and using condoms as a means of prevention.

TABLE 3 IMPROVEMENT IN KNOWLEDGE ABOUT HIV/AIDS

Knowledge of how HIV is transmitted	Baseline	Endline
Unprotected sexual intercourse with an infected person	75.4%	86.3%
Sharing of unsterilized equipment	67.6%	82.1%
Blood related or transfusion	27.1%	28.3%
From a mother to child in the womb	5.5%	11.6%
Other (specify)	2.2%	20.0%
Knowledge of how HIV is prevented		
Using condoms	22.1%	56.8%
Sex with one partner	76.1%	84.9%
Avoid sharing sharp objects	11.4%	4.6%
Abstinence	2.4%	2.9%
Be faithful	1.4%	1.2%

Figure 10 shows the results of another set of questions in which respondents were read a statement and asked to say whether it was true or false. This paints a somewhat less positive picture of improvement: the proportions who knew the correct response at Endline were little different from those at Baseline (albeit these were already quite high).

FIGURE 10 CORRECT RESPONSES TO TRUE/FALSE STATEMENTS ON HIV/AIDS

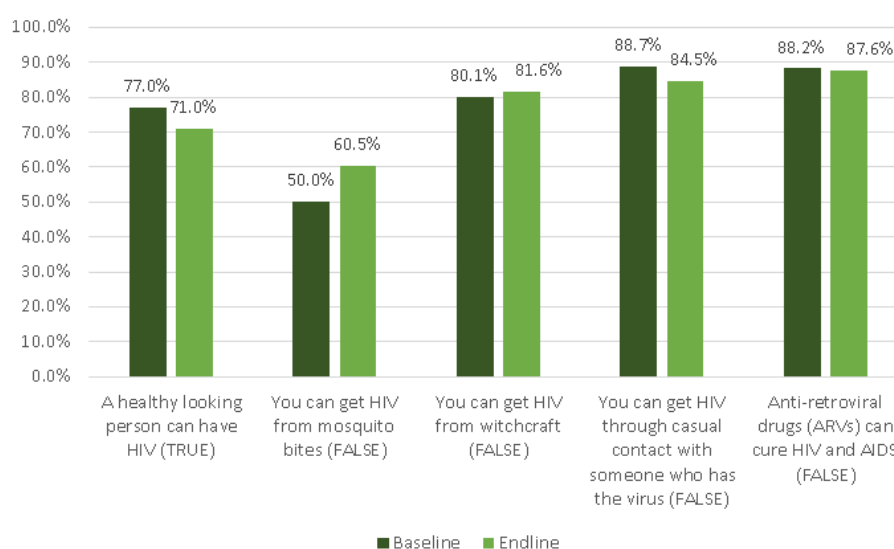
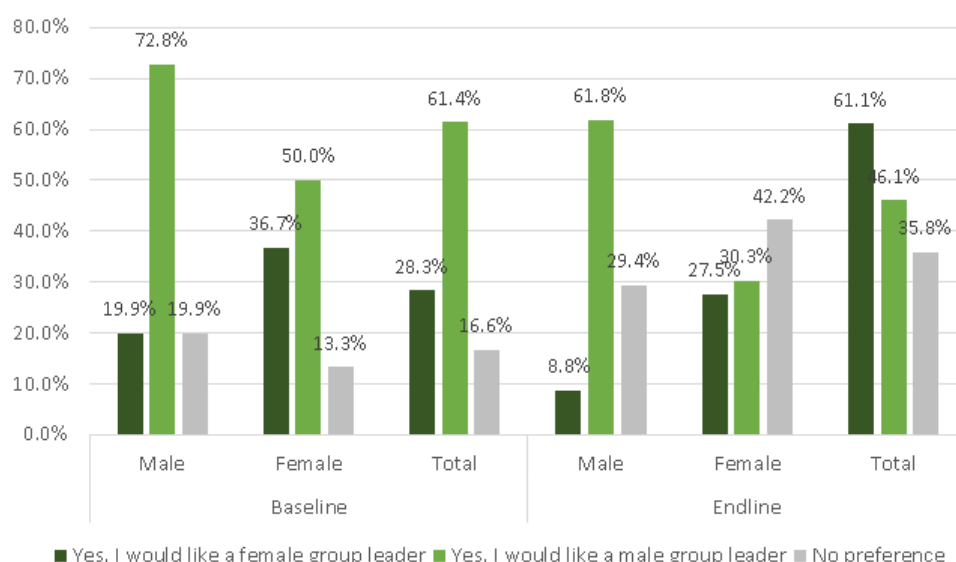


Figure 11 shows results to a survey question designed to indicate improved knowledge/attitudes in relation to gender. Results are shown disaggregated by sex. As can be seen, a change in attitude is evident: both male and female respondents were most likely to say they preferred the leader of

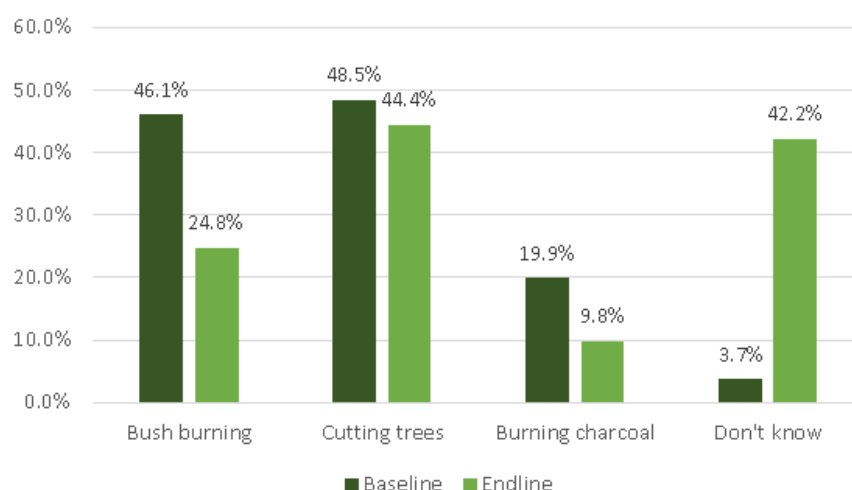
their group to be male at Baseline; at Endline there was a dramatic change in response from females – ‘no preference’ was now the most commonly given of the three responses. There was less of a change amongst male respondents, but still there was a reduction in the proportion saying they wanted a male leader and an increase in those saying no preference. This was consistent with findings from the qualitative research, which indicated considerable effect on gender (see Impact chapter). However, findings were not entirely consistent:

FIGURE 11 DO YOU HAVE A PREFERENCE ON THE GENDER OF YOUR GROUP LEADER?



Evidence suggests that the project had little overall effect on knowledge concerning the environment: as Figure 12 shows, there were actually fewer respondents able to name common practices leading to degradation of the environment at Endline than at Baseline.

FIGURE 12 DO YOU KNOW OF ANY COMMON PRACTICES THAT LEAD TO DEGRADATION OF THE ENVIRONMENT?



Achievement of Result 2: Improve capacity and effectiveness of two LNGOs and relevant district authorities to support youth to develop vocational skills and access employment

The indicators for this result were:

1. Improved financial and organisational systems in MADEFO

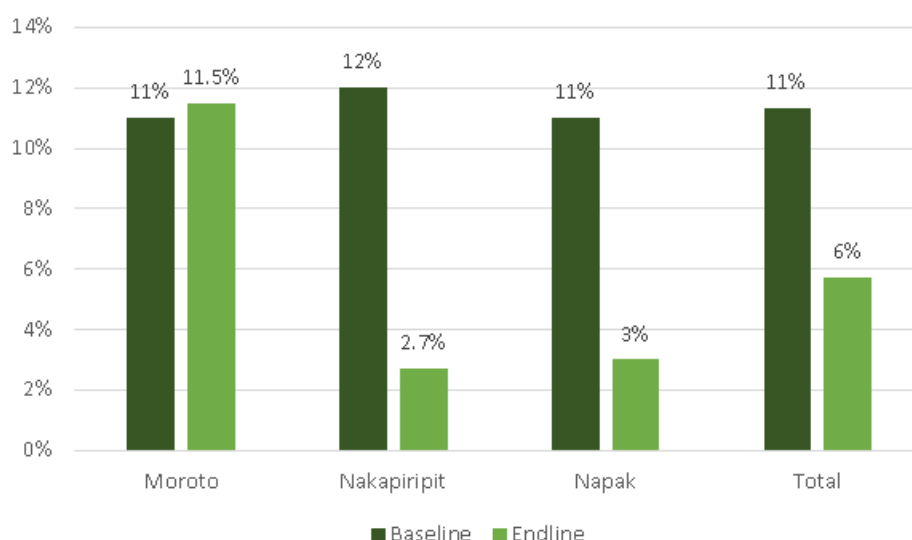
2. Co-beneficiaries and vocational skills trainers have increased knowledge on existing opportunities and linkages for youth in the region
3. Number of links to youth schemes that are being effectively implemented in the districts.

The first of these indicators is similar to the second indicator for specific objective 2. As noted under the previous analysis, qualitative findings from the evaluation research suggest that the financial and organisational systems in MADEFO have been greatly improved.

It is difficult to assess achievement on the second indicator due to lack of specificity and means of verification (a KAPB survey was in the MoV in the logframe but not conducted in practice). Qualitative final evaluation findings suggest that there has not been much increase on this because there was little progress made by the project in general in developing links to employment opportunities. There was no indication from MADEFO that they have been linking beneficiaries to employment opportunities. There were some instances identified in qualitative research of vocational skills trainers linking to opportunities: in particular the Leisure and Hospitality trainers made a big effort to link trainees to local hotels and restaurants. However, as this was down to the approach and commitment level of the individual trainer, it was highly variable.

On the third indicator, at time of reporting 17 groups had been registered with the District Local Government, enabling them to access future support from government youth schemes (such as the Youth Livelihoods Programme). The project also sought to link beneficiaries to support from the Micro-Finance Support Centre – a parastatal service which provides credit and business development services to companies, cooperatives, SACCOs and VSLAs. They had not yet supported any groups because of access criteria (including a requirement to have been operating for at least one year), but there are prospects for this occurring in the near future. The Baseline and Endline surveys asked beneficiaries whether they had accessed support for income generating activities from government or other agencies. As Figure 13 shows, the proportion accessing such support actually reduced from Baseline to Endline. However, this indicator is reliant on factors beyond the projects' control: groups can be supported to register with the local authorities, but the project has no control over whether external youth schemes are being 'effectively implemented', or whether groups are successful in accessing support. To contextualise, several local government stakeholders reported that no groups are being supported currently because of delays in fund disbursement from the treasury.

FIGURE 13 BENEFICIARIES ACCESSING SUPPORT FOR INCOME GENERATING ACTIVITIES FROM GOVERNMENT/OTHER AGENCIES



Achievement of Result 3: A functioning Vocational Skills Forum for district officials, LNGOs, INGOs, CSOs and the private sector to exchange learning and to develop employment and market linkages

There were two indicators for this Result:

1. The Vocational Skills Forum is established, meets twice a year and secures participation from a variety of stakeholders.
2. Number of issues arising from the Vocational Skills Forum presented at national fora.

Essentially these have been achieved: the forum had been established and meets twice each year. A variety of stakeholders had been engaged, although the majority are representatives of local government and NGOs.

Regarding, issues presented at national fora, three issues from the VSF were presented by Concern at the National Youth Working Group:

- Certification of trainees, including possibility of ironing out issues to utilising the Workers' Pass
- Barriers to employment faced by young women in Karamoja
- Sustainability of livelihood initiatives.

It is worth noting that these indicators are fairly broad (and therefore easier to achieve). For example, it might have been useful to include something specific on private sector engagement. As noted previously, there was minimal private sector presence (only a private sector development association, but no private sector bodies).

Stakeholders' perceptions of programme effectiveness were broadly consistent with the preceding analysis: improved technical and complementary skills have been successfully delivered, and limited progress has been made towards the wider objective of improved employment and income deriving from those enhanced skills. Beneficiary FGDs found cases of people who were clearly using the skills gained to generate income (see block-making case study), but also others who – for a variety of reasons – were not (or not yet) utilizing their skills for income generation.

Examining perceptions of change identified by beneficiaries and stakeholders, several key themes emerged. In relation to the target group, perceived changes included:

- Improved employment prospects and income

- Greater engagement in productive/meaningful activity, in some cases leaving behind destructive behaviours like cattle raiding and stealing
- Empowered female beneficiaries, greater gender equity and improved relations between husband and wife
- Various changes resulting from improved literacy and numeracy, such as being able to select the correct health card for a sick child, and confidence in counting and handling money.

During the FGDs, beneficiaries demonstrated improved vocational and technical skills across off farm and on farm vocations. Beneficiaries were generally very satisfied with all the trainers they had in all areas (life skills, FAL, vocational skills, business skills). When asked about what they had learned, beneficiaries most commonly cited technical skills. Literacy and numeracy skills and business skills were also quite widely cited. Life skills was less commonly cited, but this is likely at least in part because it was the first component to be delivered and had been delivered at least 16 months prior to the Final Evaluation. Both life skills trainers and trainees interviewed reported that the conflict resolution and peace-building components of the life skills training were particularly valuable, alongside sensitization on gender issues. Other life skills topics, such as hygiene and sanitation or environmental conservation were rarely mentioned. A wider variance in level of literacy and numeracy competence was evident from beneficiary FGDs: some spoke of being able to read and write in English and/or of being able to numerate to a level where they could confidently handle money, budget, cost etc.; most spoke of much more basic competencies – reading and writing their own name, being able to count; some asserted that they had got very little out of it

FGD findings did not suggest that business skills training had made a big impression. It was quite rare for FGD participants to refer to a particular business skill/competency which they had learnt. On the other hand, there was quite a widespread general sense of now knowing something about how to run a business, albeit this may have come as much from vocational training as the specific business skills training, and the VSLA element was of clear benefit in some cases. One beneficiary from a leisure and hospitality group spoke of learning on customer care: “When we are doing business we shouldn’t be short-tempered; we should smile and greet the customers”. Another spoke of learning on time management “it is not good to waste time. You should keep time. We learned good time

CASE STUDY: BLOCKMAKING

SILK supported a group to train on block-making in Matany sub-county, Napak District. The group chose blockmaking because they saw that no-one else was doing it in the sub-county and yet it was in demand. The group is gender balanced, with several female members. The group finished the training at the end of July 2017. They were given three blockmaking machines plus materials as a start-up kit. Shortly afterwards, the group received their first order. They borrowed 500,000 UGX from a VSLA to buy the materials to make the order. Members were nervous about borrowing the money but it allowed them to complete the order, for which they received one million UGX. The group now has four customers with orders in. In future they plan to buy land because currently they are using the compound of one of the members. The group has also benefited from the complementary skills provided under SILK. Members reported that thanks to FAL and Business skills trainings they are able to count the blocks they make and cost up the orders.



management. We can get customers early in the morning so we now start early". There was also some clear benefits in relation to savings: some beneficiaries spoke of having much more ability and commitment to save, although others had not yet started a VSLA or been able to keep aside anything for saving.

Although most FGDs were comprised of the more motivated learners, there clearly were also beneficiaries who had not tried to utilise their skills. One Animal Health beneficiary reported that most of the others he had trained with had "scattered" and were not utilising the skill because they did not value it and had only persisted with the training because they had been expecting cash start-up support. Other beneficiaries and also trainers reported group members with similar motivations who had dropped the training when they realised that there would be no such payment. In one beneficiary FGD it was reported that some of the original beneficiaries had asked the members who remained: *"Why are you attending the training? They don't even pay you"*.

There were also cases of people who were not utilising the vocational skills they had received for income generation but were generating incomes through other types of business (e.g. brewing, buying and selling livestock) and saving some of their money in a VSLA. One Project Officer reported a case of one enterprise group which had collapsed but maintained its VSLA, which was continued to function well and support individual enterprises of group members.

In general, intended beneficiaries participated in the various skills trainings, and stakeholders report high rates of attendance at the Vocational Skills Forum meetings (corroborated by attendance records and Forum reports). However, there were also challenges with maintaining attendance, including:

- Migration - traditional seasonal migration for water/grazing and other migration at times of hardship (e.g. to Kampala or other urban centres) affected attendance especially for the longer training (i.e. FAL)
- Subsistence – day-to-day responsibilities and priorities to secure subsistence needs affected attendance at all trainings e.g. going to fetch firewood to sell or to work in wage labour such as gardening or fetching water for wealthier households

Another common reason for not attending trainings was that participants chose to attend other NGO trainings which offered motivation, such as soda and biscuits. As one trainer noted, *"participants compare. If the trainings are simultaneous, they choose the soda because they are hungry"*. Several trainers reported that they chose the times for their training to avoid coinciding with other NGO trainings in order to overcome this challenge.

Despite these challenges, participation in the trainings was good overall, and most trainees completed the trainings despite variable attendance rates. Women's traditional roles within the household and community contributed to particularly high rates of attendance among participating female trainees; the location of trainings within the community and even within the manyatta was reported to be particularly convenient for women. Beneficiaries, trainers and other stakeholders consistently reported that women's attendance was higher than men's, and that they were more committed students who were more likely to apply the knowledge they gained through the trainings. This was found to be the case despite women's additional domestic responsibilities, and their cultural roles in gardening and home building. However, one trainer did report that some women had dropped out of the groups he had worked with due to being stopped by their husbands.

Most of the key challenges/risks identified in the qualitative research for the final evaluation were reflected in the assumptions and risk assessment in the project proposal and logframe:

- Willingness of youth to participate in activities (might have been better termed commitment)
- Youth having sufficient time to attend components of activities
- Youth participation being adversely affected by worsening in the food security situation
- Availability of trainers
- Favourable climactic conditions for agricultural activities
- That the private sector will engage
- Organisational stability of co-beneficiary organisations.

All these risks came about in practice to some extent during implementation. In some cases, mitigations were built into the project. For example, training was timetabled with youth input to try and ensure they would be able to attend, or selection of crops suitable to the climatic conditions. Where this was not the case, or where in-built mitigations proved insufficient, management generally responded flexibly. For example, the lack of trainer availability was adapted to by using a smaller number of vocational trainers serving a larger number of groups, and by training up local people as trainers (in the case of FAL and business skills). However, there were also some instances in which no effective adaption was found. This is particularly notable to the private sector engagement, which remained weak throughout.

There were three major (and inter-related) challenges identified in FE not identified in assumptions or risk assessments: poor group dynamics in group enterprises, poor quality start-up inputs, and misuse of start-up kits. Despite not being foreseen, adaptations were made to address these challenges, including reduction in enterprise group size, improved procurement of inputs, increased emphasis on individual enterprises, and dividing start-up kits amongst individuals or pairs/small groups living nearby.

The main unintended results were connected to the issues with poor quality start-up inputs and misuse of start-up kits referred to previously. For example, misuse of beehives was reported across several apiary groups: beehives were destroyed and/or stolen by group members or other members of the community. There were also several instances of group leaders misappropriating start-up kits and moving away with them. As previously noted, the poor quality of inputs mostly affected the livestock and agronomy groups (e.g. local breed chickens which had diseases and died, poor quality seeds which did not germinate). As noted above, these issues were responded to by the project team. In relation to poor quality inputs this involved tightening up on procurement arrangements so that inputs were quality assured and available when needed. In relation to the misuse issue, it was about promoting sense of ownership; as one stakeholder put it, *“what belongs to the group belongs to no-one”*.

However, while there was a fairly effective response, these issues could have been foreseen and prevented: both misuse of start-up kits and poor quality agro-inputs are well established problems in non-formal vocational skills support in northern Uganda. Similar issues with misuse of start-up support has been experienced with the YLP (which deals with capital rather than kits). One local government official noted, with regard to YLP funding but with relevance to other funding provided for skills development, that:

“...many groups misappropriate and misuse funds. They may take them for cereal banking and use them for marriage, dowry, drinking or other luxury goods. There is no security, no collateral. They need to first understand how to manage a business to overcome these risks...”

4.3 Efficiency: Sound management and value for money

This section addresses how well the various activities transformed the available resources into the intended results (sometimes referred to as outputs), in terms of quantity, quality and timeliness.

Planning and day-to-day management were generally strong. Work planning was conducted quarterly (using the Detailed Implementation Plan -DIP tool) and weekly. Both were done with MADEFO and used to promote coordination between the two partners. Implementation was divided between the two organisations according to relative expertise and capacity: MADEFO was responsible for mobilisation, drawing on its local knowledge and connections, and on-farm training, due to its experience in that area; Concern managed implementation of off-farm training, drawing on experience from previous projects, and capacity building of MADEFO.

There were some challenges and learning in connection to management of the budget for hard inputs for on-farm groups. Initially, seeds were procured and distributed to beneficiaries too early. Concern staff reported that seeds were in good condition when purchased, but as the rains were late (due in March/April, arrived in June 2015), poor storage (in beneficiaries' homes) may have resulted in their failure to germinate. Furthermore, delays in transportation of Irish potato seeds resulted in the spoilage of 57 kilogrammes. The supplier agreed to share the loss and provided 30 kilogrammes, resulting in an overall loss of 27 kilogrammes. In response to this issue, the following year (2016) procurement of cassava cuttings was delayed until the rains, resulting in seeds being delivered to beneficiaries late. The solution to overcome both of these challenges in 2017 was to complete the procurement documentation in advance and require suppliers to be ready to supply when needed, in recognition of this short window of opportunity for planting. In 2017 the programme also shifted from seeds to seedlings, as these are easier to manage, in order to increase success rates. Also, in order to reduce spoilage, in the final year of the programme seeds were procured from closer locations (e.g. Soroti) demonstrating good adaptation to challenges.

There were also some challenges with managing training activities, especially the initial life skills training. This was contracted out to a specialist consultant, which was later discovered to have mismanaged funds (at the management level). Once this was discovered, the consultant was terminated and the locally based trainers they had been using were contracted directly by Concern.

The project budget was reportedly more than adequate for implementation of planned activities and outputs, partly thanks to an exchange rate gain equivalent to almost 20 percent of the project budget. The additional monies were used to procure fruit tree seedlings for both on-farm and off-farm groups, and to expand the number of beneficiaries for business skills training to include people who had not been part of the previous support. It was not within the scope of the present evaluation to conduct a comprehensive value for money analysis of the SILK programme. However, the evidence compiled in support of this evaluation suggests that the project generally utilised resources efficiently, for example, by using locally based monitors and trainers.

The mid-term evaluation, which did a fuller VFM assessment, also concluded that the project offered reasonable value for money. However, there are some caveats on this. As noted, in the mid-term assessment, the challenges with inconsistent attendance on training reduces the VFM. Moreover, the challenges with poor quality inputs and misuse of start-up kits also clearly harms VFM. Although it was outside the scope of either evaluation, it would be interesting to compare costs of delivering community based training as through SILK versus costs of delivering in the more conventional way through vocational training centres. There were no planned contributions from local institutions and government. Target beneficiaries were not asked to make any financial contribution to training or start-up support; neither were they paid or provided incentives to attend trainings (other than

receiving start-up kit at the end of vocational trainings). Beneficiaries sometimes provided the training venues, whether it was their land for the agronomy demonstration fields, or by negotiating with schools to allow use of classrooms for training.

All stakeholders (including partner staff, trainers, Project Officers and CBMs) reported that payments have been made on time and according to the terms of their contracts. Stakeholders also widely reported high levels of satisfaction with the quality of their relationships and communications with Concern Worldwide. Some government stakeholders expressed frustration that work plans and reports were not shared with them, and some FAL trainers described the learning materials provided as inadequate. Other trainers reported that all necessary materials were provided for trainings in a timely fashion, and according to their requirements for the students' needs.

A large amount of monitoring data was collected and submitted: by CBMs, Project Officers, trainers, and MADEFO and Concern project staff. This was generally effective in providing up-to-date core management information (e.g. on number of beneficiaries, attendance) and picking up on problems and challenges early. In particular the use of MADEFO community-based monitors proved to be a valuable approach to grassroots monitoring. Trainers reported frequent monitoring from CBMs, such as one who noted,

"...the CBM dropped by every day of the training. Sometimes they stayed long, sometimes just to see. The CBMs asked the beneficiaries 'how is the training?' and gave them encouragement to continue".

There were some issues with accuracy of monitoring data on beneficiary numbers, on which there were sometimes conflicting reports which required the project manager to go out to the field and confirm. This was reportedly because of the mobility of the target population.

Generally, monitoring information appears to have been used to inform improved programme implementation. For example, the frequent reporting of the death of hens and chicks from the small livestock groups resulted in changes to these trainings at the recommendation of MADEFO, and the subsequent inclusion of veterinary skills training; reports of gender related problems from field staff (e.g. women in a small livestock group not taking good care of goats because it was considered a man's role) were responded to with provision of gender training for project staff. However, several of the FAL trainers interviewed reported that some of the issues and concerns they raised (e.g. lack of training facilities and materials) received no response. Monitoring also appears to have been effective in mitigating fraud. For example, impromptu monitoring visits to training sites led to the uncovering of some trainers having trainees sign attendance sheets for multiple days in one session and then not delivering them. At a higher level, the project also identified malpractice at an early stage at CIDI (one of the original local partners) and NESSA (the life skills training provider). Regarding adequacy of Baseline information, as previously noted, the data collected in the Baseline survey did not correspond fully with the data needed for indicators. As also previously noted, the means of measuring performance were sometimes not clearly defined, with the result that it was not possible to accurately identify performance in some areas from monitoring data (e.g. partner and trainer capacity, beneficiary savings and employment outcomes).

The main unplanned output was the addition of support for groups to form VSLAs. These were not in the original plan but became a major part of the support after implementation. This was reportedly a response to the challenge of beneficiaries tending to move location, especially after earning some money. An example was given of one of the early Carpentry and Joinery groups disbanding and scattering after they had sold their first products. Being part of, and having money invested in a

VSLA, was identified as a way to provide an incentive to remain together with other group members in the same place.

4.4 Impact: Wider effects of the programme

Overall, it is too early to thoroughly assess the long-term impact of the SILK programme, as many trained beneficiaries are only just beginning to establish small businesses, utilise new farming methods, save money as VSLA groups, and seek employment using the skills gained through the programme. However, short-term impacts can already be seen in many of the target communities.

According to the information provided by Concern Worldwide programme staff, a total of 3,138 beneficiaries have been trained by the SILK programme. The breakdown of these figures is provided in the table below.

TABLE 4 NUMBER OF BENEFICIARIES BY TRAINING TYPE AND GENDER

Training type	No. male	No. female	% female	Total beneficiaries
Life Skills	1,304	2,008	61	3,312
FAL	1,217	1,855	60	3,027
On farm skills	1,031	1,945	65	2,976
Off farm skills	152	149	50	301
Vocational Skills:				
Agronomy	797	1,595	67	2,392
Animal health	93	48	34	141
Apiculture	83	203	71	286
Bicycle repair	33	7	18	40
Block making	36	17	64	53
Carpentry	74	57	44	131
Commercial agriculture	25	66	73	91
Leisure and Hospitality	9	68	88	77
Small livestock	33	33	50	66
Business Skills	603	902	60	1,505

As noted in section 4.2, the target for off-farm training was not met, while the on-farm target was exceeded. This reflects the appropriateness and popularity of on-farm skills in the project delivery areas. As also noted previously, the number of business skills attendees fell considerably short of the target, while the life skills target was exceeded. In fact, the actual number of beneficiaries trained in life skills was significantly higher than the numbers recorded here because all members of the community were invited to attend life skills training but only the youth later enrolled as beneficiaries were recorded. Without reliable records it is not possible to estimate the total numbers, but trainers reported group sizes of up to 200 people, and one trainer described attendance rates at life skills training as “exceptionally good”.

Beneficiaries reported numerous changes in their lives: improved confidence, greater engagement in productive activity and leaving behind of unproductive activities, improved ability to generate income, greater appreciation of education, improved financial practice, empowerment of women and improved gender relations. One male former Carpentry and Joinery trainee stated: “*It has opened up our thinking. At least we can now do business, at least we can now read. We feel more confident*”. One female former Leisure and Hospitality trainee said, “*Now I can’t go back to fetching firewood, I can be cooking mandazi*”. Another stated: “*Now we get profits and we save. So when it is raining we have these savings and can still do other works in our home*”.

Improved literacy and numeracy, even if still at a basic level, was reported to have been very beneficial. A common example was enabling parents to identify the right medical card for their child for taking to the health centre. One female beneficiary stated: *"I can [now] write names, identify medical cards. My family and others appreciate it and think the project was good"*. A male beneficiary highlighted another benefit: *"At least we can go and sign [our names], for example for allowance at sub-county meetings, so we can't get cheated"*. Learning from FAL was also observed to have changed attitudes towards education, and encouraged beneficiaries to send their children to school. The wider effects of FAL training on beneficiaries' lives (being able to take the right medical card, signing for attendance and facilitation at meetings, placing more value on children's education) can be seen as a major bonus on top of the more central intended effect of addressing barriers to accessing employment/income generation opportunities.

One of the biggest changes apparent was in gender dynamics and relations. Both male and female beneficiaries reported substantial changes in relation to attitudes and behaviours: higher status and freedom given to women, more equal and peaceful domestic relations, women attending and contributing towards village/community meetings, men taking on some domestic duties, women doing



CASE STUDY: ANIMAL HEALTH

Owalinga Paul is from Nabilatuk sub county, Nakapiripirit, Napak District. Most of his life he has been working with livestock. Formerly he was also involved in cattle raiding and theft. In 2015 he joined the SILK project and elected to train in Animal Health. This made sense for him because he already knew about cattle so wanted to stay in that line. Paul enjoyed the training and performed well in it. After completing and receiving the start-up kit, Paul then started offering animal health services. He moved around, identified sick animals and offered to treat them. Once they saw that the animals he treated got better people realised that Paul knew what he was doing and started coming to him. Paul now gets business at home but also continues to move out to kraals and follow the herds. He reports that he earns around 25,000 UGX in a month. The effect of the project on Paul's life has been to enable him to leave the stealing and raiding lifestyle behind – "it removed the thinking I had before" - and focus on developing his business. With the money he has earned Paul has bought three goats, and has also bought school materials for his younger siblings. He reports that his family is thankful and have also started to change their thinking about how to make a living. Not all the others on the training have replicated Paul's success. He puts his achievements down to having a background in livestock and having a motivation to "catch-up on those who had been to school". Alongside the technical skills, Paul also learnt some literacy and numeracy and reports being able to count figures and write his name. In the future he hopes to

conventionally male vocations (e.g. livestock, block making, carpentry), men doing traditionally female vocations (agriculture, leisure and hospitality). One male beneficiary from an all-male group told of how he can manage domestic disputes better – talk it out rather than beating; and how he and his wife now manage finances together and jointly agree how to use their resources. Another beneficiary from the same group told of how he would formerly send his daughter out to fetch water and his son to look after the animals but is now sending both to school. A female beneficiary reported how there had been a change for a number of group members in domestic relations: more sharing of decisions and sharing of the household burdens. For example, it was noted that some of the husbands of the female group members had begun cooking dinner when they were busy training or working. Some male beneficiaries also reported that they no longer participate in cattle rustling/raiding since the intervention.

There were also some benefits identified as having been accrued to members of the Vocational Skills Forum, key benefits noted by several attendees include the sharing of knowledge about other current and on-going initiatives, a platform for exchange, and access to networks including the private sector. The involvement of key stakeholders in the Vocational Skills Forum effectively captured and disseminated key learnings and examples of good practice. Some changes were also identified to have come from the VSF. Representatives of two organisations - a vocational training institute and an NGO – said it had opened up their minds to community based training, and – in one case – had informed development of a plan to introduce mobile workshops for outreach training. As one stakeholder noted,

"it is good to know what others are doing, to know the other actors involved. It has helped us to refine our intervention in relation to what others are doing for skilling youth".

Another attendee of the Forum noted,

"We realised there are many stakeholders in the field of skills training, we didn't know. We also realised that we need to take the skills down to the local level, as they (Concern Worldwide) do."

One of the vocational training institutes which attended the forum reported that it intends to develop a modular mobile workshop strategy to provide skills training at the village level, in direct response to learnings from the Forum. A TVET stakeholder reported that the community-based training approach implemented by Concern is *"very powerful"*, and expressed interest to integrate such an approach into their future programming. This has the potential to improve the availability of non-formal vocational training to Karamajong communities in future.

Beneficiaries in FGDs generally asserted that advances connected to literacy and numeracy, gender, business readiness, savings, stopping cattle raiding and theft, and so on were directly and largely or solely attributable to SILK. For example, one all-male FGD of agronomy trainees explained that, prior to SILK, they had only been involved in livestock (the traditional pursuit for Karamajong males) and considered farming as women's work. SILK had been responsible for changing that attitude and bringing new skills and sources of income, alongside changed attitudes to gender roles. However, we should be careful not to attribute all such effects to SILK. For example, in another FGD, when asked where changes in relation to gender had come from, participants cited SILK but also other NGO projects. Given the density of development support in the region over recent years, it is very likely that other NGO-led and government-led initiatives contributed to observed achievements in a number of areas.

4.5 Sustainability: The future of youth livelihoods in Karamoja

Beneficiary, partner and stakeholder ownership of objectives and achievements is critical to sustainability. Indications on extent of ownership of SILK objectives and achievements were mixed. In relation to ownership of objectives, while there was no disagreement with the objectives from any quarter, neither was there strong ownership outside of Concern and MADEFO. Meaningful consultation at the objective setting and project design stage does not appear to have been undertaken with the target population or wider community, or with local government. As noted previously, some local government representatives were unhappy that there had not been a greater effort to ensure fit with district and sub-county development plans and unfunded priorities. During implementation the involvement of local government was greater but still fairly shallow: they were kept informed and updated relatively consistently, and there were some joint monitoring visits to groups. This does not amount to a fulfilment of the intention stated in the proposal of DLG benefiting from building support and learning through the co-implementation approach. This appears to have limited the level of commitment from local government to stepping in to support groups after the project has finished.

Beneficiaries were not much involved in setting objectives either, but did at least have a choice over which type of vocational training to do. From FGD findings it was apparent that this choice had often been a fairly well considered one based on an assessment of market opportunity, and this promoted ownership. However, this was not always the case, and some beneficiaries had no clear motivation for the vocation they had trained in. As a Sub-county official noted during an interview for the final evaluation: *"...at the end of the day ownership is the challenge. If groups have not taken the lead in driving themselves forward, they collapse once they are not supported."* Problems associated with lack of ownership emerged amongst some groups i.e. lack of commitment, destruction, neglect and theft of start-up kits. A mixed level of ownership was apparent in beneficiary FGD participants' responses concerning their future plans. Several of the groups or group members had quite firm plans involving continuation and expansion of income generation started as a result of SILK: for example, one agronomy group spoke of continuing to increase the land they open each season, building up grain stores, and to diversify into livestock as a group. Others, however, were more uncertain, and were experiencing issues which posed a threat to sustainability, such as lack of trust between group members, having an unreliable group leader, or lack of connections with suppliers and/or buyers.

The way start-up support was administered may have reduced beneficiary ownership: there were few conditions for receiving start-up support (e.g. having a constitution, making a financial contribution, being part of a VSLA), little input on what was included in start-up kits, and no involvement in procurement of equipment and materials. Moreover, start-up kits were often given to a group leader or group as a whole. Some adaptations were made to this approach to promote stronger ownership, such as placing a condition for small livestock groups that they must have built a shelter for keeping animals before receiving any as start-up, or giving items to individuals or smaller, more coherent groups. Overall, however, the approach has not engendered beneficiary ownership.

There were positive indications on ownership of the Vocational Skills Forum. All parties were keen that it should continue, and discussions had been had about how this would be achieved. The outcome was that C&D and BTC would financially support the continuation of the VSF, and District Local Government would take on the chairing and administration. While government ownership of the VSF has by no means been secured, there is at least a plan for it to be built and for the meetings to be maintained. The estimated cost of facilitating each Forum is 3.5 million UGX. The BTC programme has budgeted to support the Forum for the next 5 years, through which they have

committed to financially support the local government to facilitate the Forum. It was noted that for it to become more sustainable it may be necessary to split the VSF from a regional level forum into district level fora (in order to save on cost of travel, accommodation etc. for attendees coming from outside the district in which the VSF meeting is being held).

The capacity building of MADEFO is likely to provide the organisation with enhanced opportunities to access funding and support and to continue to provide services to beneficiaries across the Karamoja sub-region. Partner representatives noted that the geographical reach of the organisation has been extended into Nakapiripirit and Napak. MADEFO have already secured support from VSF Belgium to implement the five-year KALIP programme until 2021. They have been supported in proposal writing and now have clear templates, and have submitted a concept note and successfully passed the first phase of applications for a forthcoming BTC programme. MADEFO also report that they may be able to provide further support to SILK beneficiaries through the KALIP programme, particularly those involved in the livestock components of the skills trainings. Furthermore, lists of programme beneficiaries (youth groups) have been shared with NGOs such as VSO and C&D, as well as local district government offices, and it is hoped that they will be considered for inclusion in future programmes implemented by these organisations and agencies. MADEFO have recently bought the land on which their offices are situated, and are waiting to get the title to these lands. As one board member noted, *“we grassroots organisations are here to serve the communities, we are embedded. NGOs come and go, but we remain and we will use this capacity building to better serve our people”*. However, many staff in the partner organisation remain on contracts on a project-basis, and the SILK programme supported ten members of staff including field co-ordinators, project officers and community-based monitors. Of these, two members of staff will remain on retainer, and MADEFO are also unable to continue funding the Logistics and Procurement Officer role despite noting that the benefits associated with this member of staff. MADEFO has been thoroughly equipped in terms of systems and administrative and managerial capacity, and it has been supported as far as possible to attract more funds and thereby sustain capacity. However, at time of reporting financial security had not yet been secured although a proposal had been submitted to BTC for funding of vocational training.

VSLAs established by the programme face an uncertain future. While the business skills component of the programme provided some training in VSLA, several stakeholders (NGO and public sector) noted that it takes at least 9 months to one year for VSLA groups to become established, and during that initial start-up period they require continuous support, back-stopping and encouragement.

The emergence of the BTC-led ‘Support Skilling Uganda’ (SSU) project, has brought a concerted attempt to coordinate and strengthen the TVET sector in Karamoja. This should strengthen the sustainability of SILK achievements. Most obviously, BTC plan to support the continuation of, and build on, the VSF established under SILK and use it to implement their mandate to introduce a Skills Development Committee (which the VSF will potentially replace). Other support that could come through SSU includes greater engagement of the private sector, development of an apprenticeship approach, identification and development of Master Craft Persons as trainers, and support for MADEFO. This has strong potential to develop and embed more firmly in wider policy and practice some of the approaches initiated under SILK (e.g. use of business people as trainers, accessible non-formal skills development). As noted above, the government sponsored efforts to implement the Skilling Uganda Strategy represent a positive development which carries potential to maintain and further build on some of the advances and learning stimulated by SILK.

Various exit activities were underway at the time of the final evaluation, including a learning event for District Local Government, NGOs and other stakeholders in Moroto, and a series of meetings at

sub-county level. These were designed to share learning and encourage stakeholders to take on continued support for groups. The success of this effort remains to be seen. However, it was observed that there was little provision or budget for follow-up trainings to beneficiaries, which would have supported the phasing out of programme support. Some beneficiaries from groups which had entered the project in the later intakes were left feeling as if the support had been withdrawn too soon.

The most obvious interface between the project and local power structures, status systems and beliefs was in relation to gender. The project made an overt attempt to alter some of the prevalent dynamics and beliefs in favour of greater gender equity, and this appears to have led to some substantial changes, which appear to have been well-accepted by both male and female members of the target group. These changes are not universal or accepted by all. In one male-only FGD, after discussing the benefits of gender equity, one member stated that, even although women have increased rights and status, men still have (and should have) more. Meanwhile, as previously noted, one vocational trainer reported that some women had been prevented from attending training by their husbands. Nevertheless, overall real and significant increases in gender equity were widely evident.

These changes include challenges to conventional views on what constitutes “man’s work” and “woman’s work”. For example, leisure and hospitality trainees initially regarded cooking as an activity for women but after witnessing successful male chefs working in the hospitality industry, several young men expressed an interest in pursuing this as a career. Carpentry has traditionally been the domain of men, but successful inclusion of women in the carpentry training, and their demonstration of equivalent skills to the male trainees, is reported by both beneficiaries and other stakeholders (e.g. sub-county officials) to have sensitised them to the potential for women to also succeed in such activities and contribute to breaking down gender norms. In a small livestock group, initial challenges with women not taking care of goats because they perceived it as a male activity were addressed and female beneficiaries reportedly started taking it up actively and being accepted in doing so. It was widely reported that many rural Karamajong communities are not business-oriented, and only engage in income generating activities to fulfil an immediate need, such as payment of medical expenses or school fees. This belief appears not to have been fully challenged by the project, carrying a risk that some groups/beneficiaries may revert back to previous activities without additional follow-up support.

Regarding the relationship between technology used by the project and local culture and capacity, the project generally used low-tech, manually operated technology, which is relatively simple to operate with low maintenance needs and costs. This was appropriate to the context. However, some of the technology and associated skills was relatively complex, particularly with carpentry and animal health. There were indications that the duration of the technical training for these vocations was too short for sufficient knowledge and skills to be transferred. In relation to animal health it was noted that the MAIF and FAO manual on animal health training recommends a training duration of two months, whereas SILK animal health training was delivered in only 12-16 days.

6. Conclusions and Recommendations

6.1 Conclusions

SILK was an ambitious programme operating in a challenging operational context. The design of the programme was contextually and culturally relevant, but some challenges were not fully identified or accounted for in the design and implementation and proved which were difficult to overcome. The scale of these challenges, combined with ambitious and poorly formulated indicators, resulted in only partial evidence of achievement of the stated objectives and planned results. However, this should not detract from its considerable successes and achievements. At the big picture level, SILK has demonstrated that it is possible to deliver community based training in vocational and complementary skills in the Karamoja context, and in so doing reach people who would most likely not engage with more conventional vocational training. It was notable, however, that on-farm skills predominated to a greater extent than originally envisaged, and this may point to some limitations for off-farm training. To a large extent, the off-farm courses identified by SILK were relevant for urban and peri-urban locations. The need to do a localised market assessment to identify which products and services have sufficient and accessible local demand is a key message from the project.

SILK has also shown that, through a holistic approach with a strong component of complementary skills (such as literacy and numeracy and life skills) non-formal vocational skills initiatives can have positive effects in a variety of areas: not just economic, but also in relation to cultural and societal issues such as gender. It also simultaneously demonstrated that FAL can be highly beneficial but requires long-term strategies to support learners to a level suitable for application in an employment/business setting. A further important contribution of SILK has been to show that it is viable and valuable to work through local, community-based vocational trainers.

SILK was highly relevant to both the policy context and target population needs. However, this was not as clearly articulated and converted into objectives and corresponding intervention logic and indicators as it might have been. This means that it is difficult to conclusively assess effectiveness against planned objectives, results and targets. Nevertheless, in broad terms the project was largely effective in transferring a variety of skills over a sustained period, and in building the capacity of its local partner, but less effective in converting this into substantial aggregate improvements in employment, income, or food security. In part, this is likely to be a reflection of the fact that some beneficiaries are yet to get fully underway in employment or business, and to realise returns. However, it is also a reflection of a variety of challenges experienced in implementation, including in relation to:

- Identifying beneficiaries who have the commitment and capacity to derive full benefit from the support
- Ownership of the learning and inputs
- Ensuring that the vocations are relevant to local market and/or environmental conditions
- Ensuring that training is of sufficient quality and appropriate to context and learners' abilities
- Linking trainees to employment, markets and business opportunities
- Identifying good quality trainers
- Procuring on-farm inputs of sufficient quality and in a timely fashion.

The sustainability of SILK remains to be seen. In relation to the beneficiaries and groups it is likely to be highly variable: some are well positioned to maintain and progress in employment and business, some have already gone back to something close to what they were doing before the project, while

others still have a chance of making it but may not do so without further follow-up support. A further lesson from the project is that follow-up support is vital and should be sufficiently factored into provision. Though not all are expected to sustain, VSLAs will act as a force to promote cohesion and sustainability.

There are positive signs that the networking and sharing SILK promoted through the VSF will be maintained and built on with the support of C&D, BTC and DLG. There is also room for optimism that MADEFO will retain some key elements of the capacity gained through SILK and move from strength to strength through further partnerships and resourcing.

6.2 Recommendations

The following recommendations derive directly from the findings and conclusions of the evaluation, and are designed to be realistic, operational and pragmatic. These recommendations address both good and lessons learned for Youth Livelihoods and Skilling, as well as specific recommendations for the Forum and enhancing inter-agency coordination.

1. Develop a shared model/methodology for non-formal vocational skills in Karamoja

The overarching recommendation is that all agencies in the TVET sector should jointly develop a model for non-formal vocational skills, so that learning and best practice is mainstreamed and there is consistency on key aspects of design and implementation. This should cover the issues covered in the below recommendations: targeting and recruitment, promoting ownership, training design, group vs individual enterprise formation and start-up support, complementary skills. One key issue is whether FAL should be part of livelihoods support. Findings from the evaluation suggest that it can be highly beneficial but will require considerable investment to get people up to a sufficient level. Attendees in the SILK end of project dissemination workshop felt strongly that FAL was important and should be part of livelihoods support in Karamoja. It was asserted that government should be lobbied and partnered with to take this forward.

2. Share information with other relevant agencies and NGOs promoting youth skilling and livelihoods in Karamoja.

A wide range of NGOs and government agencies support youth skilling and livelihoods in Karamoja. In order to enhance the coherence and complementarity of programmes, and to reduce wasted resources and time, it is highly advisable to share lists and databases of both beneficiaries and skills trainers with other relevant organisations. **Sharing information about beneficiary groups** will increase their opportunities to access further follow-on support to augment and cement learning, such as FAL II and FAL III training, further training in business skills, VSLA etc. Furthermore, the evidence demonstrates that programmes are more effective when working through established groups than by setting up new ones. In particular, VSLAs could be good channel for targeting and recruitment for other types of group trainings. Sharing a **database of life skills, vocational skills, FAL and business skills trainers** with both NGOs and government partners is also highly advisable. There is high demand for these kinds of skills trainings in the region. Supporting individual skills providers will augment their skills and experience, reduce time and resources spent on selection and recruitment, ensure that committed trainers are rewarded with ongoing professional development and income and learners benefit from their accumulated knowledge. It is also highly advisable to standardise beneficiary remuneration of the various skills development programmes operating within the sub-district. Standardizing practices regarding payment of fees, provision of stipends, travel allowances, provision of refreshments and even start-up kit would have many benefits. Such practices would avoid compounding the growing culture of dependency, and would improve attendance at trainings by ensuring that attendees are motivated by the **content** of the training,

rather than by expectation of receiving sodas or other short-term rewards. It is further recommended that, as part of this and alongside it, local government (at district and sub-county levels) are given advanced notice of, and a meaningful opportunity to inform design of, planned interventions, and that interventions are aligned with district and sub-county development plans and unfunded priorities.

3. Gain demonstrations of commitment before providing support

The findings of this evaluation clearly demonstrate that there is a risk of wasting resources on people who are not committed to the training. It is therefore important to build in a variety of mechanisms to target and further incentivise those who have the interest and commitment to apply themselves and succeed. One key principle is not to provide training or start-up support entirely free, without conditions, but to instead require some demonstration of commitment. Requiring some form of cash or in-kind payment before allowing people to enrol will go a long way to filtering out those who lack commitment. Start-up kits or capital should only be given after beneficiaries have completed all phases of the training and have demonstrated commitment to their chosen vocational skill, either through achieving some savings or some level of independent or group progress towards a goal. Some form of part-payment could also be considered.

Another condition for support could be membership of a VSLA. VSLAs provides a strong foundation for both individual and group enterprises. Encouraging beneficiaries to demonstrate commitment and savings over time *before* they get technical training and business training would increase the effectiveness, impact and sustainability of livelihoods and skill building programmes in the region. This is also likely to reduce theft, misappropriation and intentional damage of resources, increase ownership and reduce dependency. It was also noteworthy that older participants in groups are often more committed and more experienced, may have more resources (e.g. savings, storage facilities, social networks, etc.) and can motivate and encourage younger group members. Although the SILK programme was aimed at under-25s, it was clear that older people had also participated by providing false personal information and concealing their ages. However, this was of benefit to the programme and should be encouraged in future programmes working through groups, which can function more effectively when comprised of a mix of ages. There was also a useful related learning point from the project about need to engage the family, especially the husband/wife, of the trainee and get them on board (otherwise they can become an obstacle).

4. Tailor training packages to learner needs

It is widely recognised that individuals who have not completed formal education require more time and repetition in order to cement new learning. Training for vulnerable populations where educational attainment is low must account for this. Trainings for such groups should incorporate more practical components, longer duration and more visual teaching aids. Trainees should also be supported through follow-up and backstopping for a minimum of six months after the training has been completed. Furthermore, it is essential for basic needs to be met before trainees can grasp complex ideas or learn new skills. You cannot train a hungry person effectively; this will affect both their concentration and their attendance. Off-farm vocational trainings and business skills in particular should either be aligned with other programmes distributing food or supporting livelihoods, or should select beneficiaries who are already able to meet their own basic needs. Training should be specific and practical, in particular business skills training which should be tailored to the particular type of business and integrated into vocational training where possible. Follow-up and back-stopping are particularly critical for poorly educated trainees. After completing any training in practical skills or business skills, it is essential to conduct follow-up visits with groups and individuals to motivate and encourage, and correct errors and misunderstandings.

5. Tailor training to local market and environmental conditions

There are some general rules which can guide which types of skills are relevant in which place, such as leisure and hospitality and carpentry being suited to urban or peri-urban locations. However, there is also need to assess each location individually and involve local stakeholders to ensure the most relevant vocations/skills, and any issues which reduce the suitability of vocations which seem appropriate, are identified. For on-farm subjects there is also need to do a thorough environmental assessment to ascertain suitability.

6. Group dynamics

Many programmes in Karamoja, both NGO and government-led, aim to support group activities and endeavours. However, group dynamics are challenging, and in many cases this can lead to problems of accountability, ownership, resentment, and misappropriation of resources. The experiences of the SILK programme suggest that the most effective ways to work with groups is to begin with small, established groups who have proven ability to save and already have trust-based relationships between members. Artificially created groups are much less likely to succeed than self-selected groups which emerge organically within communities. It has also been demonstrated that if some group members are less motivated than the rest are perceived as lazy, this can have a seriously detrimental effect on the commitment and attitude of other group members.

Another lesson from SILK is that individual enterprises can be much more effective than group enterprises. This was particularly clear from the agronomy training because it supported people on an individual basis if they owned at least one acre which could be used for the project demonstration garden, or on a group basis for those who did not have this access. Individuals consistently demonstrated greater commitment and ownership, and produced higher yields, than groups. Regarding start-up kit and other tangible resources, it is highly advisable to provide these to individuals and not to groups (even if the enterprise will function on a group basis). Providing resources to groups creates opportunities for theft and can introduce rifts into otherwise successful groups. As was noted in the dissemination workshop, the viability and nature of group enterprise operation varies between vocation/enterprise, so there is no one-size-fits-all solution, but care must be taken to avoid the lack of ownership that often comes with group based approaches.

7. Support emerging skills and businesses

Providing training and support in vocational skills is only the first step in contributing to enhancing livelihoods and reducing poverty in Karamoja. Recognising that the private sector remains weak, it is essential for organisations seeking to support emerging trades and small businesses by integrating these into procurement processes. Both government bodies and NGOs should endeavour, whenever possible, to purchase locally produced goods in order to boost local markets. For example, the carpentry groups have produced benches, tables, etc. which could be used in local NGO offices, schools, and other venues. The block-makers could be contracted to produce blocks for new bore-holes. In a sub-region affected by chronic poverty, these agencies are among the few who have the financial capacity to buy these products, and yet the fieldwork demonstrated that the majority continue to import foreign goods or source materials from elsewhere in Uganda. Connecting emerging tradesmen, farmers and businesses to markets is essential for supporting livelihoods.

8. Cement FAL learning

Educational attainment in Karamoja remains low, and FAL provides opportunities for adult learners to build basic competencies in literacy and numeracy. Adult learners, particularly those who have not participated in formal education, may be shy and reluctant to practice their writing skills. However, it is essential for them to be encouraged to practice as often as possible, and this includes signing their name for receipt of any form of support or participation. They should not be allowed to thumbprint, nor should more educated individuals ‘help’ them by printing their names on their behalf. FAL trainees and graduates must be encouraged to write and sign their own names at every possible opportunity – this must be standard practice if they are to continue to benefit from these trainings in future or the skills will be forgotten.

9. More support for local NGOs

SILK has shown that effective, mutually beneficial partnerships can be made with local organisations. There is substantial potential added value in terms of sustainability in doing this as these are organisations which will remain after projects finish and INGOs pull out. There was strong commendation in the dissemination workshop for the work done to support MADEFO, and it was noted by one contributor that local organisations are missing out on opportunities because they do not meet some of the requirements for partnering on international donor funded projects (e.g. having a recent audit). It was noted by MADEFO that many projects have some aspect of capacity building of local organisations but that it is often rather limited and superficial. Greater investment and commitment, like that demonstrated by SILK, is needed from INGOs working in the sub-region to take this forward.

10. Maintain and further develop the VSF

The dissemination workshop confirmed that there is broad backing for the VSF amongst stakeholders, and a strong sense that greater coordination is needed between livelihoods/TVET actors in Karamoja. However, it is important the VSF is strengthened and becomes a locally-owned and sustainable vehicle for genuine and productive sharing and collaboration. One way of strengthening would be a greater focus on specific issues/challenges and solutions. This might even be part of the wider project of developing a shared model for non-formal vocational training in Karamoja as proposed in recommendation one.

A further clear area in need of strengthening is private sector involvement: ways need to be found of engaging and building links with key private sector actors currently operating in Karamoja and with potential to develop a presence in Karamoja. One further issue that the VSF could take forward, which came out strongly in the dissemination workshop, is how to engage with central government on issues which affect the sector, and which local government have limited ability to effect: accreditation of non-formal skills is one key area (including operationalisation of the Workers’ PAS), recognition of newly trained Animal Health Workers another. Long-term sustainability also needs examination. One way to promote this put forward by one stakeholder interviewed for the evaluation is to make the forum operate at individual district, rather than multiple district/sub-region-wide level. This would reduce the costs associated with members travelling outside of their home district to attend VSF meetings.

7. Annexes

Annex 1: Terms of Reference of the Final Evaluation



Final Evaluation

Skills Income and Livelihoods in Karamoja (SILK)

DCI-NSAPVD/2014/337-402

November 2014 – October 2017

Terms of Reference

Overview

Concern Worldwide Uganda is implementing a three year vocational skills and livelihoods programme called *Skills, Income and Livelihoods in Karamoja (SILK)* in partnership with a local non-governmental organisation, Matheniko Development Forum (MADEFO). The programme commenced in November 2014 and is being implemented in Moroto, Napak and Nakapiripirit districts of Karamoja. SILK is an extension of Concern's original youth livelihoods programme, Vocational Skills and Training (VST) in Karamoja, which was successfully implemented from 2009-2013. The SILK programme provides 3,200 marginalized vulnerable young women and men with vocational skills and complementary transferable life skills, including functional adult literacy (FAL) and numeracy and business skills. These components are delivered in sequenced phasing, beginning with Life Skills, followed by Functional Adult Literacy and Numeracy, Vocational Skills and lastly, Business and Employment Skills. The programme aims to increase access to employment and income generation for the target youth.

The goal of the programme is to contribute to poverty reduction through sustainable and equitable development by targeting a total of 3,200 women and men between the ages of 18-26 in Moroto, Napak and Nakapiripirit districts.

Background and Context

Concern Worldwide (CWW) is a Non-Governmental, International and Humanitarian Organization dedicated to the reduction of suffering and working towards the ultimate elimination of poverty in the world's poorest countries. Concern was founded in 1968 with its headquarters in Dublin, Ireland. In Uganda, Concern first worked in early 1980s to response to famine in Karamoja region with focus on relief. Most recently, Concern has been operating in Karamoja since 2012.

Karamoja is the poorest region in the country and one of Concern Uganda's main operational area. Of the 1.2 million people living in Karamoja, 79% of households live in poverty along with consistently having the worst health and development indicators in Uganda. Low education rates have resulted in high levels of illiteracy- only 6% of women and 12% of men are literate.¹ Without formal education, youth find it difficult to access formal vocational skills training.

Livelihoods for Karamajong youth are changing from traditional agro pastoralism and shifting towards other livelihood opportunities. In the past few years, security in Karamoja has much improved, paving the way for various development (human, infrastructure, financial) projects and facilitating improved linkages between Karamoja and other regions of Uganda. Due to increased investments, employment opportunities for people with skills are increasing as labour markets expand. It is an opportune time for young men and women in Moroto, Nakapiripirit and Napak districts to focus on developing their technical and vocational skills in order to increase access to employment and income generating activities. This programme focuses on ensuring the most vulnerable youth will be able to access these new employment opportunities through the provision of vocational and non-formal skill training. The programme's phased approach begins with Life Skills training for all beneficiaries, which focuses on building foundational skills like communication, goal visualization and problem-solving. After Life Skills training, beneficiaries are streamed into either Functional Adult Literacy (FAL) classes, if they require basic reading and writing skills and understanding of numeracy, or directly into vocational skills training. The final programme component is Business Skills training and financial services access, which supports youth to identify income generating activities for their skills and actively links groups to financial resources (mainly youth grants). To ensure that women are empowered through the skills learned in the programme, the programme has a target that 60% of the participants are female.

Overview of the Programme

The aim of the SILK programme is to contribute to poverty reduction through sustainable and equitable development in Moroto, Nakapiripirit and Napak districts in Karamoja Sub-Region through the following results:

- Improved skills in vocational and complementary competencies of 3,200 youth (young men and women) and increased income streams.
- Improved capacity and effectiveness of two local non-governmental organisations (LNGOs) and relevant district authorities to support youth to develop vocational skills and access employment.
- A functioning Vocational Skills Forum for district officials, LNGOs, international non-governmental organisations (INGOs), civil society organisations (CSOs) and the private sector to exchange learning and to develop employment and market linkages.

Purpose/Rationale of the Consultancy

The SILK programme ends in October 2017. As such, Concern requires a **Consultant** to conduct the final evaluation of the programme in order to assess the relevance, effectiveness, efficiency, sustainability and impact of the programme. The results of the evaluation will be shared with programme participants, partners, local authorities and the EU as the key programme donor.

¹ Context Analysis and Programme Options for Karamoja for Concern Worldwide - 2011

Questions related to DAC criteria:

- Have the right things been done? (Was the outcome and associated programme relevant, appropriate and strategic to national and regional goals?)
- Have things been done right? (Were the actions to achieve the outputs and outcomes effective and efficient?)
- Are the results sustainable? (Will the outputs and outcome(s) lead to benefits beyond the life of the existing programme?)
- How might we do things better in the future? (Which findings may have relevance for future programming or for other similar initiatives elsewhere?)

Institutional Framework and Project Context

- Assesses the level of coordination of the project activities at district, regional and national levels: including coordination with Vocational Skills Forum institutions and other stakeholders.

Project Results

- Indications of change (outcomes and impact both positive and negative when compared to baseline values) in relation to objectives as a result of your work, the significance of the changes, and who they have affected.
- Whether the activities carried out and ways of working led/are likely to lead to the changes you are aiming for.
- Whether the work was relevant.
- Assess barriers to timely implementation within partner and Concern internal systems and explore solutions for accelerating project progress
- Provide an assessment of project impact prospects based on activities implemented to date.

Community and Target Group

- Concern has an organisational focus on extreme poverty: Assess to what extent project targeting and approaches contributes to this core value.
- Assess the extent to which target participants participated in implementation of project activities.
- Assess project strategies for strengthening youth groups
- Assess progress in achieving gender objectives at various levels of the project.
- Assess the effectiveness of the project in mainstreaming environment, HIV & AIDS and accountability, with specific reference to the project proposal.

Monitoring and Evaluation

- Review the effectiveness of the project and partner monitoring processes in terms of design and implementation.

Sustainability & Capacity Building of Partners

- Review the exit strategy
- Review and evaluate the progress made in addressing organisational gaps in MADEFO as outlined in Organisational Capacity Assessment report.

Final Evaluation Process & Specific Tasks to be undertaken by the Consultant

The end of programme evaluation will make use of the available data and the data that will be collected during this assignment to assess the programme's achievements against the outcome indicators as outlined in the results framework. End line survey data will also be made available to the consultant for analysis and incorporation into the evaluation report. The **Consultant** will be

expected to develop the appropriate methodology for the assignment; however, the evaluation process is to be participatory, involving key field staff and different stakeholders including the community.

The **Consultant** will be expected to:

- Conduct a document review to familiarise him/herself with the programme by pre reading the following documentation:
 - Organisational documents: How Concern Understands Extreme Poverty, Concern partnership guidelines, Equality Policy, Programme Participant Protection Policy,
 - Project documents: Karamoja Contextual Analysis, Project Proposal and Logframe, Baseline Report, Project Market Survey, Revised PM+E Plan, Mid-term Evaluation by internal Consultant, Midterm ROM Report by EU Consultant, Annual and Interim reports 2014-2017, FAL assessment reports and endline survey report.
 - Partner's documents; work plans, monitoring reports and any other documents that are important to the evaluation.
- Develop and refine the evaluation work plan and methodology based on Concern feedback on EOI submission.
- Develop any relevant tools taking into account the scope of the review.
- Indicate local human resource and logistics requirements one month in advance of fieldwork
- Lead /coordinate the field visits to the six project sub counties as appropriate.
- Hold meetings with the implementing partner, relevant Local Government departments and other stakeholders as per evaluation plan.
- Interview target project participants and trainers, community structures (village leaders and local government actors), partners' project staff as well as relevant Concern staff both at head office and Moroto field office.
- Provide debriefing to the project team.
- Present key findings and recommendations at a stakeholders' meeting in Moroto on 28th September 2017.
- Prepare and submit the draft Final Evaluation report; by 30th September; incorporate changes as a result of feedback and submit the final evaluation report by 15th October 2017.

Expected Outputs

- Provide feedback during debriefing of Concern and partner staff.
- Make a presentation of the key findings and recommendation to the stakeholders in Moroto
- A draft and final detailed written report in English language (maximum 20 pages without annexes), submitted in both two electronic form (Word) and three hard copies following the format outlined (in Annex 1), that includes major components such as a maximum three page Executive Summary, introduction, methodology, and analysis, findings and recommendations for future programming.

Lines of Communication

The consultant will report directly to the Country Director or her delegate for overall deliverables. At field level (Karamoja), the consultant will report to and work in close collaboration with the SILK Programme Manager.

Time Frame

The proposed timeframe is to start the field work by the 4th September and submission of draft report 30th September and final report by the 15th of October 2017. Present the key findings and recommendation to stakeholders in Moroto on 28th September 2017.

Qualification of the Evaluation Team

- The consultant must hold at least a Master's Degree in social sciences, community/rural development, education or related disciplines and have extensive international experience of rural livelihoods programming.
- He/she must have proven experience of not less than 10 years in project evaluations or surveys of donor funded youth vocational/livelihoods projects
- Fluent written and spoken English
- Strong analytical, facilitation and writing skills.
- Familiarity with the Karamoja context an advantage.

Fees/Costs

The consultant will propose the total cost within their Expression of Interest (EOI).

Reporting Format

The report must be written in English language based on the structure specified below. Without annexes, the main report should not be more than 20 pages. See pages 5-8 for the report format.

Application Process

Consultants are to submit an Expression of Interest (EOI) to Concern Worldwide Uganda Reception uganda.reception@concern.net copying Lucy.mwangi@concern.net and Robinson Labali robinson.labali@concern.net by midnight **Monday 7th August, 2017**. The EOI is to include the following:

1. The proposed team (including CVs)
2. Proposed methodology
3. Draft schedule of activities
4. Logistical and other requirements
5. Budget including all fees inclusive of daily rates, administration and meals; Concern will provide and arrange transportation in Uganda and accommodation. Please note the consultant fee will be subject to a 6% withholding tax unless proof of exemption can be provided. (Note: if the consultant is based outside Uganda Concern will purchase an economy return airfare the cost of which should not be included when quoting fees inclusive of daily rates, administration and meals)

Review/Evaluation Report Format:

The final report should not be longer than 20 pages (excluding annexes). Additional information on overall context, programme or aspects of methodology and analysis should be confined to annexes.

The main sections of the evaluation report are as follows:

1 Executive Summary

A tightly-drafted, to-the-point and free-standing Executive Summary is an essential component. It should be short, no more than two to three pages. It should focus mainly on the key purpose or issues of the evaluation, outline the main analytical points, and clearly indicate the main achievements, conclusions, lessons learned and specific recommendations. Progress against key programme indicators should be presented. Cross-references should be made to the corresponding page or paragraph numbers in the main text that follows.

2 Introduction

A description of the project/programme and the evaluation, providing the reader with sufficient methodological explanations to gauge the credibility of the conclusions and to acknowledge limitations or weaknesses, where relevant.

3 Methodology

A detailed description of the methodology, listing the types of methods used for data collection and justification for choosing these, and description of the sampling framework and sampling used.

4 Answered questions/ Findings

A chapter presenting the evaluation questions and conclusive answers, together with evidence and reasoning.

The organization of the report should be made around the responses to the Evaluation questions which are systematically covering the DAC evaluation criteria: relevance, effectiveness, efficiency, impact and sustainability. In such an approach, the criteria will be translated into specific questions. These questions are intended to give a more precise and accessible form to the evaluation criteria and to articulate the key issues of concern to stakeholders, thus optimising the focus and utility of the evaluation.

4.1 Problems and needs (Relevance)

The extent to which the objectives of the development intervention (projects/ programme) are consistent with beneficiaries' requirements, country needs, global priorities and partners' and Concerns' policies.

The analysis of relevance will focus on the following questions in relation to the design of the project:

- the extent to which the project was consistent with, and supportive of, the policy and programme framework within which the project is placed, in particular the Concerns Country Strategy and National Indicative Programme, and the Partner Government's development policy and sector policies
- the project's coherence with current/on-going initiatives;
- the quality of the problem analysis and the project's intervention logic and logical framework matrix, appropriateness of the objectively verifiable indicators of achievement;
- the extent to which stated objectives correctly addressed the identified problems and social needs, clarity and internal consistency of the stated objectives;
- the extent to which the nature of the problems originally identified changed
- the extent to which objectives were updated in order to adapt to changes in the context;
- the quality of the identification of key stakeholders and target groups (including gender analysis and analysis of vulnerable groups) and of institutional capacity issues
- the stakeholder participation in the management/implementation of the project, the level of local ownership, absorption and implementation capacity;
- the quality of the analysis of strategic options, of the justification of the recommended implementation strategy, and of management and coordination arrangements;
- the realism in the choice and quantity of inputs (financial, human and administrative resources)
- the appropriateness of the monitoring and evaluation arrangements

4.2 Achievement of purpose (Effectiveness)

The effectiveness criterion, concerns how far the project's results were attained, and the project's specific objectives achieved.

The analysis of Effectiveness will therefore focus on such issues as:

- a comparison of the programme indicators and a measure of the achievement of the results; Perceptions of change by programme participants, other stakeholders
- whether the planned benefits have been delivered and received, as perceived by all key stakeholders (including women and men and specific vulnerable groups);
- whether intended beneficiaries participated in the intervention;
- if the assumptions and risk assessments at results level turned out to be inadequate or invalid, or unforeseen external factors intervened, how flexibly management has adapted to ensure that the results still achieved the purpose; and how well was it been supported in this by key stakeholders including Government, Concern (HQ and locally), etc.;
- whether the balance of responsibilities between the various stakeholders was appropriate
- how unintended results affected the benefits received (positively or negatively) and if they could have been foreseen and managed.;
- whether any shortcomings were due to a failure to take account of cross-cutting or over-arching issues such as gender, environment and poverty during implementation;

4.3 Sound management and value for money (Efficiency)

The efficiency criterion concerns how well the various activities transformed the available resources into the intended results (sometimes referred to as outputs), in terms of quantity, quality and timeliness. Comparison should be made against what was planned.

The assessment of Efficiency will therefore focus on such issues as:

- the quality of day-to-day management, for example in:
 - operational work planning and implementation (input delivery, activity management and delivery of outputs), and management of the budget (including cost control and whether an inadequate budget was a factor);
 - management of personnel, information, property, etc,
 - whether management of risk was adequate, i.e. whether flexibility was demonstrated in response to changes in circumstances;
 - relations/coordination with local authorities, institutions, beneficiaries, other donors;
 - the quality of information management and reporting, and the extent to which key stakeholders were kept adequately informed of project activities (including beneficiaries/target groups);
 - Extent to which the costs of the project have been justified by the benefits whether or not expressed in monetary terms in comparison with similar projects or known alternative approaches, taking account of contextual differences and eliminating market distortions.
- Partner country contributions from local institutions and government (e.g offices, experts, reports, tax exemption, as set out in the LogFrame resource schedule), target beneficiaries and other local parties: were they been provided as planned?
- Concern inputs (e.g. procurement, training, contracting, either direct or via consultants/bureaux): were they been provided as planned?;
- Technical assistance: how well did it help to provide appropriate solutions and develop local capacities to define and produce results?
- Quality of monitoring: its existence (or not), accuracy and flexibility, and the use made of it; adequacy of baseline information;
- Did any unplanned outputs arise from the activities?

4.4 Likely continuation of achieved results (Sustainability)

The sustainability criterion relates to whether the positive outcomes of the project and the flow of benefits are likely to continue after external funding ends or non-funding support interventions (such as: policy dialogue, coordination).

The final evaluation will make an assessment of the prospects for the sustainability of benefits on basis of the following issues:

- the ownership of objectives and achievements, e.g. how far all stakeholders were consulted on the objectives from the outset, and whether they agreed with them and continue to remain in agreement;
- policy support and the responsibility of the beneficiary institutions, e.g. how far donor policy and national policy are corresponding, the potential effects of any policy changes; how far the relevant national, sectoral and budgetary policies and priorities are affecting the project positively or adversely; and the level of support from governmental, public, business and civil society organizations.
- institutional capacity, e.g. of the Government (e.g. through policy and budgetary support) and counterpart institutions; the extent to which the project is embedded in local institutional structures; if it involved creating a new institution, how far good relations with existing institutions have been established; whether the institution appears likely to be capable of continuing the flow of benefits after the project ends (is it well-led, with adequate and trained staff, sufficient budget and equipment?); whether counterparts have been properly prepared for taking over, technically, financially and managerially;
- the adequacy of the project budget for its purpose particularly phasing out prospects;
- socio-cultural factors, e.g. whether the project is in tune with local perceptions of needs and of ways of producing and sharing benefits; whether it respects local power-structures, status systems and beliefs, and if it sought to change any of those, how well-accepted are the changes both by the target group and by others; how well it is based on an analysis of such factors, including target group/ beneficiary participation in design and implementation; and the quality of relations between the external project staff and local communities.
- technical (technology) issues, e.g. whether (i) the technology, knowledge, process or service introduced or provided fits in with existing needs, culture, traditions, skills or knowledge; (ii) alternative technologies are being considered, where possible; and (iii) the degree in which the beneficiaries have been able to adapt to and maintain the technology acquired without further assistance.
- Wherever relevant, cross-cutting issues such as gender equity, environmental impact and good governance; were appropriately accounted for and managed from the outset of the project.

5 Overall assessments

A chapter synthesising all answers to evaluation questions into an overall assessment of the project/programme. The detailed structure of the overall assessment should be refined during the evaluation process. The relevant chapter has to articulate all the findings, conclusions and lessons in a way that reflects their importance and facilitates the reading. The structure should not follow the evaluation questions, the logical framework or the seven evaluation criteria.

6 Conclusions and Recommendations

6.1 Conclusions

This chapter introduces the conclusions relative to each question. The conclusions should be organised in clusters in the chapter in order to provide an overview of the assessed subject.

Note:

The chapter should not follow the order of the questions or that of the evaluation criteria (effectiveness, efficiency, coherence, etc.). It should feature references to the findings (responses to the evaluation questions) or to annexes showing how the conclusions derive from data, interpretations, and analysis and judgement criteria.

The report should include a self-assessment of the methodological limits that may restrain the range or use of certain conclusions. The conclusion chapter features not only the successes observed but also the issues requiring further thought on modifications or a different course of action.

The evaluation team presents its conclusions in a balanced way, without systematically favouring the negative or the positive conclusions. A paragraph or sub-chapter should pick up the 3 or 4 major conclusions organised by order of importance, while avoiding being repetitive. This practice allows better communicating the evaluation messages that are addressed to the Commission.

If possible, the evaluation report identifies one or more transferable lessons, which are highlighted in the executive summary and presented in appropriate seminars or meetings so that they can be capitalised on and transferred.

6.2 Recommendations

They are intended to improve or reform the project/ programme in the framework of the cycle under way, or to prepare the design of a new intervention.

Note: The recommendations must be related to the conclusions without replicating them. A recommendation derives directly from one or more conclusions.

The ultimate value of an evaluation depends on the quality and credibility of the recommendations offered. **Recommendations** should therefore be as realistic, operational and pragmatic as possible; that is, they should take careful account of the circumstances currently prevailing in the context of the project, and of the resources available to implement them both locally and in Concern. Recommendations should be targeted towards individuals or departments.

They could relate to concern policy, organisational and operational aspects for both the national implementing partners and for Concern; the pre-conditions that might be attached to decisions on the financing of similar projects; and general issues arising from the evaluation in relation to, for example, policies, technologies, instruments, institutional development, and regional, country or sectoral strategies.

Recommendations must be clustered and prioritised, carefully targeted to the appropriate audiences at all levels

7 Annexes to the report

The report should include the following annexes:

- The Terms of Reference of the evaluation
- The names of the evaluators and their companies (CVs should be shown, but summarised and limited to one page per person)
- Detailed evaluation method including: options taken, difficulties encountered and limitations. Detail of tools and analyses.

- Logical Framework matrices (original and improved/updated)
- Map of project area, if relevant
- List of persons/organisations consulted
- Literature and documentation consulted
- Other technical annexes (e.g. statistical analyses, tables of contents and figures)

Annex 2: Profile of the Evaluation Team

The evaluation team comprised two international experts with significant national and thematic experience in vocational skills training.

Dr Liz Stones (PhD, MRes, MA, BSc)

Liz is an evaluation and research specialist with over a decade of experience designing and conducting research, M&E and impact assessments on behalf of NGOs and donors, including the European Commission, on livelihoods, resilience, gender, education, and security programmes. Liz holds several advanced degrees and regularly teaches research methods at universities in the UK. She has worked across Africa, including Kenya, Uganda, Ethiopia, South Sudan, South Africa, Rwanda, Ghana, Sierra Leone and Tanzania. Liz conducted results-oriented monitoring (ROM) assignments for the EU for several years and is familiar with EU procedures and requirements, and with the OECD DAC criteria. In 2016 she conducted an impact assessment of a 10million Euro programme in Uganda 'Agricultural Skills For Youth', which provided agricultural skills training, FAL and business skills through TVETS and apprenticeship providers to enhance resilience and food security of 10,000 farmers and 2,700 unemployed male and female youth across 3 districts of Uganda. She provides learning support and guidance in rural livelihoods programming to NGOs including the ongoing MEL of a DFID-funded resilience and food security project in DRC, Rwanda and Malawi, and a Mastercard funded livelihoods project in Rwanda, Ethiopia, Burkina Faso and Senegal. Liz led the evaluation process, including the design of frameworks and tools, alignment of indicators, data analysis and reporting.

Mr Laurie Bell (MSc, BA)

Laurie is an evaluation and research specialist based in northern Uganda with significant relevant regional and thematic experience of livelihoods and youth skills training projects across the region. With an MSc in Policy Studies, Laurie recently completed a related Baseline study for a new EU-funded initiative providing vocational and entrepreneurship skills for marginalised youth in the Karamoja region of Uganda, for which he designed the Baseline survey, trained and supervised local enumerators, and analysed and reported results. He also has familiarity with the region and local context from his previous work evaluating of a major DFID-funded resilience programme in Karamoja, which involved extensive fieldtrips conducting key informant interviews and FGDs with programme beneficiaries, delivery partners, District Local Government and other stakeholders.

Annex 3: FGD Tool

Name of facilitator:	Name of Translator:
Date/Time:	Location:
Number of men:	Number of women:
Type of participant:	

TOPIC	QUESTIONS AND PROMPTS
TOPIC	QUESTIONS AND PROMPTS
1. Introduction	<p>Introduce facilitator, translator and group members' names.</p> <p>Explain purpose of the FGD: We are conducting this FGD as part of a Final Evaluation of the SILK programme implemented by Concern Worldwide. During the next hour to hour and a half, I will introduce some topics for the group to discuss. I will be here to assist with the flow of the discussion but I am not looking for particular 'correct' answers and this is not a test. It's simply an opportunity to discuss these topics and share your experience, in order assess the programme. You are free not to answer any question or discuss any topic, and you have the right to leave at any time. Your responses are confidential – we will not quote you by name in any report or communication with Concern or other organisation without your permission. Your responses will not affect their future engagement with Concern Worldwide or partners.</p> <p>Establish ground rules with group: Your participation is voluntary and you are free not to answer any questions or discuss any topic if you do not wish to. We hope that you will participate in the discussion, share your views openly and honestly, and respect the views of others and listen patiently to each other's contributions. All contributions are valuable, and we hope that everyone in the group will speak and share their views.</p> <p>Any questions, concerns, or issues to clarify before we begin?</p>
2. Knowledge about the project	<p>What type of trainings have you received from Concern Worldwide and MADEFO through the SILK programme?</p> <p><i>Prompt: Did you participate in the life skills, functional adult literacy, vocational training, business skills training? What type of vocational training?</i></p> <p>What kind of things have you learned during these trainings?</p>
3. Relevance to your needs	<p><i>In pairs or groups of three:</i> What are the main causes of poverty facing young people in this area? <i>After a few minutes share with the group.</i></p> <p>What are the challenges for generating income for young men, and young women – are they different?</p> <p>In what ways did the project address these challenges?</p> <p>Did the trainings give you marketable skills and knowledge? Can you give me any examples?</p>

4. Skills and knowledge: Effectiveness	<p>What kind of skills and knowledge have you gained through these trainings? <i>PROBE for all types of training – life skills, FAL, vocational/technical, business skills</i></p> <p>How useful has this been? How/Why?</p> <p>Tell me about how much you earn from your income generating activities? Has it changed since participating in the SILK training?</p> <p>Have you been trained in functional adult literacy? Can you write your names and the names of your family members? What kind of things can you read now? Have you used this skill in your life?</p> <p>Do you feel confident to add and subtract numbers? Can you give an example of where you've used these skills recently?</p> <p>Were you given information about HIV and AIDS during the SILK trainings? Which training? Can you tell me how it is transmitted? How can it be prevented?</p>
5. Training delivery: Efficiency	<p>Can you tell me how the trainings were delivered? Where? By whom? When?</p> <p>Were the trainers knowledgeable about the subject? <i>PROMPT: The life skills trainer, the FAL trainer, the technical skills trainer, the business skills trainer</i></p> <p>Did they communicate the information clearly? How was the pace of the trainings? How well did you understand the training?</p> <p>Was the location and timing convenient? Was it delivered as planned and on time?</p> <p>Were there any challenges which prevented you or other project participants from attending the trainings?</p> <p>Were there any challenges which prevented you or other participants from using the new skills and knowledge you gained? (Turning knowledge into practice)</p>
6. Gender	<p>Were there any differences for men and women in the way they benefited from the SILK trainings?</p> <p>Have the SILK trainings changed relationships between men and women? In what ways?</p> <p>Have the SILK trainings had an effect on relationships and decision-making among community members?</p>
6. Future goals: sustainability	<p>Did you receive your start-up kit? Are you using it? Any challenges?</p> <p>Are you in a VSLA? How much do you have saved?</p> <p>What are your plans and goals for the future?</p>

Annex 4: KII Tool

TOPIC	PROMPTS	Target
1. Introductions and Aims	Introductions, explain purpose of the evaluation and establish rights of participant.	All
2. Tell me about your participation in the SILK programme	Background information: what was your involvement? How did you participate? What did you do?	All
3. Was the programme well-designed and relevant for the needs of the community and your needs as a partner organisation?	<p>What are the main issues faced by youth here? Did the programme address these issues? In what ways? Were there any ways the programme did not address these? Are there sufficient employment opportunities in the vocations the project trained youth in?</p> <p>To what extent was the programme relevant to you as an organisation? Relevance to organisational objectives, strategy, plans etc? Relevance to organisational capacity needs/gaps?</p> <p>Did you have an opportunity to have input into the SILK programme? Was relevant information shared with you? Were you able to contact programme staff and share your views on the programme? Were the programme staff responsive to your feedback, views? Did the project adapt to changes?</p>	skills providers and trainers; LNGO-co-beneficiary; local government stakeholders
4. Did you get the practical and technical support you needed?	<p>Did the programme help you to support young people in the district?</p> <p>Can you tell me in what ways the programme has helped you (as an organisation)?</p> <p>Skills providers:</p> <ul style="list-style-type: none"> - Financial and organisational systems - Knowledge on opportunities and linkages for youth in the region - Links to private sector / employment opportunities - Technical skills training capacity - Complementary skills training capacity – FAL, life skills, business skills <p>LNGO:</p> <ul style="list-style-type: none"> - capacity to implement youth focussed vocational skills programmes - knowledge on existing opportunities and linkages for youth in the region - systems, leadership and resource management - Financial and organisational systems. 	Skills providers, LNGO-co-beneficiary,

	Have you linked to youth schemes that are being effectively implemented in the districts?	
5. How far have you utilised and integrated capacity gains into your structures and practices?	<p>Changes to institutional policy resulting from the project support?</p> <p>Changes to institutional practice resulting from the project support?</p> <p>Extent to which staff who participated in training have been able to utilise new knowledge/skills?</p>	<i>Skills providers, LNGO-co-beneficiary</i>
6. Did you experience any challenges related to the SILK programme?	<p>Recruitment – getting target numbers, including females?</p> <p>Retention of trainees? Attendance?</p> <p>Coordination and collaboration?</p> <p>Engaging private sector?</p> <p>Relationship with project lead?</p> <p>Socio-cultural factors – attitudes, norms concerning gender or youth, land ownership and access, etc?</p> <p>Market for items produced</p>	Skills providers
7. How functional and beneficial is the Vocational skills forum?	<p>Have you been active in the forum? Who has been taking the lead in the forum?</p> <p>Does it have participation of district officials, LNGOs, INGOs, CSOs and the private sector?</p> <p>What benefits have come from the forum? - learning exchange, development of employment and market linkages. Has it been driving change?</p>	<i>Skills providers, LNGO-co-beneficiary, district authorities</i>
8. was the project implemented well?	<p>Were you kept informed of project activities, results and so on?</p> <p>To what extent were activities well planned and delivered on time?</p>	<i>Skills providers, LNGO-co-beneficiary, district authorities</i>
9. What has been the impact of this programme on beneficiaries and organisations involved?	<p>Is it possible to say what the project's impact has been/is likely to be on poverty reduction?</p> <p>What effects have you seen on the lives of beneficiaries?</p> <p>What benefits has your institutions gained, and how will this affect beneficiaries and other vulnerable youth?</p> <p>Have you observed any unintended effects of the project (positive or negative)?</p>	All
10. To what extent do	What will/is likely to continue? What will not/is	All

<p>you expect activities and benefits of the project to be continued, and why?</p>	<p>unlikely to continue?</p> <p>Why/why not – what are the factors in sustainability:</p> <ul style="list-style-type: none"> - Ownership – by youth, partners - Management/leadership at institutions - Integration/embedding of capacity in organisations - Attitudes of youth and wider community - Socio-cultural factors, gender roles - Financing – ability to fund activities from own/new resources - Alignment with national government priorities, strategies, funding 	
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Annex 5: Updated Logical Framework Matrix

LOGICAL FRAMEWORK FOR THE PROGRAMME – Skills, Income, & Livelihoods in Karamoja				
	Intervention logic	Objectively verifiable indicators of achievement	Sources & means of verification	Assumptions
Overall objectives	Overall Objective: Contribute to poverty reduction through sustainable & equitable development in Moroto, Napak, & Nakapiripirit Districts in Karamoja Sub-Region.	Reduced poverty among youth in Napak, Nakapiripirit, & Moroto Districts	Baseline survey, Endline survey	Increased income is an adequate proxy for measuring poverty
Specific objective 1	Specific Objective 1: Increased access to employment & income for 3,200 young men & women through improved vocational & non-formal skills training provision.	80% of youth are in more productive employment or self-employment	Concern Planning Monitoring & Evaluation Reports,	Programme proceeds as planned. Stability in southern Karamoja continues.
		70% of youth have increased income	Concern Planning Monitoring & Evaluation Report	
		70% Targeted youth HHs with reduced number of months in which they are food insecure through on & off farm production/income generating activities.	Concern Planning Monitoring & Evaluation Report,	
Specific objective 2	Specific Objective 2: Improved capacity of co-beneficiaries & vocational skills providers to implement vocational skills training, functional adult literacy, business skills, & life skills programmes & link employment to the private sector	Two co-beneficiary organisations with increased capacity to implement youth focussed vocational skills programmes	Successive Concern Organisational Assessment reports. Progress monitor reports	Programme proceeds as planned.
		Two co-beneficiaries with improved systems, leadership & resource management	Annual audit & CLOFAT reports	Organisational stability of co-beneficiary organisations.
		An estimated 25 Skills providers with increased capacity to provide effective skills training	Monitoring data & observation	Skills trainers engage with capacity building elements

				of programme.
Expected results	Result 1: Improve skills in vocational & complementary competencies of 3,200 youth & increased income streams.	25% of new targeted youth (60% female & 40% male) have improved skills for off-farm employment	Baseline, Endline Survey & Final Evaluation Report, Annual Progress Report compiled by Concern	Youth are willing to participate in activities & have sufficient time to attend components of activities.
		75% of new targeted youth (60% female & 40% male) have improved skills for on-farm employment.	Baseline, Endline Survey & Final Evaluation Report, Annual Progress Report compiled by Concern	
		85% of youth (60% female & 40% male) have improved business skills	Baseline, Endline Survey & Final Evaluation Report, Annual Progress Report compiled by Concern	
		80% of youth (60% female & 40% male) have improved life transferable/life skills	Baseline, Endline Survey & Final Evaluation of the Transferable Life Skills component	
		90% of new youth undertaking FAL have increased numeracy & literacy skills	Baseline, Endline Survey & Final Evaluation on FAL component	
		100% of youth have improved knowledge & access to information on HIV & AIDS, gender & environment	Baseline, Endline Survey Annual Progress Report compiled by Concern	
	Result 2: Improve capacity & effectiveness of two LNGOs & relevant district authorities to support youth to develop vocational skills & access employment.	Improved financial & organisational systems in CIDI & MADEFO	Positive audit reports.	Organisational stability of co-beneficiary organisations.
		Co-beneficiaries & vocational skills trainers have increased knowledge on existing opportunities & linkages for youth in the region	Concern KAPB Survey. Number of vocational skills graduates being linked to employment	Stakeholder cooperation.

		Number of links to youth schemes that are being effectively implemented in the districts	District register for youth groups. New UGAPRIVI certified vocational training in the target area.	District engage with government schemes
	Result 3: A functioning Vocational Skills Forum for district officials, LNGOs, INGOs, CSOs & the private sector to exchange learning & to develop employment & market linkages.	The Vocational Skills Forum is established, meets twice a year & secures participation from a variety of stakeholders.	Meeting Notes of Biannual Meetings	Stakeholders engage with the Vocational Skills Forum
		Number of issues arising from the Vocational Skills Forum presented at national for a	National Youth Working Group Meeting records	Issues are raised to be presented. National Youth Working Group meets quarterly.
Activities	<i>What are the key activities to be carried out & in what sequence in order to produce the expected result?</i>	<i>What are the means required to implement these activities, e.g. personnel, equipment, training, studies, operational facilities, etc.</i>	<i>What are the sources of information about action progress? Costs</i> <i>What are the action costs?</i>	What pre-conditions are required before the action starts? <i>What conditions outside the Beneficiary's direct control have to be met for the implementation of the planned activities?</i>
Result 1				
1.1 Programme Start-up activities	Orientation workshop, capacity building workshop	Personnel (ACD-P, ACD-S, Country Financial Controller, HR Manager), venue, workshop expenses	Staff & administration costs, monthly reports, Meeting Notes, workshop expenses	Signing of the contract with the EU
	Recruitment of staff	Personnel (ACD-P, HR Manager), administration costs	Staff & administration costs, newspaper advertisement	
	Orientation of District Officials	Personnel (Country Director, ACD-P), transport	Staff costs, monthly reports, Meeting Notes	

1.2 Targeting, Mobilisation, & programme launch		Personnel (Concern & co-beneficiary), community meetings, public meeting for the launch, transport	Staff, administration & transport costs. Beneficiary Lists, progress reports from co-beneficiaries, workshop report.	Youth are interested in participating in the programme & support by local govt & communities
1.3 Baseline Survey		Personnel (HR Manager, Consultant, Concern technical expertise, MADEFO & CIDI staff), transport, recruitment & contract expenses	Staff, administrative & transport costs, Final Baseline Survey Report	Participatory engagement takes place with the youth.
1.4 Assessment & Streaming of Youth		Personnel (Concern, business skills consultant, & MADEFO & CIDI staff), contract expenses, transport	Technical assessment report. Beneficiary lists. Staff & transport costs.	Youth will be available to be assessed.
1.5 Provision of trainings to youth				
1.5.1 Business skills training for Category 1 youth		Personnel (Concern, business skills consultant, & MADEFO & CIDI staff)	Staff, administrative & transport costs. Training reports.	Youth interested in participating, trainers available
1.5.2 Off-farm Vocational Skills Trainings.	Strategies for providing off-farm skills trainings	Personnel (Concern programme & MADEFO & CIDI staff, skilled trainers, community), transport	Staff, administrative & transport costs. Memorandum of Understanding with businesses	Youth are interested in participating in the programme, trainers are made available, community support for activities. Precondition for training in VSL&A is that VSL&A exists in the communities & youth have access to them.
	Business Skills Trainings for off-farm vocational skills trainees	Personnel (Concern programme & MADEFO & CIDI staff, business skills trainers), transport	Staff, administrative & transport costs, business skill trainer reports, participants attendance lists	
	Business Counselling & career development mentoring	Personnel (Concern programme & MADEFO & CIDI staff, business skills trainers)	Staff & administrative costs, business skill trainer reports, participants attendance lists	
	Village Savings & Loan Associations / Youth Group Savings Trainings	Personnel (Concern programme & MADEFO & CIDI staff, business skills trainer), training materials, transport	Staff, administrative, transport costs, training inputs receipts, participant attendance & distribution lists	
	Provide off-farm skills trainings, tools & start up kits for youth groups	Personnel (Concern programme, administrative & MADEFO & CIDI staff), material inputs, transport	Staff, administration & transport costs, beneficiary distribution list, co-beneficiary & contractor reports, training input receipts, Good	

			Delivery & Goods Received Notes	
1.5.3 On-farm Vocational skills training	Provide training in agricultural production & markets	Personnel (Concern programme & MADEFO & CIDI staff), material inputs, transport costs	Co-beneficiary staff & administrative costs, training input receipts, participants attendance lists, Good Delivery & Goods Received Notes	Youth are interested in participating in the programme, trainers are made available, community support for activities. Favourable climatic conditions for agricultural activities. Precondition for training in VSL&A is that VSL&A exists in the communities & youth have access to them.
	Provide training in veterinary skills & livestock health management	Personnel (Concern programme & MADEFO & CIDI staff, veterinarian consultant), transport, material input costs	Staff & administrative costs, training input receipts, training reports, participants attendance lists, Good Delivery & Goods Received Notes	
	Provide training in small scale livestock management	Personnel (Concern programme & MADEFO & CIDI), transport, material input costs	Staff, transport & administrative costs, training input receipts, participants attendance lists	
	Provide tools, animal health products, agricultural inputs & small scale processing equipment	Personnel (Concern programme & MADEFO & CIDI staff), material input costs, transport	Co-beneficiary staff, transport & administrative costs, agriculture input receipts, beneficiary distribution lists, Good Delivery & Goods Received Notes	
	Business skills training, counselling, career development mentoring & VSLA for on-farm vocl skills trainees	Personnel (Concern programme & MADEFO & CIDI staff, business skills trainer), transport	Staff, administrative, transport costs, business skill trainer reports, training inputs receipts, participant attendance & distribution lists	
1.5.4 Training on cross-cutting developmental issues	Functional Adult Literacy Training	Personnel (Concern programme & MADEFO & CIDI staff, FAL trainers), transport, materials, community venue	Staff, administrative, transport costs, FAL trainer reports, training input receipts, participant attendance & distribution lists	Youth are interested in participating in the programme, trainers are made available, community support for activities. District willingness to support FAL interventions.
	Transferable /Life Skills Training	Personnel (Concern programme & MADEFO & CIDI staff, life-skills contractors), transport, materials, community venue	Staff, administrative, transport costs, life-skill trainer reports, training input receipts, participant attendance & distribution lists	
	Gender, HIV & AIDS & Environment Mainstreaming Training	Personnel (Concern Mainstreaming Coordinator, Programme manager & MADEFO & CIDI staff)	Staff costs, workshop reports & expenses	

Result 2				
2.1 Conduct a Baseline organisational capacity assessment & financial assessment with co-beneficiaries		Personnel (Concern & MADEFO & CIDI management & staff, Programme Manager, Country Financial Controller) transport, stationary	Staff, transport & administrative costs, co-beneficiaries Organisational Self Assessment (OSA) Results, CLOFAT report, CLOSAT report	MADEFO & CIDI will be open & transparent when performing the OSA & when Concern performs the CLOFAT
2.2 Establish benchmarks & review progress for technical, financial & institutional performance		Personnel (Concern & MADEFO & CIDI management & staff, Programme Manager, Country Financial Controller) transport, stationary, venue	Staff, transport & administrative costs, Appreciative Enquiry Report, list of benchmarks & indicators	Agreement between all actors on the benchmarks & indicators
2.3 Strengthen capacity of MADEFO & CIDI & vocational skills providers to provide up-to date trainings		Personnel (Concern programme, MADEFO & CIDI staff & vocational skill providers), venue, transport	Staff, transport & administrative costs, training report.	Vocational skills providers are made available for training
2.4 Provision of technical & institutional support	Orient/induct all programme staff in Business Development & Providing Business Skills Trainings	Personnel (Concern programme & MADEFO & CIDI staff), venue, transport	Staff, transport & administrative costs, training report	Skillings Ug&a materials are made available. Other youth focused NGOs available for learning sessions.
	Provide training on Planning, Monitoring & Evaluation	Personnel (Concern programme & MADEFO & CIDI staff), stationary, venue, transport	Staff, transport & administrative costs, training report	
	Provide trainings on HIV/AIDS, gender & environment mainstreaming	Personnel (Concern programme & MADEFO & CIDI staff), stationary, venue, transport	Staff, transport & administrative costs, training report.	
	Provide training in advocacy	Personnel (Concern programme & MADEFO & CIDI staff), stationary, venue, transport	Staff, transport & administrative costs, training report, learning documents produced	
	Provide training in Financial Management & Procurement	Personnel (ACD-System, Country Financial Controller, Internal Auditor & MADEFO & CIDI staff),	Staff, transport & administrative costs, training report, co-beneficiary procurement plans	

	Processes	venue, transport	developed, & improved financial reporting	
	Provision of material resources	Personnel (Concern programme & MADEFO & CIDI staff), transport, material costs	Staff & transport costs, material receipts, Good Delivery & Goods Received Notes	
Result 3				
3.1 Form a Karamoja Vocational Skills Forum for vocational skills providers & relevant stakeholders	Personnel (Concern programme staff, Community Development Officer, LNGOs, NGOs, private sector & youth representatives), telephone costs,	Staff costs, copy of communications with mentioned stakeholders, list of confirmed participants	The continued interest in a the establishment of a Karamoja Vocational Skills Forum	
3.2 Organise bi-annual meetings for Vocational Skills Forum involving district officials, LNGOs, INGOs, CSOs, & private sector	Personnel (Concern programme staff, Community Development Officer, LNGOs, NGOs, private sector & youth representatives), venue, refreshment costs, transport	Staff, administration & transport costs, vocational Skills Forum Meeting Minutes & Action Points, list of attending participants,	Active participation in the Vocational Skills Forum.	
3.3 Conduct research & share the learning	Personnel (Concern programme staff, with inputs from the vocational skills forum), researcher fees, transport	Staff, administration & transport costs, Finalised research reports, receipts of contract payment	Researchers have access to vocational skills providers & youth & information	
3.4 Organise Exchange visits	Personnel (Concern, CIDI & MADEFO programme staff & representatives from the Vocational Skills Forum), transport	Staff, transport & administration costs, exchange visit expenses & report, photographs	Availability of vocational skill activity &/or site	
3.5 Share knowledge & learning at national fora	Personnel (Concern, CIDI & MADEFO programme staff & representatives from the Vocational Skills Forum), transport, stationary costs	Staff & transport costs, copy of communications with National Youth Working Group	The National Youth Working Group continues to meet quarterly	
All Results				

Mid-term Review	Personnel (Concern, MADEFO & CIDI), consultants, transport, contract expenses	Staff, administrative & transport expenses, Mid-term Review Report, Consultant receipts & contract.	Youth participants engage with the process. Consultant accessing required information.
End-line Survey & Final Evaluation	Personnel (Concern, MADEFO & CIDI), consultant, transport, & contract expenses	Staff, administrative & transport expenses, End-line Survey Report & Final Evaluation, Consultant receipts & contract	Youth participants engage with the process. Consultant accessing required information.

Annex 6: Map of programme implementation area



Annex 7: List of persons/organisations consulted

Organisation	Name	Role
Concern Worldwide	Barbara White	Country Director
	Noel Moloney	Acting Country Director
	Robinson Abote Labali	Programme Manager
	Stephen Atum Aolikor	Senior Programme Officer
	Paul Oprong	Monitoring and Evaluation Officer
	Jolly Grace Abura	Programme Officer (FAL)
	Michael	Programme Officer
	Agnes Akech Ocen	Programme Support Assistant
	Hope Atukei	Business Development Assistant
	Emmanuel Egaru	Programme Officer (Livestock & Agronomy)
MADEFO	Lucy Akello	Programmes Coordinator
	Ogwelo Iote	Chairman of the Board, Retired Education Officer & Politician
	Lucy Apio	Member of the Board, Alliance of Mayors on HIV/AIDS
	Paul Opota	Member of the Board, Government Official
	Frances Olar	Field Coordinator, Nabilatuk
	Peter Apune	Project Officer, Napak District
	Lokwang Moses	Project Officer, Moroto District
	Lomer Mario	CBM, Nadunget
	Koriang Richard	CBM, Matany
	Napeyok Asunta	CBM, Matany
Community trainers (SILK)	Nyanga Esther	Life Skills and Business Skills
	Safiya Kodet	Leisure & Hospitality/ Manager, Mount Moroto Hotel
	Lorika Hellen	Leisure & Hospitality / Businesswoman
	Oduch A. Stephen	Carpentry trainer
	Michael Omal	Blockmaking trainer
	Akongo Mary Lilly	Life Skills & Business Skills
	Athwana Joel Jolly	Life Skills & Business Skills
	Lokaman Mark	FAL Instructor
	Aleper Denis	FAL Instructor
	Lochoro Emmanuel	FAL Instructor
	Loumo Abraham	FAL Instructor
	Lochoro Agnes	FAL Instructor
	Teko Anna Logit	FAL Instructor
	Lobong Philip	FAL Instructor
	Sagal Prassebi	FAL Instructor
	Sagal Christine	FAL Instructor
Sub-County Officials	Alinga Hellen	Agricultural Officer, Lolachat Sub-county
	Amuriah Frances	CDO Lolachat
	Wallem John Bosco	Community Development Officer in charge of Youth, Nakapiripirit
	Denis Athiyo	DCDO Nakapiripirit
	Francesca Namuya	Assistant CDO, Katikikele Sub-county
	Lochap Alfred Lowot	Sub-county chief Matany

	Joseph Kiney	Sub-county chief Lokopo
	Atogo Peter	CDO Lokopo
	Akol John	Parish chief, Lokopo sub-county
District Officials	Martin Jacan Gwokto	Chief Administrative Officer, Moroto District
	Margret Colem	DCDO, Moroto District Office
Micro-Finance Support Centre	Rosetta Chaparwas	Credit Assistant
Daniel Comboni Technical Institute	Ibwolot Lamuge Charles	Deputy Principal
Nakipiripirit Technical Institute	Joseph Obicho	Acting Principal
BTC	Agnes Ammeux	Intervention Field Manager, Karamoja
	Ilahi Mansoor	TVET Specialist
IRC	Odumna Joseph	Youth and Livelihoods Manager
Mercy Corps	Bob Mullen	Livestock Advisor
BTC Uganda	Alwodo Bennedy	Field Coordinator, Karamoja Region
C&D	Kul Chandra Timalisina	Area Co-ordinator, Karamoja Sub Region
Embassy of Ireland	Aine Denise Doody	Deputy Head of Cooperation

Annex 8: Breakdown of FGDs

Date	Location	Group type	Number and gender of participants
6/9/2017	Nabilatuk, Nakapiripirit	Leisure and hospitality	12 – 10 female, 2 male
6/9/2017	Nabilatuk, Nakapiripirit	Agronomy/commercial farming	12 – all male
6/9/2017	Nabilatuk, Nakapiripirit	Agronomy/commercial farming	18 – all female
6/9/2017	Lolachat, Nakapiripirit	Carpentry	10 – all male
6/9/2017	Lolachat, Nakapiripirit	Leisure and hospitality	9 – all female
7/9/2017	Nadunget, Moroto	Small livestock	7 – all female
11/9/2017	Katikekile, Moroto	Animal Health	8 – all male
11/9/2017	Katikekile, Moroto	Apiary	7 – 5 female, 2 male
12/9/2017	Lokopo, Napak	Agronomy/commercial farming	9 – 6 female, 3 male
12/9/2017	Lokopo, Napak	Carpentry	9 – 7 men, 2 women
12/9/2017	Lokopo, Napak	Bicycle repair	4 – all male
12/9/2017	Matany, Napak	Blockmaking	5 – all female
12/9/2017	Matany, Napak	Blockmaking	6 – all male

Annex 9: Literature and documentation consulted

Organisational documents:

- How Concern Understands Extreme Poverty
- Concern Partnership Policy 2007
- Concern WASH Strategy 2016-2020
- Concern Equality Policy
- Programme Participant Protection Policy

Background documents:

- 2010 Briefing Note on Pastoralism
- Background Note on Karamoja
- Stites, E. and Akabwai, D. 2009 Changing Roles, Shifting Risks: Livelihood Impacts of Disarmament in Karamoja, Uganda. Feinstein International Center
- Types of governance systems in Karamoja: Why the Raids?
- Record of Meeting on Pastoralism and Agricultural Production Systems in Karamoja: 14th Dec 2010

Project documents:

- Improved Livelihood Security Through Provision of Vocational Skills Project Karamoja: Report of the Baseline Survey in Moroto and Nakapiripirit Districts. June 2010.
- Skills Income and Livelihoods in Karamoja (SILK) Baseline Survey Report. 2015.
- Market Assessment for Concern Worldwide's Improved Livelihood Security through Provision of Vocational Skills in Karamoja Programme. 2013.
- SILK Annual Narrative Report Nov 2014-Oct 2015.
- Karamoja Contextual Analysis
- Project Proposal and Logframe
- Baseline Report
- Project Market Survey
- Mid-term Evaluation by internal Consultant
- Midterm ROM Report by EU Consultant
- Annual and Interim reports
- FAL assessment reports
- Endline survey report
- The SILK programme leisure and hospitality training case study
- STEPPING STONES: A package to help facilitators run workshops within communities to improve on communication and Relationship skills so as to promote peace and prosperity through reducing conflict and violence in Karamoja sub region.
- FINAL EVALUATION Concern Worldwide's Improved Livelihood Security through Provision of Vocational Skills in Karamoja Programme December 2009 – November 2013
- Concern Worldwide Monthly report August 2017 SILK
- File of receipts for group registration with District Local Government
- File of certificates for registration of groups as CBOs
- Trainer monitoring reports
- CBM monitoring reports