

# Independent Final Evaluation

---

Adolescent Youth Empowerment and Development Initiative

- AYEDI -

in UGANDA

---

Implemented by:  
World Education Inc.

Evaluator:  
Mei Zegers

**Cooperative Agreement Number:** IL-25262-14-75-K

**Financing Agency:** U.S. Department of Labor

**Dates of Project Implementation:** 30 Dec 2013 – 30 June 2018

**Evaluation Fieldwork Dates:** March 19 – April 3, 2018

**Total Project Funds from USDOL:** USD \$3,300,000



*Sistemas, Familia y Sociedad*  
*Consultores Asociados*

## TABLE OF CONTENTS

---

ACKNOWLEDGEMENTS.....	ii
ACRONYMS.....	iii
EXECUTIVE SUMMARY .....	iv
I. INTRODUCTION AND PROJECT DESCRIPTION.....	1
1.1    Project Design	1
1.2    Overview of Project Activities	2
II. EVALUATION OBJECTIVES AND METHODOLOGY .....	5
2.1    Evaluation Scope and Objectives	5
2.2    Methodology	7
III. EVALUATION FINDINGS.....	11
3.1    Relevance and Project Design	11
3.2    Project Effectiveness	16
3.3    Project Management, Monitoring and Efficiency	40
3.4    Sustainability	42
IV. LESSONS LEARNED AND GOOD PRACTICES.....	45
V. CONCLUSIONS.....	47
VI. RECOMMENDATIONS .....	50

## ANNEXES

---

ANNEX A: Results of Group Work at Stakeholder Workshop.....	52
ANNEX B: Participant List from Stakeholder Workshop .....	54
ANNEX C: Evaluation Terms of Reference .....	55
ANNEX D: Evaluation Data Collection Matrix.....	70
ANNEX E: Evaluation Schedule and Interviews.....	83
ANNEX F: List of Stakeholders Met During Evaluation.....	86
ANNEX G: References.....	87

## ACKNOWLEDGEMENTS

---

The evaluator wishes to thank all of the project staff in Uganda and at the World Education Inc. headquarters for their inputs into the evaluation. She is also grateful to all stakeholders in Uganda including national and local government, AYEDI implementing partners, community leaders and trainers of all types, caregivers and especially youth who participated in the evaluation. They all exhibited much patience with the evaluator's many questions as she continually probed to fully understand the various project activities and their results. The project did a good job of organizing the logistics of the evaluation, which was helpful to ensuring its smooth implementation. Special thanks to Danielo Opio and Franklin Okello for their excellent interpretation and evaluation support work.

*Funding for this evaluation was provided by the United States Department of Labor under Cooperative Agreement Number IL-28095-15-75-K--5. Points of view or opinions in this evaluation report do not necessarily reflect the views or policies of the United States Department of Labor, nor does the mention of trade names, commercial products, or organizations imply endorsement by the United States Government.*

## ACRONYMS

---

APSEDEC	Acholi Private Sector Development Company Limited (also referred to as “Private Sector”)
ASRH	Adolescent Sexual and Reproductive Health
ATEFO	African Trainers and Entrepreneurs Forum
AYEDI	Adolescent Youth Empowerment and Development Initiative
BTVET	Business, Technical Vocational Educational and Training
CBT	Community-based Trainers
CCLC	Community Child Labor Committees
CDO	Community Development Officer
CMEP	Comprehensive Monitoring and Evaluation Plan
CPC	Child Protection Committee
CSEC	Commercial Exploitation of Children
DCDO	District Community Development Officer
DCBSD	District Community Based Services Department
DIT	Directorate of Industrial Training
DLO	District Labor Officer
FGD	Focus Group Discussion
ICT	Information and Communication Technology
IFLY	Integrated Functional Literacy for Youth
ILO	International Labour Organization
IO	Intermediate Objective
JFFS	Junior Farmer Field Schools
M&E	Monitoring and Evaluation
MGLSD	Ministry of Gender Labor and Social Development
MOU	Memorandum of Understanding
MTR	Midterm Evaluation Report
NFE	Non-Formal Education
NGO	Nongovernmental Organization
OCFT	USDOL Office of Child Labor, Forced Labor, and Human Trafficking
OSH	Occupational Safety and Health
SIO	Sub-Intermediate Objective
SSBG	Secondary School Block Grant
SSE	Small Scale Employer
STF	Straight Talk Foundation
ToC	Theory of Change
TOR	Terms of Reference
UGAPRIVI	Uganda Association of Private Vocational Institutions
USDOL	United States Department of Labor
UWESO	Uganda Women’s Effort to Save Orphans
VHT	Village Health Team
VSLA	Village Savings and Loans Association
WEI	World Education Inc.

# EXECUTIVE SUMMARY

---

## Project Context and Project Design

Uganda has faced challenges related to child labor and youth unemployment in decent work over the course of many years. World Education Inc. (WEI)/Bantwana carried out field research in 2013 and found that many youth were economically active. Youth reported mostly working in the informal economy for long hours, with low pay and exposure to hazardous substances and dangerous machinery. It is in this context that WEI was awarded a USD \$3 million Cooperative Agreement to implement the project entitled, “Adolescent Youth Empowerment Development Initiative” (AYEDI). The AYEDI project began on December 30, 2013 and was to end on December 29, 2017. A cost extension was granted in August 2017, which increased the budget by \$300,000 and extended the project until June 30, 2018.

World Education Inc.’s Bantwana Initiative implements the AYEDI program in partnership with the Government of Uganda. The project began with three local partners: Uganda Women’s Effort to Save Orphans (UWESO), Straight Talk Foundation (STF) and Reco Industries Ltd. Two additional private partners, the African Trainers and Entrepreneurs Forum (ATEFO) and Acholi Private Sector Development Company Limited (APSEDEC), made substantial contributions to program outcomes during the second half of the program. AYEDI is implemented in four districts of Northern and Eastern Uganda: Gulu, Lira, Iganga and Bugiri.

AYEDI’s overall development objective is to reduce the engagement of adolescent youth in hazardous labor in AYEDI project areas. The project’s theory of change states that fewer adolescent youth will engage in hazardous work in AYEDI project areas if:

- Caregivers increase provision of basic needs to adolescent youth and children;
- Small-scale employers increase compliance with child labor laws; and
- There is an increase in adolescent youth engaged in decent work.

To achieve the project’s overall objective, AYEDI’s Comprehensive Monitoring and Evaluation Plan (CMEP) established the following intermediate objectives (IO):

IO 1: Increased provision of basic needs of adolescent youth and children by caregivers

IO 2: Increased compliance with child labor laws by small-scale employers

IO 3: Increased Adolescent Youth in Decent Work

The project aimed to help youth aged 15-17 to develop marketable skills so they can secure decent work opportunities and serve as civic leaders in their communities, thereby enabling them to avoid or be withdrawn from hazardous labor. AYEDI set a target of providing 4,277 adolescent direct beneficiaries who were either at risk or engaged in hazardous labor (approximately 50% girls) with club enrollment and education support. The clubs were intended as the first step in a pathway for the youth to enter decent work. A target was set to provide 3,575 households with livelihood services. The project also set a target of reaching 40,000 indirect beneficiaries.

The project engaged in many different inter-related activities to achieve its targets. At the core of the project is the AYEDI Pathway Model. Adolescents who are enrolled in the project first attend youth empowerment clubs for three months. The club package is intended to prepare youth for entry into their training pathway through the development of entrepreneurship and associated life skills, such as the willingness to persist. At the end of the club period, youth select one of three options. The first is the Integrated Functional Literacy for Youth (IFLY) training that provides skills in functional literacy and numeracy, agribusiness (Junior Farmer Field Schools [JFFS]), entrepreneurship/management, financial literacy and work readiness. Youth may also choose to enroll in the Non-formal Education Trades Certificate program (NFE), a nationally-recognized competency-based trade type of training where youth can obtain certificates that they can use to obtain employment or become self-employed in their respective trades. The last option, called the Secondary School Block Grant (SSBG), is focused on reintegrating out-of-school youth back into Secondary School.

### **Evaluation Methodology and Findings**

The project was evaluated from March 19 to April 3, 2018. The main purposes of the AYEDI Final Evaluation are to provide USDOL, World Education Inc., the Government of Uganda, and other implementing partners with an independent assessment of the performance and experience of the project. The evaluation approach was participatory and largely qualitative. Information was obtained through field visits, interviews, focus groups discussions (FGD), and observation. Quantitative data was drawn from the CMEP and project reports, to the extent that it was available, and incorporated in the analysis. A stakeholders' workshop was conducted at the end of the field work to discuss the preliminary findings and obtain additional inputs from the participants.

The overall design of the AYEDI project is relevant and in line with country and local strategies as well as the overall needs in targeted districts and surrounding areas. The Logical Framework assumptions and Theory of Change mostly still hold true and were appropriately formulated. However, to achieve the intended projects results, some changes were made to details of the design of activities over time in order to align with the realities and better achieve the intended results. The design is holistic and diverse, with complementary components. Interestingly, although the project had distinct pathways and components, they became more integrated over time.

According to data available at the time of drafting of the Final Evaluation Report, the project has achieved or exceeded many of its output and outcome indicator targets. Although the project faced some challenges along the way that caused a few delays, ultimately most targets were reached. Though the AYEDI project had different components, an important aspect that the evaluation identified was that it was the combination and holistic nature of the program that made a difference. This point was reinforced in different ways throughout the evaluation field work.

Regarding the overall objective of withdrawal from hazardous labor, the AYEDI project was able to achieve good success. Placing youth in decent work proved more challenging than expected, however. At the time of the field work, the project was accelerating efforts toward achieving the goal of placing youth beneficiaries in decent work to a greater degree before project end. The evaluation did note that in order to achieve the highest potential results in a project that focuses a

great deal on youth access to decent work, there is a high need for more investment in the training components. That is, some components did not reach their full potential as that would have required more investment in inputs, including logistics, tools, and agricultural inputs.

Particularly striking was the extent to which caregivers who belong to Village Savings and Loan Associations (VSLAs) were meeting the target of providing for at least three basic needs of children under their care. This target was achieved by more than double the expected result. Nevertheless, it is important to note that this figure is absolute and data on the situation before the VSLAs is not provided. Other areas where the project exceeded targets include caregiver and youth economic empowerment through VSLAs. Some challenges do remain in the VSLA, particularly because some members have great difficulty in making regular payments. A need to associate health insurance with the VSLA for community members or other bodies was identified.

Adolescents who benefitted from the clubs also exceeded several targets. Notably, they reached 116% of the target for adolescent youth who were enrolled in clubs and receiving child rights and leadership services, as well as career guidance and occupational safety and health (OSH) services (114%). The perception of youth beneficiaries, caregivers and community representatives on the effectiveness of the AYEDI Clubs was very positive. The issue of high beneficiary expectations regarding the benefits they thought that they would receive was noted in all project activities, including at club level. Regardless of these challenges, youth and their caregivers in separate FGDs regularly mentioned how the youth had been transformed.

The AYEDI staff and implementing partners' efforts to make the NFE component a success were intense. The comparative cost and other challenges with NFE training limited the number of youth who could be enrolled in this initiative. A lack of sufficiently qualified local trainers and trainings on a sufficiently wide range of locally marketable skills formed other challenges. Although AYEDI had tried to identify locally marketable skills, the range of NFE subjects was still too narrow, and placement of youth in decent work employment or self-employment was quite challenging. Another major issue that was raised many times was the difficulty in obtaining certificates from the competent government authorities once youth had succeeded and their competencies had been officially assessed. At the time of the evaluation, AYEDI finally succeeded in obtaining the certificates for the NFE graduates though some had been waiting for a year or more.

Regardless of all these challenges, however, the evaluation met with some youth who were happy and thriving in their new place of employment. Some of the trainers were also truly inspiring in their commitment and willingness to support the youth.

Initially the agriculture component appeared to pose serious challenges to the AYEDI project. Fortunately, many of these challenges were overcome and the various agriculture-related project activities were quite successful, especially where youth combined it with other livelihoods activities. AYEDI staff and implementing partners indicated that youth were not very interested in agriculture in the beginning of the project. One of the most interesting aspects of the AYEDI project was the turn-around in the attitude among many of the youth regarding the agriculture component.

The reintegration of students in SSBG is likely the least positive AYEDI project component, despite some very successful cases of students who have done exceedingly well. The School Block Program was, in fact, ended in 2016. Approximately 100 students had been reintegrated into secondary school in total. Because the number of youth in this component was limited, the project decided to adapt the approach and focus more on preventing dropout from schools in high risk areas.

Awareness-raising was implemented in many ways in AYEDI. While youth were involved in community activities related to child protection, including child labor, there were many other means that were used. It is difficult for the evaluator to single out the exact extent to which youths' engagement in civic activities contributed to attitude change. What is certain is that there were many observations during the FGDs and interviews with youth, caregivers, community representatives and local government officials that attitudes towards hazardous child labor had changed. Overall, youth in the FGDs had a good awareness about the business opportunities available to them in their community. Youth indicated that learning about entrepreneurship had been very valuable. The concept of the usefulness of diversification, together with testing products and services in the market, are important aspects to emphasize.

AYEDI worked closely with the local government offices within the District Community Based Services Department (DCBSD) and the Community Development Office (CDO), which are responsible for coordinating development activities at district and community level. The Community Child Labor Committees (CCLC), Child Protection Committees (CPC), Patrons and Matrons were able to fulfill their mandate to quite a large extent. The persons met from all of these groups were highly motivated and interested in assisting their community youth.

The evaluator found it difficult to independently fully assess the compliance of small scale employers (SSE) with child labor laws. The project documentation indicates that much was done to address this aspect, both directly and less directly through various overall awareness-raising activities in communities. The project also worked directly with local government staff who are responsible for tracking such compliance, with NFE trainers, and with various small scale employers individually and in groups. A main challenge was the sustainability of tracking such compliance, given the low level of resources of the local government officials to track compliance. Transport is lacking and, in most cases, the officials were only able to engage in monitoring when they accompanied AYEDI project staff on their site visits. While the CCLC were trained and also involved in tracking compliance, they do not have official authority to directly influence cases, though they could report specific cases.

The Patrons, Matrons, CCLC and CPC members—who were often the same persons—all indicated that AYEDI had substantially strengthened their capacities to address community issues regarding adolescents. Youth and caregivers often mentioned how CCLC, Matrons and Patrons helped to identify and monitor the activities of the youth beneficiaries and their caregivers.

The evaluation found that the model of involving implementing partners from the private sector, including social enterprises, was a positive and successful aspect of the AYEDI project. The implementing partners brought a range of specialized expertise to AYEDI, and stakeholders appreciated their roles.

The project was generally well managed, monitored, and efficient. The monitoring system was well organized for good identification of bottlenecks from various sources, including from meetings with staff and stakeholders and more formal monitoring and evaluation (M&E). Efficiency was supported through considering both the cost and the time involved in planning, managing and monitoring activities.

During implementation, AYEDI engaged in many activities to help establish sustainability and ensure that all stakeholders continue to be agents of change. This includes the youth themselves. Many youth indicated during the evaluation that they are already supporting their siblings and communicating what they have learned with their siblings and peers. Because there is currently funding through other development projects for regular local CPC case identification meetings, these are likely to continue.

The national government representatives interviewed indicated that the government is interested in IFLY and that it wants to replicate the model in other areas. A lack of resources to do this on a significant scale is still a challenge, but a start will be made. According to project staff, some nongovernmental organizations (NGOs) are already replicating some aspects of the AYEDI model. In the communities, the CCLC, the CPC, the Patrons and Matrons and other community leaders are likely to continue their activities. The existence of the VSLA contributes to sustainability as investments in economic activities and to improve standards of living in other ways contribute to a reduced need for hazardous child labor. Regarding the sustainability of youth who have been trained, the project has registered their groups with local government. A few groups have already been linked and are expected to benefit from various government programs.

## **Recommendations**

### ***Reducing Vulnerability to Hazardous Child Labor***

1. Determine the extent to which the households that are most vulnerable to child labor can benefit from social protection schemes, such as cash transfers, to prevent hazardous child labor. While such social protection schemes are already being implemented in some countries, other countries have not linked social protection to child labor elimination. *(High priority; for governments, agencies that advocate with governments on child labor issues)*
2. Develop methodologies to associate health insurance schemes for community members through VSLA or other similar bodies in child labor projects. *(Medium priority; for local governments, civil society)*
3. Link actions on OSH and the improvement of decent working conditions for adults to programming on hazardous child labor. Consider the relationship between decent work for adults and hazardous child labor. *(High priority; for government, USDOL, implementing agencies)*
4. In child labor projects that include VSLA with caregivers, integrate community leaders in the VSLA to help ensure faster growth and mutual support for savings and loans. *(Low but not insignificant priority; for implementing agencies)*

### ***Education and Training***

5. Ensure that stakeholders are well aware of the implications and constraints of the different training components of the Pathways Model. *(Medium priority; for government, implementing agencies)*
6. Implement the lessons learned from the AYEDI Pathways Model; these factors include for NFE the adequacy of the range of skills that are available among local trainers, and the practical extent to which graduates may practically be placed in decent work. *(Medium priority; for government, implementing agencies)*
7. Be persistent with regard to agricultural training, as students may not at first recognize the benefits. *(Medium priority; for government, implementing agencies)*
8. Promote training on a diversity of income generating activities instead of focusing only on one skill in projects that focus on youth. Note that feasibility market analysis alone cannot guarantee that a product or service will be successful. *(High priority; for government, implementing agencies)*
9. In the case of competency-based vocational and skills training, determine the actual need for specific competencies and allow some of the competencies to be flexibly applied depending on local needs. *(Medium priority; for government, implementing agencies)*
10. Identify solutions to ensure that any tools or other inputs that may be provided during and/or after technical training are kept and not sold prior to finding employment or becoming self-employed. *(Medium priority; for implementing agencies)*

### ***Project Management***

11. Repeat and encourage flexible approaches to project implementation, allowing projects to make adjustments in line with realities using a systems-based approach. Actively promote projects to use M&E for both tracking and to inform and adapt actions in order to address any challenges that projects face. *(High priority; for USDOL)*
12. To manage expectations regarding the resource inputs that the project will provide, develop Memoranda of Understanding (MoU) with communities and with youth groups. *(Medium priority; for implementing agencies)*
13. Identify solutions to ensure that certificates, or interim temporary certificates, are provided to NFE graduates. *(Medium priority; for government, implementing agencies)*
14. Ensure that copies of group constitutions and agreements are available in local languages. Even where such translations are not official, they can be provided informally for information purposes while the main and registered document is in the main official national language(s). *(Low priority; for implementing agencies)*

# I. INTRODUCTION AND PROJECT DESCRIPTION

---

## 1.1 Project Design

---

Uganda has faced challenges related to child labor and youth unemployment in decent work over the course of many years. In the North of the country, a prolonged insurgency led to poverty and instability, and the after effects are still felt even in 2018. Poverty is high and primary school completion levels were low in 2012.<sup>1</sup> In 2012, likewise, the Uganda Bureau of Statistics reported that the share of unemployed youth (ages 18-30) among the total unemployed persons in the country was 64%.<sup>2</sup> This situation is at least partially the result of children not being prepared with employable skills before they reach the age of employment. World Education Inc. (WEI)/Bantwana carried out field research in 2013 and found that many youth were, nevertheless, economically active. Youth reported mostly working in the informal economy for long hours, with low pay and exposure to hazardous substances and dangerous machinery.

It is in this context that the United States Department of Labor (USDOL) awarded a USD \$3 million Cooperative Agreement to World Education Inc. to implement the project entitled, “Adolescent Youth Empowerment Development Initiative” (AYEDI). The AYEDI project began on December 30, 2013 and was to end on December 29, 2017. A cost extension was granted in August 2017, which increased the budget by USD \$300,000 and extended the project until June 30, 2018.

WEI’s Bantwana Initiative implements the AYEDI program in partnership with the Government of Uganda. The project has three local partners: Uganda Women’s Effort to Save Orphans (UWESO), Straight Talk Foundation (STF) and Reco Industries Ltd. Two additional private partners, the African Trainers and Entrepreneurs Forum (ATEFO) and Acholi Private Sector Development Company Limited (APSEDEC), made contributions to program outcomes during the second half of the program. AYEDI is implemented in four districts of Northern and Eastern Uganda: Gulu, Lira, Iganga and Bugiri.

AYEDI’s overall development objective is to reduce the engagement of adolescent youth in hazardous child labor in AYEDI project areas. The project’s theory of change states that fewer adolescent youth will engage in hazardous work in AYEDI project areas if:

- Caregivers increase provision of basic needs to adolescent youth and children;
- Small-scale employers increase compliance with child labor laws; and
- There is an increase in adolescent youth engaged in decent work.

---

<sup>1</sup> UNICEF (2012) Progress for Children. A Report card on adolescents. Number 10, April 2012. New York.

<sup>2</sup> Ahaibwe, G. E Mbowa, S. Youth Unemployment Challenge in Uganda and the Role of Employment Policies in Jobs Creation. Available from <https://www.brookings.edu/blog/africa-in-focus/2014/08/26/youth-unemployment-challenge-in-uganda-and-the-role-of-employment-policies-in-jobs-creation/> (Website accessed 6 April, 2018)

To achieve the project's overall objective, AYEDI's Comprehensive Monitoring and Evaluation Plan (CMEP) established intermediate objectives (IO) and sub-intermediate objectives (SIO) as follows:

IO 1: Increased provision of basic needs of adolescent youth and children by caregivers

SIO 1.1: Increased income, savings and access to credit and emergency social funds by caregivers

SIO 1.2: Increased awareness by caregivers of broad hazardous/child labor issues

IO 2: Increased compliance with child labor laws by small-scale employers

SIO 2.1: Increased monitoring of small-scale employers by Community Development Officers (CDOs) & District Labor Officers (DLOs)

SIO 2.1.1: CCLCs actively fulfilling their mandate

SIO 2.2: Reduced community acceptance of hazardous/child labor

IO 3: Increased Adolescent Youth in Decent Work

SIO 3.1: Adolescent youth equipped with life skills

SIO 3.2: Adolescent youth obtain technical and vocational knowledge and skills for decent work

SIO 3.3: Adolescent youth obtain functional literacy and numeracy skills

SIO 3.4: Increased access by adolescent youth to integrated financial services

SIO 3.5: Increased awareness of business opportunities and career paths by adolescent youth

SIO 3.6: Adolescent youth successfully reintegrated into secondary school

## 1.2 Overview of Project Activities

---

The project aimed to help youth aged 15-17 to develop marketable skills so they can secure decent work opportunities and serve as civic leaders in their communities, thereby enabling them to avoid or be withdrawn from hazardous labor. AYEDI set a target of providing 4,277 adolescent direct beneficiaries who were either at risk or engaged in hazardous labor (approximately 50% girls) with club enrollment and education support. The clubs were intended as the first step in a pathway for the youth to enter decent work. A target was set to provide 3,575 households with livelihood services. The project also set a target of reaching 40,000 indirect beneficiaries. The indirect beneficiaries are the siblings of youth beneficiaries, Village Savings and Loan Association (VSLA) members who are not beneficiary youth caregivers, and persons the project affected through civic engagement activities (including awareness-raising sessions that youth lead, radio and newsletter and other communications).

The project engaged in many different inter-related activities to achieve its targets. At the core of the project is the AYEDI Pathway Model. Adolescents who are enrolled in the project first attend Youth Empowerment Clubs for three months. During this period, they receive training in life skills, leadership, child protection awareness, and occupational safety and health (OSH). Approaches used included discussions, participative sessions with trainers, career guidance and goal setting support, study tours and sessions with motivational speakers. The club package is intended to prepare youth for entry into their training pathway through the development of entrepreneurship and

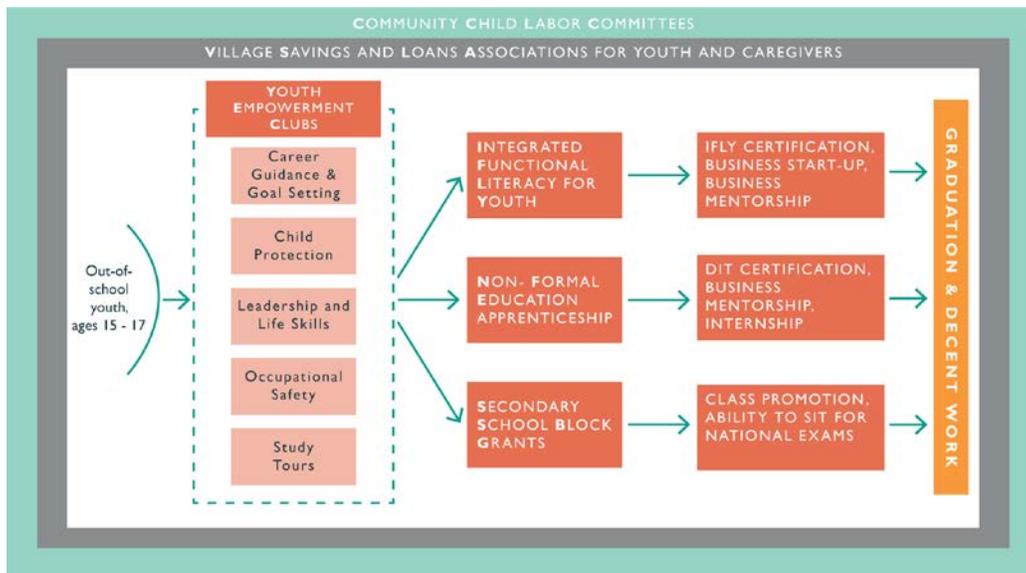
associated life skills, such as the willingness to persist. The clubs had an overall goal of changing the mind-set of adolescents in terms of envisaging their potential future in decent work conditions and as active members of their communities.

At the end of the club period, youth select one of three options. The first is the Integrated Functional Literacy for Youth (IFLY) training that provides functional literacy and numeracy, agribusiness (Junior Farmer Field Schools [JFFS]), entrepreneurship/management, financial literacy and work readiness skills. IFLY youth form small groups and establish a joint decent work activity. Some youth choose to work alone or with their caregivers. The goal of IFLY is to enable youth to engage in one or more diverse income generating activities.

Youth may also choose to enroll in the Non-formal Education Trades Certificate program (NFE). This nationally-recognized competency-based trade type of training<sup>3</sup> means that at the end of the training they are tested to determine the extent to which they have satisfied the expected competencies for their level of training. If successful, youth can obtain certificates that they can use to obtain employment or become self-employed in their respective trades.

The last option is focused on reintegrating out-of-school youth back into Secondary School so that they can eventually obtain a secondary school certificate (S4) that is equivalent to the British O Level.<sup>4</sup> The approach is called the Secondary School Block Grant (SSBG).

**Figure 1: Summary of the AYEDI Pathway Model<sup>5</sup>**



<sup>3</sup> Under the Directorate of Industry

<sup>4</sup> About US Grade 10-11.

<sup>5</sup> Provided by the AYEDI Project Staff at the first evaluation meeting in Uganda.

Other AYEDI project activities include:

- Dissemination of OSH materials through Straight Talk Foundation's print edition and radio broadcasts;
- Community Child Labor Committees (CCLC) training, identification and monitoring of children in hazardous child labor, community dialogues;
- CCLCs and CDOs monitoring small businesses for child labor compliance;
- VSLA groups for caregivers and savings groups for youth;
- AYEDI youth-club-sponsored community events (civic action campaigns);
- Training of Patrons and Matrons (community-based mentors) and implementation of youth mentoring through of AYEDI youth clubs;
- Awareness-raising campaigns conducted by CCLC members and other stakeholders; and
- Collaboration, capacity strengthening and linkages with government, private and civil society stakeholders on hazardous child labor and other related child protection issues.<sup>6</sup>

This report presents the results of the final independent evaluation of AYEDI, conducted from March to April 2018.

---

<sup>6</sup> This included aspects such as child marriage and how they affect child labor.

## II. EVALUATION OBJECTIVES AND METHODOLOGY

---

### 2.1 Evaluation Scope and Objectives

---

The main purposes of the AYEDI Final Evaluation are to provide USDOL, World Education Inc., the Government of Uganda, and other implementing partners with an independent assessment of the performance and experience of the project. The evaluation was intended to assess whether the project's interventions and activities had achieved the overall goals of the project. The evaluation was also intended to identify the factors influencing any achievements obtained and/or their possible lack. The focus was to identify steps the project can take to maximize sustainability during the remaining months of implementation. The evaluation was, further, expected to document lessons learned, potential good practices, and models of intervention to inform future similar projects and policies in Uganda and similar environments elsewhere, as appropriate.

The core evaluation questions were specifically expected to address the following:

1. Determine whether the project's Theory of Change (ToC), as stated in the project Comprehensive Monitoring and Evaluation Plan (CMEP), was appropriately formulated and whether there are any external factors that affected project outcomes in a positive and/or challenging way;
2. Assess the relevance and effectiveness of all project interventions, including its effects on the lives of beneficiaries;
3. Assess the efficiency of project interventions and use of resources;
4. Document lessons learned, good or promising practices, and models of intervention that will serve to inform future projects focused on youth and child labor, as well as policies in Uganda and in other implementation countries in the region; and
5. Assess the sustainability of the interventions implemented by the project.

The evaluation questions as presented in the Terms of Reference (TOR) were:

#### **Project Design**

1. The AYEDI project developed a ToC as part of the CMEP. Does the ToC still appear to be valid and accurate after four years of project implementation?
2. To what extent did the assumptions in the project logical framework hold true?

#### **Relevance and Effectiveness**

3. Did the project achieve its output and outcome indicator targets as planned? What successes and challenges have they experienced in doing so, and how did they overcome challenges?
4. Please assess the project design and AYEDI's overall effectiveness to address child labor within targeted districts and surrounding areas. Please include the assessment of any

activities that may have extended beyond skills training or education, such as capacity building.

5. Please assess the effectiveness of the overall model of the certificate program (education/skills training, livelihoods, civic engagement, and leadership) in addressing child labor. Was the combination effective? Did one or more of these areas of focus have a greater impact than others?
6. How effective and appropriate was AYEDI Pathway/ Model and interventions in increasing educational and livelihood opportunities?
7. Please assess AYEDI's approach and effectiveness for reducing the number of youth engaged in hazardous work.
8. How were the project's interventions consistent with the needs and expectations expressed by key stakeholders, including youth beneficiaries and their families?
9. How effective were the AYEDI Clubs in providing education, skills training, soft skills, leadership development and decent work opportunities for participant youth? Of the various training tracks offered by the project, please assess which were the most effective intervention(s) and why.
10. Please assess whether the AYEDI Club skills training (3 months) provided youth participants sufficient time to develop and apply appropriate skills for specific decent work opportunities available within their community and/or district?
11. Please assess the value added for participants that received the IFLY curriculum. In addition, please assess the IFLY youth literacy model as part of ongoing AYEDI/WEI's sustainability efforts.
12. How effective were VSLAs and CCLCs in raising awareness and reporting child labor cases?
13. Please assess the project's strategy and effectiveness for engaging key partners that led to assisting participant youth and households with additional resources and/or support services. In addition, please assess the sustainability of partnerships developed and potential for communities to continue receiving access to these resources.

### **Monitoring and Efficiency**

14. How has the project used monitoring data as a decision making tool in the project?
15. To what extent and how has the project demonstrated cost effectiveness during execution of respective activities/ interventions?

### **Lessons Learned and Sustainability**

16. What do you consider the key lessons learned and emerging smart practices?
17. How will the key project initiatives and benefits be sustained/ continued once the project ends?

18. How has the project built capacity at the local level and engaged stakeholders to be agents of change around child labor?

The evaluation questions were delineated into sub-questions and are included in Annex D.

The scope of the Final Evaluation included a review and assessment of all activities carried out under the USDOL Cooperative Agreement with WEI. All activities that have been implemented from project launch through the time of evaluation fieldwork were considered.

The evaluation aims to provide the Office of Child Labor, Forced Labor, and Human Trafficking (OCFT), WEI, the national and local Government of Uganda, non-state project implementing partners, and other stakeholders working to combat adolescent hazardous labor more broadly, an assessment of the project's experience in implementation, its effects on project beneficiaries, and an understanding of the factors driving the project results.

The evaluation team consisted of the international evaluator, Mei Zegers, and two interpreters, one for Eastern Uganda and another for Northern Uganda. Either the Project Director or another member of the AYEDI team traveled with the evaluation team to make introductions in the various locations. The associated AYEDI staff member did not attend any of the interviews or focus group discussions.

## 2.2 Methodology

---

The evaluation approach was participatory and largely qualitative. Information was obtained through field visits, interviews, focus groups discussions (FGDs), and observation. Quantitative data was drawn from the CMEP and project reports, to the extent that it was available, and incorporated in the analysis.

The following principles were applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives were triangulated for all evaluation questions.
2. Gender and cultural sensitivity were integrated in the evaluation approach.
3. Consultations incorporated a degree of flexibility to maintain a sense of ownership among the stakeholders and beneficiaries while still ensuring that information requirements were met. Additional questions that were not included in the TOR were asked. This allowed for probing and deepening understanding of the project achievements and challenges. A consistent approach was followed in each project site, with adjustments made for the different actors involved, activities conducted, and the progress of implementation in each locality.

### 2.2.1 Document Review and Data Collection Matrix

Pre-field visit preparation included extensive review of relevant documents, and further documentation was collected during fieldwork.

Before beginning fieldwork, the evaluator developed a Data Collection Matrix outlining the source of data to be collected for each TOR question (See Annex D). The Matrix was used to help the evaluator determine the question checklist to use during fieldwork with the different types of stakeholders. The Matrix further helped ensure that all sources of information were sufficiently considered for good data triangulation and well-founded conclusions.

### **2.2.2 Interviews and Focus Group Discussions with Stakeholders**

Interviews and FGDs were held with as many project stakeholders as possible. Emphasis was, however, on allowing sufficient time for each interaction. This helped ensure a high level of depth, quality of stakeholder inputs, and time to probe for key aspects if needed.

37 interviews and FGDs were conducted, of which 10 were fully or partially composed of youth. Interviews were conducted with all implementing partners, including government at national and local level, civil society and social enterprises. Focus group discussions were held at community level with representatives of NFE trainers, Adolescent Club and IFLY trainers, VSLAs, CCLCs, Child Protection Committees (CPC), and the Small Scale Enterprise (SSE) sector. Unfortunately, of the latter only one could be met in the Eastern area and in the North, the Committee of Stone Crushers Association. There were also some other groups that included youth such as in VSLA and a discussion with an NFE trainer and an NFE youth who has now become an informal trainer.

### **2.2.3 Site and Stakeholder Selection**

The evaluator had developed a set of guidelines for the planning of the evaluation schedule, which focused on the importance of obtaining a well-balanced sample of sites and stakeholders to visit. It included site selection table template for the project to fill in. The project subsequently listed each potential location with a brief description of the level of success and/or challenges in the table. This data was used to inform decisions on the selection of representative sites for evaluation interviews, focus group discussions and observations of activities. In practice, the evaluator did visit a selection of project sites based on a good cross section representing a range of project activities, and included some sites where the project experienced successes and others that encountered challenges.

Purposive sampling was applied to plan the meetings with beneficiaries, community groups/leaders including child labor monitors, government staff, vocational trainers, and implementing partners working in the area. While it was preferred that the project did not pre-select beneficiaries for discussions, this was generally not possible because all relevant beneficiaries in a locality were invited to attend the FGD. Ultimately many attended the discussions and the evaluator believes that they presented a good cross-section of beneficiaries and community persons.

### **2.2.4 Data Collection and Analysis Protocols**

Key informant interviews and focus group discussions were held using a specially prepared set of guidelines to ensure that all evaluation questions are answered. The guidelines were based on the Data Collection Matrix. Each interview or focus group was allocated at least one hour to ensure high quality discussion, particularly where translation is also needed.

The evaluator prepared a set of codes representing each of the main and sub-evaluation questions in order to facilitate the analysis. All collected information was subsequently coded, sorted and analyzed using the Atlas.ti qualitative data analysis software. Subsequent to the analysis, the evaluator wrote the evaluation draft report ensuring that all triangulated data had been considered. The remainder of the process followed the steps indicated in TOR Section H: Timetable.

A stakeholder workshop was held on April 3, 2018 to discuss preliminary findings from the evaluation, obtain additional feedback from the participants and share any further information. The results of the group work and inputs from the participants are summarized in Annex A.

### **2.2.5 Ethical Considerations and Confidentiality**

The evaluation mission observed utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. Efforts were made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children in the worst forms of child labor ([www.ilo.org/ipecinfo/product/viewProduct.do?productId=3026](http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=3026)) and UNICEF Principles for Ethical Reporting on Children ([www.unicef.org/media/media\\_tools\\_guidelines.html](http://www.unicef.org/media/media_tools_guidelines.html)).

### **2.2.6 Evaluation Limitations**

Fieldwork for the evaluation lasted two weeks and the evaluator did not have enough time to visit all project sites. As a result, the evaluator was not able to take all sites into consideration when formulating her findings.

This is not a formal impact assessment. Findings for the evaluation were based on information collected from background documents and interviews with stakeholders, project staff, and beneficiaries. The accuracy of the evaluation findings is determined by the integrity of information provided to the evaluator from these sources. Furthermore, the ability of the evaluator to determine efficiency is limited by the amount of financial data available. A cost-efficiency analysis is not included because it would require impact data which is not available.

Most focus groups with youth included more boys than girls. The same actually applied to all other FGD groups. According to the FGD members, this may be, in part, because it is the rainy season and the women and girls were more likely to be working in the fields. This was especially true of morning meetings. Please note that in these cases the evaluator was told that they were working in line with decent work conditions. Unfortunately, due to the distance to the fields, many of which were not accessible by vehicle, she was unable to verify this in person. In line with ethics, no beneficiary was rejected if they had already travelled to attend the focus group, even if they arrived late to the meeting.

Most FGDs included a mix of different types of persons, despite staff efforts to group the participants by type. This meant that it was often difficult to differentiate the benefits and challenges of the different project actions, including the pathways. This means even an IFly group included youth who had participated in NFE. Some NFE youth had participated in additional

agriculture training beyond what they learned in the clubs. This made understanding who ultimately benefited from which activities even more difficult. VSLA participants included members of VSLA, CPC, CCLC, etc. so naturally they often commented on their actions aside from those related to the VSLA. The evaluator did not restrain the FGD members from doing so as she tried to identify which successes and challenges rose to the top of the list for FGD participants. Note that this situation is not a criticism of the project since, as will be seen in later sections, it is the diversity of actions that seems to contribute to success.

## III. EVALUATION FINDINGS

---

### 3.1 Relevance and Project Design

---

#### 3.1.1 Overall Design Relevance

The overall design of the AYEDI project is relevant and in line with country and local strategies, as well as the overall needs in targeted districts and surrounding areas. The project design is still relevant over the period of implementation; however, to achieve the intended projects results, some changes were made to the details of the design of activities over time. These changes were made in order to align with the realities and better achieve the intended results. The design is holistic and diverse, with complementary components. Interestingly (and as will be discussed in Section 3.2 on effectiveness), although the project had originally designed distinct pathways and components, they became more integrated over time.

WEI had invited the participation of government and potential implementing partners during the original project proposal design period. An analysis of the specific situation in the target localities was conducted to identify needs and ensure that the overall design would likely address them. District-level officials met during the evaluation in two of the four project districts noted that they felt the project was well conceived. These officials were well aware of the values and reasoning behind the AYEDI project.

The logical framework assumptions mostly still hold true. The Government of Uganda's political will to implement the National Action Plan to Eliminate Child Labor did not wane over the course of the implementation period. The project staff also noted that, in their opinion, "the law on child labor is very good and was recently amended." They added that it was also possible to integrate aspects on child labor in the amended Children's Act.

The project's interventions were ultimately only partially consistent with the specific needs and expectations of youth beneficiaries and their families. This was largely due to a high level of donor dependence, especially in the Northern project districts.<sup>7</sup> It was the amount and intensity, not the *type* of actions that AYEDI initiated, however, that fell short of expressed needs and expectations. This aspect was of importance and influence during implementation, and will be addressed in greater detail in Section 3.2.

---

<sup>7</sup> This was according to local government staff, project staff and many of the interviewees and stakeholders, including youth beneficiaries and their families. Note that donor dependence is often discussed in relation to countries and NGOs. At the community level, however, it can also occur. As Enterprise Uganda noted regarding the Acholi Sub-region, "Over the long period of donor support, the community developed an attitude/mindset of consumption and deserving to be supported perpetually." Ocici, C; Oumo, C.O., & Ineku, J. (2012), Youth Economic Livelihoods Recovery in Post-Conflict Areas: The Case of Acholi Sub-Region in Northern Uganda. Kampala: Enterprise Uganda.

The project design continued to evolve over the course of the project implementation period, that is, from inception to the final stages. With the agreement of WEI headquarters and USDOL, the staff made adjustments to address the realities faced in the field. In many cases, this resulted in innovative approaches that provided a rich set of good practices and lessons learned. The evaluator finds this to be quite unusual and a positive aspect of the AYEDI project. As will be discussed, the project faced many challenges and achieved a range of successes.

In AYEDI there is recognition that there is a high interplay of contextual factors that influence the level of success in different project areas. The project thus implemented a systems approach in its design and implementation, even if this was not explicitly stated.<sup>8</sup> In a systems approach there is an appreciation for the complexity of the context and how challenging it is to bring about the desired change. More specifically, the designers recognize that there are no simple linear cause and effect aspects when implementing a project. That is, it is not as simple as “If you do this, then you get X result.” One can attempt change in a project area, but this may affect other aspects in unexpected ways depending on the specific context. Despite the presentation of the Problem Tree in the AYEDI design planning process,<sup>9</sup> the project had an underlying assumption that everything is related and can change over the implementation period as realities dictate.

While many development agencies aim for flexibility in implementation, in practice their focus hardly deviates from the original path set to reach the results. In general, ideological arguments abound that the Logical Framework and Theory of Change (ToC) processes were never intended to be inflexible. Yet in many instances, logical frameworks and ToC are unyielding to change. In AYEDI, the staff was mostly able to identify aspects that did not work adequately and then determined to try other approaches to see if that would lead to better results. Not all projects can do this because either the project staff is not flexible, or the donor does not want things to be changed; in those cases, this means that actions continue to be poorly aligned with the realities that are encountered. Instances occurred where AYEDI made adaptations while continuing to focus on achieving expected overall results, and this will be described in the remainder of the report.

Given that the Midterm Evaluation Report (MTR) discussed the project design in detail, including the Theory of Change, the current evaluation report will not include a strong focus on this aspect. The final evaluator agrees with the author of the MTR<sup>10</sup> on their statements concerning the design. Nevertheless, a few points of importance need to be covered here. As a reminder, the original ToC

---

<sup>8</sup> Burns, D and Worsley, S. (2015) Navigating Complexity in International Development. Facilitating Sustainable Change at Scale. Warwickshire UK: Practical Action Publishing. Williams, B. and Hummelbrunner, R. (2011), Systems Concepts in Action, A Practitioner’s Toolkit. Stanford, California, Stanford University Press

<sup>9</sup> WEI/Bantwana Initiative (Revised Version September 2015), Comprehensive Monitoring and Evaluation Plan (CMEP) for the Adolescent Youth Empowerment Development Initiative (AYEDI). Kampala: WEI/Bantwana Initiative

<sup>10</sup> O’Brien, D. (2016), Independent External Midterm Evaluation of AYEDI: Adolescent Youth Empowerment and Development Initiative. Final Report. Lawrenceville, GA: O’Brien and Associates.

hypothesis was that if household caregivers are able to meet at least some of their children's basic needs, employers comply with child labor laws, and youth acquire decent work, then the number of youth involved in hazardous work will decrease.

During the Final Evaluation, staff and implementing partners reiterated this premise and indicated that the ToC still held true. The final evaluator concludes that the project's ToC, as stated in the CMEP, was appropriately formulated. Most of these interviewees stated that the ultimate question is actually not the extent to which the hypothesis is valid and true, as they clearly believe it to be correct. Rather, they stated that the needs and expectations are so great that it is difficult to achieve the significant decrease in hazardous child labor that is desired. As the MTR pointed out, the key aspect that was consistently mentioned again during the Final Evaluation interviews is the need for caregivers to increase their incomes as the most effective means to decrease hazardous child labor.

Given the age of youth at the time of the Final Evaluation, with many over the age of 18, it was interesting to see the importance of a design factor that focused on "decent work." While a focus on hazardous child labor is key in a child labor-oriented project, increasing decent work opportunities for all is an important aspect as well. Few projects focusing on child labor highlight this feature, even though in places where decent work exists for adults, children are also less likely to be involved.

An example from the evaluation field visit to a stone quarry illustrates this factor. The site had many workers climbing up and down a stone mountain barefooted or with only minimal protection on their feet or for other parts of their bodies. Huge hammers were being swung repeatedly overhead and stone boulders rolled down dangerously. Stone dust flew about. As one of the implementing partners stated, in such conditions the hazards are not just for the children, even if they are most affected. If such a stone quarry operated with decent work conditions, then the risk for any children in the locality would also decrease. This is not to say that improved conditions in a stone quarry would mean that child labor in such a site is acceptable. However, it does mean that for future projects it is important to look at the large picture and consider the relationship of child labor to the hazardous work of adults.

A drought has affected the Ugandan economy for several years which, fortunately, ended recently. Some stakeholders in communities indicated that this affected the ability of caregivers to provide for their children. One of the discussion groups in the evaluation's preliminary stakeholder workshop also cited unfavorable weather conditions for agriculture as a project challenge.<sup>11</sup> The exact extent to which this directly affected caregivers and children's progress to increase incomes and savings is difficult to determine, however. There are many other factors that influence the success of project activities. Despite this situation, according to the African Development Bank

---

<sup>11</sup> See Annex A for details.

Group, “economic performance generally remained strong.”<sup>12</sup> GDP is projected to reach 5.9% in 2018, up from 4.8% in 2017 and 2.3% in 2016.<sup>13</sup>

Stability, community reconciliation and recovery continued in the North. The 2016 elections did cause some delays due to local involvement in planning and carrying out election activities. These delays were, however, temporary. The evaluator agrees with the findings of the MTR regarding the funding of the District Orphans and Vulnerable Children Committees. Though USAID funding had stopped, the evaluator saw evidence of active CPC meetings held at local level on a regular basis.<sup>14</sup>

### 3.1.2 Other Aspects of the IOs and SIOs

Regarding the definitions used for the IOs, the evaluator does wonder the extent to which the definition for IO1 is adequate. To be counted, the caregivers should provide at least two meals a day and at least two of the following basic needs of adolescents in their household: (1) at least two items of clothing; (2) at least two pairs of shoes; (3) a blanket; (4) access to education (e.g. school fees, scholastic materials, uniform, parental contributions to school feeding programs); or (5) access to health (e.g. medical fees, drugs, transport to clinic). There are actually six items in this list if food is counted. Depending on the situation, two pairs of shoes and a blanket may not be as essential as the other items on the list. Depending on age, access to education is not required by law for older adolescents in Uganda. Basic education consists of seven compulsory years of schooling between the ages of 6 and 13. Nevertheless, not ensuring access to health and at least two items of clothing would seem more essential and should be required, just like two meals a day. Based on the fieldwork for the evaluation, it was clear that these aspects are vital for this age group.

The evaluation TOR mentions that the project “helps youth to develop marketable skills in order to secure decent work opportunities and to serve as civic leaders<sup>15</sup> in their communities.” There is, however, no IO or SIO on the civic leader’s aspect. The project staff explained that this concept was added after the project was designed and was included from the CMEP onwards. In fact, there was a requirement under the original grant solicitation regarding this aspect.<sup>16</sup>

Activities to encourage civic leadership were integrated in each of the project’s clubs and supported in various awareness raising activities. Under SIO 2.2 there is a sub- sub-IO (2.2.1) on “Improved community awareness of the broad hazardous/child labor issues.” Under 2.2.1 is another level labeled 2.2.1.1: “Adolescent youth develop and practice leadership skills.” Given the importance of

---

<sup>12</sup> African Development Bank Group (2018), Uganda Economic Outlook, Economic performance and outlook. Available from <https://www.afdb.org/en/countries/east-africa/uganda/uganda-economic-outlook/> (Website accessed 10 April, 2018)

<sup>13</sup> Ibid

<sup>14</sup> Details are discussed in Section 3.2.14

<sup>15</sup> Italics indicate the evaluator’s emphasis.

<sup>16</sup> SCA 13-07 under Project Interventions; Section I(D)(4) on pages 7-8

this factor, it would have been advisable to add a formal separate SIO on civic leadership at a higher level. This is important as youth leadership should be and was not just directed to awareness-raising on child labor issues. The various activities of the clubs and training content included a focus on a range of other issues. These included important issues such as adolescent sexual and reproductive health (ASRH) and related HIV aspects. In fact, during the fieldwork youth and other stakeholders mentioned the usefulness of learning about these subjects. Several youth in the FGD noted how they are now standing up for their right in different subject areas.

### **3.1.3 Comprehensive Monitoring and Evaluation Plan**

Once the project was approved, an important aspect to ensure the appropriateness of the original design was the implementation of a participative Comprehensive Monitoring and Evaluation Plan (CMEP) process. Stakeholders who were involved in the CMEP found it to be useful. The project stakeholders were very positive about the CMEP development process and its implementation. As one interviewee stated, “It was relevant to do the CMEP at inception because we project staff and implementing partners came together as stakeholders—and even district staff—and mapped the problems around child labor. We refined our results framework.” The interviewees further noted that the CMEP made it “possible to really think things through. We can really connect to the needs of the youth in their respective communities.” Stakeholders added that doing the CMEP really affected the way they worked even in later stages: “We take more time to prepare and define what we are supposed to do.”

One especially important point about the CMEP should be mentioned here. Project staff noted that the implementing partners had their own way of working and “are stuck in their model; they will not accept their model to be changed.” Using the CMEP enabled the project to address this as the partners participated in its development; this helped them become more flexible and think collaboratively about the way to solve issues. The CMEP further helped the project and its partners to define and understand their different roles.

The project staff reported that adjustments were proposed at quarterly meetings and that the ideas were implemented as appropriate, in consultation with WEI headquarters and with USDOL. One cited example occurred one year into the project implementation period due to the recognition of the importance of increasing focus on the caregivers as part of a holistic approach; in other words, placing a higher focus on the household as a unit. Staff indicated that, “We observed that we needed to have a more household approach.” This meant that caregivers were involved in providing more support to the project youth in order for their activities to succeed. The project also provided the youth with motivational inputs, such as transport to attend training or food. Furthermore, increasing discussion with the caregivers during implementation revealed that there were cases where youth said they had gone to attend training but actually had gone to do other activities. Increasing the caregiver role thus resulted in a closer monitoring of the youth and their activities. As youth themselves stated in several focus groups, the closer interaction with their caregivers actually led to a better relationship with them overall.

## 3.2 Project Effectiveness

### 3.2.1 Extent of Project Target Achievement

According to data available at the time of the first drafting of the Final Evaluation Report, the project has achieved or exceeded many of its output and outcome indicator targets. Although the project faced some challenges along the way that caused a few delays, ultimately many targets were reached.

Regarding the overall objective of withdrawal from hazardous labor, the AYEDI project was able to achieve good success. Placing youth in decent work proved more challenging than expected. At the time of the fieldwork the project was accelerating their efforts toward achieving the goal of placing youth beneficiaries in decent work to a greater degree before project end. Many factors played a role in this situation and will be detailed in the remainder of the report.

The evaluation did note that in order to achieve the highest potential results in a project that focuses a great deal on youth access to decent work, there is a high need for more investment in the training components. That is, some components did not reach their full potential as that would have required more investment in inputs, including logistics, tools, and agricultural inputs.

Table 1 indicates the level of achievement of targets, though AYEDI is still verifying several of the data points. At the time of writing the first draft of the evaluation report, the latest figures on some of the results were still missing. The evaluator has identified the targets that exceed or are no more than 5% below the intended target in green. Where the project target was achieved with less than 5% margin of the desired percentage, the figures are indicated in red.

Please note that the data points below are a mix of Period 9 (Oct-Apr 2018) and overall AYEDI project targets.

**Table 1: Available Data on Achievement of Targets**

Objectives	AYEDI Project Outcome and Output Indicators	Target	Actual	% of Target Met
<b>PO: Reduction in adolescent youth engaged in hazardous work in AYEDI project areas</b>	#/% of adolescent youth engaged in hazardous work <sup>17</sup>	N/A	2%	N/A
	# of AYEDI graduates	4,277	3,836	90%
	Percent of AYEDI youth who are girls <sup>18</sup>	50%	51%	102%
<b>IO 1: Increased</b>	% of caregivers who belong to VSLAs that	45%	99%	220%

<sup>17</sup> Definition used is: “adolescent youth is any youth aged 15- 17 years (up until their 18th birthday) that resides in the targeted communities (villages)”

<sup>18</sup> While the project tracks percent of female youth, it’s not one of the 23 outcome indicators.

Objectives	AYEDI Project Outcome and Output Indicators	Target	Actual	% of Target Met
<b>provision of basic needs to adolescent youth and children by caregivers</b>	meet at least three basic needs of children under their care			
IO 1.1: Increased income, savings, and access to credits and emergency social fund by caregivers	Loan fund utilization rate	95%	70%	74%
	% of caregivers who initiate or expand IGA after AYEDI economic strengthening support	85%	95%	112%
	Average saving per VSLA Member (USD)	\$28	\$27	96%
IO 1.1.1 Increased access to integrated financial services by caregivers	% of AYEDI caregivers in AYEDI VSLAs actively saving	95%	96%	101%
	# of VSLAs formed/ established	128	155	121%
	# of caregivers enrolled in VSLA	1,920	1,840	96%
IO 1.2: Increased awareness by caregivers of broad hazardous/child labor issues	% of caregivers in AYEDI VSLAs knowledgeable about broad child labor issues	95%	91%	96%
	# of caregivers oriented on broad child labor/ hazardous issues	1,920	1,840	96%
<b>IO 2: Increased compliance with child labor laws by small-scale employers</b>	% of small scale employers monitored by CDOs & DLOs that are compliant with child labor laws	70%	76%	109%
I.O. 2.1 Increased monitoring of small-scale employers by CDOs	% of district staff (CDOs & DLOs) monitoring the working conditions of small scale employers	100%	100%	100%
	# of CDOs & DLOs oriented on CL/HL for monitoring small-scale employers for compliance with labor laws	9	9	100%
IO 2.1.1: CCLCs actively fulfilling their mandate	% of CCLCs engaged in activities to promote awareness on issues of child/hazardous labor	80%	81%	101%
	% of CCLCs that managed or referred at least one case of child labor/hazardous labor	50%	63%	No target set for 10/2017-3/2018
	# of CCLCs established /revitalized	75	75	100%
	# of CCLC members trained	375	375	100%
	# of CCLCs identifying and following up child labor/hazardous labor issues/cases	75	75	100%
IO 2.2.1.1 Adolescent youth develop and practice leadership skills	% of enrolled adolescent youth with improved scores on leadership pre-test and post-test	85%	76%	89% (Target met for Lot 3 youth)
	% of enrolled adolescent youth who participate in community campaigns on social issues related to child labor	85%	76%	89%

Objectives	AYEDI Project Outcome and Output Indicators	Target	Actual	% of Target Met
	% of clubs that identify a violation of child rights and report to CCLC, club patron/matron, or other community protection structures for action	60%	33%	No target set for 10/2017-3/2018
	# of adolescent youth provided with leadership services	4,277	4,857	114%
<b>IO 3: Increased adolescent youth in decent work</b>	% of AYEDI adolescent youth engaged in decent work	55%	82%	149%
	% of adolescent youth engaged in decent work	N/A		
IO3.1. Adolescent youth equipped with life skills	% of enrolled adolescent youth with improved scores on life skills pre-test and post-test	85%	80%	94%
	# of clubs established	143	150	116%
	# of adolescent youth enrolled in clubs	4,277	4,967	114%
	# of adolescent youth enrolled in AYEDI clubs receiving child rights & leadership services (SA4)	4,277	4,857	107%
	# of adolescent youth enrolled in clubs receiving life skills & ASRH services (SA3)	4,277	4,596	114%
	# of adolescent youth receiving Career guidance and OSH services (SA2)	4,277	4,870	108%
IO 3.2: Adolescent youth obtain technical and vocational knowledge and skills for decent work	% adolescent youth enrolled in JFFS that obtain a certificate	75%	81%	108%
	% of adolescent youth enrolled in trade certificate program that pass national DIT skills assessment	65%	64%	98%
	% of enrolled adolescent youth with improved scores on occupational safety and health pre-test, post-test	85%	64%	75%
	# of adolescent youth trained in JFFS methodology	<b>2,880</b>	3,780	131%
	# of adolescent youth enrolled in trade certificate program	855	860	101%
	# of individuals provided with ICT action research findings	<b>N/A</b>		
IO 3.3: Adolescent youth obtain functional literacy and numeracy skills	IFLY curriculum revised	1	1	done
	# of adolescent youth enrolled in IFLY	3,208	3,327	104%
	% of adolescent youth enrolled in VSLAs actively saving	80%	97%	121%
	# of adolescent youth enrolled in VSLAs	N/A	663	N/A
IO 3.4 Increased access by adolescent youth to integrated financial services	% of adolescent youth enrolled in VSLAs actively saving	80%	97%	121%
	# of adolescent youth enrolled in VSLAs	N/A	663	N/A
IO 3.5 Increased awareness of business opportunities and	% of adolescent youth enrolled in AYEDI with regularly updated career plans	90%	74%	82%
	# of adolescent youth attending at least one study tour	4,277	3,131	73%

Objectives	AYEDI Project Outcome and Output Indicators	Target	Actual	% of Target Met
career paths by adolescent youth				
IO 3.6 Adolescent youth at High risk (AHR) of entering child labor retained in secondary school	% of adolescent youth benefitting from school support program who pass to the next class/grade	60%	56%	93%
	# of adolescent youth AHR supported in the school program	214	354	165%
<b>USDOL Required Common Output Indicators</b>				
E1: # of children engaged in or at high-risk of entering child labor provided education or vocational services		<b>4,277</b>	4,886	114%
E2: # of children engaged in or at high-risk of entering child labor enrolled in formal education services		<b>214</b>	354	165%
E3: # of children engaged in or at high-risk of entering child labor enrolled in non-formal education services		<b>3,208</b>	3,327	104%
E4. # of children engaged in or at high-risk of entering child labor enrolled in vocational services		<b>2,880</b>	3,205	111%

Information expected after the completion of the endline survey or the information and communication technology (ICT) action research includes:

- % of employed adolescent youth who report that their employers comply with child labor laws
- % of community members with children aged 5-17 years who believe child/hazardous labor is unacceptable
- % of community members with children aged 5-17 years knowledgeable about broad hazardous/child labor issues
- % of adolescent youth engaged in decent work

### 3.2.2 Specific Comments Regarding the Achieved Targets

Particularly striking was the extent to which caregivers who belong to VSLAs were meeting the target of providing for at least three basic needs of children under their care. This target was achieved by more than double the expected result. Nevertheless, it is important to note that this figure is absolute and data on the situation before the VSLAs is not provided.

Other areas where the project exceeded targets include caregiver and youth economic empowerment through VSLAs. Caregivers who initiate or expand an IGA after receiving AYEDI economic strengthening support at the household level reached 112% of target. The percentage of target reached for the formation of VSLAs was 121%, while adolescent youth enrolled in VSLAs who were actively saving likewise constituted 121% of the target.

Adolescent benefits in the clubs also exceeded several targets. Notably, they reached 116% of the target for adolescent youth who were enrolled in clubs and receiving child rights and leadership services, as well as career guidance and OSH services (114%).

During initial cohorts, the project faced some challenges reaching the targeted 50% of beneficiaries who were girls. This was primarily because more boys presented themselves for inclusion in the project. The AYEDI monitoring system identified the challenge and adjustments were made for the last cohort (Lot 4), which focused on identifying and attracting more girls to the project. The CCLC members and beneficiary peers told the evaluator that they were active in this process. The project field staff also actively reached out to girls for inclusion in Lot 4. The project also included an initiative on the Girls Challenge Business Groups, funded with USD \$10,000 through the WEI Bantwana Initiative. The financing included provision to fund a pool from which girls' groups could borrow. The leveraged funding for this purpose was not from USDOL. That is, since the children were under 18 years old, USDOL funds could not be utilized for them to borrow. The result was that AYEDI was able to achieve the target of girls representing about 50% of beneficiary enrollment.

### **3.2.3 Midterm Evaluation Recommendations and AYEDI Project Follow-Up**

As already noted, the AYEDI project was particularly responsive to findings from their M&E system, as well as to the Midterm Evaluation Recommendations. Of particular interest is WEI's provision of its own additional funding to enable the creation of smaller IFLY youth groups (5-7 instead of 10-15 youth) for cohort Lots 3 and 4. The smaller groups helped ensure that more individualized attention was available during and after training.

While not all actions undertaken in response to the Midterm Evaluation and other monitoring findings had equal success, several were innovative and resulted in important lessons learned. One example was related to organizing motivational talks with the youth from community members who had succeeded with economic activities. AYEDI staff had found, however, that such persons were quite formal in their presentation. In combination with other reasons, the staff then decided to change the methodology so that motivational speaking sessions were combined with practical activities. Speakers then came with a short training package where youth were taught some simple skills. This included the provision of single sessions on subjects such as baking bread and cakes, making liquid soap, and simple shoemaking. These activities also contributed to diversifying the skills of the beneficiaries.

The degree to which youth were able to gain substantial income from these additional skills is variable. Nevertheless, as youth and other stakeholders pointed out during the evaluation, it is the diversity of income generating options that leads to increases in income. Another important element was the extension of the NFE training to include one month of practical internship. This was undertaken to address complaints about the short three-month duration for competence-based NFE courses approved by the Directorate of Industrial Training (DIT). It should be noted, however, that at the time of the Final Evaluation, youth and NFE trainers still felt that the duration of the NFE courses was too short to allow the youth to be fully capable and able to obtain decent work at a good income level.

Caregivers and UWESO noted that purposely placing greater emphasis on including caregivers in VSLAs was helpful. Up to the Midterm Evaluation, the VSLA members had been self-selected and could have included more caregivers. The current evaluator would like to add that she believes that the mix of community leaders and caregivers in the VSLA groups was useful.

To encourage more interest in sessions on child labor, the project also integrated awareness raising into community self-help (civic engagement) activities. For example, youth were involved in maintaining hygiene at public facilities such as markets, bore holes, churches, schools, trading and health centers.

**Table 2: Midterm Evaluation Recommendations and AYEDI Project Follow-Up Actions**

<b>Midterm Recommendation</b>	<b>Follow-up Action(s) taken by project based on Recommendations</b>
1) Strengthen the IFLY intervention design	<p>Since August 2016 AYEDI has taken the following actions to strengthen access to decent work through the IFLY intervention:</p> <ul style="list-style-type: none"> <li>➤ Contracted 2 Private sector agencies (ATEFO, APSEDEC) to strengthen youth business linkages and provide onsite mentorship on how to start and manage a business. This support has enabled increased business management, registration of group businesses in the district for additional government support and informed choices on the type of businesses established by youth.</li> <li>➤ Through additional funding from WEI worth \$10,000, the number of youth per IFLY group business was reduced from the previous 10-15 members to 5-7 members. This was done for all Lot 3 and 4 business groups, thus fostering increased retention and group management.</li> <li>➤ WEI developed and integrated alternative skills training in clubs and existing IFLY businesses with the aim of mitigating periodic returns to hazardous labor by AYEDI youth in search of income to supplement their decent work activities. The alternative skills included: baking bread and cakes, making liquid soap, shoes and others</li> </ul>
2) Strengthen the SSBG grant	<p>WEI established in-school clubs comprised of 242 youth across 6 schools. The in-school clubs have enabled increased benefits to the school through increased youth leadership engagement, knowledge on rights, self-efficacy and self-esteem.</p>
3) Provide meals and transportation of needy NFE students	<p>WEI undertook the following actions:</p> <ul style="list-style-type: none"> <li>➤ Provided additional modest financial support to some NFE training centers to provide lunch to learners.</li> <li>➤ Mobilized and sensitized caregivers to provide youth's lunch and transport as a cost share. Some caregivers have been providing lunch and transport to the youth.</li> </ul>
4) Assess and address gaps in trade certificate program	<p>The Midterm Evaluation noted concerns about the adequacy of the 3-month placement period. The DIT had indicated that as the duration of the 3 months NFE competence-based program was adequate. AYEDI nevertheless instituted:</p> <ul style="list-style-type: none"> <li>➤ An extended trade certificate program support to an additional one month for internship. Youth are placed in work places to advance not only the practical skills but also other marketing, customer service and work readiness skills</li> <li>➤ Alternative skills training in soap making, shoes, and baking has also been introduced to the youth under this program. This enabled acquisition of capital from alternative businesses to finance NFE businesses.</li> <li>➤ AYEDI ensured adequacy and timely delivery of training materials.</li> </ul>
5) Increase VSLA caregiver participation and provide IGAs	<ul style="list-style-type: none"> <li>➤ Although VSLA members are self-selected, WEI intentionally targeted and mobilized more AYEDI caregivers to join VSLAs.</li> <li>➤ Alternative skills training was introduced to some caregivers thus enabling establishment of IGAs.</li> <li>➤ Caregivers in other non-AYEDI VSLAs were mapped and documented.</li> </ul>

Midterm Recommendation	Follow-up Action(s) taken by project based on Recommendations
6) Provide refresher VSLA book keeping training and support	AYEDI Partner UWESO hired additional staff to bolster support and supervision, and provided additional training and onsite mentorship of groups in book keeping.
7) Systematize education pathway placement	Youth begin career development plans in clubs through a series of exercises that help them explore their strengths, interests and capacity, and tie those findings to local market opportunities. Many youth do initially want to participate in NFE partly because it is all they know; however as mentioned during the Midterm this is not possible due to budget constraints. AYEDI also realized that while youth may have initial excitement, not all youth will follow through with their NFE training. To address this, the AYEDI team set criteria for eligibility for these pathways based on literacy levels and commitment by caregivers to provide transport, lunch and other basic necessities. Additionally, AYEDI bolstered the IFLY pathway so that the resources available to youth are more robust.
8) Track Lot 1 and 2 graduates to determine decent work	In September 2017, AYEDI tracked and monitored the work status of 4,699 youth (95% of enrolled youth) across all lots. 80% of these youth were engaged in decent work.
9) Develop systematic approach to civic engagement and leadership	The AYEDI team and community resource persons developed civic engagement schedules for youth. Key civic engagement activities planned for and undertaken included: maintaining hygiene at public facilities such as markets, bore holes, churches, schools, trading and health centers. The events have been utilized as platforms for child labor awareness.
10) Strengthen the sustainability plan	WEI undertook the following actions aimed at sustaining the AYEDI benefits. <ul style="list-style-type: none"> <li>➤ The AYEDI elements (Club package, IFLY, NFE) have been taken up by WEI and its partners. These elements have been integrated in other projects such as USAID Better Outcomes.</li> <li>➤ Elements of the IFLY have been integrated into the revised functional adult literacy curriculum currently piloted by GOU in 4 districts.</li> <li>➤ Districts requested for expansion of the VSLA methodology in neighboring communities, especially in Gulu and Lira.</li> <li>➤ Child labor has been included in broader child protection discourse through the case management model, which is currently being scaled up by WEI/B across 13 districts and CRC-led programming across 22 districts. WEI/B has also adopted the case management model with RTI in the USAID Lara project.</li> </ul>
11) Focus on the household	WEI integrated the agribusiness model into households to promote joint ownership and support from caregivers for youth activities. Training in improved agronomic practices was provided to the youth and caregivers. Community-Based Agricultural Trainers conducted home visits that enabled onsite technical support and mentorship. Improved working relationships between caregivers and the youth have been observed.

### 3.2.4 Achieving Decent Work for Youth

Although the evaluator could follow the sequence of the IOs in presenting results, she prefers to start with the youth beneficiaries and then continue on to the other project components. The remainder of the report will focus on other project components that support the attainment of the overall goal of reducing adolescent youth engagement in hazardous labor in AYEDI project areas.

It is difficult to answer Evaluation Question 9 on which were the most effective intervention(s) among the various training tracks offered by AYEDI. The fact remains that no single intervention is right for all the youth, though some ultimately appeared to be more effective than others. Each of the training tracks is discussed in the following sections, with a focus on the successes and challenges of each.

Overall, the initial club approach and its duration provided an important foundation for the remaining training efforts. IFLY was initially quite challenging but ultimately it became the most important and useful, due to perseverance and continual adaptation to align it with needs and realities. NFE was useful for many youth, but placing the youth in decent work, either as an employee or in self-employment was a major challenge which the project continues to try to address. The relatively high cost of NFE and other factors that affected the functioning of the NFE component also played a role.

Ensuring success was particularly difficult for the SSBG component on secondary school reinsertion. The SSBG was clearly a major success for some youth. The evaluator believes, however, that linking interested youth with other agencies that specifically implement activities related to formal school reintegration would be a better option if, of course, such initiatives are available. The SSBG component was a distraction from focusing more deeply on the stronger non-formal IFLY and NFE components as well as other project components.

### **3.2.5 AYEDI Pathway Model**

The AYEDI Pathway Model is interesting and provides youth with an opportunity to determine their own direction towards decent work. Adolescents met during the evaluation indicated that it had increased their awareness of business opportunities and career paths. Youth always added, however, that in practice not all avenues are genuinely open to them. Details are discussed under the sections related to the different choices of NFE and IFLY. The evaluator nevertheless concluded that, while laudable, this theory has resulted in a range of challenges for the project and the youth themselves. While not recommending that the approach be completely abolished, it can only be realistically and well implemented if the beneficiaries and other stakeholders understand the practical constraints well in advance. While the project could not be expected to know all the challenging factors beforehand, the lessons learned from the implementation of the Pathways Model should be well considered in the future.

As evidenced from the FGD with youth and other stakeholders, in some cases youth had dreams that in reality did not work so well. As indicated in the discussion on the Midterm Recommendations, youth often preferred to follow NFE instead of being involved in IFLY or returning to secondary school. The NFE program was relatively costly and AYEDI was unable to provide NFE to all the youth who desired it. At the same time, the range of choices on NFE subjects was limited due to a lack of diversity among trainers in the project localities. Many male youth were keen on learning motor vehicle repair, but this was not feasible. Simultaneously, the market demand for youth trained in the available subjects varied by location. In the more rural villages, for example, only a limited number of hair dressers are needed. A number of youth also wanted NFE because they were averse to the alternatives. They did not like the agriculture options, nor did they

not fully understand what else IFLY in general would entail. They were also not very interested in returning to secondary school either because they had dropped out a very early stage and felt it would be difficult to return, they had bad experiences in school, or they generally felt too old to go back and sit in the school benches.

The evaluator found it interesting to note that many of the youth were ultimately more interested in IFLY, and some youth who had taken NFE regretted that they did not enroll in IFLY. This was in part because they found it harder to find work opportunities after NFE training than they had expected. They also saw that some of their peers who had done IFLY were earning an income. Additional discussion about these factors regarding the NFE and IFLY options will follow in subsequent sections.

As such, and as will be further detailed, the AYEDI Pathways Model was useful in this pilot phase as its implementation resulted in a much better understanding of the realities facing youth. In many cases, these were realities of which youth themselves were not aware. For example, while many had disdained agriculture, even those opting for NFE were happy to learn some improved farming methods which were added for them in the later project phases.

### **3.2.6 AYEDI Club Effectiveness<sup>19</sup>**

The perception of youth beneficiaries, caregivers and community representatives on the effectiveness of the AYEDI Clubs was very positive. The AYEDI implementing partner Straight Talk took primary responsibility for the development and implementation of this component. AYEDI's support to develop the club curriculum and refinements to the design were significant. Community leaders were trained to implement the clubs' activities and training. The main focus was on life skills and the clubs covered many different topics, including (among others): self-awareness; self-esteem; coping with emotions; coping with stress; effective communication; interpersonal relationships; empathy; assertiveness; negotiation; nonviolent conflict resolution; effective decision-making; alcohol and drug abuse; and adolescent sexual and reproductive health (ASRH). A module on OSH, career guidance and selection of an education pathway was also included in the club activities.

In some focus groups, youth mentioned that initially they had been impatient with the clubs and wanted to move straight into the technical skills training<sup>20</sup> that they desired. Project staff also noted

---

<sup>19</sup> Please note that the evaluation TOR questions on the clubs (EQ 9 and 10) appear to integrate the first 3-month club training and the IFLY (technical work) skills training. The initial club training did not focus a great deal on technical work skills that could directly lead to decent work. Instead the focus was more on what the project and local stakeholders called the "soft skills" that are listed in the first paragraph of this section. Consequently, EQ 9 and 10 are covered throughout the report and most especially in this and the following sub-section.

<sup>20</sup> With technical skills identified as in NFE (motor mechanics, hair dressing, catering, etc.), agribusiness, and other types of livelihoods.

that keeping the youth interested in the club for 3 months was challenging since they got bored easily, as they are still young. Initially the duration was planned for six months but this proved unrealistic given the youths' eagerness to start with technical skills training. Ensuring that subjects of interest were covered helped the project to address some of these challenges, such as adolescent sexual and reproductive health, guest speakers, sports and other activities.

Several club and IFLY trainers mentioned that there was a gap between the club activities and "when the children were supposed to go the training/education phase." The trainers mentioned that quite a few of the youth lost momentum due to this vacuum and it took a lot of effort on the club/trainers' part to get the youth interested again.

The issue of high beneficiary expectations regarding the benefits they thought that they would receive was also seen at club level. In one instance, for example, youth stated that they had participated in a drama competition for which they said their community CPC told them they would receive a financial prize. The AYEDI staff, however, indicated that there had been no budget line for this. In an IFLY group, youth stated that they had won a prize of a goat for another activity. The goat was provided "late" and youth said, "We had to struggle and that was discouraging."

This type of situation regarding unmet expectations was repeated in many different focus groups when talking about different AYEDI actions. It was difficult for the evaluator to assess, even with the support of the insightful interpreters, the extent to which different factors could have played a role in these situations. It was possible that youth had inflated their expectations or had misunderstood what was told to them. It was also conceivable that some community or AYEDI facilitators were a little too enthusiastic in making promises to the youth so as to motivate them to participate in activities.

Regardless of these challenges, youth and their caregivers in separate FGDs regularly mentioned how the youth had been transformed. As one male youth stated, "I was a 'bad' boy. I have come from far and I can only appreciate that AYEDI has transformed my life. I can now speak kind words." One young female youth openly related that she had been a victim of commercial sexual exploitation of children (CSEC) but was now happily running a shop. Another stated that, "When I got involved in AYEDI I was almost an outcast in my family. I was not disciplined. With AYEDI I realized that I needed to be more supportive and improve my relationship with my parents. I have done that as I know it is important for my future."

Caregivers in two different groups likewise mentioned the transformation of the youth under their care. Two caregivers noted specific examples worth quoting. As one said, "My children used to be in gambling and other things. Now they are back in the community and doing farming." Another mentioned, "There were youth who disturbed their caregivers with drinking etc., and that has improved. Because of the insurgency here in the North, youth had lost their parents and were lost, but now they are fully working in community with their peers and other community members."

The evaluator was curious to know exactly what it was from the life skills training that made such a difference in the relationships between the youth and their parents. Two groups of caregivers

mentioned that key training activities focused on aspects such as doing joint planning as a family. This topic had also been covered in the VSLA meetings so both youth and caregivers had been exposed to the messages. Specifically, caregivers explained that this meant that, “The whole family sits together and we all have a say in what should happen. That avoids jealousy and gives real peace, unity and love in the family. It ensures that everyone in the family is moving in the same direction.” Some community leaders and caregivers pointed out that this approach is not in line with traditional culture. Caregivers realized, however, that they need to change their way of interacting with their youth due to continual changes in society.

At the same time, some staff members also pointed to the complexity of the community context and why it is difficult to address the issue of children in hazardous work, particularly in early project stages where communities did not yet understand the benefits of a program like AYEDI. Staff stated that some of the caregivers did not take responsibility for their child. Caregivers may, for example, tell the children to go and get their own food and other resources, as they are considered old enough to do so. Some children want to earn their own money and opt for hazardous labor. Sometimes a child does not listen to the caregiver and just misbehaves. Consequently, they loiter in trading centers where they are at risk of commercial sexual and/or criminal exploitation. Other children have parents who are poor role models or come from single parent homes where a parent is unable to manage. Staff indicated that there are so many reasons for hazardous child labor and that it is difficult to ensure that the program can cover all of the angles that lead to hazardous child labor and/or delinquency.

Several stakeholders, including AYEDI staff and district officials, indicated that in the initial stages caregivers tried to confiscate some of the benefits that were meant for the youth through the project. Once this was identified as an issue, the project undertook several steps to increase the involvement of and support to the caregivers. This included increasing their role in awareness raising, decision making on the benefits provided to the youth, VSLA, and some entrepreneurial training. These steps were helpful and improved the collaboration between the youth, their caregivers, community members and the AYEDI staff.

Project field staff also noted that many youth had been isolated, but with the club they obtained a sense of team spirit. Staff also stressed the involvement of community members, including Patrons and Matrons<sup>21</sup> and CCLC members, which was key to helping them support their work with the youth.

Straight Talk interviewees pointed out that providing technical support and monitoring the clubs were challenging due to the limited number of field officers/field assistants. There were initially two field assistants and one project officer in each of the four project district locations. The project staff pointed out that as more clubs were established the number of field assistants was increased to three, though field staff indicated that this was still too limited. The field staff shared one

---

<sup>21</sup> Mentors trained and assigned to support AYEDI activities with the youth.

motorbike in each district. The staff managed this by combining their work but indicated that it would have been better for the clubs if each field staff member had their own motorbike. As an interviewee indicated, “If we want more engagement and to make the clubs as strong as possible, you would also have needed more field assistants. The field assistants continually asked for the assignment of more assistants; ideally four per district.”

### **3.2.7 Integrated Functional Literacy Program**

The evaluator concluded that, despite early challenges and a Midterm finding that IFLY was not yet very successful, this component became quite a positive project result. IFLY grew more successful over time as adaptations and improvements were made. What at first seemed like good livelihoods options in the form of NFE were ultimately perhaps less so, while others of lesser interest to the youth (i.e. agriculture) eventually became more so.

While the long term economic and decent work impact remains to be determined, there were many aspects of IFLY that qualify it as a good practice. In fact, the national government has expressed an interest in replicating IFLY, although the extent to which this will take place is not yet certain.

IFLY focused on basic literacy and numeracy, work readiness, entrepreneurship, financial literacy, and agribusiness. Some aspects that were covered in the clubs were continued, expanded or added to in the IFLY curriculum, including life skills such as leadership, social skills, work habits and conduct. As will be described in the remainder of this section, IFLY eventually also included other types of economic activities. The project collaborated with the Ministry of Gender Labor and Social Development (MGLSD) on the AYEDI project literacy component.

Overall, beneficiary youth appreciated the IFLY program very much, to some of their surprise. Initially, according to AYEDI project staff, only approximately one third of the IFLY youth were truly interested in most of the topics. Youth who had wanted to do NFE were unable to join due to a lack of sufficient resources (see the previous section on the Pathways Model). They told the evaluator that they had been very disappointed but that, ultimately, they liked IFLY and found it to be useful. The invitation of guest speakers, study tours, and experience with their activities helped the youth realize that IFLY could, in fact, be interesting. The youths’ appreciation of IFLY was further stimulated once harvests were reaped, the sales of livestock started, and the economic benefits of improved agricultural practices became apparent.

Though the AYEDI project had different components, an important aspect that the evaluation identified was that it was the combination and holistic nature of the program that made a difference. This point was reinforced in different ways throughout the evaluation fieldwork. For example, the club and IFLY package combination appeared to be particularly good, as the IFLY built well on the club life skills activities. Facilitators continued to cover life skills topics in IFLY, adding to what was covered in the clubs. Many comments from the youth reiterated the usefulness of the life skills topics, and examples that were mentioned included HIV, social skills on interacting with peers and others in the community, and goal setting.

Various methods were used in the literacy and numeracy component of IFLY, including involving some of the more literate participants to assist those with fewer skills. While it was not frequently mentioned spontaneously by youth or other stakeholders, there were nevertheless some youth who did specifically mention the usefulness of such training. In one instance a youth indicated, "I could not count money but since the classes I am able to make sure and ask for the balance if I go to the shop. I know what amount to ask." AYEDI staff indicated that one reason that some youth were less interested in attending IFLY is because they had associated literacy with something that is normally for their caregivers and not of interest to them. Eventually the youth understood that the type of literacy and numeracy that they obtained in IFLY was of specific interest, since it was functionally related to income generation. Gulu District officials also noted the importance of this aspect, saying that skills training is not complete or effective if youth do not have the needed literacy and numeracy skills.

The MGLSD Literacy Expert made several points during her interview that are of importance. She noted that one positive aspect of the IFLY methodology was that, aside from functional literacy and numeracy, there is a focus on changing the mind-set of youth. She noted that addressing issues such as work readiness through a combination of trainings on attitude, knowledge and skills was useful. She did note that it would be preferred for courses such as IFLY to have a duration of nine months for full effectiveness. The project did not have the resources, nor did youth have the willingness, to offer long IFLY courses.

Another positive aspect that some government representatives at national and local level shared was how the club and IFLY approaches enabled youth to become more autonomous in their decision making and aware of their rights. As one of the interviewees indicated, "The youth determine who they are and what they should be. They learn how to gather information and demand their rights. They even put us to task and demanded support from government. I feel this is one of the biggest benefits of AYEDI." Of course, given that the government has limited resources, the requests of the youth cannot always be met. It is, nevertheless, interesting that several of the government evaluation interviewees valued the youth's newly found assertiveness and appeals for support.

There were a few issues related to practical aspects, such as the language of IFLY group constitutions. Clusters of IFLY students formed groups with the aim of registering their activities formally. Some of the IFLY students complained that they had trouble understanding their group constitution, as it is in English. Students indicated that it was written on a blackboard and explained to them. Afterwards, "we were examined on it as it is part of our assessment, but as it is not in local language, it is hard for us to apply it. We do not have a copy in the local language, only in English." The challenge with translating such texts into a local language is that it has to be certified as a true translation, because it is an official document. This means that there is a high cost and time associated with registering the text. Course content for the clubs and IFLY had also been provided in English, an aspect which sometimes posed problems and was not always easy for the trainers. Agreements needed to be made on how to translate different terms into local languages, especially terms like decent work.

Based on monitoring information, the AYEDI staff realized that it was necessary to start the grant provision process even during the three-month IFLY training. This allowed the youth to start their economic work while they were being mentored. Integrating the start-up of the economic work in IFLY resulted in more activity-based learning, which youth appreciated.

The Literacy Expert also noted that the group economic aspect bears some scrutiny. She asserted that different methods need to be available depending on the situation. In some cases, group economic activities are less effective because some youth will be more dynamic and interested than others. AYEDI staff and some youth also reiterated this aspect. Monitoring revealed that the youth were oscillating between child labor and the IFLY package. Staff and youth pointed out separately that many of the economic activities were not full time, for example in the case of taking care of pigs or goats. This meant that some youth would engage in hazardous child labor during their free time. This was another reason that the project decided to add simple economic activities such as the baking, soap making, and other activities in IFLY.

As such, the AYEDI introduction of small artisanal activities such as baking or soap making, which can also be done individually, is a good solution. The diversity of options with regard to economic activities—both group and individual—during and after training allows the youth to test out different things and determine what works best for them. During the FGDs some of the youth shared that they were doing individual activities in addition to the group activities, or that they wished to do so. In one typical example, a female youth indicated that she had been trained on business skills and that, together with four other youth, they had been provided with four goats. She worked on sugar cane production and obtained some savings which allowed her to buy two goats of her own. Subsequently, the goats had two kids so now she has four goats. Another youth indicated that he realized that, “we should not just do farming but also do other things. I learned how to make sandals but I do not have the materials. If I did I could make sandals and earn money from that too.”

It should be added, however, that a few project partners indicated that some youth did not understand the concept of diversification. As one added, “the youths’ minds needed to be opened.” Including local business mentors was said to help address this issue. The business mentors were also said to be important to help the youth address issues like impulsiveness and what to do when they suddenly start having an income of their own to manage.

A related aspect was a lesson learned on the importance of ensuring that livelihood skills training is linked with ASRH training. An implementing partner clarified this by indicating that, “As the youth start earning money, the temptation to spend it on alcohol or engage in risky sexual behavior becomes more acute.” Local government officials in Iganga likewise stressed the importance of these aspects.

### **3.2.8 Non-Formal Education**

The AYEDI staff’s efforts to make the NFE component a success were intense. The project collaborated with the DIT and the Directorate of Business, Technical Vocational Educational and Training (BTVET) on the NFE trade certificate program. The Uganda Association of Private

Vocational Institutions (UGAPRIVI) has been actively involved in developing the NFE program, including a trainers' guide. The comparative cost and other challenges with NFE training limited the number of youth who could be enrolled in this initiative. Ultimately, as was mentioned above and will be seen in the remainder of this section, the fact that not all youth who wanted to be involved with NFE could feasibly be enrolled was not necessarily detrimental to the project.

The high interest of youth to enroll in NFE was a benefit and, as already indicated, posed a challenge at the same time. It should, however, be added that despite initial high levels of motivation to join NFE, the project found that there was a substantial proportion of youth who became less interested once they were enrolled. AYEDI staff became concerned about the irregularity of many of the youth, and worked to address this challenge. The initial step was to work with the youth, caregivers and their trainers to try to clearly identify the issues that led to the decrease in attendance. Aspects that were identified were reiterated during focus groups and meetings with other stakeholders.

The main reasons that interest declined included the fact that a meal was not provided at the training location and the training site was far away. Youth who were already working were also already used to having an income, even if it was from hazardous labor. Going to NFE meant that they had to forego that income and their ability to contribute to their household and, where feasible, for their own use. The project addressed this situation by providing funds for a meal for the youths at the training site. The AYEDI team also redoubled their efforts to encourage youth to be consistent in attending training.

Other challenges in the NFE program included the narrow range of NFE choices. This was in part due to the fact that trainers had to be locally found. The cost of training content also needed to be within the available budget. As discussed in Section 3.2.3 on responses to the Midterm Evaluation, the three-month duration of the training was also an issue. Most youth felt that even with the added extra month of internship for the later cohorts, they were insufficiently ready to obtain a decent job in their chosen area.

Although AYEDI had tried to identify locally marketable skills, the range of NFE subjects was still too narrow, and placement of youth in decent work employment or self-employment was quite challenging. Quite a few youth indicated, for example, that they were just able to do some hair braiding for people in their village and some even noted that they did it for free. They mentioned that because they did not have a proper shop it was hard to charge people for the tasks. Similarly, some mechanics graduates said that they were able to earn more with the agricultural skills that had been added, because they had been unable to find a job. In the case of motorbike mechanics and hair dressing, there were also issues regarding the marketability of their skills in the local area. Though market assessments had indicated that there was a demand for such services, youth indicated that there were still too many with the same skills in their respective areas. While some could and did move to new locations to carry out their work, others were unwilling to do so or could not move for family reasons.

Other challenges were related to the varying levels of abilities among NFE trainers. The number of available and capable trainers in different subjects varied highly by locality, and some were clearly

more capable than others. In one instance, there was a setback when a good trainer died and had to be replaced by someone who was far less capable.

A great deal of discussion can be had about creating too much dependence by providing many inputs to trainees. Simultaneously, as staff pointed out, past experience has shown that graduates of NFE and other training in Uganda may sell their tools and other inputs instead of using them. Many NFE youth and trainers pointed out, however, that if graduates have tools they are more quickly able to find employers who are willing to hire them.

Another major issue that was raised many times was the difficulty in obtaining certificates once youth had succeeded and their competencies had been officially assessed. The DIT conducted the assessments, but a signature from the head of DIT was needed in order to provide the official certificates. Some youth told the evaluator that they had waited more than two years for their certificate. The youth explained that, consequently, without the added value of bringing their own tools and without a certificate, it was very hard to find employment. While the AYEDI staff and its implementing partners tried to assist the youth in finding employment, these aspects continued to affect the placement of the NFE graduate youth. Fortunately, the DIT finally made the long-awaited certificates available during the period that the evaluation took place.

Although the competency-based approach through the use of assessments and government certificates is an important benefit of the NFE program, not all competencies are appropriate. Although the evaluator did not have access to all of the competency requirements for the different skills, it was evident that there were some aspects that may have been less useful in the AYEDI localities. For example, among the hair dressing competency assessment requirements there were several types of hairstyles and treatments that few girls or women in the area were wearing.<sup>22</sup>

Some youth who had been in cohort Lot 1 requested refresher training, as they had not yet been able to find placement and felt that they had forgotten much of what they had learned. The AYEDI project's efforts to place all of the youth were naturally hampered by such youths' comparatively longer period of not working after their training. It is uncertain whether the AYEDI project can still provide such refresher training given the limited time and resources that are available.

Regardless of all these challenges, however, the evaluation met with some youth who were happy and thriving in their new place of employment. Some of the trainers were also truly inspiring in their commitment and willingness to support the youth. The project has been working hard to improve the placement of NFE graduates, and it can be concluded that NFE, while interesting, is not a simple activity to organize. Many factors and much work are needed to make sure activities are a success. As an added choice in a project like AYEDI, it can still be of interest, but a cost benefit analysis is needed in similar future projects.

---

<sup>22</sup> For example, straightened hair with a notable flip at the ends.

### 3.2.9 Agribusiness<sup>23</sup> and Horticulture Training

Initially the agriculture component appeared to pose serious challenges to the AYEDI project. Fortunately, many of these challenges were overcome and the various agriculture-related project activities were quite successful, especially where youth combined it with other livelihoods activities.

AYEDI's implementing partners for agriculture are Reco Industries and the African Trainers and Entrepreneurs Forum (ATEFO). Reco is a private company that also engages in providing support for some development projects as part of its corporate social responsibility program. Reco provided support to AYEDI to train over 1,000 children in two project districts in their Junior Farmer Field Schools (JFFS). ATEFO and Acholi Private Sector Development Centre (APSEDEC) provide business support services across a range of value chain components related to agribusiness and other mainstream businesses. In AYEDI, ATEFO and APSEDEC focused on four key aspects, including ensuring that youth group enterprises are developed and operationalized, and linking youth to value chain stakeholders and market systems. ATEFO further focused on supporting the AYEDI youth with entrepreneurial skills for their businesses. Finally, ATEFO supported youth to learn how to develop backyard gardens to improve their household's nutritional status and as avenues for income generation. ATEFO representatives indicated that they had also worked with Reco to develop their training on backyard gardening.

Youth were also linked to agricultural input dealers as well as government veterinary and agricultural experts. A caveat to this aspect is that in several FGDs, youth indicated that they were not yet obtaining the level of veterinary and other support from local government experts that they expected and needed. There were also some concerns about the risks of owning livestock. Some mentioned that their poultry had died because vaccination was done late. Few youth felt, however, that these issues were very detrimental and remained positive about owning livestock as an economic activity.

Agribusiness was a special component in the project's IFly activities. Ultimately various types of agricultural activities were also added for youth involved in NFE and even for those reintegrated into secondary school. This was because project monitoring indicated that there was a need for youth in NFE to benefit from improved nutrition and, along with other income generating skills, obtain financial resources to fund their access to decent work opportunities.

As mentioned earlier, AYEDI staff and implementing partners indicated that youth were not very interested in agriculture in the beginning of the project. Aside from the idea that it is "dirty" work

---

<sup>23</sup> The evaluator includes livestock in the term agribusiness and agriculture. FAO also commonly includes livestock under its overall agriculture heading. E.g. Agriculture and Consumer Protection Department (undated) AGA News Animal Agriculture in Africa: Opportunities for Growth. Available from [www.fao.org/ag/againfo/home/en/news\\_archive/2011\\_Animal\\_Agriculture\\_in\\_Africa.html](http://www.fao.org/ag/againfo/home/en/news_archive/2011_Animal_Agriculture_in_Africa.html) (Website accessed 15 April, 2018.)

and for “elders,” interviewees noted that there were other reasons for their resistance, including the fact that the return on investment would be less immediate than some of the hazardous work they had been engaged in. In agriculture, one has to wait at least three months for a harvest or for livestock to reach maturity depending on the type of animal. Other cited issues included the youth’s short attention span during training, which was addressed by focusing on interactive group training, demonstrations and motivational talks.

The evaluator found that one of the most interesting aspects of the AYEDI project was the turnaround in the attitude among many of the youth regarding the agriculture component. This change was noted in many FGDs by youth themselves, implementing partners, district officials, and community members. As the representative of Reco noted, “We noted that agriculture was a really successful AYEDI component. We did a few surveys and saw that the youth became very interested. Those that harvested did well and earned some money. This convinced others that agriculture could work and they became more interested.”

Given that agriculture is the most common source of income in the project areas, the evaluator asked several groups what they learned on this subject that they had not known before. Aspects mentioned included knowing when and how much to plant, how to dose fertilizer and pesticides, OSH in agriculture, etc.

The youths’ lack of land and inputs posed challenges. Initially community elders only provided very distant plots of land, especially in Eastern Uganda. This was addressed by working more closely with caregivers and other community members to provide access to land that was more accessible wherever possible. Increasing focus on “backyard” gardens (small plots of land just next to their dwellings) for horticultural production was another approach to address this issue. Telling the youth that they needed to persist with their work and complete the entire agribusiness process in order to graduate from the AYEDI project also encouraged them to finish.

Additional challenges included the fact that the youth tended to be quite mobile due to early marriage, to visit and stay with other relatives, or to search for “better opportunities”<sup>24</sup> as one implementing partner put it. An implementing partner noted that some of the agriculture groups were too large—as many as eight in a group—so that the benefits were too spread out. In such cases, groups were split so that they had no more than five members wherever possible.

In some FGDs, youth indicated that it had not been clear that the money they had earned from group agricultural activities was supposed to be shared with the group as a whole. Though AYEDI staff indicated that this had been explained, the youth either did not understand or did not fully absorb the information.

---

<sup>24</sup> As agriculture was still not seen as desirable.

Another point that some youth raised was the lack of training materials (i.e. notebooks) for them to record the training content, as they indicated that they did not obtain written materials from the trainers. Youth said that they were also told they were not allowed to take photographs. “They (trainers) wanted us to master the content and just learn it that way and we had no references in case we forgot something.” Given the focus on practical and locally-appropriate agriculture training, this may be understandable. However, it would have been preferable to provide guides and overviews that youth could share. Some youth in NFE likewise asked for more written materials on their subject matter. Cost is certainly a factor in providing such materials, especially if it has to be in local languages, but it would be useful. Given the increasing use of digital smart phones in local communities, providing links to simple online materials could also be useful.

### **3.2.10 Secondary School Reintegration**

The reintegration of students in the SSBG project component is likely the least positive AYEDI project component, despite some very successful cases of students who have done exceedingly well. The School Block Program was, in fact, ended in 2016. Approximately 100 students had been reintegrated into secondary school in total. The evaluator did not yet have the latest data on the total number of youth who had been supported with reintegration and prevention of dropout associated services.

Because the number of youth in this component was limited, the project decided to adapt the approach and focus more on preventing dropout from schools in high risk areas. Students who worked after school were selected and included in this component. Activities were integrated in the schools, such as the clubs that other AYEDI beneficiaries had benefitted from. Teachers were trained on various club-related subjects, including life skills and entrepreneurship.

Some stakeholders, like the District Officers in Iganga, noted that they felt this project component was important and a success because it helped ensure students complete secondary education. Generally, however, interviewees were less positive about this component and more encouraging about the other project activities. Unfortunately, the evaluator was also only able to meet two of the participants in the SSBG component because few of were available.

As indicated in the section on the AYEDI Pathway model, few of the youth who had been enrolled in the clubs went on to choose the pathway to return to secondary school. AYEDI staff and local government officials indicated that many of the youth faced challenges to reintegrate into the school context. In some situations, schools were hesitant to accept the students if their performance was below average in the year they dropped out. If readmitted, in most cases youth found it difficult to catch up with other students in their school. Schools also put some students back into a lower grade, which discouraged them.

Regardless of this situation, some secondary students were very successful and have gone on to continue their education and/or be hired in decent work positions. One young female student is now studying in Kampala on a college scholarship. Another joined a teachers’ college. In another case, a student who was mentioned in the May 2017 Technical Progress report had found a job as a driver following some additional training subsequent to passing his Secondary Year 4 exams.

Some of the graduates, including those the evaluator met, had succeeded but only with average or below average results. Such students wanted to continue their studies but found it difficult. Gaining admission and obtaining the needed financial support for further studies was a challenge and they did not qualify for scholarships. One of the two students met indicated that she wanted to do nursing, and the other wanted to learn agriculture. In both cases the students said they were using the training that they had received in their clubs and were doing agriculture. One of these two students had focused on agriculture in her high school “O” level studies and exams.<sup>25</sup> She related that one of their other friends, who had reintegrated and completed secondary school, was now a motorbike taxi driver.<sup>26</sup>

### **3.2.11 Youth Leadership and Teamwork**

Awareness-raising was implemented in many ways within AYEDI. While youth were involved in community activities on child protection, including child labor, there were many other means that were used. WEI and the MGLSD disseminated radio broadcasts on World Day Against Child Labor in 2016, covering nine districts in Eastern Uganda. Training on child labor was conducted with Patrons and Matrons and other community leaders. Awareness sessions were also conducted during VSLA meetings, and other efforts included Straight Talk’s dissemination of awareness-raising newsletters during the AYEDI Club phase. The newsletters were translated for the youth, but there was not a great deal of interest in the newsletters so the initiative was changed. AYEDI field workers then shared digital audio and video recordings on OSH with youth and caregivers using laptops, which created greater interest. A drawing competition on hazardous child labor was conducted as another means to stimulate discussion on child labor.

It is difficult for the evaluator to single out the exact extent to which youths’ engagement in civic activities contributed to attitude change. What is certain is that there were many observations during the FGDs and interviews with youth, caregivers, community representatives and local government officials that attitudes towards hazardous child labor had changed. In many FGD with youth, the participants talked about how several of those attending had become leaders in their communities. Comments youth made along these lines included, “One of the things I liked most about AYEDI was that I can now speak in public. Before, I was a very shy person.” Another stated, “I have gained three things from AYEDI: leadership, teamwork and life skills knowledge. I am now able to use this to counsel my fellow youth.” Other youth stated that they are now able to work in a team with others, whereas they could not do so before. In another group a youth shared that, “I never wanted to interact with other youth but now I am doing so.”

---

<sup>25</sup> Level Secondary 4 Exams

<sup>26</sup> Known locally as a boda boda driver.

### **3.2.12 Progress on Youth Economic Empowerment**

Although some aspects regarding youth economic empowerment have already been covered in other sections of the report, there are a few additional overall points which merit a mention here. Some of the points the evaluation identified regarding livelihoods were cross cutting and could not be identified as related to only one component, particularly as youth had been exposed to different AYEDI activities over time. As already indicated, some agriculture and entrepreneurship sessions were added to components that did not cover them much before.

Overall, youth in the FGDs had a good awareness about the business opportunities available to them in their community. They did say that they would have liked to further develop some things, especially with regard to digital technologies. An interest that was mentioned for future economic activities in their localities was providing internet services and support for people unfamiliar with digital technologies. AYEDI is, in fact, currently conducting research on the use of mobile technology for youth in order to inform them on various subjects that can be of interest to them.

Overall, youth indicated that learning about entrepreneurship had been very valuable. Several examples are worth mentioning. One youth stated, for example, “What I appreciated the most from AYEDI was the marketing part. I know whatever product I may go into, I need to make sure that I can sell the product. My friends who were not trained are doing things without thinking about the marketability.” While marketing of products and services still proved a challenge for many of the youth met in FGD, they now know that they need to consider these aspects. Other important points that youth mentioned from entrepreneurship training were keeping record of people who buy on credit. Correctly calculating the right price for a product or service was also mentioned a few times as a valuable learning.

Not all alternative skills, such as soap or bread making, were useful in every locality. Some youth related that they had very high expectations about doing well with these activities, but that in practice it was difficult. Either materials were difficult to obtain because of lack of financial inputs, or there was already too much competition. Ensuring that youth have reasonable expectations and understand that not all of their activities may necessarily be successful is important in this regard. The concept of the usefulness of diversification, together with testing products and services in the market, are important aspects to emphasize. That is, market analysis alone cannot guarantee that a product or service will be successful. It is also important to test them first on a small scale.

Simultaneously, managing expectations as much as possible regarding the availability of inputs is also key. In several instances youth indicated that they had been promised inputs, such as to make liquid soap, that never materialized. As with other instances of such expectations, it is not really apparent how these expectations arose, as youth indicated that they had been “promised” inputs from different sources in different localities.

### **3.2.13 Compliance of Small Scale Employers with Local Labor Laws**

Although this is an important project component, the evaluator found it difficult to independently assess fully the compliance of small scale employers (SSE) with child labor laws. The project

documentation indicates that much was done to address this aspect, both directly and less directly through various overall awareness raising activities in communities. The project also worked directly with the local government staff responsible for tracking such compliance, with NFE trainers, and with various SSE individually and in groups.

The challenge of addressing child labor in stone quarries is quite major. The evaluator met with the committee of the association of stone quarry workers that manages the activities in the quarry. The committee members were very positive about the difference that AYEDI had made with the children in their community. Beneficiary youth who were met in FGD firmly indicated that they no longer worked in such hazardous places. Youth indicated that this was due to the combination of the different actions undertaken in the AYEDI project.

At the same time, however, the committee members indicated how difficult it is to fully abolish child labor in the stone quarry. Most specifically this is because of the high poverty levels and the number of orphans being raised by grandparents and other destitute persons. Some households are so vulnerable, especially those with orphans and vulnerable children who live with their grandmothers, that there is little choice and they face great difficulties in generating income. In such cases, cash transfers as part of a national social protection system would be ideal to help prevent hazardous child labor among the most vulnerable families.

Another main challenge was the sustainability of tracking such compliance, given the low level of resources of the local government officials to track compliance. Transport is lacking and, in most cases, the officials were only able to engage in monitoring when they accompanied AYEDI project staff on their site visits.

While the CCLC were trained and also involved in tracking compliance, they do not have official authority to directly influence cases, though they could report specific cases. CCLC members can discuss with SSE, promote compliance, and even threaten SSE that they will report them if they believe child labor laws are not being implemented. As some CCLC members reported to the evaluator, however, this is not always easy to do, though the situation did improve over the time of AYEDI project implementation. Contrary to what was reported in the Midterm Evaluation, however, CCLC did report that they have had increasingly better interaction with Community Development Officers and other officials. This is in part due to the participation of community representatives—many of the same persons are in the CPC and in the CCLC.

Fully ensuring SSE compliance with child labor laws, particularly as it relates to OSH aspects regarding youth, is difficult. For younger children it is actually more straightforward to determine the extent to which child labor laws are being ignored. A 10-year-old working in a field during school hours should clearly not be there. For older children who are allowed to work under certain OSH circumstances, it is more difficult to identify compliance. Aspects such as the number of hours worked by the youth need to be assessed over time in order to ensure that they are not being exceeded. Adequate existence and continuous use of protective gear also requires repeated verification to ensure that regulations are being applied.

The evaluator observed several sites where NFE training of project beneficiaries took place and observed that OSH was considered. She also visited a few other work sites, including one stone quarry. The evaluator was, however, unable to fully assess the extent to which compliance had become generalized beyond the immediate places observed. In fact, there were still youth in the stone quarry, and even children who appeared to be as young as 12, who helped carry out some tasks. An interesting aspect was that the children who were seen in the quarry tried to disappear the moment the evaluator, the interpreter and the rest of the team arrived. It was quite clear that they were aware that children should not be at the site, which was at least a positive aspect. Very young children were also present at the site, and though they were not working, they were inhaling stone dust and exposed to other hazards in the quarry.

### **3.2.14 Community-Based Services, Trainers, Patrons/Matrons and Child Protection**

AYEDI worked closely with the local government offices within the District Community Based Services Department (DCBSD) and the Community Development Office (CDO), which are responsible for coordinating development activities at district and community level. The CCLC, CPC, Patrons and Matrons were able to fulfill their mandate to quite a large extent. The persons met from all of these groups were highly motivated and interested in assisting their community youth.

The Patrons, Matrons, CCLC and CPC members—who were often the same persons—all indicated that AYEDI had substantially strengthened their capacities to address community issues regarding adolescents. Though they mentioned child labor specifically, they also indicated that their capacities were strengthened on other topics. These topics included how to better understand and communicate with youth, and the importance of involving youth in planning their own activities and paths. Other topics mentioned were VSLA methodologies, organizing and managing groups, and effective monitoring methods. In both districts, local government officials met also indicated spontaneously that AYEDI had strengthened their capacities on child labor and related issues.

The CCLC and other community leaders were active. Youth and caregivers often mentioned how CCLC, Matrons and Patrons helped to identify and monitor the activities of the youth beneficiaries and their caregivers. Aside from these community members, the other main influences were said to be the project staff and peer youth. That is, youth who were already involved in the AYEDI activities stimulated their co-beneficiaries and/or helped identify new cohorts.

According to the focus groups, the CCLC and/or CPC members contributed to regularly-held government-managed case management and case conferences in the AYEDI-supported localities. The FGD members particularly pointed out in more than one instance that they were able to bring forward cases on child labor as well as children affected by other child protection issues.

Over time, CCLC increasingly added other issues in awareness-raising activities that were related to but separate from child labor. Examples included the need to reduce child marriage, and physical and sexual abuse. As a result, AYEDI extended its influence to issues beyond the immediate project targets.

As compared to child labor projects with younger children, there was a different note to many of the FGD. The fact that adolescents were involved, or at risk of being involved, in serious behavioral problems, such as gambling, alcohol abuse and/or unprotected sexual activities, changed the tone. These youth who are on the cusp of adulthood were seen as needing urgent assistance not only to support them, but also to help protect the community. In several FGDs, concerns about such issues were raised and the manner in which AYEDI helped to overcome these challenges was appreciated. As such, AYEDI was seen as doing more than addressing child labor but also improving community life and collaboration.

Despite these aspects, and though stakeholders said it improved over time, there were continued comments on insufficient transport and provision of food during project events, such as community monitoring and study tours. The project did try to address these issues and also stimulated youth to come prepared themselves, and not merely depend on the project to provide food and drink.

### **3.2.15 Village Savings and Loan Associations and Youth Saving**

WEI/Bantwana's implementing partner for the VSLAs is UWESO. UWESO has long experience with VSLAs in Uganda and with different international nongovernmental organizations (NGOs), which the evaluator found evident in the quality of the VSLA activities. UWESO also contributed to AYEDI in other ways, including through the provision of training for AYEDI staff and the development of a program guide on child protection and financial services. UWESO was quite active in training and monitoring the groups using locally-trained persons. Though it clearly took time for the groups to reach maturity, and some were not yet as advanced, the groups were enthusiastic.

AYEDI's work with UWESO on the VSLAs was noteworthy in terms of the level of good functioning of the groups. The evaluator was told it was not possible to "open the box" of the VSLA when she met such groups, as it was outside the time period where this was allowed or because one or both of the persons with the keys were not present.<sup>27</sup> Regardless of this situation, questions on the amounts saved, disbursed, number of rotations to pay out to members, and types of investments made with savings, indicated that the VSLAs were largely quite successful.

The evaluator has seen many types of VSLA and similar financial groups in different settings. There seemed to be something different about these groups. When the evaluator asked the UWESO representative what may have been different about their approach, he indicated that, "We call it VSLA plus. Over and above VSLA we do other things like financial literacy. Have a plan and a simple budget, know how to manage debts, develop negotiation skills. Know your options in the financial market." VSLA members are expected to determine a vision of what they want to achieve by the end of a rotation savings period. The program also provides and informs VSLA members about linkages to financial and other service providers. Business skills management capacities are strengthened, a saving culture is actively promoted, and there is frequent monitoring of the VSLAs.

---

<sup>27</sup> Usually there are two keys that need to be used to open the box, for the sake of extra security.

One other useful point regarding the AYEDI-supported VSLA is the combination of savings sessions with awareness-raising discussions on topics related to child labor, HIV and other topics of interest. Community leaders indicated that including these topics helped attract members to attend regularly, as they were interested in hearing about the different subjects that would be covered.

One aspect that the evaluator noted was the inclusion, in the same VSLA, of caregivers together with the community leaders who were involved with AYEDI activities. She had done evaluations before where the policy was to allow only beneficiary households to be members. In these cases, the VSLA was much slower to develop due to the extreme poverty of all of the members. In these groups, the mix of members was better. The concept of mutual support among the entire community was anchored more solidly in the VSLA functioning.

Another aspect was that, although most of the VSLA groups were composed of both males and females, UWESO reported that 68% are in fact female. Youth were also added to some of the VSLA or had their own savings groups. Though youth were not allowed to borrow with interest, in groups mixed with adults, some VSLA decided that youth should also receive the benefits of interest paid on loans taken by adult members. This was one way they said that caregivers and other community adults could support the beneficiary youth. Youth in several of the FGDs mentioned that they had been able to save successfully, either with VSLA or other youth savings groups. Some of these youth were saving informally with friends from the processes they had learned through AYEDI. The access of the youth to integrated financial services had increased, especially when it was combined with training on financial management and formal financial services, such as banking and other forms.

It is worthwhile in this context to quote one caregiver from a VSLA group who exemplified what some others had also said: “When AYEDI came, we were poor. But now we saved some money and we also borrow to do other things. We have knowledge and discipline. The way we relate with others in the community has changed. That is what makes me proud to be involved with AYEDI.”

Some challenges do remain in the VSLA, particularly because some members have great difficulty in making regular payments. A need to associate health insurance with the VSLA for community members or other bodies was identified, since health continues to be one of the major drains on household economic stability. AYEDI is not in a position to address this, though UWESO indicated that they plan to develop this aspect in their work in Uganda.

## 3.3 Project Management, Monitoring and Efficiency

---

### 3.3.1 Collaboration with Implementing Partners

The evaluation found that the model of involving implementing partners from the private sector, including social enterprises, was a positive and successful aspect of the AYEDI project. The implementing partners brought a range of specialized expertise to AYEDI, and stakeholders appreciated their roles. The evaluation did find that some staff of implementing partners would have benefited from learning more about using participative methodologies when working with

adolescents. However, in all cases the staff of the implementing partners was well recognized for their expertise.

### **3.3.2 Project Management**

The project was generally well managed, monitored, and efficient. Staff persons in general were well aware of their respective roles and, as evidenced from the results and information from evaluation stakeholders, they were able to implement them effectively. It was somewhat challenging to ensure that newly hired staff learned their roles, but the project included a mutual support and continual informal mentorship of the various staff members, and this helped. Based on responses from staff and those who interacted with them, there was evidence that staff grew increasingly aware of their responsibilities over time and in their commitment to the project. As one of the interpreters remarked, “They seem to be willing to go the extra mile to produce the expected result. That is shown in the way they have been engaging in the community, inclusive of all stakeholders.”

One concern of the evaluator had been the fact that the education and the training specialists were based in different districts. This proved not to be an issue, as both indicated separately that they worked as a close team and that they were in frequent communication using various means. There were also a few instances where field staff had posed challenges with transparency but, when identified, these were quickly verified and addressed.<sup>28</sup>

### **3.3.3 Monitoring**

The monitoring system was well organized for good identification of bottlenecks from various sources, including from meetings with staff and stakeholders as well as more formal M&E. Through the monitoring system it was possible to identify an exceptional number of lessons learned and innovative practices to respond to realities that can be useful for scaling up and (adapted) replication.

The evaluator was able to review the various monitoring forms during a session with the former AYEDI M&E Specialist, who had been assigned the role of Project Director at the end of 2017. While the number of monitoring forms at first appeared excessive, staff at all levels did not believe that they were. Each form was for a particular purpose and staff indicated that there were not too many forms, nor were there any un-useful questions on the forms. Not all forms were developed simultaneously but rather as they identified new data needs to track various initiatives. This included the new initiatives that had been developed to address the identified challenges over the course of the project.

As discussed in previous sections, adaptations to address challenges identified through the wide range of monitoring mechanisms were continually implemented. Many examples of such

---

<sup>28</sup> The staff persons in question were dismissed.

adaptations have been cited throughout the current evaluation report and the evaluator thus concludes that the project effectively used monitoring data as a decision-making tool.

### 3.3.4 Efficiency

Efficiency was supported through considering both cost and time involved in planning, managing and monitoring activities. While time can also be considered a cost, in practice it is often ignored, and keeping time in mind as a separate aspect helped ensure timely resource management. Involving the community resource persons, such as the Patrons/Matrons and community-based trainers, also helped with efficiency as field staff did not need to carry out all of the activities themselves. This mechanism also helped ensure that the work was highly appropriate to the specific community context in which it was carried out.

## 3.4 Sustainability

---

The AYEDI project developed a detailed sustainability plan as early as July 2014, and thus had already well-considered the sustainability of its actions from the earliest conceptual project stage. During implementation, AYEDI did engage in many activities to help ensure sustainability and ensure that all stakeholders continue to be agents of change. This includes the youth themselves. Many youth indicated during the evaluation that they are already supporting their siblings and communicating what they have learned with their siblings and peers.

Close interaction and joint monitoring of activities with the national-level MGLSD, and in the field with local government, from the time of project inception helped lay the groundwork for sustainability. Continuous involvement through meetings and joint monitoring of fieldwork with local government offices helped ensure effectiveness, and also fostered a positive attitude towards joining together to address the issue of hazardous child labor. At the time of the Final Evaluation, government staff persons had very positive attitudes and were hopeful about sustainability, but also stressed the lack of sufficient resources. As a result, it is uncertain whether all activities can be sustained.

Aspects are challenging, such as monitoring child labor in the communities, due to the lack of transport for local government labor officers and other monitoring specialists. Because there is currently funding through other development projects for regular local child protection identification case meetings, these are likely to continue. CCLC and CPC representatives indicated to the evaluator that they would continue to report cases. Nevertheless, a more proactive monitoring of work sites is dependent on the availability of transport for labor officers, police and other local government officials to identify cases more directly.

The national government representative interviewed indicated that the government is interested in IFLY and has indicated that it wants to replicate the model in other areas. A lack of resources to do

this on a significant scale is still a challenge, but a start will be made. An important aspect is that the DIT has already adopted the NFE trainers' guide that UGAPRIVI developed. There is commitment to enhancing and scaling up IFLY and enabling beneficiaries to access the Skilling Uganda program.<sup>29</sup> Nevertheless, the ability to put this political will into action is still limited, with substantial allocations needed to sustain and replicate components of a project like AYEDI.

According to project staff, some NGOs are already replicating some aspects of the AYEDI model. In Iganga, officials also noted that the German organization which is funding the "Integrated community learning for wealth creation" has added AYEDI-inspired business and technical skills and savings methods to their programming. In Gulu, district officials noted that, under the government's Uganda Women Entrepreneurship Program which supports women to access financial services, they have proposed 26 projects. At least one group of female youth beneficiaries will be included in these projects if the national government approves them. In addition, Gulu officials indicated that under the Discretionary Development Equalization Grant and the Operation Wealth Creation, two groups of youth who have asked for assistance will be provided with support for seeds and seedlings.

In the communities, the CCLC, the CPC, the Patrons and Matrons and other community leaders are likely to continue their activities. CPC members indicated that they had been assisted with bicycles. The level of their capacity strengthening is deemed sufficient to enable them to continue their work. The level of monitoring of child labor in more remote areas may decrease, but mentoring support for youth who were in AYEDI is likely to continue. Many of the youth have also shown that they are emotionally independent and able to manage their own lives, even if they do not all yet have a fully independent level of economic income. Most caregivers have also shown their commitment, as evidenced in the FGD and according to the youth whose caregivers were not met.

The existence of the VSLA contributes to sustainability through investments in economic activities and improved standards of living in other ways, which contribute to a reduced need for hazardous child labor. Regarding the sustainability of youth who have been trained, the project has registered their groups with local government. A few groups have already been linked and are expected to benefit from various government programs. In Iganga, for example, officials indicated that there are various programs for which youth may qualify and so far, 44 of the youth have been selected for the program. The AYEDI staff indicated that for other programs, some youth may benefit but that others will not qualify as they do not meet some of the criteria.

The DIT has already adopted the NFE guide that UGAPRIVI developed under AYEDI. The provision of NFE certificates to youth, even if late, should contribute to helping youth who have not yet found

---

<sup>29</sup> The Skilling Uganda program represents a shift from classic vocational and skills training approaches to an emphasis on skills and defined competencies that are relevant in the local labor market; including all citizens in need of skills development; delivering skills in a flexible workplace oriented environment; and emphasis on public/private partnerships. Ministry of Education and Sports (2011), Skilling Uganda, BTVET Strategic Plan 2011-2020. Kampala: Ministry of Education and Sports.

employment. As stated, the project is continuing to support the NFE youth with finding placement in the final project months. It is still uncertain, however, to which extent all youth who graduated NFE can find employment or adequate self-employment. Continued support for youth in agriculture and other activities in the form of support for inputs and marketing is likely still needed into the future. Some linkages to government and other NGO services that can provide this have been made. According to youth, however, these are still insufficient to cover all such needs and they will need more support to be successful.

The implementing partners have all indicated that, resources permitting, they will continue to support the youth graduates from the project. In most cases the partners are already working in the same localities and have established personal relationships with the more active and committed youth. One staff member of an implementing partner is now working with another organization and is using what he has learned in AYEDI there. ATEFO has indicated that the youth from AYEDI are now “our own clients” and will continue to support many of them. ATEFO estimates that 65-70% of the 700 youth that they supported under AYEDI will continue working in their agribusiness at the same rate or better.

While there were many positive comments about sustainability during interviews and FGD, there were also many calls for further funding and requests for the donor to scale up the activities of AYEDI.

## IV. LESSONS LEARNED AND GOOD PRACTICES

---

### 1. Flexibility in Implementation

- The project identified the importance of adapting to challenges using imagination and creativity and then testing solutions.

### 2. Education and Training

- It is good to include local trainers to work with youth, starting with life skills training, and then quickly integrating economic empowerment aspects into clubs and other subsequent training.
- The project learned that it is the diversity of income generating options that leads to increasing income as youth try different products and services and test their local markets. Many youth were engaged in more than one activity.
- In vocational and skills training, it is good to provide short alternative training sessions—Alternative Skills Training—on simple subjects (such as baking bread and cakes, making liquid soap, and shoemaking) using motivational speakers. These courses helped supplement other sources of income that youth obtained through longer types of training. Earning money early in training can help build excitement and motivation in youth and their caregivers. It can also help mitigate periodic participation in hazardous labor during their training period, as they now had a source of income in decent work. Finally, it can help with income diversification which is an important element for ensuring youth and their families have various options to mitigate economic shocks.
- The project integrated agriculture in different project components, including NFE, even if that was not the original subject of the NFE. They persisted with agriculture even when initially there was resistance from youth, and the youths' attitudes changed when they gained more experience with the benefits of agricultural activities. Learning agriculture enabled youth to earn an income using improved farming techniques to supplement work they obtained after NFE. Such additional skills can also help them to earn an income to buy the inputs and tools needed for their NFE-generated skills.
- It was good to extend the three-month NFE training with one month of practical internship to help ensure that youth were able to apply what they learned in training.
- Providing grants even during the three-month IFLY training, instead of waiting until they completed the training, allowed the youth to start their economic work while they were being mentored. Integrating the start-up of the economic work in IFLY resulted in a more activity-based learning orientation during the training, which youth appreciated.
- Business mentors helped guide youth when they were starting the economic activities and mentors were said to be important for helping them address issues like impulsiveness and

managing their income. A related aspect was a lesson learned on the importance of ensuring that livelihoods skills training is linked with ASRH training. An implementing partner clarified this by indicating that, “As the youth start earning money, the temptation to spend it on alcohol or engaging in risky sexual behavior becomes more acute.”

- The slow delivery of NFE graduation certificates, due to government bureaucratic processes, was problematic as graduates indicated that it was difficult to find employment without the certificates. Identifying solutions are needed to ensure that certificates, or interim temporary certificates, are provided for NFE graduates.
- The club and IFLY approaches were useful in supporting youth to become more autonomous in their decision making and aware of their rights.
- The provision of guides and overviews on agricultural practices that youth could share was needed. Some youth in NFE likewise asked for more written materials on their subject matter. Cost is certainly a factor in providing such materials, especially if it has to be in local languages, but it would be useful. Given the increasing use of digital smart phones in local communities, providing links to simple online materials could also be useful.

### **3. Economic Empowerment**

- Group economic activities may be less effective because some youth will be more dynamic and interested in the economic activity than others. AYEDI staff and some youth also reiterated this aspect. As such, the AYEDI introduction of small artisanal activities such as baking or soap making that can also be done individually are a good solution. The diversity of options in economic activities—both group and individual—that youth can develop during and after training allows them to test and determine what works best for them.
- Integrating awareness raising into community self-help (civic engagement) activities was a good practice. For example, youth were involved in maintaining hygiene at public facilities such as markets, bore holes, churches, schools, trading and health centers.
- Unequal gender norms and expectations regarding girls’ autonomy and movements was a challenge. To address unequal gender norms, AYEDI engaged 140 caregivers of beneficiary youths on strategies and thinking about how best to continue to support girls to sustain their own businesses.

### **4. VSLA**

- Integrating awareness raising sessions on child labor and other child protection topics during VSLA meetings increased the effectiveness of both interventions. Entrepreneurship and financial management training was also integrated into VSLA.
- The project encouraged a youth savings culture and awareness of financial services, which also supported the success of this program.

## V. CONCLUSIONS

---

The overall design of the AYEDI project is relevant and in line with country and local strategies as well as the overall needs in targeted districts and surrounding areas. The project design is still relevant over the period of implementation. The Logical Framework assumptions and Theory of Change mostly still hold true and were appropriately formulated. However, to achieve the intended projects results, some changes were made to details of the design of activities over time to align with the realities and better achieve the intended results. The design is holistic and diverse, with complementary components. Interestingly, although the project had distinct pathways and components, they became more integrated over time.

According to data available at the time of drafting of the Final Evaluation Report, the project has achieved or exceeded many of its output and outcome indicator targets. Although the project faced some challenges along the way that caused a few delays, ultimately most targets were reached.

Though the AYEDI project had different components, an important aspect that the evaluation identified was that it was the combination and holistic nature of the program that made a difference. This point was reinforced in different ways throughout the evaluation fieldwork.

Regarding the overall objective of withdrawal from hazardous labor, the AYEDI project was able to achieve good success. Placing youth in decent work proved more challenging than expected, however. At the time of the fieldwork, the project was accelerating efforts toward achieving the goal of placing youth beneficiaries in decent work to a greater degree before project end.

The evaluation did note that in order to achieve the highest potential results in a project that focuses a great deal on youth access to decent work, there is a high need for more investment in the training components. That is, some components did not reach their full potential as that would have required more investment in inputs, including logistics, tools, and agricultural inputs.

Particularly striking was the extent to which caregivers who belong to VSLAs were meeting the target of providing for at least three basic needs of children under their care. This target was achieved by more than double the expected result. Nevertheless, it is important to note that this figure is absolute and data on the situation before the VSLAs is not provided. Other areas where the project exceeded targets include caregiver and youth economic empowerment through VSLAs.

Adolescent benefits in the clubs also exceeded several targets. Notably, they reached 116% of the target for adolescent youth who were enrolled in clubs and receiving child rights and leadership services, as well as career guidance and OSH services (114%).

The perception of youth beneficiaries, caregivers and community representatives regarding the effectiveness of the AYEDI Clubs was very positive. The issue of high beneficiary expectations regarding the benefits they thought that they would receive was noted in all project activities, including at club level.

The comparative cost and other challenges with NFE training limited the number of youth who could be enrolled in this initiative. A lack of sufficiently qualified local trainers and a sufficiently wide range of locally marketable skills NFE training formed other challenges. Although AYEDI had tried to identify locally marketable skills, the range of NFE subjects was still too narrow, and placement of youth in decent work employment or self-employment was quite challenging. Another challenge was obtaining certificates from the relevant government authorities once youth had succeeded and their competencies had been officially assessed. At the time of the evaluation, AYEDI finally succeeded in obtaining the certificates for the NFE graduates though some had been waiting for a year or more.

Initially the agriculture component appeared to pose serious challenges to the AYEDI project. Fortunately, many of these challenges were overcome and the various agriculture-related project activities were quite successful, especially where youth combined it with other livelihoods activities.

AYEDI staff and implementing partners indicated that youth were not very interested in agriculture in the beginning of the project. One of the most interesting aspects of the AYEDI project was the turnaround in the attitudes among many of the youth regarding the agriculture component.

The reintegration of students in secondary school through the SSBG project component is likely the least positive AYEDI component, despite some very successful cases of students who have done exceedingly well. The School Block Program was, in fact, ended in 2016.

There were many observations during the FGDs and interviews with youth, caregivers, community representatives and local government officials that attitudes towards hazardous child labor had changed. Overall, youth in the FGDs also had a good awareness about the business opportunities available to them in their community. Youth indicated that learning about entrepreneurship had been very valuable.

AYEDI worked closely with the local government offices within the DCBSD and the CDO, which are responsible for coordinating development activities at district and community level. The CCLC, CPC, Patrons and Matrons were able to fulfill their mandate to quite a large extent. The persons met from all of these groups were highly motivated and interested in assisting their community youth.

The evaluator found it difficult to independently fully assess the compliance of small scale employers with child labor laws. The project documentation indicates that much was done to address this aspect, both directly and less directly through various overall awareness-raising activities in communities. The project also worked directly with local government staff persons who are responsible for tracking such compliance, with NFE trainers, and with various SSE individually and in groups. A main challenge was the sustainability of tracking such compliance, given the low level of resources of the local government officials to track compliance.

The Patrons, Matrons, CCLC and CPC members—who were often the same persons—all indicated that AYEDI had substantially strengthened their capacities to address community issues regarding

adolescents. Youth and caregivers often mentioned how CCLC, Matrons and Patrons helped to identify and monitor the activities of the youth beneficiaries and their caregivers.

The evaluation found that the model of involving implementing partners from the private sector, including social enterprises, was a positive and successful aspect of the AYEDI project. The implementing partners brought a range of specialized expertise to AYEDI, and stakeholders appreciated their roles.

The project was generally well managed, monitored, and efficient. The monitoring system was well organized for good identification of bottlenecks from various sources, including from meetings with staff and stakeholders and more formal M&E. Efficiency was supported through considering both cost and time involved in planning, managing and monitoring activities.

During implementation, AYEDI engaged in many activities to help ensure sustainability and ensure that all stakeholders continue to be agents of change. This includes the youth themselves. Many youth indicated during the evaluation that they are already supporting their siblings and communicating what they have learned with their siblings and peers. Because there is currently funding through other development projects for regular local child protection identification case meetings, these are likely to continue.

The national government representative interviewed indicated that the government is interested in IFLY and has indicated that it wants to replicate the model in other areas. A lack of resources to do this on a significant scale is still a challenge, but a start will be made. According to project staff, some NGOs are already replicating some aspects of the AYEDI model. In the communities, the CCLC, the CPC, the Patrons and Matrons and other community leaders are likely to continue their activities. The existence of the VSLA contributes to sustainability through investments in economic activities and improved standards of living in other ways, which contribute to a reduced need for hazardous child labor. Regarding the sustainability of youth who have been trained, the project has registered their groups with the local government. A few groups have already been linked and are expected to benefit from various government programs.

## VI. RECOMMENDATIONS

---

Many of the lessons learned and good practices automatically lead to recommendations. The evaluator has listed the key recommendations below. Between parentheses after each recommendation is an indication of the level of priority of the recommendation, followed by the list of the most important stakeholders.

### Reducing Vulnerability to Hazardous Child Labor

1. Determine the extent to which the households that are most vulnerable to child labor can benefit from social protection schemes, such as cash transfers, to prevent hazardous child labor. While such social protection schemes are already being implemented in some countries, other countries have not linked social protection to child labor elimination. Advocacy in other countries such as Uganda where this is not the case should be promoted through similar child labor projects. *(High; governments, agencies that advocate with governments on child labor issues)*
2. Develop methodologies to associate health insurance schemes for community members through VSLA or other similar bodies in child labor projects. Review types of schemes and link to them wherever possible. Include reviews on the evidence of successful approaches in the country and/or the region, and support the inclusion of such schemes in child labor projects. *(Medium; local governments, civil society)*
3. Link actions on OSH and the improvement of decent working conditions for adults to programming on hazardous child labor. Consider the relationship between decent work for adults and hazardous child labor. Where adults work in hazardous conditions there is a chance that children will also be found. *(High; government, USDOL, implementing agencies)*
4. In child labor projects that include VSLA with caregivers, integrate community leaders in the VSLA to help ensure faster growth and mutual support for savings and loans. *(Low but not insignificant; implementing agencies)*

### Education and Training

5. Ensure that stakeholders are well aware of the implications and constraints of the different training components of the Pathways Model. While potentially useful, the Pathways Model can only be realistically and well implemented if the beneficiaries and other stakeholders understand the practical constraints well in advance. *(Medium; government, implementing agencies)*
6. Implement the lessons learned from the AYEDI Pathways Model; these factors include for NFE the adequacy of the range of skills that are available among local trainers and the practical extent to which graduates may practically be placed in decent work. *(Medium; government, implementing agencies)*

7. Be persistent with regard to agricultural training, as students may not at first recognize the benefits. If a project focuses more on non-formal and informal training, conduct thorough analysis before trying to combine it with providing integration to secondary schools. *(Medium; government, implementing agencies)*
8. Promote training on a diversity of income generating activities instead of focusing only on one skill in projects that focus on youth. It is the diversity of income generating options that lead to increases in income as youth try different products and services and test their local markets. Note that feasibility market analysis alone cannot guarantee that a product or service will be successful. Many youth were engaged in more than one activity that supplemented each other to earn an income. *(High; government, implementing agencies)*
9. In the case of competency-based vocational and skills training, determine the actual need for specific competencies and allow some of the competencies to be flexibly applied depending on local needs. *(Medium; Government, implementing agencies)*
10. Identify solutions to ensure that any tools or other inputs that may be provided during and/or after technical training are kept and not sold prior to finding employment or becoming self-employed. Do provide such inputs whenever possible, as they contribute to obtaining decent work. Note that employers are more likely to hire training graduates if they already have the necessary work tools. *(Medium; implementing agencies)*

### **Project Management**

11. Repeat and encourage flexible approaches to project implementation, allowing projects to make adjustments in line with realities using a systems-based approach. Actively promote projects to use M&E for both tracking and to inform and adapt actions in order to address any challenges that projects face. *(High; USDOL)*
12. To manage expectations regarding the resource inputs that the project will provide, develop Memoranda of Understanding (MoU) with communities and with youth groups. This will enable them to understand and agree to the inputs that the project will provide for the different project activities. *(Medium; implementing agencies)*
13. Identify solutions to ensure that certificates, or interim temporary certificates, are provided to NFE graduates. Slow delivery of NFE graduation certificates was problematic as graduates indicated that it was difficult to find employment without the certificates. *(Medium; government, implementing agencies)*
14. Ensure that copies of group constitutions and agreements are available in local languages. Even where such translations are not official, they can be provided informally for information purposes while the main and registered document is in the main official national language(s). Provide guides for youth to keep, containing basic information on the subject matter learned, and consider providing them using digital technologies in cases where printed matter is a constraint. *(Low; implementing agencies)*

## ANNEX A: Results of Group Work at Stakeholder Workshop

The information in the following tables indicate the prioritized successes and challenges of the AYEDI project, as identified through group work during the Stakeholders' Workshop. The findings were included in the triangulation analysis to prepare the current Final Evaluation Report.

<b>GROUP 1 (NFE/Secondary School Block Grant)</b>	
<b>SUCSESSES</b>	<b>CHALLENGES</b>
<ol style="list-style-type: none"> <li>1. Formation of clubs</li> <li>2. Delivered youth out of child labor</li> <li>3. Skills provided options for decent work</li> <li>4. Youth acquired knowledge on VSLA</li> <li>5. Change in behavior and attitudes</li> <li>6. Improved relationship between youth and their caregivers</li> <li>7. Various skills were taught to the youth</li> <li>8. A number of youth gained confidence</li> </ol>	<ol style="list-style-type: none"> <li>1. High expectations</li> <li>2. High youth mobility</li> <li>3. Delay in obtaining certification</li> <li>4. No clear plan for NFE youth module 2 enrollments</li> <li>5. Limited age category</li> <li>6. Limited geographical coverage</li> <li>7. Delayed provision of learning materials during the NFE trainings</li> <li>8. Short period of time allocated to the NFE trainings</li> <li>9. Some youth are still engaged in hazardous work due to lack of practical experience with what they learned in training</li> </ol>
<b>GROUP 2 (CLUBS)</b>	
<b>SUCSESSES</b>	<b>CHALLENGES</b>
<ol style="list-style-type: none"> <li>1. Well defined club package for the youth</li> <li>2. Increased knowledge on sexual reproductive health</li> <li>3. Project adopted multi-sectoral approaches</li> <li>4. There was good plan for sustainability</li> <li>5. Robust comprehensive monitoring and evaluation plan (CMEP)</li> <li>6. Meaningful involvement of parents and young people</li> <li>7. Improved leadership skills among the youth</li> <li>8. Improved linkages with local government structures i.e. livelihood Operation Wealth Creation</li> </ol>	<ol style="list-style-type: none"> <li>1. Many beneficiaries' expectations could not be met</li> <li>2. Project was very limited in geographical coverage</li> <li>3. Limited resources to support the project</li> <li>4. Project targeted only specific age groups (15-17 years)</li> <li>5. Existence of some child labor hot spots with weak enforcement from the district officials</li> <li>6. Sustainability of IEC materials (only in English)</li> </ol>
<b>GROUP 3 (VSLA/CCLC/SSE)</b>	
<b>SUCSESSES</b>	<b>CHALLENGES</b>
<ol style="list-style-type: none"> <li>1. Empowerment of young people through;               <ul style="list-style-type: none"> <li>- Self esteem</li> <li>- Behavior change</li> <li>- Leadership skills</li> <li>- Reproductive health</li> </ul> </li> <li>2. Empowerment of youth through livelihoods - IGAs, VSLA+</li> <li>3. Strengthened and empowered CCLCs through:</li> </ol>	<ol style="list-style-type: none"> <li>1. High expectations from the community</li> <li>2. Limited geographical coverage</li> </ol>

<ul style="list-style-type: none"> <li>- Monitoring</li> <li>- Case conferences</li> <li>- Case management</li> <li>- Documentation</li> </ul>	
4. Access to decent employment	
<b>GROUP 4 (IFLY/JFFS)</b>	
<b>SUCSESSES</b>	<b>CHALLENGES</b>
<ol style="list-style-type: none"> <li>1. Positive economic change</li> <li>2. Reduction in child labor and child abuse cases thus more youth engaged in decent work</li> <li>3. Production and provision of training materials i.e. manuals, flyers</li> <li>4. Linkage of youth to the existing government programs</li> <li>5. Involvement of all stakeholders in implementation</li> <li>6. Youth own businesses</li> <li>7. Improved relationship between youth and their caregivers</li> </ol>	<ol style="list-style-type: none"> <li>1. Some instructors lacked adequate skills</li> <li>2. Inadequate time for training (learning &amp; practice)</li> <li>3. Language of the manual being different from that of delivery</li> <li>4. Use of one size fit all</li> <li>5. High mobility of the youth</li> <li>6. Climate change (unfavorable weather conditions for agriculture)</li> <li>7. Lack or limited market for the products</li> <li>8. Attitude of the community</li> </ol>
<b>GROUP 5 (CROSS CUTTING - PROJECT TEAM)</b>	
<b>SUCSESSES</b>	<b>CHALLENGES</b>
<ol style="list-style-type: none"> <li>1. Youth behavior changed</li> <li>2. Youth skilling has provided options for decent work</li> <li>3. Introduction of VSLA groups has helped caregivers to be in position to provide basic needs to their children</li> <li>4. Household approach beneficial to the youth and caregivers</li> <li>5. Robust M&amp;E that informed work as we went along</li> <li>6. Emphasis on the girls' approach</li> <li>7. Training of youth in Junior Farm Field School (JFFS)</li> <li>8. Youth established business through alternative skills</li> <li>9. The full engagement of all stakeholders in the implementation</li> <li>10. Bringing youths out of hazardous work</li> </ol>	<ol style="list-style-type: none"> <li>1. Community expectations i.e. community expected more than what the project could afford</li> <li>2. High youth mobility affecting attendance and graduation</li> <li>3. Geographical scope (limited) to only few sub counties</li> <li>4. Unfavorable weather conditions for agriculture activities</li> <li>5. Additional school dropouts</li> <li>6. Delayed certification/certificates to the youths who graduated</li> <li>7. Youth marrying and leaving after enrollment into the program</li> <li>8. Limited market access to agriculture products</li> <li>9. Placement of all trained youths is still a challenge</li> <li>10. Linkage of the youth to the existing government programs has not worked well</li> <li>11. Individual academic differences in performances</li> <li>12. Target beneficiaries limited to only cohort (15- 17 years)</li> </ol>

## **ANNEX B: Participant List from Stakeholder Workshop**

---

This page is intentionally left blank in accordance with the Federal Information Security Management Act (FISMA) of 2002, Public Law 107-347.

**Independent Final Evaluation**

**Adolescent Youth Empowerment Development Initiative**

**- AYEDI -**

**in**

**UGANDA**

**Cooperative Agreement Number:** IL-25262-14-75-K  
**Financing Agency:** U.S. Department of Labor  
**Grantee Organization:** World Education Inc.  
**Dates of Project Implementation:** 30 December 2013 – 30 June 2018  
**Type of Evaluation:** Independent Final Evaluation  
**Evaluation Field Work Dates:** March 19 – April 3, 2018  
**Preparation Date of TOR:** January 2018  
**Total Project Funds from USDOL Based on Cooperative Agreement:** US \$3,300,000

Vendor for the Evaluation Contract:



*Sistemas, Familia y Sociedad*  
*Consultores Asociados*

Dwight Ordoñez: [dwrightor@gmail.com](mailto:dwrightor@gmail.com)  
Azure Maset: [azure.maset@gmail.com](mailto:azure.maset@gmail.com)

## I. BACKGROUND AND JUSTIFICATION

### USDOL - OCFT

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is an office within the Bureau of International Labor Affairs (ILAB), an agency of the U.S. Department of Labor (USDOL). OCFT activities include research on international child labor; supporting U.S. government policy on international child labor; administering and overseeing cooperative agreements with organizations working to eliminate child labor around the world; and raising awareness about child labor issues.

Since 1995, the U.S. Congress has appropriated over \$900 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 90 countries around the world. Technical cooperation projects funded by USDOL range from targeted action programs in specific sectors of work to more comprehensive programs that support national efforts to eliminate child labor. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

1. Reducing exploitative child labor, especially the worst forms through the provision of direct educational services and by addressing root causes of child labor, including innovative strategies to promote sustainable livelihoods of target households;
2. Strengthening policies on child labor, education, and sustainable livelihoods, and the capacity of national institutions to combat child labor, address its root causes, and promote formal, non-formal and vocational education opportunities to provide children with alternatives to child labor;
3. Raising awareness of exploitative child labor and its root causes, and the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures;
4. Supporting research, evaluation, and the collection of reliable data on child labor, its root causes, and effective strategies, including educational and vocational alternatives, microfinance and other income generating activities to improve household income; and
5. Ensuring the long-term sustainability of these efforts.

USDOL-funded child labor elimination projects are designed to ensure that children in areas with a high incidence of child labor are withdrawn and integrated into educational settings, and that they persist in their education once enrolled. In parallel, the program seeks to avert at-risk children from leaving school and entering child labor. The projects are based on the notion that the elimination of exploitative child labor depends, to a large extent, on improving access to, quality of, and relevance of education. Without improving educational quality and relevance, children withdrawn/prevented from child labor may not have viable alternatives and could resort to other forms of hazardous work.

In FY2010, Congress provided new authority to ILAB to expand activities related to income generating activities, including microfinance, to help projects expand income generation and address poverty more effectively. The addition of this livelihood focus is based on the premise that

if adult family members have sustainable livelihoods, they will be less likely to have their dependent children work and more likely to keep them to school.

The approach of USDOL child labor elimination projects – decreasing the prevalence of exploitive child labor through increased access to education and improving the livelihoods of vulnerable families – is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor.

### **Project Context<sup>30</sup>**

Although Uganda’s economic forecast is good, its youth are ill prepared to obtain decent work and are vulnerable to hazardous labor due to: low primary and secondary completion rates; lack of parental/guardian support; inadequate technical or soft skills and the entrepreneurial perspective needed to identify local market opportunities; negative perceptions about youth; and pervasive poverty. Only 57% of students who enroll in primary school will graduate (World Bank 2012) and primary school completion for girls is only 28% (MOES, 2009/2010).

World Education Inc. (WEI)/Bantawa conducted field research in 2013 and found that of the out-of-school youth interviewed, 82% were economically active and 18% were idle. Dropout was due to lack of means to pay school fees, pregnancy, being pulled by relatives to work on domestic chores at home, death or illness of parents, lack of interest, and displacement. Most working youth were engaged in the informal sector, while some worked in steel mills, rice plantations, timber companies and shops, restaurants or bars. Many youth reported long working hours, low pay, heavy loads to carry and exposure to dangerous machinery and hazardous substances. Serious injuries, including burns, broken bones and loss of fingers were reported; however, without other options, most youth willingly put themselves at risk for needed cash. Youth hazardous labor is fueled by pervasive poverty, causing households to rely on and accept youth hazardous labor to meet basic needs.

While there is growing consensus that secondary school does not adequately prepare students for decent careers, the Ministry of Education and Sports (MoES)/Business, Technical, Vocational Education and Training (BTVET) system fails to offer a viable alternative. BTVET suffers from an over-reliance on certification, an under-emphasis on obtaining relevant competencies needed and an inability to cultivate productive private sector relationships (YouthMap, International Youth Foundation, 2012). Occupations offered by BTVET are neither demand-driven nor based on local market opportunities, are out of date and focus exclusively on technical skills. They fail to equip youth with the soft skills to foster innovation and entrepreneurial behavior.

Although agriculture is the largest employer in Uganda, youth see farming as a “last resort” and are not positioned to take advantage of agribusiness opportunities along the value chain. The informal

---

<sup>30</sup> Adapted from Project CMEP

sector (*jua kali*) employs 58% of the non-agricultural labor force, but is plagued by low productivity.

Uganda has passed national laws and policies, including the National Action Plan on the Elimination of Child Labor (2012/13-2016/17); National Child Labor Policy (2006); National Orphans and Vulnerable Children's Policy (2005); and the Children's Act (1997). Uganda is also a signatory to the UN Convention on the Rights of the Child; African Charter on the Rights and Welfare of the Child; International Labor Organization (ILO) Convention 182 on the Worst Forms of Child Labor and Convention 138 on the Minimum Age for Admission to Employment. Still, awareness at the community level is very limited and enforcement by government structures at the subnational level is weak.

### **Project Specific Information<sup>31</sup>**

In 2013 the United States Department of Labor's (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) awarded a US\$3 million cooperative agreement to World Education Inc. to implement a project entitled, "Adolescent Youth Empowerment Development Initiative" (AYEDI). The project began on December 30, 2013 and was originally intended to run through December 29, 2017. A cost extension was granted in August 2017, which increased the budget by \$300,000 and extended the project until June 30, 2018. The AYEDI program is implemented by World Education Inc.'s Bantwana Initiative in partnership with the Government of Uganda. The project also has three local partners: Uganda Women's Effort to Save Orphans (UWESO), Straight Talk Foundation (STF) and Reco Industries Ltd. The project is being implemented in four districts of Northern and Eastern Uganda (Gulu, Lira, Iganga and Bugiri).

The overall project objective is a reduction in adolescent youth engaged in hazardous labor in AYEDI project areas. The project's theory of change states that fewer adolescent youth will engage in hazardous work in AYEDI project areas if there is increased provision of basic needs of adolescent youth and children by caregivers, increased compliance with child labor laws by small-scale employers and an increase in adolescent youth engaged in decent work. The project helps youth to develop marketable skills in order to secure decent work opportunities and to serve as civic leaders in their communities, thereby enabling them to avoid or be withdrawn from hazardous labor. AYEDI set a target of providing 4,277 adolescent direct beneficiaries aged 15-17 who are either at risk or engaged in hazardous labor (approximately 50% being girls) with club enrollment and education support, and 3,575 households with livelihood services. The project also set a target to reach 40,000 indirect beneficiaries.

Project activities also include:

- Dissemination of occupational safety materials through Straight Talk Foundation's print edition and radio broadcasts;

---

<sup>31</sup> Adapted from Project CMEP, Cooperative Agreement, and Project Modification

- Village Savings and Loan Association (VSLA) groups for caregivers;
- AYEDI youth-club-sponsored community events (civic action campaigns);
- Community Child Labor Committees (CCLC) community dialogues;
- Training of the Patrons of AYEDI youth clubs;
- Training of CCLC members; and
- Awareness raising campaigns conducted by CCLC members.

In order to achieve the project’s objective, in the Comprehensive Monitoring and Evaluation Plan (CMEP), AYEDI established the following intermediate objectives and sub-intermediate objectives:

Intermediate Objective 1 (IO 1): Increased provision of basic needs of adolescent youth and children by caregivers

- Sub-Intermediate Objective (IO 1.1): Increased income, savings and access to credit and emergency social funds by caregivers
- Sub-Intermediate Objective (IO 1.2): Increased awareness by caregivers of broad hazardous/child labor issues

Intermediate Objective (IO 2): Increased compliance with child labor laws by small-scale employers

- Sub-Intermediate Objective (IO 2.1): Increased monitoring of small-scale employers by CDOs & District Labor Officers (DLOs)
- Sub-Intermediate Objective (IO 2.1.1): CCLCs actively fulfilling their mandate
- Sub-Intermediate Objective (IO 2.2): Reduced community acceptance of hazardous/child labor

Intermediate Objective (IO 3): Increased Adolescent Youth in Decent Work

- Sub-Intermediate Objective (IO 3.1): Adolescent youth equipped with life skills
- Sub-Intermediate Objective (IO 3.2): Adolescent youth obtain technical and vocational knowledge and skills for decent work
- Sub-Intermediate Objective (IO 3.3): Adolescent youth obtain functional literacy and numeracy skills
- Sub-Intermediate Objective (IO 3.4): Increased access by adolescent youth to integrated financial services
- Sub-Intermediate Objective (IO 3.5): Increased awareness of business opportunities and career paths by adolescent youth
- Sub-Intermediate Objective (IO 3.6): Adolescent youth successfully reintegrated into secondary school

## **II. PURPOSE AND SCOPE OF EVALUATION**

### **Evaluation Purpose and Scope**

The main purposes of the final evaluation are to:

1. Determine whether the project’s Theory of Change (ToC), as stated in the project Comprehensive Monitoring and Evaluation Plan (CMEP), was appropriately formulated and

whether there are any external factors that affected project outcomes in a positive and/or challenging way;

2. Assess the relevance and effectiveness of all project interventions, including its effects on the lives of beneficiaries;
3. Assess the efficiency of project interventions and use of resources;
4. Document lessons learned, good or promising practices, and models of intervention that will serve to inform future gender equality projects and policies in Uganda and in other implementation countries in the region; and
5. Assess the sustainability of the interventions implemented by the project.

The evaluation should assess whether the project's interventions and activities had achieved the overall goals of the project, and the reasons why this has or has not happened, including an assessment of the factors driving the project results. The evaluation should also document lessons learned, potential good practices, and models of intervention that will serve to inform future similar projects and policies in Uganda and similar environments elsewhere, as appropriate.

The scope of the final evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with WEI. All activities that have been implemented from project launch through the time of evaluation fieldwork should be considered.

### **Intended Users**

The evaluation will provide OCFT, WEI, other project stakeholders, and stakeholders working to combat adolescent hazardous labor more broadly, an assessment of the project's experience in implementation, its effects on project beneficiaries, and an understanding of the factors driving the project results. The evaluation findings, conclusions and recommendations should focus around identifying steps the project can take to maximize sustainability during the remaining months of implementation, as well as documenting lessons learned and promising practices from which future projects can glean when developing their strategies toward reducing youth engagement in hazardous labor.

The evaluation report will be published on the USDOL website, so the report should be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

### **Evaluation Questions**

#### **Project Design**

1. The AYEDI project developed a Theory of Change (TOC) as part of the CMEP. Does the TOC still appear to be valid and accurate after four years of project implementation?
2. To what extent did the assumptions in the project logical framework hold true?

#### **Relevance and Effectiveness**

3. Did the project achieve its output and outcome indicator targets as planned? What successes and challenges have they experienced in doing so, and how did they overcome challenges?
4. Based on project design, what was AYEDI's overall effectiveness to address child labor within targeted districts and surrounding areas? To what extent did activities extend beyond skills training or education? Was building the capacity of local communities and/or Districts a part of those activities??
5. How effective was the certificate program model -- education/skills training, livelihoods, civic engagement, and leadership -- in addressing child labor. Was the combination effective? Did one or more of these areas of focus have a greater impact than others?
6. How effective and appropriate was AYEDI Pathway/ Model and interventions in increasing educational and livelihood opportunities?
7. How effective was the project in reducing the number of youth engaged in hazardous work?
8. Were the project's interventions consistent with the needs and expectations expressed by key stakeholders including youth beneficiaries and their families?
9. How effective were the AYEDI clubs in providing education, skills training, soft skills, leadership development and decent work opportunities for participant youth? Of the various training tracks offered by the project, which were the most effective intervention(s) and why.
10. Did the AYEDI club skills training (3 months) provide youth participant's sufficient time to develop and apply appropriate skills for specific decent work opportunities available within their community and/or District?
11. How sustainable is the IFLY youth literacy model?
12. How effective were VSLA's and CCLC's in raising awareness and reporting child labor cases?
13. How effective was the project's strategy for engaging key partners that led to assisting participant youth and households with additional resources and/or support services? What is the potential for communities to continue receiving access to these resources?

### **Monitoring and Efficiency**

14. How has the project used monitoring data as a decision making tool in the project?
15. To what extent and how has the project demonstrated cost effectiveness during execution of respective activities/ interventions?

### **Lessons Learned and Sustainability**

16. How will the key project models and benefits be sustained/ continued once the project ends?
17. How has the project built capacity at the local level and engaged stakeholders to be agents of change around child labor?

### **III. EVALUATION METHODOLOGY AND TIMEFRAME**

The evaluation methodology will consist of the following activities and approaches:

#### **A. Approach**

The evaluation approach will be qualitative and participatory in nature. Qualitative information will be obtained through field visits, interviews and focus groups as appropriate. The participatory nature of the evaluation will contribute to the sense of ownership among beneficiaries.

Opinions coming from beneficiaries will improve and clarify the use of quantitative analysis (please see TOR Annex 1 for a list of quantitative project indicators to be included in the evaluation). Quantitative data will be drawn from the CMEP and project reports to the extent that it is available and incorporated in the analysis.

The evaluation will be conducted by an independent evaluator. Project staff and implementing partners will generally only be present in meetings with stakeholders, communities, and beneficiaries to provide introductions. The following additional principles will be applied during the evaluation process:

4. Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.
5. Gender and cultural sensitivity will be integrated in the evaluation approach.
6. Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.

As far as possible, a consistent approach will be followed in each project site, with adjustments made for the different actors involved, activities conducted, and the progress of implementation in each locality.

#### **B. Evaluation Team**

The evaluation team will consist of:

1. The international evaluator: Ms. Mei Zegers.
2. As appropriate an interpreter fluent in necessary languages will travel with the evaluator

One member of the project staff may travel with the team to make introductions. This person is not to be involved in the evaluation process, or interviews.

The international evaluator will be responsible for developing the methodology in consultation with SFS, USDOL, and the project staff; assigning the tasks of the interpreter and interpreter for the field work; directly conducting interviews and facilitating other data collection processes; analysis of the evaluation material gathered; presenting feedback on the initial findings of the evaluation to the national stakeholder meeting and preparing the evaluation report.

The responsibility of the interpreter in each provincial locality is to ensure that the evaluator is understood by the stakeholders as far as possible, and that the information gathered is relayed accurately to the evaluator. If possible, the interpreter will also provide cultural and contextual insight to the international evaluator as needed.

### **C. Data Collection Methodology**

#### 1. Document Review

- Pre-field visit preparation includes extensive review of relevant documents
- During fieldwork, documentation will be verified and additional documents may be collected
- Documents may include:
  - CMEP documents and data,
  - Baseline report,
  - Project document and revisions,
  - Cooperative Agreement,
  - Technical Progress and Status Reports,
  - Project Results Frameworks and Monitoring Plans,
  - Work plans,
  - Correspondence related to Technical Progress Reports,
  - Management Procedures and Guidelines,
  - Research or other reports undertaken (baseline studies, market assessment), and
  - Project files as appropriate.

#### 2. Question Matrix

Before beginning fieldwork, the evaluator will create a question matrix, which outlines the source of data from where the evaluator plans to collect information for each TOR question. This will help the evaluator make decisions as to how they are going to allocate their time in the field. It will also help the evaluator to ensure that they are exploring all possible avenues for data triangulation and to clearly note where their evaluation findings are coming from. The Contractor will share the question matrix with USDOL and WEI.

#### 3. Interviews with Stakeholders

Informational interviews will be held with as many project stakeholders as possible. The evaluation team will solicit the opinions of children, community members in areas where awareness-raising activities occurred, parents of beneficiaries, teachers, government representatives, legal authorities, union and NGO officials, and program staff regarding the project's accomplishments, program design, sustainability, and the working relationship between project staff and their partners, where appropriate.

Depending on the circumstances, these meetings will be one-on-one key informant interviews (KII) or focus groups. Technically, stakeholders are all those who have an interest in a project, for example, as implementers, direct and indirect beneficiaries, community leaders, donors, and government officials. Thus, it is anticipated that meetings will be held with:

- OCFT staff responsible for this evaluation and project prior to the commencement of the field work
- Implementers at all levels, including child labor monitors involved in assessing whether adolescents have been effectively prevented or withdrawn from hazardous labor situations
- Headquarters, Country Director, Project Managers, and Field Staff of Grantee and Partner Organizations
- Government Ministry Officials and Local Government Officials who have been involved in or are knowledgeable about the project
- Community leaders, members, and volunteers
- Vocational training staff, education personnel
- Project beneficiaries (adolescents withdrawn and prevented and their parents)
- International NGOs and multilateral agencies working in the area
- Other child protection and/or education organizations, committees and experts in the area
- U.S. Embassy staff member

#### 4. Field Visits

The evaluator will visit a selection of project sites. The final selection of field sites to be visited will be made by the evaluator. Every effort should be made to include some sites where the project experienced successes and others that encountered challenges, as well as a good cross section of sites representing a range of project activities. During the visits, the evaluator will observe the activities and outputs developed by the project. Focus groups with adolescents and parents will be held, and interviews will be conducted with representatives from local governments, NGOs, community leaders and teachers.

### **D. Site Sampling, Data Collection Protocols, and Data Analysis Methods**

#### **Site sampling**

A good balance of different types of sites will be selected. Selection of project sites to be visited will include locations where the project had success as well as places where more challenges were faced

The evaluator developed a set of guidelines for the planning of the evaluation schedule, including provision of background on potential field sites to visit. The guide focuses on several important elements including the importance of obtaining a well-balanced sample of sites and stakeholders.

At the request of the evaluator—and to ensure that there is a good cross-section of sites—the guide includes a site selection table template for the project to fill in. The project listed each potential visit location with a brief description of the level of success and/or challenges in the table. This data is used to inform decisions on the selection of representative sites for evaluation interviews, focus group discussions and observations of activities.

### **Evaluation Participant Sampling**

All relevant stakeholders will be represented in the scheduling. See section 3 for a list of the stakeholders to be included. Aside from OCFT, US Embassy and project staff, key informants will be selected based on their relevance to the project. Only government and other key informants who are well informed about the project will be visited. The exception to this situation may be if courtesy calls need to be held in accordance with local protocol requiring the meeting of officials in project areas.

Purposive sampling will be applied to plan the meetings with community groups/leaders, vocational training/education staff, other national and international agencies/experts working in the area. This includes the planning of meetings with child labour monitors in selected communities.

Random sampling will be applied for the selection of adolescents to be included in the focus groups whenever this is technically feasible. It is preferred that the project does not pre-select beneficiaries for discussions as the evaluator should randomly select them from a larger group of beneficiaries. Such selection may take place in education/training settings. Where this is not possible, the project should ensure that a good cross-section of beneficiaries comes to attend the focus groups. Such situations may occur where the beneficiaries have already completed training and must travel to attend the focus groups. In line with ethics, no beneficiary will be rejected if they have already travelled to attend the focus group. It is preferred to keep the groups to no more than 15 adolescents at the most to enable good participative discussions.

### **Data Collection and Analysis Protocols**

The evaluator will develop a matrix of the evaluation questions indicating which information will be used to answer the evaluation questions and how it will be collected.

Key informant interviews and focus group discussions will be held using a specially prepared set of guidelines to ensure that all evaluation questions are answered. Information from these sources will be triangulated with documentation analysis, observations in the field and any other information that may be collected. This may, for example, include a review of audio-visual materials that the project has developed.

To ensure a thorough and up to date understanding of the project, the mission will begin with a full day of interaction with the senior project team and project partners as a group and individually as relevant. This will be followed by meetings with the other stakeholders in and near project headquarters and in field sites as already described.

Each interview or focus group will be allocated at least one hour to ensure high quality discussion, particularly where translation is also needed.

A stakeholder workshop will be held on April 3, 2018 to discuss preliminary findings from the evaluation, obtain additional feedback from the participants and share any further information.

The evaluator will prepare a set of codes representing each of the main and sub-evaluation questions to facilitate the analysis. This set of codes will be prepared prior to the mission. All collected information will subsequently be coded, sorted and analysed using the Atlas.ti qualitative data analysis software. This software enables the thorough and clear analysis of qualitative data. Coding of interview and focus group information will be carried out on a daily basis throughout the field work. This will ensure that all information is updated and considered in subsequent interviews and focus group discussions as the evaluation progresses. Coding of relevant documentation and other information will also be carried out at continuous intervals including prior to the field work in Uganda.

Subsequent to the analysis, the evaluator will write the evaluation draft report ensuring that all triangulated data has been considered. The remainder of the process will follow the steps indicated in Section H, Timetable of the ToR.

### **E. Ethical Considerations and Confidentiality**

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and beneficiaries, implementing partner staff will generally not be present during interviews. However, implementing partner staff may accompany the evaluator to make introductions whenever necessary, to facilitate the evaluation process, make respondents feel comfortable, and to allow the evaluator to observe the interaction between the implementing partner staff and the interviewees.

Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor (<http://www.ilo.org/ipeinfo/product/viewProduct.do?productId=3026>) and UNICEF Principles for Ethical Reporting on Children ([http://www.unicef.org/media/media\\_tools\\_guidelines.html](http://www.unicef.org/media/media_tools_guidelines.html)).

### **F. Stakeholder Meeting**

Following the field visits, a stakeholders meeting will be conducted by the evaluator that brings together a wide range of stakeholders, including the implementing partners and other interested parties. The list of participants to be invited will be drafted prior to the evaluator's visit and confirmed in consultation with project staff during fieldwork.

The meeting will be used to present the major preliminary findings and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The agenda of the meeting will be determined by the evaluator in consultation with project staff. Some specific questions for stakeholders may be prepared to guide the discussion and possibly a brief written feedback form.

The agenda is expected to include some of the following items:

1. Presentation by the evaluator of the preliminary main findings
2. Feedback and questions from stakeholders on the findings
3. Opportunity for implementing partners not met to present their views on progress and challenges in their locality
4. If appropriate, Possible Strengths, Weaknesses, Opportunities and Threats (SWOT) exercise on the project's performance
5. Discussion of recommendations to improve the implementation and ensure sustainability. Consideration will be given to the value of distributing a feedback form for participants to nominate their "action priorities" for the remainder of the project.

A debrief call will be held with the evaluator and USDOL after the stakeholder workshop to provide USDOL with preliminary findings and solicit feedback as needed.

**G. Limitations**

Fieldwork for the evaluation will last approximately two weeks, and the evaluator will not have enough time to visit all project sites. As a result, the evaluator will not be able to take all sites into consideration when formulating his findings. All efforts will be made to ensure that the evaluator is visiting a representative sample of sites, including some that have performed well and some that have experienced challenges.

This is not a formal impact assessment. Findings for the evaluation will be based on information collected from background documents and in interviews with stakeholders, project staff, and beneficiaries. The accuracy of the evaluation findings will be determined by the integrity of information provided to the evaluator from these sources.

Furthermore, the ability of the evaluator to determine efficiency will be limited by the amount of financial data available. A cost-efficiency analysis is not included because it would require impact data which is not available.

**H. Timetable**

The tentative timetable is as follows. Actual dates may be adjusted as needs arise.

Task	2018 Dates
SFS sends Draft TOR to USDOL and WEI	Wed, Jan 17
USDOL submits Evaluation purpose and questions to Contractor	Mon, Jan 29
WEI submits Evaluation questions, list of stakeholders and list of suggested projects sites for field visits to Contractor	Mon, Jan 29
Evaluator submits Methodology and Sampling Plan for TOR	Wed, Jan 31
Evaluator submits Draft itinerary	Mon, Feb 5
Logistics call - Discuss logistics and field itinerary	Mon, Feb 12
Finalize TOR	Fri, Feb 16
Finalize field itinerary and stakeholder list for workshop	Fri, Feb 23
Cable clearance information submitted to USDOL	Fri, Feb 23

Task	2018 Dates
Evaluator submits Question Matrix to Contractor	Tues, Feb 27
SFS submits Question Matrix to USDOL and WI	Wed, Feb 28
Interview call with USDOL	Wed, Mar 7
Fieldwork	March 19 – 30
Stakeholder Meeting	Tues, Apr 3
Post-fieldwork debrief call	Wed, Apr 11
Draft report sent from Evaluator to Contractor for quality review	Mon, Apr 23
Draft report to USDOL & WEI for 48 hour review	Fri, Apr 27
48 hr Comments due to Contractor	Tues, May 1
Revised report sent from Evaluator to Contractor	Thurs, May 3
Revised report to USDOL and WEI for full 2-week review	Fri, May 4
USDOL and WEI stakeholder comments due	Fri, May 18
Revised report sent from Evaluator to Contractor for quality review	Thurs, May 24
Revised report to USDOL and WEI	Tues, May 29
Final approval of report by USDOL	Tues, June 12
Final copy edited & 508 compliant report submitted to COR	Tues, June 26
Final edited report to WEI and stakeholders	Wed, June 27

#### **IV. EXPECTED OUTPUTS/DELIVERABLES**

Ten working days following the evaluator’s return from fieldwork, a first draft evaluation report will be submitted to the Contractor. The report should have the following structure and content:

- I. Table of Contents
- II. List of Acronyms
- III. Executive Summary (no more than five pages providing an overview of the evaluation, summary of main findings/lessons learned/good practices, and key recommendations)
- IV. Evaluation Objectives and Methodology
- V. Project Description
- VI. Findings, Conclusions and Recommendations
  - A. Findings – the facts, with supporting evidence. This should include answers to each of the evaluation questions, with supporting evidence included
  - B. Conclusions – interpretation of the facts, including criteria for judgments
  - C. Lessons Learned and Good Practices
  - D. Key Recommendations - critical for successfully meeting project objectives – judgments on what changes need to be made for future programming
- VII. Annexes - including list of project indicators (see TOR Annex 1); documents

reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

The total length of the report should be approximately 30 pages for the main report, excluding the executive summary and annexes.

The first draft of the report will be circulated to OCFT and key stakeholders individually for their review. Comments from stakeholders will be consolidated and incorporated into the final reports as appropriate, and the evaluator will provide a response to OCFT, in the form of a comment matrix, as to why any comments might not have been incorporated.

While the substantive content of the findings, conclusions, and recommendations of the report shall be determined by the evaluator, the report is subject to final approval by ILAB/OCFT in terms of whether or not the report meets the conditions of the TOR.

## **V. EVALUATION MANAGEMENT AND SUPPORT**

Sistemas, Familias y Sociedad (SFS), the Contractor, will be responsible for Evaluation Management and Support.

SFS has contracted with Mei Zegers to conduct this evaluation. Mei has more than 30 years of experience as evaluator in various Asian and African countries and has carried out several evaluations of USDOL-funded projects. Mei Zegers knows well the country and some of the zones where the AYEDI project is currently being implemented. In 2011 she carried out the independent final evaluation of a USDOL-funded project on Children in former conflict zones in Northern Uganda.

Mei will work with OCFT, SFS and relevant AYEDI and WEI staff to evaluate this project.

SFS will provide logistical and administrative support to the Evaluator, including travel arrangements (e.g. plane and hotel reservations, purchasing plane tickets, providing *per diem*) and all materials needed. SFS will also be responsible for providing the management and technical oversight necessary, including quality reviews of all deliverables, to ensure completion of the evaluation milestones and adherence to technical standards as well as the clarity and comprehensiveness of the evaluation report.

## ANNEX D: Evaluation Data Collection Matrix

The following table identifies the main data sources for each project indicator, intermediate objective, supporting objective and output. Interviews were conducted with USDOL/WEI headquarters, project staff, implementing partners, government officials and other partners. At community level, focus groups were conducted. Observation was done at every level.

Evaluation Questions- Data Collection Matrix – AYEDI Final Evaluation							
Subject	Documentation	USDOL/WEI HQ	Project Staff & Project Implementation Partners	Government Official interviewees	Education, other local partners	Communities, beneficiaries including households	Other linking agencies and persons
<b>Relevance</b> (Main Purposes of the Evaluation: No. 1 and part 1 of No. 2)							
1. <i>Project design relevant to address child labor within targeted districts and surrounding areas at project inception? (EQ4)</i>	x	x	x	x	x	x	x
2. <i>Project’s Theory of Change (ToC), as stated in the project Comprehensive Monitoring and Evaluation Plan (CMEP), was appropriately formulated</i>	x	x	x				
3. <i>Does the TOC still appear to be valid and accurate after</i>	x	x	x				

**Evaluation Questions- Data Collection Matrix – AYEDI Final Evaluation**

<b>Subject</b>	<b>Documentation</b>	<b>USDOL/WEI HQ</b>	<b>Project Staff &amp; Project Implementation Partners</b>	<b>Government Official interviewees</b>	<b>Education, other local partners</b>	<b>Communities, beneficiaries including households</b>	<b>Other linking agencies and persons</b>
four years of project implementation? (AYEDI project developed a Theory of Change (TOC) as part of the CMEP) (Evaluation Question - EQ 1)							
4. Extent to which the assumptions in the <i>project logical framework</i> hold true. Was the project design still relevant over the period of implementation? (EQ2)	x	x	x				
5. Project’s interventions <i>consistent with the needs and expectations</i> expressed by key stakeholders including youth beneficiaries and their families? (EQ8)	x		x	x	x	x	x

Evaluation Questions- Data Collection Matrix – AYEDI Final Evaluation							
Subject	Documentation	USDOL/WEI HQ	Project Staff & Project Implementation Partners	Government Official interviewees	Education, other local partners	Communities, beneficiaries including households	Other linking agencies and persons
<b>Effectiveness - Reminder of Project Objective: Reduction in adolescent youth engaged in hazardous labor in AYEDI project areas</b> (Main Purposes of the Evaluation – Part 2 of No. 2)							
6. <i>Effectiveness of all project interventions, including its effects on the lives of beneficiaries. (EQ3)</i>	x	x	x	x	x	x	x
7. <i>Project achieved its output and outcome indicator targets as planned? (EQ3)</i>		x	x				
8. <i>What successes and challenges have they experienced in doing so? (EQ3) Are there any external factors that affected project outcomes in a positive and/or challenging way. (Main Purposes of the Evaluation No.1)</i>	x	x	x	x	x	x	x
9. <i>How did they overcome challenges? (EQ3)</i>	x	x	x	x	x	x	x
10. <i>Assessment of any activities that may have extended</i>	x		x	x	x	x	x

Evaluation Questions- Data Collection Matrix – AYEDI Final Evaluation							
Subject	Documentation	USDOL/WEI HQ	Project Staff & Project Implementation Partners	Government Official interviewees	Education, other local partners	Communities, beneficiaries including households	Other linking agencies and persons
beyond skills training or education, such as capacity building (identify others as applicable) (EQ4)							
11. Overall effectiveness to address child labor <i>within targeted districts and surrounding areas.</i> (EQ4)	x		x	x	x	x	x
12. Effectiveness of the <i>overall model (combination, holistic nature) of the certificate program.</i> Was the combination effective? Did one or more of these areas of focus have a greater impact than others? (EQ5) Components: - education/skills training - livelihoods - civic engagement - leadership – (in	x	x	x	x	x	x	

Evaluation Questions- Data Collection Matrix – AYEDI Final Evaluation							
Subject	Documentation	USDOL/WEI HQ	Project Staff & Project Implementation Partners	Government Official interviewees	Education, other local partners	Communities, beneficiaries including households	Other linking agencies and persons
addressing child labor)							
13. Assess AYEDIs approach and effectiveness for reducing the number of youth engaged in <i>hazardous work</i> . (EQ 7)	x	x	x	x	x	x	x
<b>Specific Aspects of the Intermediate and Sub-Intermediate Objectives</b>							
Note: The TOR cites some specific points of focus that are related to different IOs or Sub-IOs. Wherever relevant, these points are noted under the associated IOs. Other aspects may be considered for analysis even if not specifically cited under an IO or sub-IO.							
<b>Intermediate Objective 1 (IO 1):</b> Increased provision of basic needs of adolescent youth and children by caregivers <i>Indicator:</i> % of caregivers who belong to VSLAs that meet at least three basic needs of children under their care							
14. Assess the project’s strategy and effectiveness for engaging key partners that led to assisting participant youth and households with additional resources and/or support services. (EQ13)	x		x	x	x	x	x

**Evaluation Questions- Data Collection Matrix – AYEDI Final Evaluation**

<b>Subject</b>	<b>Documentation</b>	<b>USDOL/WEI HQ</b>	<b>Project Staff &amp; Project Implementation Partners</b>	<b>Government Official interviewees</b>	<b>Education, other local partners</b>	<b>Communities, beneficiaries including households</b>	<b>Other linking agencies and persons</b>
<p>15. Increased income, savings and access to credit and emergency social funds by caregivers (Sub-Intermediate Objective = IO 1.1):</p> <ul style="list-style-type: none"> <li>- Village Savings and Loan Association (VSLA) groups for caregivers</li> <li>- AYEDI youth-club-sponsored community events (civic action campaigns)</li> </ul>	x		x	x	x	x	
<p>16. Increased awareness by caregivers of broad hazardous/child labor issues (IO 1.2)</p> <ul style="list-style-type: none"> <li>- Training of the Patrons of AYEDI youth clubs</li> </ul>	x		x	x	x	x	

Evaluation Questions- Data Collection Matrix – AYEDI Final Evaluation							
Subject	Documentation	USDOL/WEI HQ	Project Staff & Project Implementation Partners	Government Official interviewees	Education, other local partners	Communities, beneficiaries including households	Other linking agencies and persons
<b>Intermediate Objective (IO 2):</b> Increased compliance with child labor laws by small-scale employers <i>Indicators:</i> % of employed adolescent youth who report that their employers comply with child labor laws; % of small scale employers monitored by CDOs & DLOs that are compliant with child labor laws							
17. Increased monitoring of small-scale employers by CDOs & District Labor Officers (DLOs) (IO 2.1) - Dissemination of occupational safety materials through Straight Talk - Foundation’s print edition and radio broadcasts	x		x	x			
18. CCLCs actively fulfilling their mandate (IO 2.1.1) - Training of CCLC members - Community Child Labor Committees (CCLC) community dialogues - Awareness raising campaigns conducted by CCLC members	x		x	x	x	x	

Evaluation Questions- Data Collection Matrix – AYEDI Final Evaluation							
Subject	Documentation	USDOL/WEI HQ	Project Staff & Project Implementation Partners	Government Official interviewees	Education, other local partners	Communities, beneficiaries including households	Other linking agencies and persons
- How effective were VSLA's and CCLC's in raising awareness and reporting child labor cases? (EQ12)							
19. Reduced community acceptance of hazardous/child labor (IO 2.2)	x		x	x	x	x	
<b>Intermediate Objective (IO 3): Increased Adolescent Youth in Decent Work</b> <i>Indicators: % of AYEDI adolescent youth engaged in decent work; % of adolescent youth engaged in decent work</i>							
20. Effectiveness and appropriateness of AYEDI Pathway/ Model and interventions in increasing educational and livelihood opportunities? (EQ6)	x	x	x				
21. Effectiveness of AYEDI clubs in providing education, skills training, soft skills, leadership development and decent work	x		x	x	x	x	

**Evaluation Questions- Data Collection Matrix – AYEDI Final Evaluation**

<b>Subject</b>	<b>Documentation</b>	<b>USDOL/WEI HQ</b>	<b>Project Staff &amp; Project Implementation Partners</b>	<b>Government Official interviewees</b>	<b>Education, other local partners</b>	<b>Communities, beneficiaries including households</b>	<b>Other linking agencies and persons</b>
opportunities for participant youth? (EQ9)							
22. Of the various training tracks offered by the project, assess which were the most effective intervention(s) and why. (EQ9)	x		x	x	x	x	
23. Assess whether the AYEDI club skills training (3 months) provided youth participants sufficient time to develop and apply appropriate skills for specific decent work opportunities available within their community and/or District? (EQ10)	x		x	x	x	x	
24. Adolescent youth equipped with life skills (IO 3.1)	x		x	x	x	x	

**Evaluation Questions- Data Collection Matrix – AYEDI Final Evaluation**

<b>Subject</b>	<b>Documentation</b>	<b>USDOL/WEI HQ</b>	<b>Project Staff &amp; Project Implementation Partners</b>	<b>Government Official interviewees</b>	<b>Education, other local partners</b>	<b>Communities, beneficiaries including households</b>	<b>Other linking agencies and persons</b>
25. Adolescent youth obtain technical and vocational knowledge and skills for decent work (IO 3.2)	x		x		x	x	
26. Adolescent youth obtain functional literacy and numeracy skills (IO 3.3) <ul style="list-style-type: none"> <li>- Assess the value added for participants that received the IFLY curriculum. (EQ11)</li> <li>- Assess the IFLY youth literacy model as part of ongoing AYEDI/World Education, Inc. sustainability efforts. (EQ11)</li> </ul>	x		x		x	x	
27. Increased access by adolescent youth to integrated financial services (IO 3.4)	x		x			x	x

<b>Evaluation Questions- Data Collection Matrix – AYEDI Final Evaluation</b>							
<b>Subject</b>	<b>Documentation</b>	<b>USDOL/WEI HQ</b>	<b>Project Staff &amp; Project Implementation Partners</b>	<b>Government Official interviewees</b>	<b>Education, other local partners</b>	<b>Communities, beneficiaries including households</b>	<b>Other linking agencies and persons</b>
28. Increased awareness of business opportunities and career paths by adolescent youth (IO 3.5)	x		x		x	x	x
29. Adolescent youth successfully reintegrated into secondary school (IO 3.6)	x		x		x	x	
<b>Monitoring and Efficiency</b> (Main Purposes of the Evaluation: No. 3)							
30. Project used monitoring data as a decision-making tool in the project? If yes, how? (EQ14)			x				
31. Extent to which and how the project demonstrated cost effectiveness during execution of respective activities/ interventions? Efficiency of project interventions and use of resources? (EQ15)	x	x	x				

<b>Evaluation Questions- Data Collection Matrix – AYEDI Final Evaluation</b>							
<b>Subject</b>	<b>Documentation</b>	<b>USDOL/WEI HQ</b>	<b>Project Staff &amp; Project Implementation Partners</b>	<b>Government Official interviewees</b>	<b>Education, other local partners</b>	<b>Communities, beneficiaries including households</b>	<b>Other linking agencies and persons</b>
<b>Lessons Learned, Good Practices, Models of Intervention</b> (Main Purposes of the Evaluation: No. 4)							
32. Documentation of lessons learned, good or promising practices, and models of intervention that will serve to inform future gender equality projects and policies in Uganda and in other implementation countries in the region	x	x	x				
33. Consideration of the key lessons learned and emerging smart practices? (EQ16)	x	x	x				
<b>Sustainability</b> (Main Purposes of the Evaluation No. 5)							
34. How key project initiatives and benefits will be sustained/ continued once the project ends? (EQ17)	x	x	x	x	x	x	

**Evaluation Questions- Data Collection Matrix – AYEDI Final Evaluation**

<b>Subject</b>	<b>Documentation</b>	<b>USDOL/WEI HQ</b>	<b>Project Staff &amp; Project Implementation Partners</b>	<b>Government Official interviewees</b>	<b>Education, other local partners</b>	<b>Communities, beneficiaries including households</b>	<b>Other linking agencies and persons</b>
35. Special attention to assessing the sustainability of partnerships developed and potential for communities to continue receiving access to these resources (EQ13)	x	x	x	x	x	x	
36. How has the project built capacity at the local level and engaged stakeholders to be agents of change around child labor? (EQ18)	x			x	x	x	

## ANNEX E: Evaluation Schedule and Interviews

### Project Evaluation Schedule - 18<sup>th</sup> March -3<sup>rd</sup> April 2018

No	Activity/ Task	Duration	Methods
<b>Day One: Sunday 18<sup>th</sup> March 2018:</b> Meeting with Project Director (16:00-17:30)			
<b>Day Two: Monday 19<sup>th</sup> March 2018- Kampala</b>			
1	+ Conduct a Briefing/ Orientation Meeting at the Kampala Office	9:30-11:00 am	Presentation, Discussions
2	+Interview with AYEDI former Director, current WEI Youth Sector Head	11:00-12:30pm	KII
	Lunch and travel to ministry		
3	+Ministry of Gender, Labor & SD (MGLSD): Principal Literacy Officer	14:00-16:30	KII
<b>Day Three: Tuesday 20<sup>th</sup> March 2018- Kampala-Jinja</b>			
1	+ Interview with AYEDI Partner Straight Talk Foundation (STF)	8:30-10:00 am	KII
2	+ Interview with AYEDI Partner (Reco Industries)	10:00- 11:00 am	KII
3	+ Interview with AYEDI stakeholders Directorate of Industrial Training (DIT) Uganda Association of Private Vocational Institutions and (UGAPRIVI)	11:30- 1:00 pm	Interview & Discussions
	Lunch and Travel to Jinja		
4	+ Interview with AYEDI Eastern field staff at Jinja Office	15:30- 17:00 pm	FGD
<b>Day Four: Wednesday 21<sup>st</sup> March 2018- Jinja-Iganga</b>			
1	+ Interview with private sector partner African Trainers and Entrepreneurs Forum (ATEFO)	9:00-10:30 am	Interview & Discussions
2	+ Conduct Courtesy call to the Local Government Leadership. Interview with Iganga district and Sub county staff	11:00-1:00pm	Interview and Discussions
	LUNCH and travel to site		
3	++ Interviews with beneficiary youth Buwooya Parish (Budhubye Village)	2:00-3:30pm	FGDs- IFLY
4	+ Interviews with caregivers, CCLC, CPC, VSLA (Budhubye Village)	3:30-5:00pm	FGD
<b>Day Five: Thursday 22<sup>nd</sup> March 2018- Jinja-Iganga</b>			
1	+ Visit NFE placement sites and conduct interviews with NFE Instructors	9:00-11:00am	Examine NFE/Apprenticeship
2	++ Interviews with youth in Idudi	11:30- 1:00pm	FGDs- NFE

No	Activity/ Task	Duration	Methods
	Parish (Kikunyu and Idudi B)		
	Lunch and travel to site		
3	++ Interviews with Youth in Idudi Parish (Kikunyu and Idudi B)	2:00- 3:30pm	FGDs- NFE
4	+ Interviews with caregivers in VSLAs, CCLC, CPC (Kikunyu)	3:30-5:00pm	FGD-Caregivers
<b>Day Six: Friday 23<sup>rd</sup> March 2018- Jinja-Iganga-Kampala</b>			
1	+ Interview in Small Scale Employer (SSE)	8:30-10:00pm	KII-SSE
2	++ Interviews with Youth in Idudi Parish (Idudi C and Nakawaiza)	11:00-1:00 pm	FGDs- IFLY
	Lunch and travel to site		
3	Conduct Interviews with community resource persons	2:00-3:30pm	Examine VSLA
4	Interviews with caregivers in VSLAs, CCLC, CPC (Nakawaiza)	3:30-5:00pm	FGD
<b>Day Seven: Saturday 24<sup>th</sup> March 2018</b>			
1	Travel to Kampala	9 am	
2	+Interview with AYEDI Partner Uganda Women's Effort to Save Orphans (UWESO)	11:30-1:00pm	Interview & Discussions
<b>Day Eight: Sunday 25<sup>th</sup> March 2018: Travel to Gulu at 12:00 noon by Land (6 hours' drive)</b>			
Interview with Project Director 7:00-8:00 pm			
<b>Day Nine: Monday: 26<sup>th</sup> March 2018</b>			
1	+ Interview with AYEDI Gulu field staff at Gulu Office	8:30- 10:30 am	FGD
2	+ Interview with Gulu and Sub county staff	11:00-1:00pm	Discussions
	Lunch and travel to site		
3	++ Interviews with Youth Pakwelo Parish (Tepwoyo Village & nearby villages)	2:00-3:30pm	FGDs- NFE &IFLY
4	+ Interviews with caregivers, CCLC, CPC, VSLA (Tepwoyo Village & nearby villages)	3:30-5:00pm	FGD-Caregivers
<b>Day Ten: Tuesday: 27<sup>th</sup> March 2018</b>			
1	+ Interview with private sector development partner Acholi Private Sector Development Company Limited (APSEDEC)	9:00-10:45 am	Interview & Discussions
2	++ Interviews with Youth Angaya Parish (Olano village)	11:15- 1:00pm	FGDs- IFLY
	Lunch		

No	Activity/ Task	Duration	Methods
3	+ Interview with caregivers, CCLC, CPC, VSLA, youth savings members (Olano Village)	1:30-3:00pm	FGD
4	Interview with Project Director	5:00-9:00pm	
<b>Day Eleven: Wednesday: 28<sup>th</sup> March 2018</b>			
1	+ Interviews with NFE Instructors and student now NFE trainer	9:00-10:30am	
2	++ Interviews with Youth Kal Umu Parish (Anyomotwon)	11:00- 1:00pm	FGDs- NFE
	Lunch		
3	++ Interviews with caregivers and youth (Anyomotwon Village)	1:30-3:00pm	FGD
4	+ Martin Obwoya Education Specialist AYEDI	4:00-5:30 pm	Interview
<b>Day Twelve: Thursday: 29<sup>th</sup> March 2018</b>			
1	++ Secondary School Block Grant Students Unyama	9:00-9:30	Interview
2	+ Interviews with community resource persons	9:00-10:30am	FGD
3	++ Interviews with Youth Angaya Parish ( Loyobo village)	11:00- 1:00pm	FGDs- IFLY
	Lunch		
4	+ Interviews with caregivers (Loyobo Village)	1:30-3:00pm	FGD
5	+ FGD committee of Stone Crushers Association (category Small Scale Employers SSE)	3:15-5:00 pm	Observation and FGD
<b>Day Thirteen: Friday: 30<sup>h</sup> March 2018</b>			
1	+ Review of AYEDI's monitoring system/ database, M&E functioning interview	8:30-10:00am	Discussions, interview, observation
2	Travel to Kampala		
<b>Day Thirteen: Saturday: 31<sup>h</sup> March 2018: Kampala</b>			
<b>Day Fourteen: Sunday: 1<sup>st</sup> April 2018: Kampala</b>			
<b>Day Fifteen: Monday: 2<sup>nd</sup> April 2018: Kampala</b>			
1	Prepare Stakeholder Meeting		
<b>Day Sixteen: Tuesday: 3<sup>rd</sup> April 2018: Kampala</b>			
<b>Stakeholders Meeting (9:00-13:00)</b>			

## **ANNEX F: List of Stakeholders Met During Evaluation**

---

This page is intentionally left blank in accordance with the Federal Information Security Management Act (FISMA) of 2002, Public Law 107-347.

## ANNEX G: References

---

Various project reports and documents were reviewed including the project document, studies and Technical Progress Reports. Other documents that are directly referenced in the evaluation report are listed below.

- African Development Bank Group (2018), Uganda Economic Outlook, Economic performance and outlook. Available from <https://www.afdb.org/en/countries/east-africa/uganda/uganda-economic-outlook/> (Website accessed 10 April, 2018)
- Agriculture and Consumer Protection Department (undated) AGA News Animal Agriculture in Africa: Opportunities for Growth. Available from [http://www.fao.org/ag/againfo/home/en/news\\_archive/2011\\_Animal\\_Agriculture\\_in\\_Africa.html](http://www.fao.org/ag/againfo/home/en/news_archive/2011_Animal_Agriculture_in_Africa.html) (Website accessed 15 April, 2018)
- Ahaibwe, G. E Mbowa, S. Youth Unemployment Challenge in Uganda and the Role of Employment Policies in Jobs Creation. Available from <https://www.brookings.edu/blog/africa-in-focus/2014/08/26/youth-unemployment-challenge-in-uganda-and-the-role-of-employment-policies-in-jobs-creation/> (Website accessed 6 April, 2018)
- Ahaibwe, G. E Mbowa, S. Youth Unemployment Challenge in Uganda and the Role of Employment Policies in Jobs Creation. Available from <https://www.brookings.edu/blog/africa-in-focus/2014/08/26/youth-unemployment-challenge-in-uganda-and-the-role-of-employment-policies-in-jobs-creation/> (Website accessed 6 April, 2018)
- Burns, D and Worsley, S. (2015) Navigating Complexity in International Development. Facilitating Sustainable Change at Scale. Warwickshire UK: Practical Action Publishing.
- Ocici, C; Oumo,C.O., & Ineku, J. (2012), Youth Economic Livelihoods Recovery in Post-Conflict Areas: The Case of Acholi Sub-Region in Northern Uganda. Kampala: Enterprise Uganda.
- Ministry of Education and Sports (2011), Skilling Uganda, BTVET Strategic Plan 2011-2020. Kampala: Ministry of Education and Sports.
- O'Brien, D. (2016), Independent External Midterm Evaluation of AYEDI: Adolescent Youth Empowerment and Development Initiative. Final Report. Lawrenceville, GA: O'Brien and Associates.
- Uganda Bureau of Statistics (2017), Statistical Abstract. Kampala: Uganda Bureau of Statistics
- Williams, B. and Hummelbrunner, R. (2011), Systems Concepts in Action, A Practitioner's Toolkit. Stanford, California, Stanford University Press.
- World Education Inc/Bantwana Initiative (Revised Version September 2015), Comprehensive Monitoring and Evaluation Plan (CMEP) for the Adolescent Youth Empowerment Development Initiative (AYEDI). Kampala: World Education Inc/Bantwana Initiative