

**EXPANDING ACCESS TO SKILLS AND LABOUR MARKET FOR
YOUTH THROUGH STRENGTHENING LOCAL ACTORS IN
WEST NILE (EASY) PROJECT 2016 – 2018**

PROJECT IMPACT EVALUATION STUDY



**STUDY CONDUCTED IN FIVE WEST NILE DISTRICTS OF
ARUA, KOBOKO, MARACHA, MOYO AND YUMBE**

BY

APS Research and Consults Ltd

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Associazione Centro Aiuti Volontari
INTERNATIONAL GROUP FOR TECHNICAL COOPERATION
WITH DEVELOPING COUNTRIES

ASSOCIAZIONE CENTRO AIUTI VOLONTARI (ACAV)

EASY Project,

Plot 9, Princess Anne Drive, Bugolobi,

P.O. Box 21324, Kampala – Uganda

E-mail: acav_kampala@yahoo.com

OR

ACAV Koboko Office,

Plot 94, Moyo Road, Koboko Municipality,

P.O. Box 126, Koboko – Uganda



APS RESEARCH AND CONSULTS LTD

Plot 11 Moyo Road, Koboko Municipal Council

Opposite Koboko Municipal Council SACCO

P.O. Box 211, Koboko-Uganda

Tel: 0778400856/0785290818

E-mail: apsrescon14@gmail.com

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Yours in Service,

**Juan Agnes,
Research Manager
APS Research and Consults Ltd**

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ABBREVIATIONS/ACRONYMS

ACAV	Associazione Centro Aiuti Volontari
AIDS	Acquired Immune Deficiency Syndrome
APS	Research and Consults Ltd
BCP	Bricklaying and Concrete Practice
CAO	Chief Administrative Officer
CDO	Community Development Officer
CHM	Catering and Hotel Management
CJ	Carpentry and Joinery
DCDO	District Community Development Officer
DEO	District Education Officer
DIT	Directorate of Industrial Training
EI	Electrical Installation
EU	European Union
FGD	Focus Group Discussion
HD	Hairdressing
HIV	Human Immune Virus
K/W	Knitting and Weaving
KTI	Koboko Technical Institute
LC	Local Council
LPS	Lodonga Polytechnic School
M&E	Monitoring and Evaluation
MCR	Motorcycle Repair
MOU	Memorandum of Understanding
MTI	Moyo Technical Institute
MVT	Motor Vehicle Technology
OCVS	Obutava Community Vocational School
OTS	Omugo Technical School
PLB	Plumbing
PRDP	Peace Recovery and Development Programme
RAs	Research Assistants
SPSS	Statistical Package for Social Scientists
SPWO	Senior Probation and Welfare Officer

STLVTCA	St. Lawrence Vocational Training Centre Anyivu
TCG	Tailoring and Garment Cutting
UGX	Uganda Shillings
VET	Vocational Education Training
VTIs	Vocational Training Institutions
WMF	Welding and Metal Fabrication

EXECUTIVE SUMMARY

The EASY project impact evaluation study aimed at establishing the extent to which the organizational capacity of Local Governments (LGs) and Vocational Training Institutions (VTIs) responsiveness in Expanding Access to Social and Economic opportunities for disadvantaged youth in 5 West Nile Districts of Arua, Maracha, Koboko, Yumbe and Moyo was strengthened but also more importantly the processes, outputs, outcomes and impact of the EASY Project in realizing its goal and objectives against set targets and indicators.

As part of the process, APS Research and Consults Ltd was awarded a contract to conduct this evaluation study. APS Research Assistants (RAs) went through a one-day training/induction as part of the preparation to undertake the evaluation study. The actual field data collection took 10 days from 14th January to 25th January 2019.

The main mode of data collection involved use of guided questionnaires while other methods included Focus Group Discussions (FGD), Key informant interviews and Documentary reviews. However, methods such as oral interviews, observation, recording and photographing were also employed. These methods of data collection were used hand in hand to obtain clear and in-depth information from the respondents.

Key findings of the evaluation study:

Youth beneficiaries

58% of the total sampled beneficiaries were female compared to 42% male within the age bracket of 18-21 years old with majority of them that were enrolled for TCG compared to other courses.

Koboko, Maracha and Yumbe Districts had the highest numbers of beneficiaries met and interviewed during the evaluation study while Koboko Technical Institute (KTI), together with Lodonga Polytechnic had the highest student enrollment compared to the rest of the VTIs.

Before EASY project, most of the youth in the community had either dropped out of school, were unskilled or unemployed. Boda-boda riding and peasantry farming were the main IGAs that the youth were engaged in before the project intervention with less skills attained to manage the IGAs.

About 89% of the youth beneficiaries sampled were found to be engaged in IGAs located mainly in the rural areas compared to the urban centers. Acquisition of vocational skills and start-up-tools were the highest accrued benefits to the venerable youth to start an IGA. The average monthly income of a beneficiary was UGX 146,097.

The major challenges facing beneficiaries in running their IGAs included; low customer base and high business competition. In almost equal proportions, beneficiaries were able to indicate that the reasons for a positive change or improvement in their socio-economic condition is as a result of earning income from IGAs. Most of their earnings are saved in their mobile money accounts or with Village Savings and Lending Associations (VSLA) rather than commercial banks or ROSCAs.

As a sustainability strategy, beneficiaries have resorted to operating alternative businesses to supplement their little incomes as well as maintaining a good customer relation/care in-order to

sustain the IGAs. An expanded set of toolkits along with startup capital to quicken their socio-economic integration in the labour market and communities in future projects was the beneficiary's recommendation to ACAV and its donors.

VTIs

About 68.2% male beneficiaries compared to 31.8% females registered to study in the various courses in the VTIs in both formal and non-formal trainings. The findings reveal that, prior to the EASY project intervention, the management and governance capacity of all the 6 VTIs across the 5 West Nile Districts was considerably weak.

72% of the respondents interviewed appreciated the EASY project design right from its inception and the significant role it has played in building the capacities of VTI instructors, management and governing bodies for improved and sustainable delivery of quality VET.

Given the tangible impact of the project on the VTIs, they recommended continuity of similar skills development initiatives in West Nile to benefit more youth in future as their capacities have been boosted a few challenges notwithstanding.

Artisans and Master craftsmen/women

The Craftsmen/women agreed that the youth learnt additional skills not taught in the VTIs. To the artisans, VTIs bridged the knowledge gap in skills training relevant to the labour market while to their enterprises, it boosted their labor force, production and sales. A number of apprenticeship centers retained some trainees to continue working with them either permanently or on temporary contract basis which reduced work load and boosted their businesses.

The major challenges emphasized by the centers included inadequate facilitation for accommodation, feeding and other incidental costs related to apprenticeship mentorship, wear and tear of tools and equipment as well as the short period of placement to effectively acquaint trainees with more practical aspect of doing business and how to sustainably manage IGAs.

As mitigation measures the centers recommended that, future facilitation for accommodation, feeding and other incidental costs should be increased in consultation with the artisans; ACAV should support apprenticeship centers with supplementary tools and equipment to cater for wear and tear and finally the apprenticeship period should be extended to at least 3 months to cater for the various abilities of the trainees during the apprenticeship period.

Local Government

The respondents interviewed confirmed that the rate of school dropout is escalating yearly and the situation of the youth is getting worse with high incidences of crime, drug abuse, high dependence ratio and early marriages. They noted that, through the EASY project, many youths were able to acquire skills which have enabled them create employment for themselves and others.

The EASY project directly or indirectly improved the youth access to vocational education and training as well as local governments support to the VTIs. 65% of the respondents confirmed that local governments are planning for budgetary allocation for youth skilling to benefit more young people beyond the EASY project.

Whereas the local government appreciated the significant contribution of the EASY Project, the major challenges identified included inadequate funding and limited number of youth beneficiaries supported amidst the overwhelming demand for skills training.

As a long-term sustainable strategy beyond the EASY project, the Local Governments recommended encouraging youth beneficiaries to form groups to benefit from existing government programs as well as deliberate planning and budgetary inclusion for youth skills development using local revenue or lobbying from other development partners and donors.

Community

90% of the respondents interviewed in the community were grateful to the EASY project which has helped to transform the youth socially and economically especially those who have already benefited. They confirmed that youth who benefited are involved in IGAs related to skills attained while others have diversified to other IGAs such as farming, Boda-Boda riding and retail trade enabling them attain economic self-reliance with a positive trajectory away from poverty.

Community challenges enumerated included; limited numbers of youth enrolled for skills training and none provision of startup capital for initial establishment of beneficiaries IGAs. They recommended exploration of financial inclusion mechanisms to support youth beneficiaries in the initial stages of starting their IGAs and where possible in future, more youth should be considered for similar skills development by ACAV in West Nile.

Lessons learnt and field experiences

More practical learning (non- formal skills) enables youth graduates to become productive through establishing their own jobs rather than formal education that makes them job seekers.

Non-formal skills training is more affordable, cost-effective and interesting as one has the choice of course from the beginning other than the formal skills training where many irrelevant and time-wasting subjects are taught before one makes a choice.

Integrated skills training along with tool kits and close follow up enables graduates to become more proficient in their newly acquired skills to start IGAs or find employment.

Partnerships between government, CSOs, VTIs & the Private sector are vital to successful youth skilling.

Apprenticeship and work-based placements ease meaningful integration of youth beneficiaries in the labour market & society.

Majority of the respondents interviewed expressed the need for continuity of similar skills development initiatives with emphasis on increased enrolment for vulnerable youth and systematic capacity building of VTIs, Local governments and the private sector in West Nile Sub-region.

There is evidence of EASY project ownership, acceptance, relevance and impact on the youth beneficiaries and the local actors (VTIs, LGs and Artisans) who have acquired skills to continue empowering more youth in the communities beyond the project lifespan.

CHAPTER ONE

1.0 Introduction

ACAV is an international organization with its headquarters in Trento, Italy. It has been active in Uganda since late 1980's with a long history of its presence in the West Nile Sub-region. Its major thematic areas of operation include Agriculture, Water and Sanitation, Vocational skills enhancement, Environment, cross-border cooperation and more recently humanitarian operations in West Nile - Uganda and South Sudan.

In its pursuit for equitable, inclusive and sustainable development, the organization works in close cooperation with Governments, development partners and donors as well as communities to support high impact, sustainable and replicable development initiatives that transform lives and communities in the hardest to reach rural areas of the developing countries.

The skills development initiative undertaken by ACAV is in line with the national and local development plans as well as the broader goal of the Peace Recovery and Development Programme (PRDP) to improve the education, social and economic opportunities for the communities of Northern Uganda.

APS Research and Consults Ltd in this regard was awarded the contract to conduct a project impact evaluation study of the EASY project; “Expanding Access to Skills and Labour Market for Youth through Strengthening Local Actors in West Nile, Uganda” aimed at establishing the extent to which the organizational capacity of Local Governments (LGs) and Vocational Training Institutions (VTIs) responsiveness in Expanding Access to Social and Economic opportunities for disadvantaged youth in 5 West-Nile Districts of Arua, Maracha, Koboko, Yumbe and Moyo was strengthened but also more importantly the processes, outputs, outcomes and impact of the EASY Project in realizing its goal and objectives against set targets and indicators.

1.1 Project Background

ACAV with funding from the European Union (EU) implemented a three years project for the period of 2016 to 2018 to support 1,500 vulnerable youth aged 14 to 19 years through the provision of non-formal skills to start income generating activity in the Districts of Arua, Maracha, Koboko, Yumbe and Moyo. Under the Project title: “*Expanding Access to Skills and Labour Market for Youth through Strengthening Local Actors in West Nile (EASY) Project*”.

The project was implemented in six Technical schools/institutes namely; Koboko Technical Institute (KTI) in Koboko District, Moyo Technical Institute (MTI) in Moyo District, Lodonga Polytechnic School (LPS) in Yumbe District, Omugo Technical School (OTS) in Arua District, St. Lawrence Vocational Technical School - Anyivu (SLTSA) and Obutava Community Vocational Technical School (OCVS) in Maracha District respectively and all Local Governments in the 5 Districts of West Nile.

1.1.1 Project Goal and Objectives

The overall goal of the project was “to strengthen the organizational capacity of Local Governments (LGs) and Vocational Training Institutions (VTIs) responsiveness in Expanding Access to Social and Economic opportunities for disadvantaged youth in West Nile.

Its specific objectives were;

1. To increase access to labour market through non-formal skills training and apprenticeship to promote meaningful integration of 1,500 youth in society.
2. To enhance the institutional capacity of 6 VTIs in management and governance to provide quality vocational education and training.
3. To strengthen the capacity of 5 LGs responsiveness to underserved populations in the community through improved service delivery, accountability and learning.

1.1.2 Project expected results

The projects’ expected results were according the three project objectives were as follows;

- ❖ 1,500 vulnerable youth have the relevant integrated vocational, business, life and basic agricultural skills and provided with a set of tools connected to their business sector to start an income generating profession, 60 apprenticeship agreements are signed with private enterprises,
- ❖ The foundation bodies, Parents Teachers Association and Board of Governors of 6 vocational training institutions (VTIs) have a clear understanding of their role in the management and the governance of their institutions to enhance efficiency, stewardship and strategic planning, Management teams and bursars of 6 VTIs are running their institutions efficiently, Instructors of 6 VTIs can confidently design a curriculum and deliver, Exchange of knowledge and experiences is encouraged through learning exchange visits among the VTIs and other relevant training institutions in the region,
- ❖ Officials of 5 local governments (LGs) are proficient in Project Cycle Management, LGs have successfully implemented activities of the ongoing project and designed and presented one project proposal for vulnerable youth to possible donors and LGs have successfully included the training of 50 youths in their strategic planning and annual budget for 2018/2019.

1.2 Objective of the Evaluation Study

The main purpose of this assignment was to evaluate the project in terms of process, outcomes and impact with the aim of improving the quality of similar projects in future as well as generating information for funders, policy and decision makers.

1.3 Evaluation Scope

The study was conducted across five West Nile Districts and six technical institutions. Data was collected on the project processes and outputs from the implementing partners, project outcomes and lessons learnt were generated from all the key stakeholders including direct beneficiaries, VTIs, artisans and entrepreneurs, LGs and communities within the area of project implementation.

1.4 Evaluation Methodology

APS Research and Consults Ltd used a cross-design of qualitative and quantitative approaches for data collection and analysis. Cluster sampling technique was used to draw samples of the final beneficiaries across the five Districts using a pretested general questionnaire to generate information on the project impact. Non-probability sampling techniques of purposive and snowball sampling approaches were also used for key informant interviews and in-depth interviews to further examine the project impact at the perspective of the vocational training institutions, artisans and entrepreneurs, local governments, BOG/PTAs of the VTIs and communities in West Nile.

1.5 Evaluation Sample

The target population was vulnerable children and youth aged 14 years and above trained and supported with start-up toolkits under the project, Vocational Training Institutions (VTIs), BOG/PTA of the VTIs, Artisans and entrepreneurs, local governments and community leaders.

The estimated evaluation population target size was 1,500 youth trained and supported with start-up toolkits to start income generating activities. However, for the purpose of this evaluation survey an estimated population size (Sample population) of 200 project beneficiaries was drawn, 7 VTI staff including head teachers/principals and heads of department involved in the skills training were interviewed in each of the 6 VTIs. At least 6 artisans and entrepreneurs were drawn per District, at least 12 local government staff were involved in key informant interviews, at least 2 BOG/PTA members per district were taken through in-depth interviews and at least 12 community opinion leaders per District were administered a key informant interview.

1.6 Evaluation Tools

General questionnaires: closed questions with limited choices of responses were employed i.e. Yes/No and range of possible opinion. On issues of income generating activities and general livelihood of beneficiaries, open-ended questions were post coded and used especially on economic status. All the questionnaires were designed in English, but the Research Assistants (RAs) administered the questionnaires in local languages of Kakwa, Madi or Lugbara depending on District of residence that were pre-tested during the one-day training of Research Assistants.

The RAs administered 404 questionnaires in all the five Districts; each District took 50 questionnaires. Every individual RA administered 74 questionnaires apart from the RA for Arua District who had 99 questionnaires due to the bigger number of beneficiaries from the District which prompted a bigger number to be sampled, at least 10 per day for the 10 days of the evaluation study.

Key informants Interview schedules: Key Informant interviews were used to collect data from key persons in the five Districts. These key persons included the CAO, DCDO, District Planner, DEO, SPWOs, Sub-County Chiefs, LC Vs/IIIIs, Secretary Social Services, Sub-County CDOs, District Youth Chairperson and the District Male and Female Youth representatives.

Guide for focus In-depth interviews: Two BOG/PTA members were in the VTIs comprising of 1 BOG and 1 PTA member per VTI.

Documentary review: ACAV project documents were reviewed by the head of the research team from APS Research and Consults Ltd to understand the project and gather information on project accomplishments, M&E framework and tools, budgets vis a vis actual spending, human resource and work plans/activity plans. The baseline survey report was reviewed to obtain status score of the project before implementation to ascertain the magnitude of change caused by the project.

2.0 Introduction

This chapter presents an in-depth analysis of the study findings organized according to the three specific objectives of the EASY project. The sample characteristics of each target group including youth beneficiaries, VTIs and Local Governments has been analyzed according to the study objectives.

2.1 Increased access to labour market through non-formal skills training and apprenticeship to promote meaningful integration of 1,500 youth in society.

2.1.1 Sample characteristics of the youth interviewed

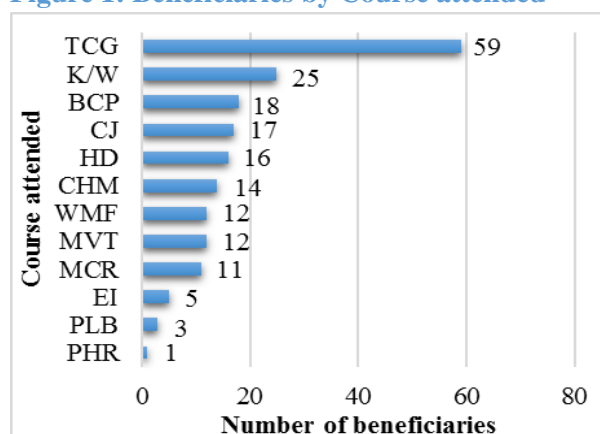
The sample characteristics of the youth beneficiaries has been defined by sex, age group, marital status, course and VTI attended, and District of origin. The details of the study findings are presented as follows;

Table 1: Gender, age group and marital status distribution

Variable	Frequency	Percentage
Sex		
Female	112	58%
Male	81	42%
Age group		
18 - 21	133	69%
22 and above	32	16.5%
14 - 17	28	14.5%
Marital status		
Single	146	76%
Married	45	23%
Separated	2	1%

Source: Evaluation study data, 2019

Figure 1: Beneficiaries by Course attended



Source: Evaluation study data, 2019

Consistent with the fact that slightly more female youth benefited from the EASY project, it has been manifested in the fact that 58% of the respondents were female compared to 42% of their male counterparts.

Majority of the youth were between the age group of 18 to 21 implying that the project met is intended target of youth 14 – 19 years of age.

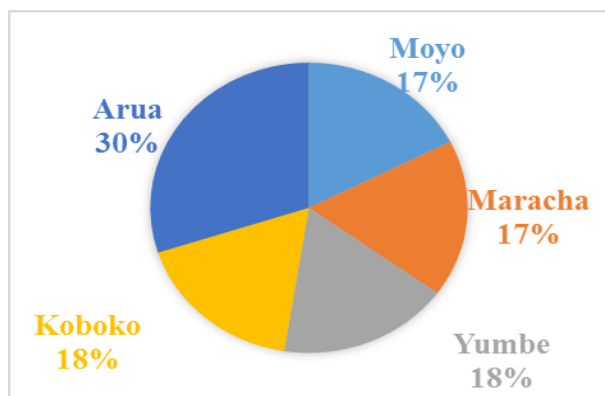
Only 23% youth beneficiaries were married at the time of the study compared to 76% being single implying that the business and life skills instilled in the youth yielded positive fruits as the youth have not engaged in early marriage and might have avoided early pregnancies.

More vulnerable youth enrolled to attend TCG (Tailoring and garment Cutting), resulting in more respondents (59 youth) mostly family interviewed during the study.

While the lowest courses attended are PHR with only 1 respondent interviewed, PLB (Plumbing) with 3 and EI (Electrical installation) with 5 respondents.

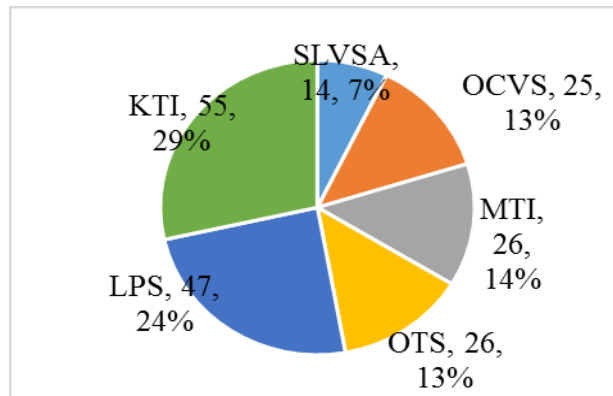
Majority youth choose to attend courses like K/W, BCP, CJ and HD hence the relatively higher interviewees compared to the other traders earlier highlighted above.

Figure 2: Youth respondents by District



Source: Evaluation study data, 2019

Figure 3: Youth by Institutions attended



Source: Evaluation study data, 2019

Moyo, Maracha, Yumbe and Koboko Districts had slightly the same percentage of beneficiaries interviewed during the evaluation study. Arua District had the highest number of beneficiaries interviewed as shown in fig 2 above as more youth beneficiaries were enrolled for EASY project than the other Districts. Koboko Technical Institute (KTI) and Lodonga Polytechnic School (LPS) had more beneficiaries interviewed compared to the rest consistent with the fact that more youth were trained from these VTIs. Meanwhile, the lower the enrolment, the lower the number of beneficiaries reached as evidenced by the number of beneficiaries interviewed from Anyivu.

2.1.2 Economic Status of the beneficiaries

The study focused on the status of starting IGA, ownership type and location, average monthly income and saving culture among the beneficiaries and the following were the findings;

Table 2: Engagement of beneficiaries in IGAs

Variable	Frequency	Percentage
Status of IGA		
Not started	22	11%
Started	171	89%
Location of IGA		
Urban	63	33%
Rural	130	67%

Source: Evaluation study data, 2019

89% of the beneficiaries interviewed were found to have started IGAs compared to the project target of 95% with majority 67% of them running their IGAs in the rural setting. The beneficiaries cited the location of their homes in rural areas to have influenced them to operate their IGAs in that setting. While the 11% who had not started IGAs cited the loss of start-up tool kits, restriction by partners after marriage, incomplete tool kit and no start-up capital as reasons for not starting/running IGAs.

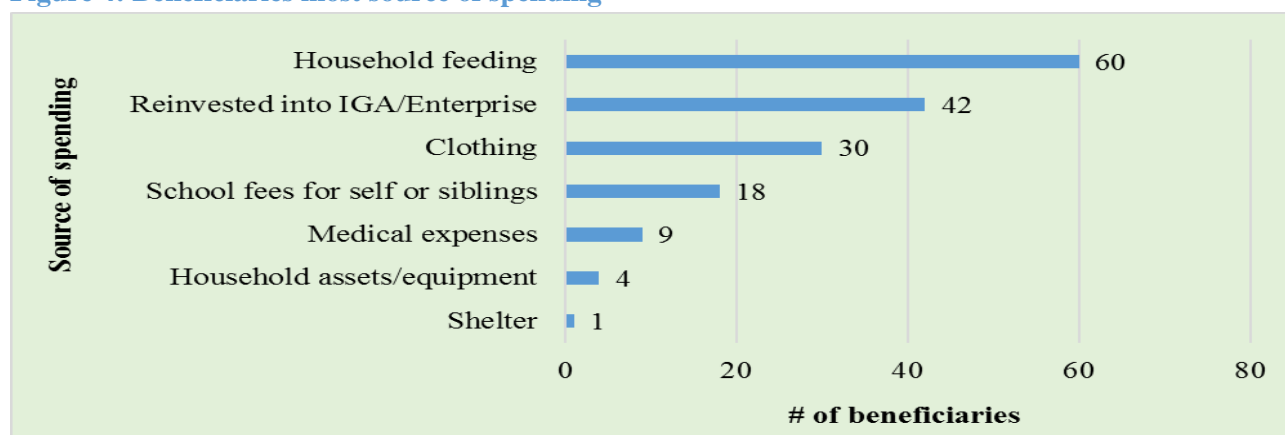
Table 3: Average Monthly Income statistics

Variable	N	Sum	Mean
Ave. monthly income	192	10,101,000	52,609

Source: Evaluation study data, 2019

The average monthly income of a beneficiary is Ugx.52,609. This implies that with a target population of 1,500 beneficiaries over the three years, the beneficiaries generate a monthly income of Ugx.78,913,500. At this rate, if the beneficiaries continue to run their IGAs without major setbacks, the estimated annual income will be Ugx.946,962. Conversely, the daily income per beneficiary is Ugx.2,505 considering 21 working days in a month. This approximates to less than \$1 income per day for each beneficiary. These indicators point to economic boom in the long-run. Beneficiaries were unable to account for all the monthly income earned and therefore difficult to ascertain the monthly expenditure due to poor record keeping.

Figure 4: Beneficiaries most source of spending



Source: Evaluation study data, 2019

The most source of spending for the beneficiaries is household feeding as portrayed by 60 responses from the youth. The least source of spending being shelter and household assets. This is evident that the project dealt with vulnerable youth whose immediate needs are basic and upon completion of the training cycle they strive to change the conditions of the households in the short-run while investing in the IGA as a sustainability strategy.

Table 4: IGA ownership and legal documentation

Variable	Frequency	Percentage
IGA ownership		
Partners	3	2%
A group	28	16%
An employee	38	22%
An individual	103	60%
Partnership agreement		
Signed	3	23%
Not signed	10	77%
Formal employment contract		
Signed	9	23%
Not signed	30	77%
Group Constitution		
Available	7	30%
Not available	16	70%

Source: Evaluation study data, 2019

The evaluation study reveals that though most beneficiaries owned the IGAs at individual level, those that run the IGAs in partnership showed that only 23% of them signed partnership agreements, and those with employment contract are 23%. However, those who managed IGAs in groups did not have with them group constitution to guide their daily running operations, a high percentage of 70% which clearly shows that most youth do not have knowledge or do not know the importance of signed employment documents.

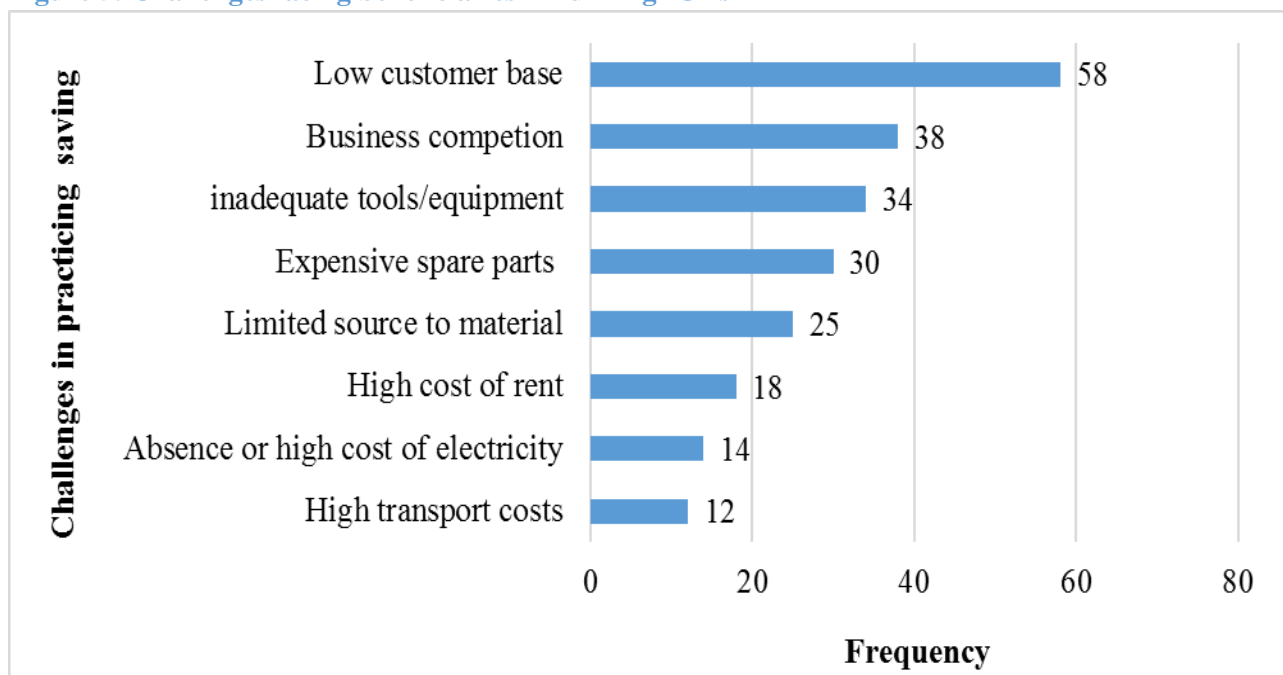
Table 5: Beneficiaries' Saving Practice

Variable	Frequency	Percentage
Saving status		
Does not save	23	13%
Saves	161	88%
Institutions for savings		
ROSCA	8	5%
Banks	18	12%
Home (Relative or Self)	26	17%
SACCO	29	19%
VSLA	34	22%
Phone (Mobile money)	41	26%
Reasons for not saving		
Limited knowledge	1	7%
Lack of interest to save	3	21%
Insufficient income	10	71%

88% of the beneficiaries claimed to be practicing saving mainly in their mobile money accounts and VSLAs which are quite accessible at the rural location where the beneficiaries are running their IGAs and are some of the most sustainable approaches to savings. Since, in the short-run the youth may not raise sufficient income to sustain saving in the SACCOs and Banks which in themselves require a lot of documentation. The major reason why some beneficiaries are not saving is insufficient income.

Source: Evaluation survey data; 2019

Figure 5: Challenges facing beneficiaries in running IGAs



Source: Evaluation study data, 2019

The major challenges facing beneficiaries in running their IGAs include low customer base, business competition and inadequate tools/equipment. The beneficiaries claimed the most important parts of the tools were left out especially youth beneficiaries of plumbing who complained of no tools for borehole repairs.

Table 6: Mitigation measures employed by the youth in managing IGAs amidst the challenges

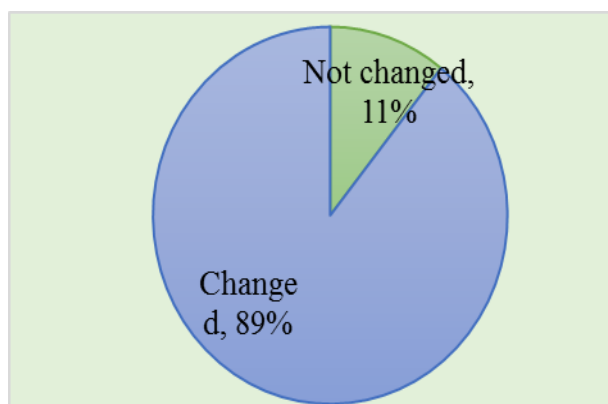
Mitigation measures employed by the youth	Frequency	Percentage
Maintaining a good customer care	25	13%
Operating alternative business	25	13%
Hard work and persistence	24	12%
Creativity (better designs, price cuts and ready products)	19	10%
Acquiring more tools	18	9%
Getting loans to boost capital	16	8%
Maintaining the given tool by regularly servicing it	14	7%
Getting cheaper means of transport	13	7%
Networking with colleagues	13	7%
Renting cheaper places to cut costs	8	4%
Team working and interchanging tools	7	4%
Marketing and advertising	5	3%
Acquiring alternative power sources	5	3%
Saving income for future use	4	2%
Attaining more skills through trainings	3	2%

Source: Evaluation study data; 2019

The beneficiaries are using assorted approaches to mitigate challenges of starting or running IGAs among others including but not limited to; maintaining good customer care, operating alternative businesses to diversify their investments, hard work and persistence in the wake of completion from established competitors, creativity (better quality designs, price cuts and ready products) and acquisition of more tools and equipment.

2.1.3 Social status of the beneficiaries

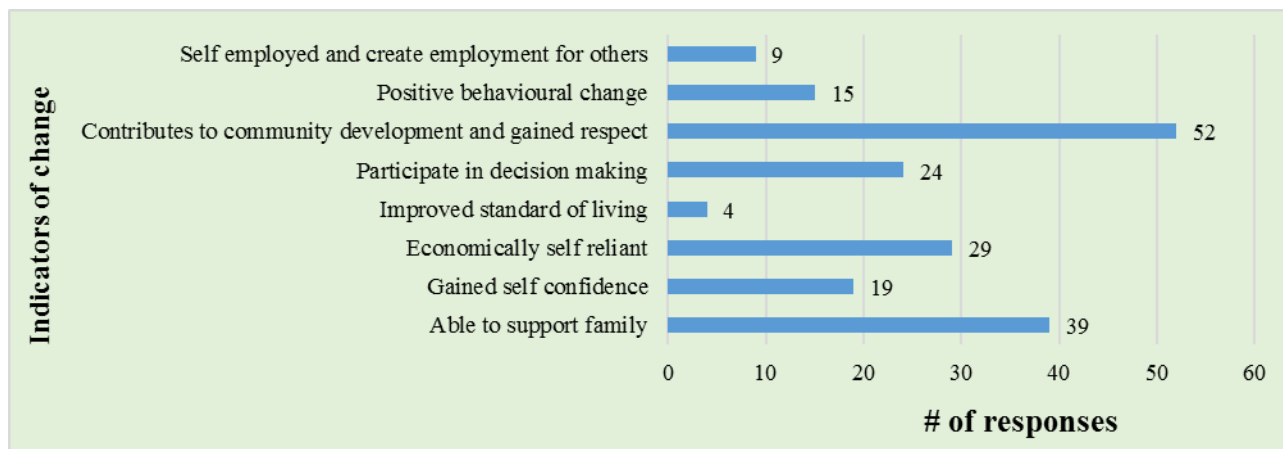
Figure 6: Change in social status of beneficiaries



Source: Evaluation study data, 2019

Only a proportion of 11% of the total beneficiaries claimed to have not experienced change in their socio-economic condition mainly because most of them had not started IGAs to witness the change while 89% of them experienced change in their socio-economic condition. However, this change may be subjective but the youth reached could manifest in their general appearance, narration of their capabilities among others revealed that the project has caused the desired socio-economic change it aspired to attain in the youth.

Figure 7: Indicators of change in socio-economic condition



Source: Evaluation Study Data, 2019

Beneficiaries were able to indicate that the reasons for a positive change or improvement in their socio-economic condition is a result of contributing to community development which has earned them respect, ability to support their families and being economically self-reliant.

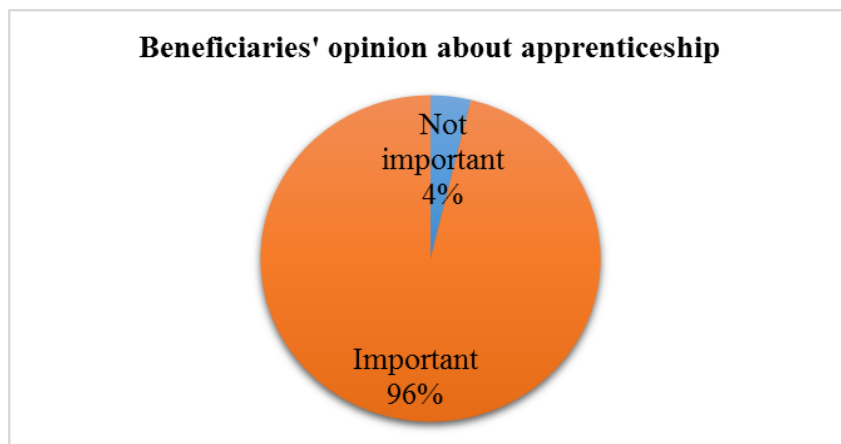
Table 7: Beneficiaries’ involvement in decision making

Variable	Frequency	Percentage
Decision Making		
Not involved	63	33%
Involved	130	67%
Level involved		
Local government	10	5%
Community	59	28%
Household	67	32%
Group	72	35%

Source: Evaluation survey data; 2019

The beneficiaries’ level of involvement in decision making is at 67% upon completion of the training cycle. However, the beneficiaries are more involved in decision making at the household level where their immediate impact is felt though gradually this will extend to the group and community level as some are already participating in decision making at that level.

Figure 8: Beneficiaries' opinion about apprenticeship



Source: Evaluation survey data; 2019

Fig. 8 shows that 96% of the respondents interviewed

appreciated the importance of apprenticeship and mentorship program because they learnt more practical skills not taught in VTIs, job experience and some got employed right from apprenticeship centers and others got linkages and synergies to potential opportunities.

Table 8: Benefits and challenges of apprenticeship and mentorship

Variable	Frequency	Percentage
Benefits of apprenticeship		
More practical skills	125	60%
More hands-on work (practical's)	46	22%
Exposure to jobs	14	7%
Job opportunities	9	4%
Received payment during the training	5	2%
More friends	4	2%
Acquired business skills	3	1%
Gained confidence in personal work	2	1%
Challenges associated with apprenticeship		
No access to centers	4	40%
Unknowledgeable trainer	3	30%
Limited equipment for use	2	20%
Similar skills taught	1	10%

Source: Evaluation survey data; 2019

Some of the challenges encountered from the apprenticeship program are some of the beneficiaries did not have ease of access to the apprenticeship centers due to remote location, limited knowledge of some of the mentors and limited equipment for use in the apprenticeship centers.

Table 9: Beneficiaries' use of start-up kits

Variable	Frequency	Percentage
Status of start-up kits		
In use	159	82%
Not in use	34	18%
Reasons for not using the kit		
Got employed	12	63%
Start-up tool kit has missing parts	5	26%
Tool kit is spoilt	3	16%
Tool is stolen	1	5%

Source: Evaluation survey data; 2019

Up to 82% of the beneficiaries have put the start-up kits into the right use meanwhile 18% of them cited reasons like got employed, start-up kit has missing parts and the kit is spoilt among others. (22.9%).

Table 10: Beneficiaries' sustainability of the start-up toolkits

Variable	Frequency	Percentage
Acquired more tools		
Yes	88	46%
No	104	54%
Reasons for not acquiring more tools		
No need for more tools	60	50%
High cost of tools	25	21%
Low income from IGA	24	20%
High dependency burden	10	8%

Source: Evaluation survey data; 2019

Table 10 reveals that 54% of the beneficiaries have not acquired additional tools as a sustainability strategy for the IGAs due reasons they claim that they do not need more tools, the cost of tools is high and they have low income from the IGA. However, up to 46% of the beneficiaries are sustaining their IGAs by acquisition of more tools and equipment.

2.1.4 Youth access to Government Programs

Table 11: Youth beneficiaries and government programs

Variable	Frequency	Percentage
Benefit from government programs		
Benefited	19	10%
Not benefited	174	90%
Government programs		
Operation Wealth Creation (OWC)	1	3%
Northern Uganda Social Action Fund (NUSAF)	2	6%
Peace and Recovery Development Programme (PPRDP)	4	13%
Community Demand Driven (CDD)	10	31%
Youth Livelihood Program (YLP)	15	47%

Source: Evaluation Survey data, 2019

90 in every 100 youth beneficiaries reached through face-to-face interviews in the West Nile Sub-region confirmed that they have never benefited from Government programs in their various home Districts either in the past or at present. However, 10% of the youth confirmed that they benefited from government programs more specifically the Youth Livelihood Program. This explains the reason why the youth in the West Nile Sub-region are dependent on youth skilling projects by development partners like ACAV to gain non-formal skills. To the youth, there is a minimal Local Government intervention in skills development and economic empowerment for youth.

2.2.0 Voices of the community about the EASY Project

Assorted community members were drawn ranging from elders, community leaders, opinion leaders, youth leaders, and women leaders, retired civil servants, and youth peer groups among others. This was to fulfil the participatory approach employed in the evaluation and to ensure that the study derives the enormous associated benefits of participatory evaluation. The study findings are presented in the subsequent sections;

2.2.1 Bio data of community members interviewed

The profile of the community members interviewed to participatory evaluate the impact of the EASY project on the youth is summarized as in the table 12 below;

Table 12: Profile of Community Respondents

Variable	Frequency	Percentage
Sex of respondent		
Female	21	35%
Male	39	65%
Marital Status		
separated	1	2%
single	6	10%
married	53	88%
District of respondent		
Moyo	10	17%
Maracha	11	19%
Arua	12	21%
Yumbe	12	21%
Koboko	13	22%
Education Level		
None	1	2%
Secondary	13	22%
Primary	23	38%
Tertiary	23	38%
Place of resident		
Urban	18	31%
Rural	40	69%
Employment status		
Unemployed	13	25%
Formally employment	18	34%
Self-employment	22	42%

Source: Evaluation survey data, 2019

The study targeted community members whose profiles are as follows; 65% of the members were male compared to 35% female, 88% of them were married compared to only 10% single. Nearly equal proportion of the community members were drawn across the five Districts of the West Nile Sub-Region where the EASY project was implemented. Of those community members interviewed, most of them were residing in the rural areas were majority of the youth are running their IGAs. Equal proportion or 38% attained at least primary and tertiary level of education, 42% of them were self-employed, 34% formally employed and only 25% unemployed. This provides a rich profile of informed community members to provide honest opinion about the project.

2.2.2 Community perspective on youth having IGAs

Table 13: Community perspective on the Youth and IGAs

Variable	Frequency	Percentage
Youth involvement in IGAs		
Involved	54	90%
Not involved	6	10%
Youth IGA		
Agriculture	28	42%
Boda Boda	24	36%
Retail trade	15	22%
Source of youth spending		
House hold feeding	36	23%
Clothing	32	21%
Re-invested into IGA	21	13%
Airtime	17	11%
Medical	15	10%
School fees	13	8%
Household assets	12	8%
Shelter	10	6%

Source: Evaluation study data, 2019

90% of the community members confirmed that the youth are engaged in IGAs consistent with the 89% of the beneficiaries who claimed the same. According to the community, youth are involved in Agriculture and Boda Boda with exception of 22% involvement in retail trade. The community alluded to the claim of the beneficiaries that the spend most of their income on household feeding, clothing and reinvestment in IGAs for sustainability. However, some members added that the youth spend on airtime critical for social networking and associated use.

2.2.3 Community perspective on youth and savings

Table 14: Community perspective on Youth and savings

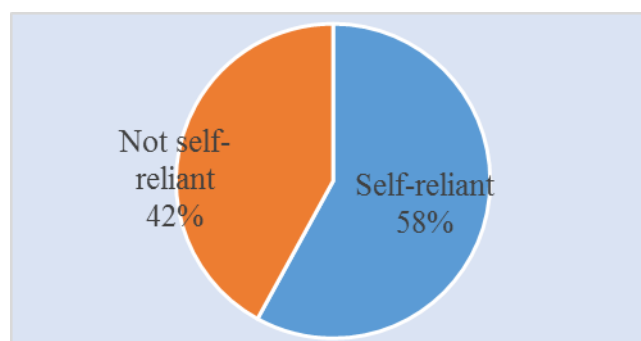
Variable	Frequency	Percentage
Youth involvement in Savings		
Yes	49	82%
No	11	18%
Saving Arrangement		
VSLA	25	30%
Mobile Money	19	23%
SACCO	18	22%
With self or relative	14	17%
ROSCA	5	6%
Bank	2	2%
Reasons why youth do not save		
Insufficient income	3	33%
Limited access to FI	2	22%
Limited knowledge of FI	2	22%
Lack of interest to save	1	11%
Loss of trust in FI	1	11%

Source: Evaluation study data, 2019

There is high perception among the community members interviewed that the youth save part of their earnings and this to them is mostly done in VSLAs and mobile money accounts. The community also cited insufficient income and limited knowledge about financial institutions to be the reasons why some youth do not to save.

2.2.4 Community perspective on youth economic self-reliance

Figure 9: Youth Economic Self-reliance

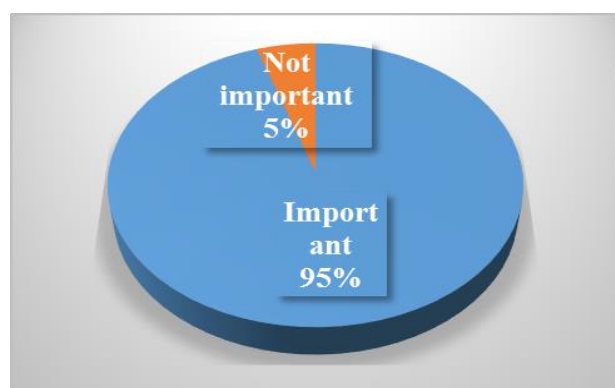


Source: Evaluation study data, 2019

The community shared their views that majority of youth in their local communities are independent as most are involved in IGAs which makes them economically self-reliant though up to 42% are still reliant on their parents/guardians for a living. This economic self-reliance has not come from nothing but interventions like the ACAV/KTI-EU project and the EASY project which empowered the youth with skills and start-up toolkits.

2.2.5 Community perspective on the importance of skills training for youth

Figure 10: Importance of skills training for youth



Source: Evaluation study data, 2019

The study reveals that 95 in every 100 community members believe that skills training for youth is very important and therefore needs to be promoted to instill skills for self-reliance. This importance is tagged to the enormous benefits of the EASY project and other similar ones that have immensely contributed to change in the youth.

2.2.6 Community perspective on youth access to Government programs

Table 15: Youth and Government programs

Variable	Frequency	Percentage
Youth benefit from government		
Yes	32	54%
No	27	46%
Government programs benefitting youth		
YLP	25	41%
CDD	11	18%
NUSAF	10	16%
OWC	10	16%
PRDP	5	8%

Source: Evaluation study data, 2019

54% of the community members believe that youth benefit from Government programs like YLP, CDD, NUSAF and OWC while 46% claimed that youth do not benefit from Government Programmes evident in the proportion of only 41% youth benefiting from YLP and presumed to be prioritized for the EASY project beneficiaries and other youth with similar skills who would otherwise make good use of the project resources.

2.2.7 Community perspective on youth involvement in decision making

Table 16: Youth involvement in decision making

Variable	Frequency	Percentage
Youth involvement		
Involved	54	90%
Not involved	6	10%
Level of involvement		
Community	40	39%
Group	26	25%
Household	24	24%
Local Government	12	12%

Source: Evaluation survey data, 2019

Though a few youths are not involved in decision making among their communities, majority 90% upon completion of the skills training are seen to participate in community, groups and at household level decision making. This involvement is critical in enhancing youth participation in resource allocation and voicing of their views in the process of planning for youth initiatives resulting to ownership and sustainability of youth projects.

Table 17: Community perspective on School dropout

Variable	Frequency	Percentage
School drop out		
There are cases	57	95%
There are no cases	3	5%
Causes of school drop out		
Peer influence	37	16%
No school fees	35	15%
Early marriage	34	15%
Unwanted pregnancies	30	13%
Death of parent	26	11%
No scholastic materials	24	10%
Poor academic performance	24	10%
Bad treatment by teacher	12	5%
Inadequate food at home	9	4%

Source: Evaluation survey data, 2019

95 in every 100 community members claim that school dropout exists in their community citing reasons like peer influence, no school fees, early marriage and unwanted pregnancies among others

2.3.0 Enhanced institutional capacity of 6 VTIs in management and governance in provision of quality vocational education and training.

2.3.1 Functionality and management composition of VTIs

Table 18: Functionality and structure of VTI management

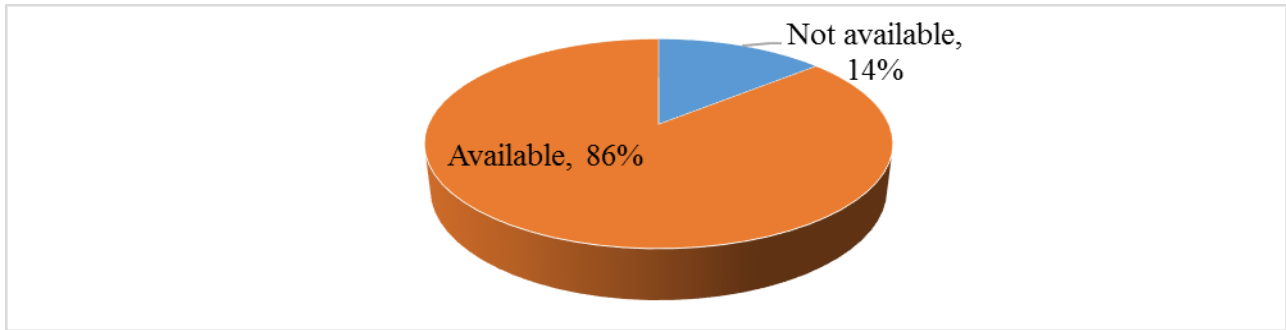
Variable	Frequency	Percentage
VTI has functional management		
Yes	36	100%
Composition of VTI management		
BOG	16	20%
Staff	16	20%
PTA	15	18%
Head teacher	10	12%
Dean of students	10	12%
Local Government representatives	8	10%
Heads of departments	7	9%

Source Evaluation study data, 2019

All the VTIs (100%) claim that they have fully functional management with staff members and BOG taking the lead. The administration and local government representatives also form part of the management team though with a lesser representation.

2.3.2 Strategic planning in VTIs

Figure 11: Availability of Strategic Plans in VTIs



Source: Evaluation Survey data, 2019

86% of the VTIs claimed to have strategic plans while the VTIs without it attributed it to limited time and resources to have it in place.

2.3.3 VTI Planning and Budgeting

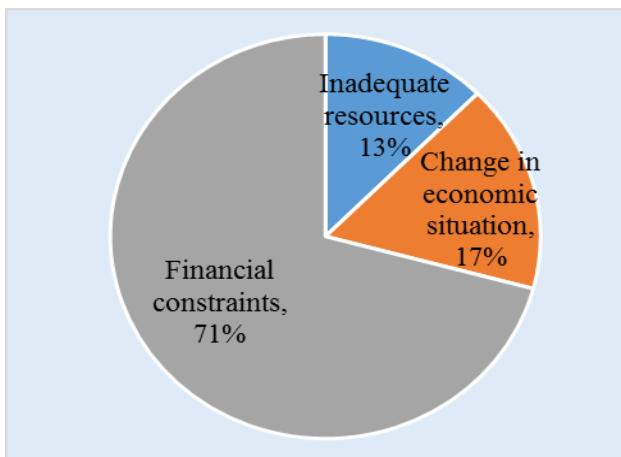
Table 19: Status of VTI plans and budgets

Variable	Frequency	Percentage
VTI has annual work plan and budget		
Yes	36	100%
VTI achieves all its plans and budgets annually		
Yes	8	22%
No	28	78%

Source: Evaluation study data, 2019

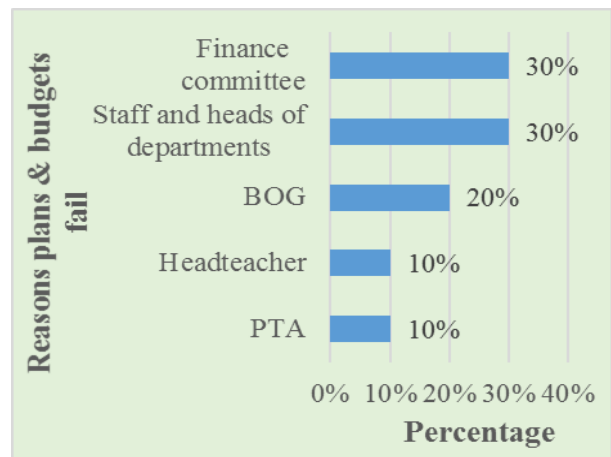
All (100%) of the VTIs prepare work plans and budgets annually. 78% of the stakeholders claim that VTIs do not achieve all their plans and budgets annually due to limited time and finances while only 22% claim that VTIs achieve their plans and budgets every financial year.

Figure 12: Reasons VTI plans and budgets fail



Source: Evaluation Study data, 2019

Figure 13: Stakeholders in Planning and Budgeting



Source: Baseline Study data, 2019

Though all stakeholders are involved in the VTI planning and budgeting process; they are not proportionally represented. The planning and budgeting process are done more by the finance committee and heads of departments while the PTA are the least involved.

2.3.4 Internal checks and controls in VTI management

Table 20: Status of Internal Checks and Controls in VTI

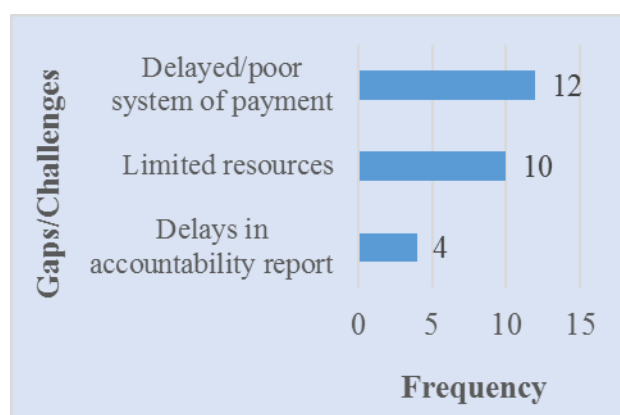
Variable	Frequency	Percentage
Availability of internal checks and controls		
Available	34	94%
Not Available	2	6%
Internal checks and controls used		
Auditing	12	44%
Books of accounts	9	33%
Routine supervision	4	15%
PPDA Supervision	2	7%

Source: Evaluation study data, 2019

A significant proportion of respondents (94%) from the VTI acknowledged the availability of internal checks and controls to ensure compliance in the utilization of financial resources but mostly PPDA and Routine supervision has been the least used internal checks and controls meanwhile auditing and use of books of accounts are the most commonly used checks and controls.

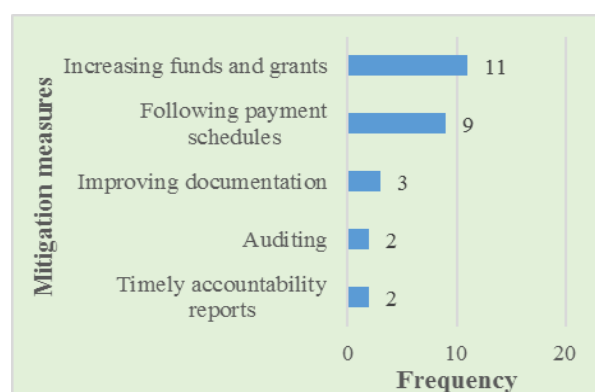
2.3.5 Gaps in VTI financial management systems

Figure 14: Gaps/Challenges



Source: Evaluation study data, 2019

Figure 15: Mitigation measures



Source: Evaluation study data, 2019

Delayed payments and limited resources/funds have been identified as the major gaps in VTI financial management system. To mitigate these gaps a large proportion of respondents suggested the increase in funds given to VTIs and following payment schedules so as to mitigate management weaknesses.

2.3.6 Management of assets in VTIs

Table 21: Stock taking in VTIs

Variable	Frequency	Percentage
Stock taking of assets		
Yes	35	97%
No	1	3%
Frequency		
Termly	29	83%
Annually	4	11%
Monthly	2	6%

Source: Evaluation study data, 2019

VTIs take stock of their assets on termly basis as evident in 97% of the respondents agreeing that VTIs take stock of their assets and 83% of them claim the stock taking is done termly.

2.3.7 Managing VTIs through planning meetings

Table 22: Planning meetings and areas of focus

Variable	Frequency	Percentage
Management holds planning meetings		
Yes	36	100%
Frequency of meetings		
Termly	22	63%
Monthly	10	29%
Annually	3	9%
Purpose of planning Meetings		
To evaluate performance of staff and students	15	56%
To discover weaknesses and strengths in management	7	26%
For planning and checking the level of progress	5	19%

Source: Evaluation study data; 2019

The study reveals that all VTI managements hold planning meetings which was not the case at baseline. The EASY project enhanced meetings being held termly and some VTIs monthly. The major purpose of such management planning meetings is to evaluate performance of staff and students according to the respondents.

2.3.8 Follow-up of resolutions from meetings

Table 23: Person(s) involved in follow-up of resolutions

Variable	Frequency	Percentage
Action points are followed up		
Yes	34	97%
No	1	3%
Persons responsible to follow up resolutions		
Head teacher	13	48%
Supervising team	6	22%
BOG	5	19%
PTA	3	11%

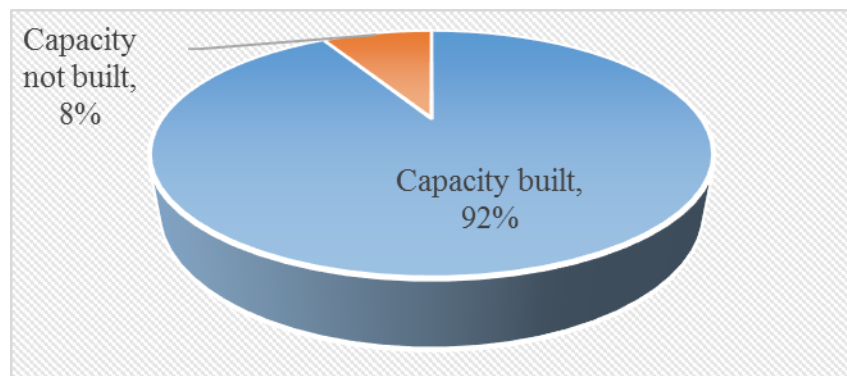
Source: Evaluation study data, 2019

Meeting resolutions are followed but only by senior managers (Head teacher) while BOG and PTA sometimes don't follow-up meeting resolutions. The reason for not following up resolutions is lack of funds for the exercise.

2.3.9 Management staff capacity building

The survey focused on three areas one being the involvement of management staff in capacity building training, suggested areas for more capacity building and CSO/bodies involved in supporting VTI management in capacity building initiatives. The following figures 16 and 17 presents the study findings;

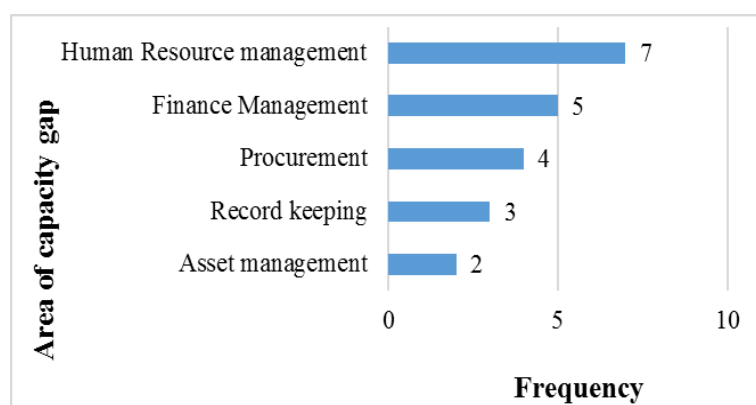
Figure 16: Status of management staff capacity built



Source: Evaluation study data, 2019

92% of the management staff are not capacity built due to lack of funds to hire resource persons to facilitate the capacity building, only 8% of management staff are claimed to have undergone capacity building in the various VTIs.

Figure 17: Areas proposed for capacity building of VTI management



Source: Evaluation study data, 2019

Human resource and financial management are the proposed areas for trainings as it scored the highest request by the VTIs management staff while asset management and record keeping scored the least in terms of need for capacity building.

2.3.10 Curriculum design and introduction of new non-formal courses

Table 24: Curriculum design and new non-formal courses introduced

Variable	Frequency	Percentage
Trained on curriculum design		
Yes	33	92%
No	3	8%
New courses over the last 3 years		
MCR	5	83%
PHR	1	17%

Source: Evaluation study data, 2019

A significant proportion (92%) of respondents confirmed that they were involved in curriculum design training and new non-formal courses were introduced across the VTIs over the 3 years.

2.3.11 VTI learning exchange visits

Table 25: VTI participation in learning exchange visits and lessons learnt

Variable	Frequency	Percentage
VTI participation in exchange visit		
Participated	36	100
Good practices learnt and replicated		
Performance of students		
Finance management		
Creativity and productivity		
Good administrative practice		
Appreciation of good performance		
Expanding revenue sources for VTIs		
Managerial Skills		
Differences in physical structures		

Source: Evaluation study data, 2019

As all the VTIs participated in learning exchange visits, they learnt a lot of good practices like improving students' performance, finance management, creativity and productivity among others which they tried to replicate in order to improve their different institution.

2.3.12 Availability of VTI M&E system

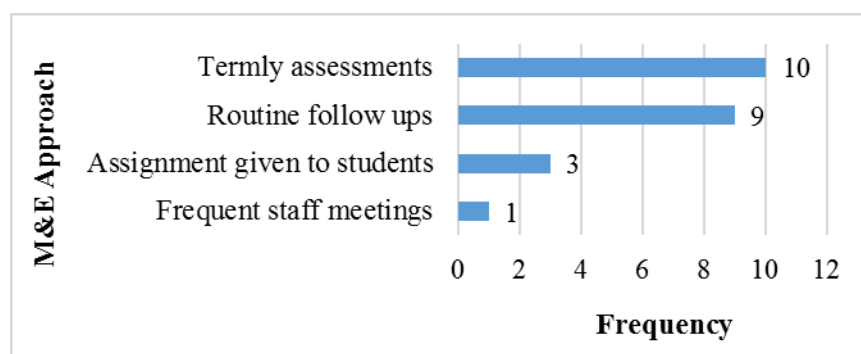
Table 26 and figure 18 presents findings on the M&E tools VTIs use and approaches employed in monitoring and evaluation by VTIs.

Table 26: VTI M&E System

Variable	Frequency	Percentage
Availability of VTI M&E system		
Available	34	97%
Not available	1	3%
M&E tools used for management systems		
Assessment record sheets	12	43%
Award of contracts	6	21%
Examination reports	5	18%
Service delivery reports	3	11%
Staff marking	2	7%

Source: Evaluation study data, 2019

Figure 18: M&E approaches employed by the VTIs

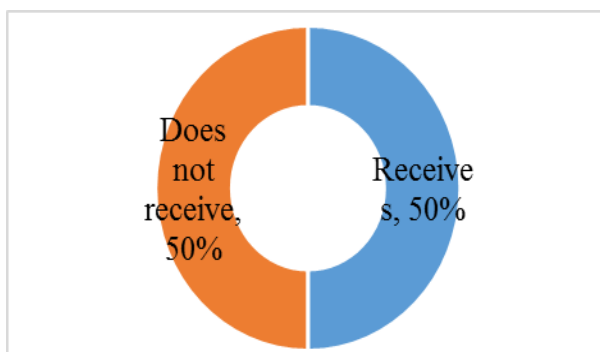


Source: Evaluation study data, 2019

97% of VTIs are claimed to have M&E systems and the most common approaches used include Termly assessments and Routine follow-ups of VTI graduates. The most popular M&E tools used are; assessment record sheets and award of contracts.

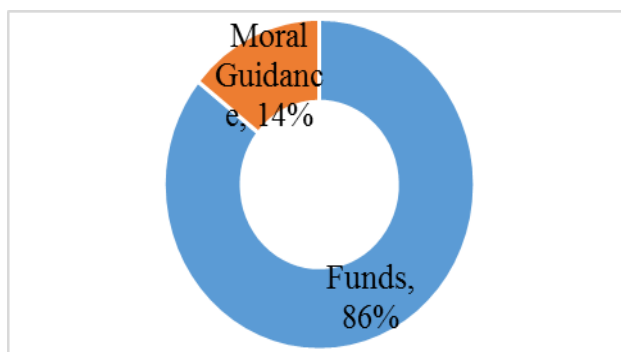
2.3.13 LG support to VTIs

Figure 19: Status of LGs support to VTIs



Source: Evaluation study data, 2019

Figure 20: Form of support to VTIs by LGs



Source: Evaluation study data, 2019

There were mixed responses of LG inform of financial and moral support to VTIs. Limited financial support from LGs to the VTIs include among others; empty promises, limited interest towards VTIs, not being licensed and inadequate funding of the Local Governments.

2.3.14 Similarities and differences of ACAV/KTI-EU and EASY projects

Table 27: Comparison of EASY and ACAV/KTI-EU projects

Variable	Frequency	Percentage
Involved in previous ACAV projects		
Yes	25	81%
No	6	19%
Similarities		
Give start up toolkits	11	65%
Offer similar services	6	35%
Differences		
Slight increase in funding with the EASY project	12	55%
Local government involvement in EASY project	6	27%
Reduction in training period	4	18%

Source: Evaluation study data, 2019

From the table above, 81% of the VTI staff interviewed were involved in previous ACAV/KTI-EU project and they claim the two projects were similar in that they all gave start-up kits and offered similar services. However, the value addition in EASY project was seen in the slight increase in funding, LG involvement and reduction in the training period.

2.3.15 Justification for project continuity/replication of similar project in the region

Table 28: Justification for continuity and replication of similar projects across the West Nile

Variable	Frequency	Percentage
Recommend continuity		
Yes	35	100%
Reasons for continuity		
High demand	20	63%
High rate of school dropout	8	25%
High illiteracy rate	4	13%
Good practices to replicate		
Consideration of youth skilling	8	36%
Stakeholder consideration	6	27%
Provision of startup tools	4	18%
Engagement of youth	4	18%

Source: Evaluation study data, 2019

All the VTI staff recommend continuity of the skills training projects to be scaled up to all West Nile Districts citing high demand for skills, high rate of school dropout and high illiteracy rate. The recommend the replication of the age bracket of youth, stakeholder involvement, and provision of start-up kits.

2.4.0 Information on the Institutional Governance and capacity of VTIs

The study sought the views and experiences of the School Management Committees and Parents Teachers Associations to understand the fulfilment of the project objective two. The findings of the study are as manifested in the section 2.4.0 sub-sections below;

2.4.1 Functionality of VTI BOG/PTA

Table 29: Functionality of BOG/PTA of the VTIs

Variable	Frequency	Percentage
Functionality of B.O.G/PTA		
Functional	11	100%
Composition of the BOG		
Teachers	9	23%
Parents	8	21%
LG representatives	8	21%
Old students	6	15%
Founder members	6	15%
Area committee members	1	3%
VTI Administration	1	3%

Source: Evaluation study data, 2019

The study revealed that all the respondents interviewed claimed the VTIs have functional BOG/PTA in place. The BOG/PTA representatives of VTIs are dominated by Teachers and LG representatives. The area committee members and VTI administration has the least representation on the BOG/PTA members.

2.4.2 Availability of BOG/PTA profiles and content

Table 30: Availability and content of BOG/PTA Profiles

Variable	Frequency	Percentage
BOG/PTA members have Profiles		
No	2	18%
Yes	9	82%
Contents of profiles		
Qualifications		
Age		
Gender		
Work experience		
Names		
Contacts/addresses		
Roles		

Source: Evaluation study data, 2019

Some BOG members claim they don't have profiles documented because the idea is a new undertaking while the PTA members seem not to understand what profiles contain, based on their responses. Though the majority BOG/PTA members 82% out of 100 respondents agreed that most of their member representatives have their profiles in place.

2.4.3 BOG/PTA orientation upon election/appointment

Table 31: Orientation status of BOG/PTA

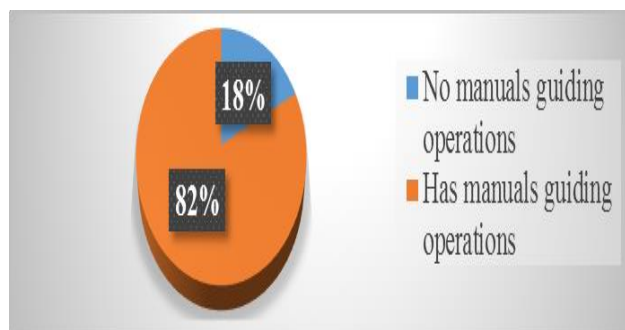
Variable	Frequency	Percentage
Orientation status of BOG/PTA		
Oriented	11	100%
Focus of BOG orientation		
Roles and responsibilities	6	35%
Monitoring of activities	3	18%
Close Supervision	3	18%
Disciplinary measures	2	12%
Internal control system of funds	1	6%
Resource mobilization	1	6%
Capacity building	1	6%
Roles and responsibilities of BOG/PTA		
Monitoring of VTI projects	5	26%
Supervise teachers	3	16%
Recruit staff	3	16%
Planning for the VTIs	3	16%
Resource mobilization	2	11%
Set rules and regulations	2	11%
Approve budgets	1	5%

Source: Evaluation study data, 2019

All the BOG/PTA members reached in this study acknowledged that they went through orientation. The BOG member's orientation mainly focused on the following thematic areas; Roles and responsibilities of BOG executive, close supervision of VTIs, Monitoring of VTI activities and disciplinary measures. The roles and responsibilities of the BOG/PTA among others include monitoring of VTI projects, supervising teachers, recruitment of staff, planning for the VTIs and resource mobilization.

2.4.5 Availability of BOG/PTA Governance Manual

Figure 21: Availability of Governance Manual for BOG/PTA



Source: Evaluation study data, 2019

82% of the respondents claimed that the BOG/PTA have a governance manual in the VTIs and these governance manuals are operational while 18% said there are no governance manual for BOG/PTA.

2.4.6 BOG/PTA meeting schedules and areas of focus

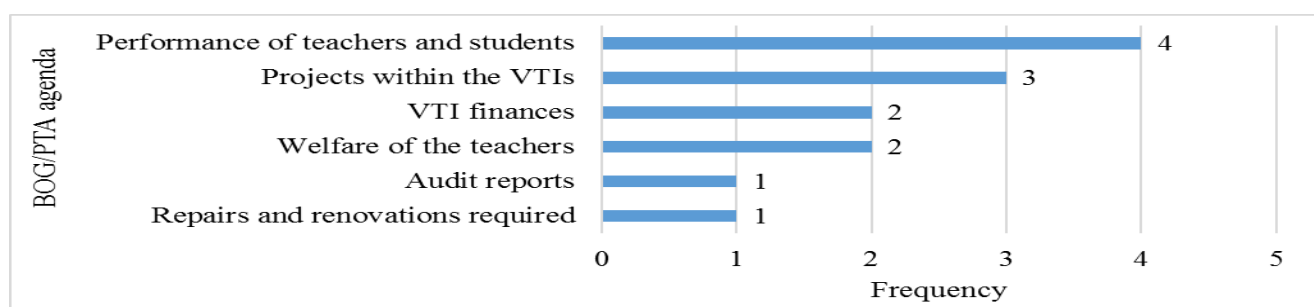
Table 32: BOG/PTA meetings schedules and areas of interest

Variable	Frequency	Percentage
B.O.G/PTA holds meetings		
Yes	11	100%
Status of BOG/PTA meetings		
Documented	11	100%
Frequency of meetings		
Monthly	1	11%
Quarterly	6	67%
Annually	2	22%

All the BOG/PTA members interviewed claimed they hold meetings of quarterly or sometimes annually and their meetings are always documented.

Source: Evaluation study data, 2019

Figure 22: Content of BOG/PTA meeting agendum



Source: Evaluation study data, 2019

The BOG meetings mostly focus or discusses matters regarding, performance of teachers, and projects within the VTIs, VTI finances and welfare of teachers

2.4.7 Follow-up of BOG/PTA resolutions

Table 33: Follow-up of BOG/PTA resolutions

Variable	Frequency	Percentage
Follow-up of BOG/PTA resolutions		
Resolutions followed	11	100%
Ways of resolution follow-up by BOG/PTA		
Departmental reports	3	30%
School visits	3	30%
Meetings	2	20%
Accountability on resource use	1	10%
Administrative reports	1	10%

Source: Evaluation study data, 2019

Both BOG and PTA follow-up resolutions. They follow-up these resolutions largely by means of school visits and departmental reports especially when they have planned activities.

2.4.8 Capacity building interventions for BOG/PTA

Table 34: Capacity building for BOG/PTA

BOG/PTA had their capacities built	Frequency	Percentage
Yes	11	100%

Source: Evaluation study Data, 2019

From the Table above. It shows that all the BOG/PTA members interviewed confirmed they had a chance for capacity building/training because some executive members are yet newly elected.

2.4.9 Monitoring and evaluation strategies employed by BOG/PTA

Table 35: Monitoring and evaluation strategies by BOG/PTA

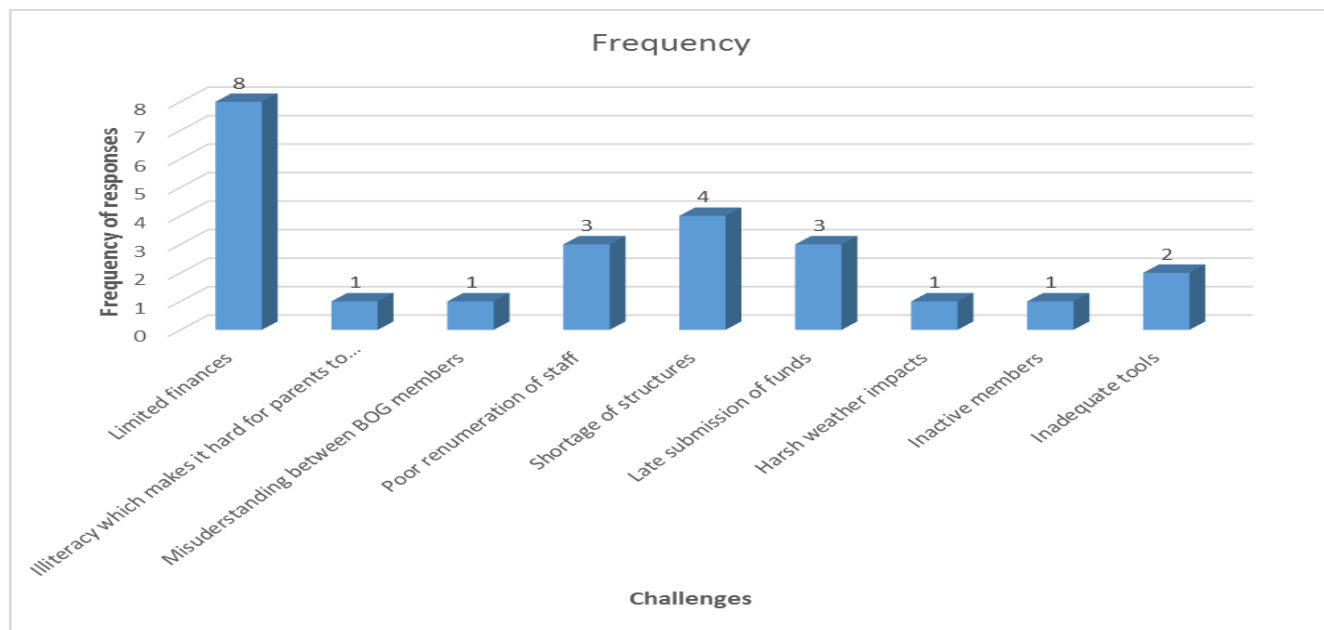
Variable	Frequency	Percentage
B.O.G/PTA monitors VTI operations		
Yes	11	100%
Frequency BOG/PTA monitors operations		
Daily	1	13%
Quarterly	1	13%
Monthly	3	38%
Termly	3	38%
M&E tools used		
Deliberate assemblies	1	8%
Physical supervision	1	8%
Teachers code of conduct	1	8%
Head teachers reports	2	15%
Lesson plans and files	2	15%
Performance trends	3	23%
Arrival registers	3	23%
Areas BOG/PTA monitors and evaluates		
Students/staff performance	2	18%
Finance management	2	18%
School activities	3	27%
Projects within the VTIs	4	36%

Source: Evaluation survey Data, 2019

All the BOG/PTA members interviewed acknowledged that as duo executive members of the VTIs they synergy to monitor the operations of the VTIs. According to them, they concentrate their efforts to monitor; projects within the VTIs, school activities, financial resource management and Students/staff performance.

2.4.10 Institutional Governance challenges by BOG/PTA

Figure 23: Institutional Governance challenges

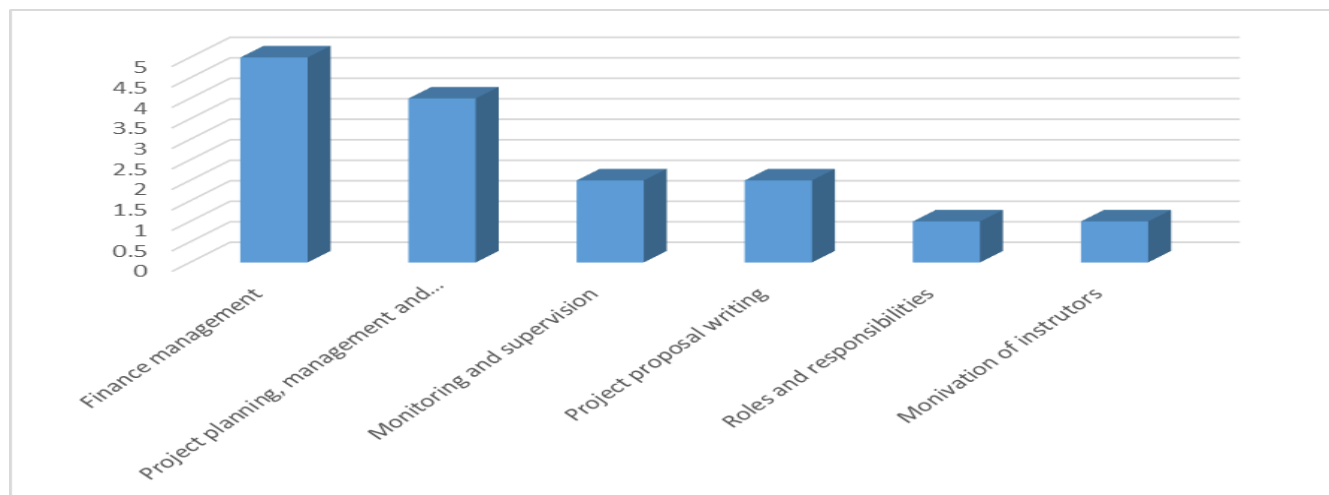


Source: Evaluation survey data, 2019

The main institutional governance challenges faced by BOG/PTA are; illiteracy among the parents', shortage of structures and inadequate tools to manage VTIs which makes work difficult for them.

2.4.11 Areas for BOG/PTA Capacity Building

Figure 24: Areas recommended for BOG/PTA capacity building



Source: Evaluation survey Data; 2019

Capacity building areas suggested by BOG include roles of BOG members, financial management skills, project proposal writing while the PTA suggested M&E methods, planning and budgeting. Upskilling is necessary considering that BOG/PTA are replaceable after expiry of their term of office.

2.4.12 BOG/PTA Comparison of ACAV/KTI and EASY Project

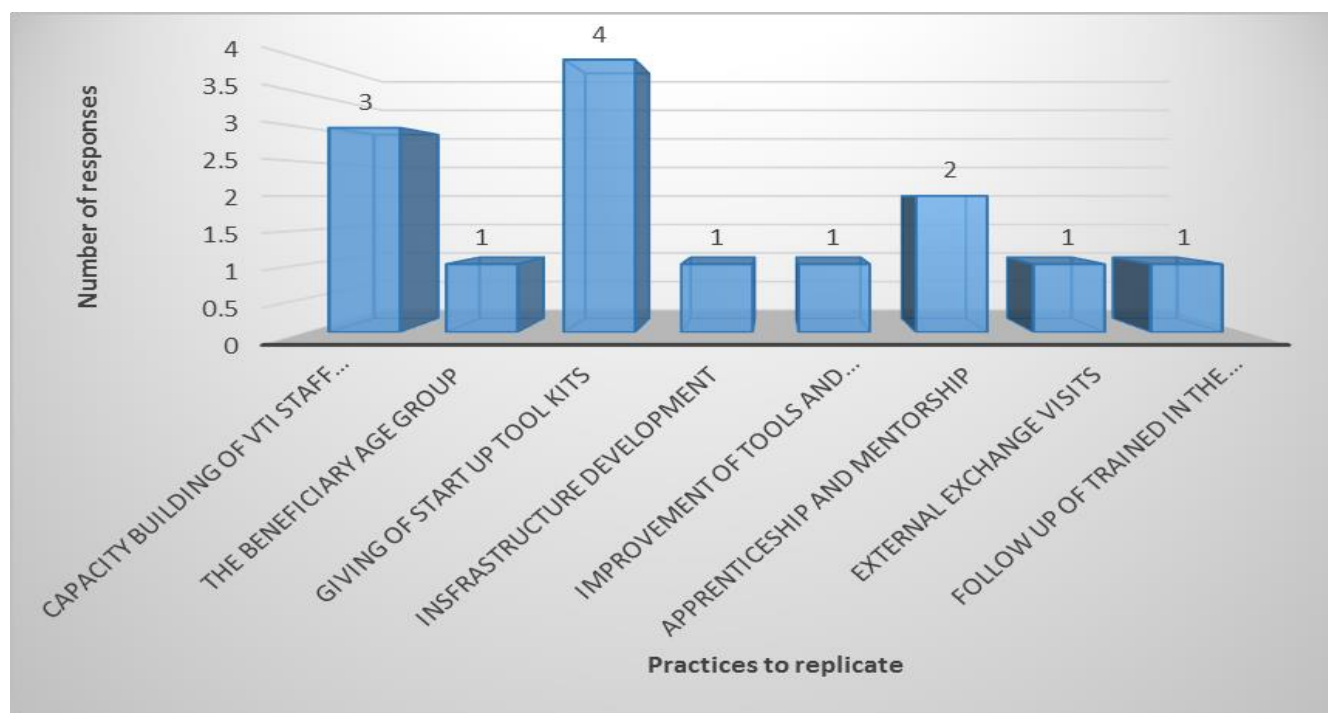
Table 36: BOG/PTA comparison of ACAV projects

BOG/PTA participated in previous ACAV projects	Frequency	Percentage
Yes	6	55%
No	5	45%
Recommendations for similar projects		
Yes	11	100%
Reasons similar projects are recommended by BOG/PTA		
Inability to afford training individually	1	7%
More demand of the skills development by the youth	2	13%
High rate of school dropout	2	13%
Reduced crime rate	4	27%
Increased employment for youth	6	40%

Source: Evaluation survey Data; 2019

2.4.13 Practices in the EASY project that should be replicated in future skills development projects

Figure 25: Practices from the EASY project that should be replicated in future skills development projects



Source. Evaluation survey data; 2019

2.5.0 FINDINGS FROM ARTISANS/MASTERCRAFTSMEN OR WOMEN

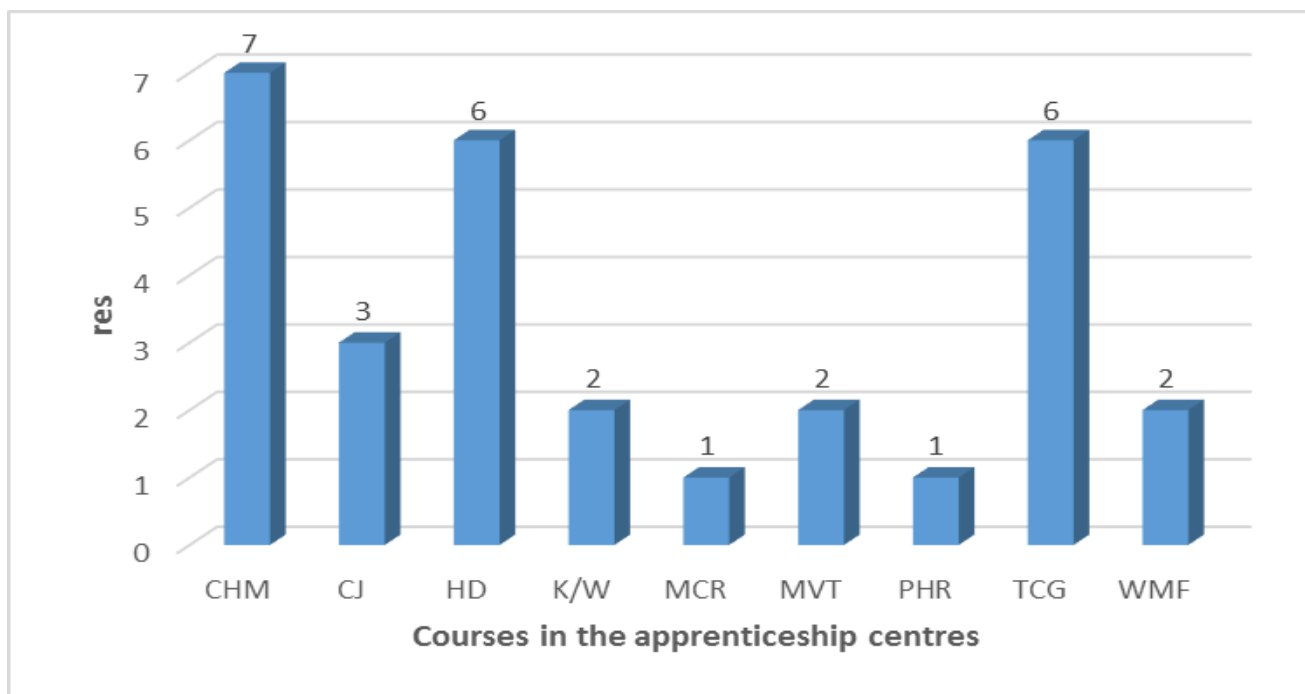
2.5.1 Bio data of sample EASY Project Master craftsmen/women

Table 37: Artisans bio data

Variable	Frequency	Percentage
Gender		
Male	15	47%
Female	17	53%
Occupation of respondent		
Assistant Manager	1	3%
Director	1	3%
Instructor	7	23%
Manager	21	70%
Location		
Arua	6	20%
Koboko	6	20%
Maracha	6	20%
Moyo	6	20%
Yumbe	6	20%

Source: Evaluation Survey data; 2019

Figure 26: Courses offered by the apprenticeship centers interviewed



Source: Evaluation survey data; 2019

From the graph above, most of the apprenticeship centers visited where for CHM, HD and TCG with few centers offering placements for the rest of other courses.

Table 38: Craftsmen/women rating of EASY project

Particulars	Rating			
	High	Moderate	Low	Don't know
Trainee retention	6	14	6	
Trainee discipline	18	14		
Competence	17	15		
Commitment to work	23	8	1	
Dropout rate	6	4	20	
Attendance	26	6		

Source: Evaluation survey data; 2019

According to the artisans, all of them offered training to the EASY project beneficiaries with most of them being disciplined and with great attendance.

2.5.2 Benefits from Apprenticeship to the different sets of respondents

Table 39: Benefits of apprenticeship to trainees, apprenticeship centers and VTIs

Variable	Frequency	Percentage
Youth benefit from apprenticeship centers		
Connection with customers	2	7%
Provided employment opportunities	4	15%
Acquired skills and knowledge	21	78%
VTI benefits from apprenticeship		
Learn basic skills	2	12%
Creates good relationship between the youth and the VTIs	2	12%
Provision of labour force	4	24%
Popularity/exposure was gained	9	53%
Benefits of apprenticeship to the apprenticeship centers		
Generate income	2	5%
Efficiency at work	2	5%
Popularity/advertisement	7	18%
Reduced work load	7	18%
Customers increased	7	18%
Labour force for the enterprise	13	34%

Source: Evaluation survey data; 2019

2.5.3 Unique aspects of the EASY project according to the Artisans

Table 40: Unique aspects of EASY Project

Variable	Frequency	Percentage
EASY project is Unique		
No	11	37%
Yes	19	63%

Source: Evaluation survey data; 2019

2.5.4 Ability of the Apprenticeship Centers to retain Trainees

Table 41: Ability to retain Trainees

Able to retain students	Frequency	Percentage
No	4	13%
Yes	26	87%
Benefits the artisans gain from retaining students		
Introduced new customers	3	13%
Increased productivity	3	13%
Reduced work load	5	22%
Labour force increased	12	52%

Source: Evaluation survey data, 2019

Most of the apprenticeship centers (87%) agreed that they retained trainees in their work places. This helped them to increase their labour force and reduced work load that was entirely on them (artisans) while those that were unable to retain attributed it to limited resources to keep the trainees.

2.5.5 Challenges faced by Apprenticeship Centers and way forward

Table 42: Challenges encountered by Apprenticeship Centers and Way forward

Variable	Frequency	Percentage
Challenges the apprenticeship centers faced during the training		
Laziness and indiscipline	3	9%
Limited training time	3	9%
Language barrier	4	11%
Power instability	6	17%
Limited time for training	7	20%
Accommodation	12	34%
Suggested solutions to the challenges faced during apprenticeship		
Sensitization of students on good morals	2	10%
Introduction of reading and writing in the syllabus	2	10%
Provision of alternative power sources	3	14%
Increased accommodation funds	3	14%
More financial support	5	24%
Provision of equipment during training	6	29%

Source: Evaluation survey data; 2019

Most of the artisans (34%) pointed out the challenge of limited funds which made accommodation and upkeep of the trainees expensive on their side. Other challenges included short duration for the apprenticeship training, unreliable electricity and language barrier which affected trainees learning. They recommended that, future facilitation for accommodation, feeding and other incidental costs should be increased in consultation with the artisans to match the cost of living and that apprenticeship period should be extended to at least 3 months to cater for the various abilities of the trainees.

2.5.6 Artisans' recommendations for future skills programs and impression about the EASY Project

Table 43: Recommendations by Artisans

Recommendations for future apprenticeship trainings	Frequency	Percentage
More of such projects should be introduced	7	30%
Increased training time	5	22%
Opening more Technical Schools	5	22%
Increased financial support	4	17%
Tools be given to the apprenticeship centers	2	9%
Artisans' impression about the EASY project		
Many people benefited from the training in different ways	8	36%
The tools provided give youth a chance to start IGAs	6	27%
Many youths have become self-reliant	3	14%
The standard of living of the youth will improve in the region	3	14%
Reduced poverty	2	9%

Source: Evaluation survey data; 2019

3.0 Strengthened capacity of 5 LGs responsiveness to underserved populations in the community through improved service delivery, accountability and learning.

3.1 Findings from the Local Government

Table 44: Local Governments support toward skilling the youth

Availability of projects towards skilling of youth	Frequency	Percentage
Not available	24	41%
Available	34	59%
Reason there are no projects towards skilling of youth		
Not taken as a priority by Local Governments	4	33%
Inadequate Resources	8	67%
Thematic areas addressed in the projects directed to youth skilling		
Knitting and weaving	3	7%
Brick laying	3	7%
Welding and metal fabrication	4	9%
Orphans and Vulnerable Children and youth	4	9%
Plumbing	5	11%
Tailoring	7	16%
Skilling Youth	7	16%
Mechanics	11	25%

Source: Evaluation survey data; 2019

Respondents from the 5 District LGs confirmed that, some projects are available for skilling the youth while others said there are no specific skills development projects due to none prioritization and inadequate financial resources in their annual plans. Mechanics and tailoring scored highly among areas of youth skilling by LGs unlike knitting and bricklaying that receive little attention.

3.2 Vocational Education and Training ordinance within the LGs in West Nile Region

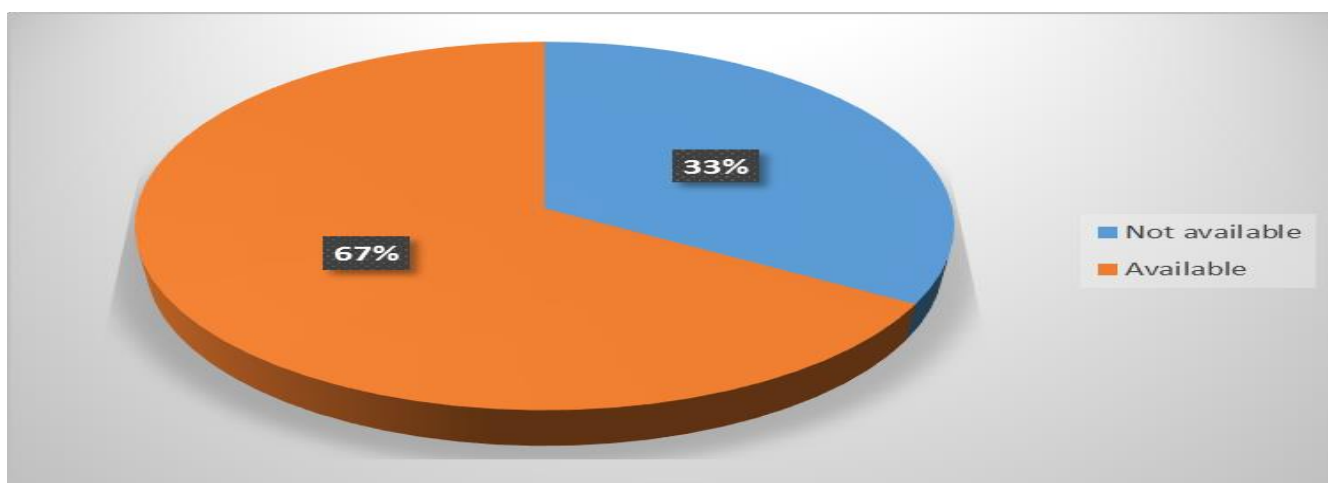
Table 45: Vocational Education ordinance

VET ordinance	Frequency	Percentage
Yes	25	45%
No	31	55%
VET is being Enforced		
No	13	33%
Yes	26	67%
Why VET ordinance is not enforced		
No budget for the process	11	100%

Source: Evaluation survey data; 2019

Most of the LG respondents said there is no VET Ordinance (55%) in place in the districts while 45% confirmed its existence though with limited enforcement due to limited funds to facilitate the process.

Figure 27: LGs specific budget for skilling the youth



Source: Evaluation survey data; 2019

3.3 Local Government support to VTIs

Table 46: Local Government support to VTIs

LG support to VTIs	Frequency	Percentage
Does not support	12	21%
Supports VTIs	45	79%
Ways in which local governments support VTIs		
Providing scholastic material	2	7%
Provision of security	3	10%
Mobilization of the youth	6	20%
Conducting follow ups/supervision	8	27%
Sensitization	11	37%
Reasons local government does not support VTIs		
Not a priority for the local government	3	20%
Inadequate Funds	12	80%

Source: Evaluation survey data; 2019

3.4 Local Government support to staff capacity building in Project Cycle Management

Table 47: Local Government support to staff capacity building

Capacity building in PCM	Frequency	Percentage
Does not support	13	22%
Supports	47	78%
Reasons the district does not support staff capacity in project management cycle		
Not a priority to local government	1	6%
Few staff are interested	3	18%
Limited Funds	13	76%
Actions required to enhance the capacity of local governments in project cycle management		
Provision of guiding books	1	3%
Induction trainings in project cycle management	3	10%
Organizing workshops	4	14%
Continuous sensitization of staff	8	28%
Need for assessment and capacity building	13	45%

Source: Evaluation survey data; 2019

3.5 Local Government departmental internal monitoring and evaluation systems

Table 48: Local Government internal M&E System

Internal M&E systems in place	Frequency	Percentage
Yes	55	93%
No	4	7%
Monitoring and evaluation ways		
Routine monitoring of activities	16	53%
Periodic Evaluation	6	20%
Conduction meetings	5	17%
Reports	3	10%
Internal checks and controls used in the District to monitor the utilization of resources		
Auditing	18	47%
Register books	11	29%
Public accounts committee	4	11%
Department heads	3	8%
Designing work plans	2	5%

Source: Evaluation survey data; 2019

3.6 Local Government perspective on the status of Youth in the Districts

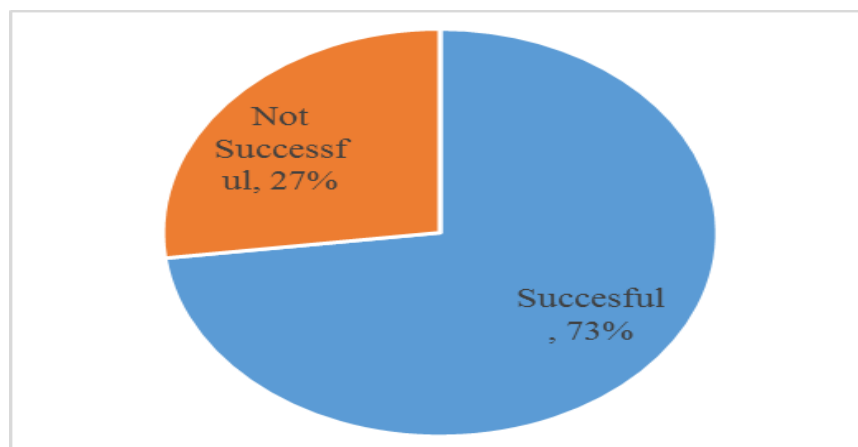
Table 49: Local Government internal M&E System

Variable	Frequency	Percentage
Government programs benefit the youth	60	100%
Programs that benefit the youth		
NUSAF	30	16%
OWC	31	16%
PRDP	34	18%
CDD	38	20%
YLP	60	31%

Source: Evaluation survey data; 2019

3.7 Success of Government programs within the West Nile Sub-region

Figure 28: Success of Government programs in West Nile

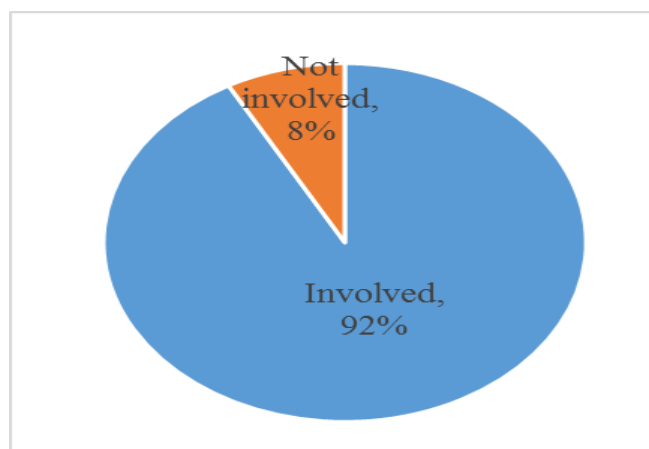


Local government officials interviewed said 73% of the government programs in West Nile are successful while 27% said they are not successful.

Source: Evaluation survey data; 2019

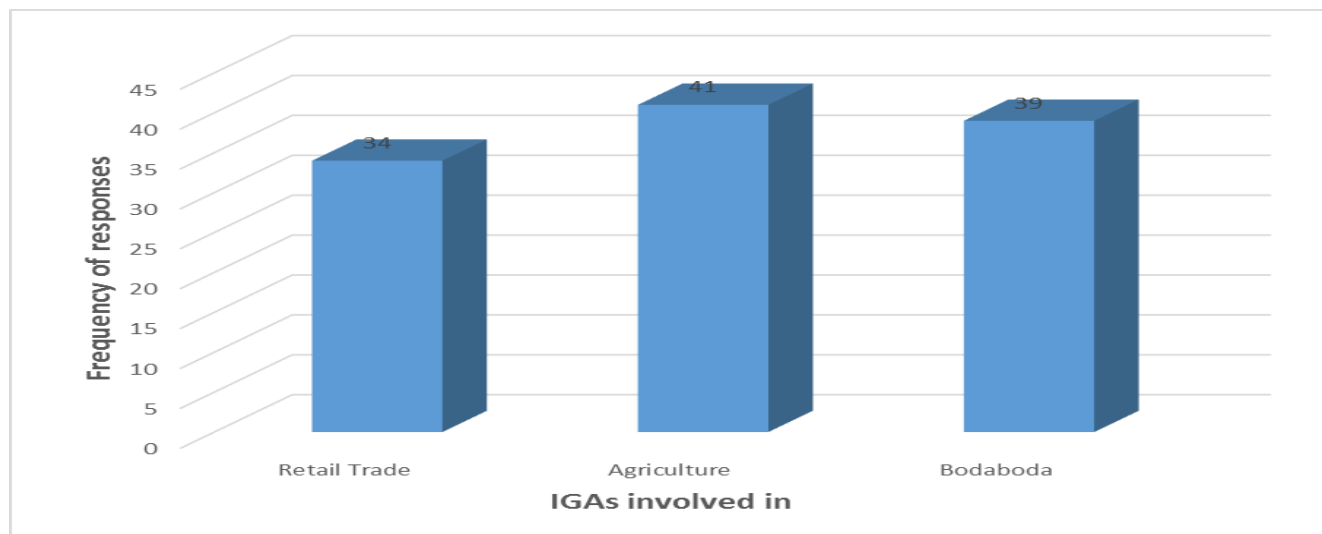
3.8 Local Government perspective on Youth economic status in the communities

Figure 29: Youth involvement in IGAs



Source: Evaluation survey data; 2019

Figure 30: Youth involvement in IGAs



Source: Evaluation survey data; 2019

From the local government point of view as represented by the pie chart and the graph, most youths (92%) are involved in IGAs to generate incomes for self-reliance. Most of them are mainly engaged in agriculture as a source of livelihood though some are doing Boda Boda and retail trade.

3.9 Local Government perspective on Youth spending and savings

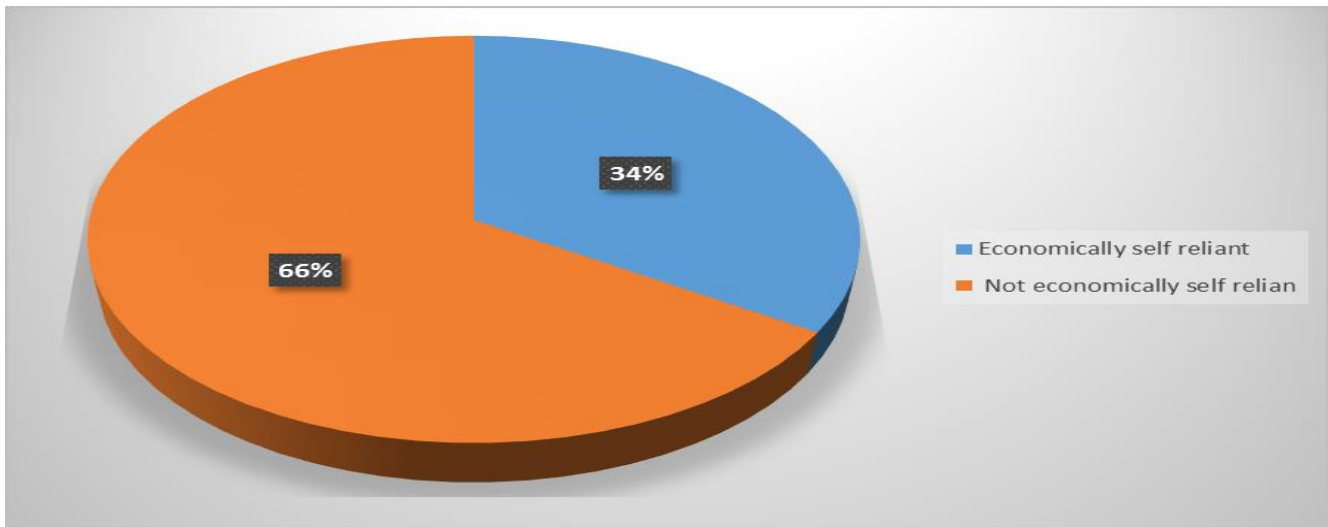
Table 49: LG perspective of Youth Expenditure and savings

Variable	Frequency	Percentage
Items youth spend on		
Leisure	3	5%
Business ventures	4	7%
Meeting personal needs	4	7%
Payment of school fees	6	11%
Agriculture	8	14%
Gambling	10	18%
Drugs	21	38%
Youth involvement in saving		
Do not save	5	8%
Save	54	92%
Saving Institution		
ROSCA	7	5%
Bank	15	11%
Mobile money	23	17%
With self or relative	24	18%
SACCO	31	23%
VSLA	36	26%
Reasons why youth do not save		
Too much money spent on drugs	4	100%

Source: Evaluation survey data; 2019

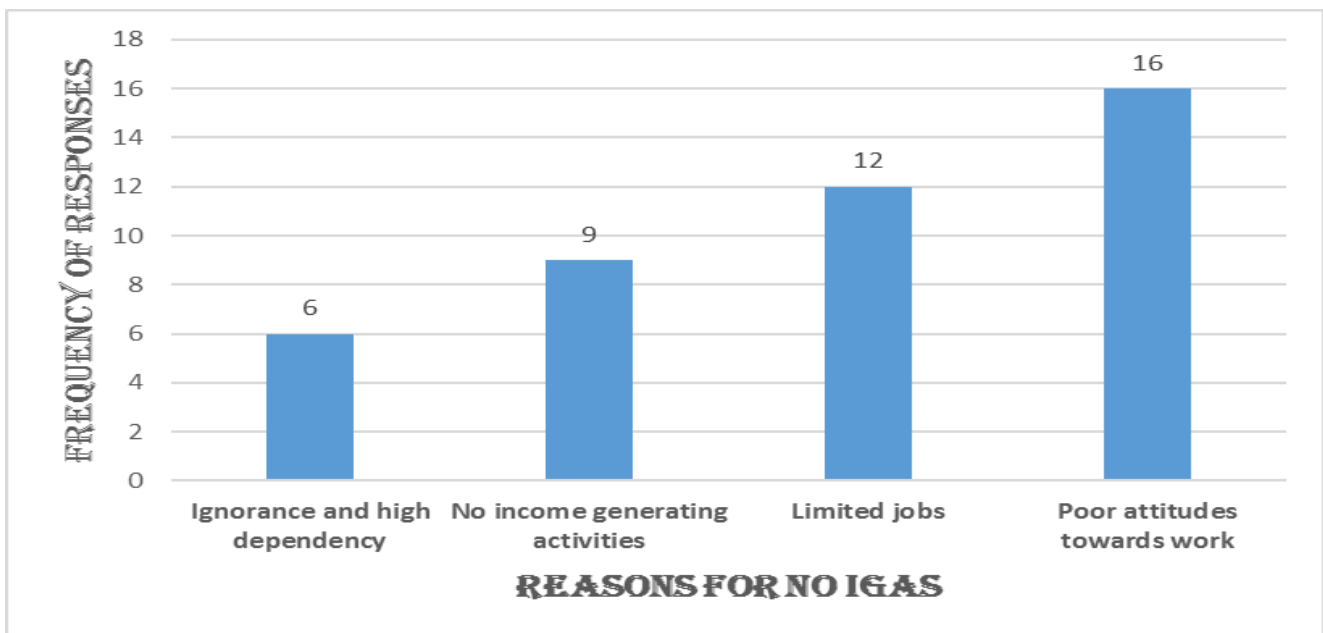
3.10 Government perspective on the economic status of the Youth

Figure 31: Economic status of the Youth



Source: Evaluation survey data; 2019

Figure 32: Reasons youth are not economically self-reliant



Source: Evaluation survey data; 2019

3.11 Local Government Perspective on social status of the Youth

Table 50: School dropout and importance of non-formal skills training in the West Nile districts.

Cases of school drop out	Frequency	Percentage
No	2	3%
Yes	57	97%
Reasons for school dropout within the districts of west Nile		
Child labor	3	3%
Ignorance of the benefits of education	5	6%
Early Marriages	11	13%
Poverty	13	15%
Bad peer influence	16	19%
Parental negligence	17	20%
Negative attitude towards education	21	24%
Is nonformal skills training important		
No	1	2%
Yes	56	98%
Ways of how non-formal skills training is helpful in the districts		
Widens thinking capacity	3	6%
reduces crime rate	6	12%
improves on the productivity of youth	10	20%
improves on the standard of living	14	29%
Creates self-reliance	16	33%

Source: Evaluation survey data; 2019

Table 51: Local Government view on Youth Involvement in decision making

Youth involved in decision making	Frequency	Percentage
No	1	2%
Yes	56	98%
Level of decision making		
Household	24	17%
Community	36	25%
Group	41	29%
Local government	41	29%

Source: Evaluation survey data; 2019

Table 52: LG Comparison of EASY and ACAV/KTI Projects and thoughts about similar future Skilling Projects

Variable	Frequency	Percentage
Local government involved in previous ACAV projects		
No	13	25%
Yes	39	75%
Similarities between ACAV/KTI and EASY projects		
Same direction for the training	4	11%
Same courses offered	5	14%
Same youth age group targeted	12	32%
Start-up tool kits given	16	43%

Variable	Frequency	Percentage
Differences Between ACAV/KTI-EU and EASY PROJECTS		
Projects implemented in different times	5	42%
Terms of recruitment	7	58%
Recommendation for similar projects		
No	1	2%
Yes	55	98%
Reasons similar projects are recommended		
Helps youth to become economically self-reliant	8	12%
Enables the vulnerable youth to access skills trainings	9	14%
Reduces crime rate	11	17%
Equips youth with skills for job creation	16	25%
Overwhelming Demand for skills training	21	32%
Good practices in the EASY project that should be replicated in similar future projects		
Training stakeholders	4	10%
Continuous follow up of project activities	6	15%
Involving local governments in plans	9	23%
Skills development and tools provision	21	53%

Source: Evaluation survey data; 2019

4.0 LESSONS LEARNT

The lessons learnt were got from both the respondents' testimonies and the Research Assistants' observations and experiences in the field. These include;

1. The age bracket of 14 – 19 years old was found appropriate and easy to train and mentor in both the VTIs and apprenticeship centres.
2. More practical learning (non- formal skills) enables youth graduates to become productive through establishing their own jobs rather than formal education that makes them job seekers.
3. Non-formal skills training is more affordable, cost-effective and interesting as one has the choice of course from the beginning other than the formal skills training where many irrelevant and time-wasting subjects are taught before one makes a choice.
4. Integrated skills training along with tool kits and close follow up enables graduates to become more proficient in their newly acquired skills to start IGAs or find employment.
5. Partnerships between government, CSOs, VTIs & the Private sector are vital to successful youth skilling.

6. Apprenticeship and work-based placements ease meaningful integration of youth beneficiaries in the labour market & society.
7. Capacity building of Local Governments enhances their responsiveness to underserved population and fosters ownership, participation and sustainability of projects as observed through the EASY Project.
8. Skills training is increasingly gaining popularity among the different stakeholders as a means towards reducing crime, unemployment, poverty and dependence among the youth in West Nile Sub-region and beyond,
9. Retooling and upskilling of instructors, management and governing bodies of VTIs strengthen institutional capacity to provide quality and sustainable VET.
10. There is evidence of EASY project ownership, acceptance, relevance and impact on youth beneficiaries and local actors (VTIs, LGs and Artisans) that will go beyond the project lifespan.

5.0 CONCLUSION

Vocational skills training has the potential of uplifting thousands of disadvantaged youth in West Nile who are cut out of formal education and the labour market into productive citizens by channelling their energies, creativity and innovations through VET and other sustainable livelihood opportunities.

The EASY Project has demonstrated that youth skilling has the potential of uplifting vulnerable youth from poverty and other forms of vulnerability as long as the graduates are enabled to become more proficient in acquired skills to start IGAs. One way is through adoption of work-based and apprenticeship placements for trainees to ease integration of trained youth in the labour market & society.

With the overwhelming demand for skills development in West Nile, Uganda, there is still need for concerted efforts between government, CSOs, VTIs & the Private sector to create more livelihood opportunities for young people to navigate their way out of poverty to prosperity. Youth skilling now and in the future will remain vital to boost employment generation, wealth creation and poverty reduction for sustainable livelihoods and development.

6.0 CHALLENGES AND MITIGATION MEASURES TAKEN DURING THE STUDY

Some of the targeted LG officials were taken up by official duties which caused delays in accessing them to obtain needed information while delegated staff found in their offices were not in position to provide adequate information needed for the survey. RAs had to reschedule appointments with relevant authorities from whom vital information was needed to suit the purpose of the study.

Failure by some respondents to return questionnaires to the RAs while others never honored their appointments. RAs had to make follow ups in order to collect these questionnaires while other officials within the same departments were considered to replace those who could not respond on time.

Newly transferred LG staff to the project implementing districts had limited information about the project especially the Chief Administrative Officers while others claimed to be too busy to be interviewed. RAs had to resort to their deputies or assistants who had prior knowledge about the project in order to generate valid data.

Interface with PTA/BOG members of VTIs wasn't easy as many of them were not residing near the VTIs while others could not be accessed by phone. RAs opted to manually search for them with the help of the VTI management to maximize their input in the evaluation study.

Inability to trace some of the final beneficiaries through their previous phone contacts as many of them relocated to other locations far beyond the project districts. As beneficiaries that were accessed helped the RAs to trace their counterparts through new phone contacts and some instances the local government staff and community members were also helpful in locating beneficiaries that they know.

7.0 RECOMMENDATIONS

More emphasis should be put on effective joint M&E by key stakeholders of the project especially the follow up of the youth beneficiary's training, apprenticeship, socio-economic integration and establishment phase of their IGAs to ensure fully operationalization and use of start-up toolkits. Sustained collaborations among key stakeholders will bridge information gap and ensure smooth coordination even beyond the project lifespan.

There is need to revise and review the scope and mode of beneficiary selection (age bracket, vulnerability and disability status, etc.) to incorporate other youths previously excluded in previous projects to equip them with skills for self-reliance.

Government, development partners and the private sector should direct more investment towards innovative teaching and learning approaches in VTIs to enable a shift from theory to applied skills. This also entails integration of both “soft and hard ware” skills like ICT, life, entrepreneurship etc., in VET to enable graduates become more skilled, reskilled and upskilled to match the job market demands of 21st Century economy.

Local Governments/Districts should expedite the process of formulating and formalizing the VET sector ordinances to explore sustainable ways of promoting youth skilling through annual budgetary allocations, generation of fundable skills development project proposals and other strategic partnerships with the private sector, CSOs and Central government.

Given the overwhelming demand for skills development in West Nile, Uganda, there is need for continuity of similar initiatives with emphasis on increasing enrolment of more vulnerable youth and systematic capacity building of VTIs, Local governments and the private sector.

Appendix 1: Evaluation Study Tools



EASY PROJECT IMPACT EVALUATION STUDY 2019



Guide for EASY Project Beneficiaries (2016 – 2018)

Consent form:

Code: 101

I ama Research Assistant with ApS Research & Consults Ltd. We are conducting a project impact evaluation study under expanding Access to Skills and Labour Market for Youth through Strengthening Local Actors in West Nile (EASY) Project 2016 – 2018 implemented in Arua, Maracha, Koboko, Yumbe and Moyo Districts. The information collected will help to inform EU, ACAV, LGs, VTIs and other stakeholders on the project outcomes, possible impact and draw lessons to inform future interventions. We request your participation and honest response. All your information shall be treated with utmost confidentiality.

Acknowledgement;

I acknowledge that the information profiled is the correct recording of my status and experience gained from the EASY project. I hereby append my signature to confirm that I was interviewed.

Signature:

Date Interviewed:

Section A: Beneficiary background information

Name: Year of training..... Course:

VTI: District: Gender 1) Male 2) Female

Age group 1) 14 – 17 2) 18 – 21 3) 22 and above

Marital status 1) Single 2) Married 3) Separated

Place of residence 1) Rural 2) Urban

Section B: Economic status of the beneficiaries

1- Have you started an income generating activity (IGA)? 1) Yes 2) No

If YES, what is your average monthly income from the IGA (*In UGX*)

2- What do you spend most of your earnings on?

1) Household feeding 2) School fees for self or siblings 3) Clothing

4) Medical expenses 5) Shelter 6) Household assets/equipment

7) Reinvested into IGA/Enterprise 8) Airtime 9) Others

3- Do you save part of your earnings? 1) Yes 2) No

If YES, where do you save? 1) VSLA 2) ROSCA 3) SACCO 4) Bank



- 5) Home (with relative or self) 6) Phone (Mobile Money)
 If NO, why are you not saving? 1) Lack of interest to save 2) Insufficient income
 3) Limited access to financial institution (FI) 4) Limited knowledge on FI
 5) Loss of trust in FIs 6) Others:

4- How much do you save per month (In UGX)?

- 5- Are you economically self-reliant? 1) Yes 2) No

If YES, in what way(s)?

.....

If NO, why?

.....

Section C: Social status of the youth

- 6- Are you operating the IGA as? 1) An individual 2) A Group 3) Partners
 4) An employee

In case of partnership, do you have a signed agreement? 1) Yes 2) No

If employed, do you have a formal contract with your employer? 1) Yes 2) No

In case of group, do you have a constitution? 1) Yes 2) No

- 7- Have you ever benefited from any government program(s)? 1) Yes 2) No

If YES, which program(s)? 1) YLP 2) NUSAF 3) PRDP 4) OWC

5) CDD 6) Others.....

- 8- Have you been involved in decision making upon skills training? 1) Yes 2) No

If YES, at what level(s)? 1) Household 2) Community 3) Group

4) Local Government 5) Others.....

- 9- Has your social status in the community changed? 1) Yes 2) No

If YES, in what way(s)?

.....

Section D: Access to labour market through apprenticeship and mentorship program

- 10- Was the apprenticeship and mentorship training useful to you? 1) Yes 2) No

If YES, in what way(s)?

.....

If NO, why?



Section E: Sustainability of beneficiary IGA

11- Are you making use of the start-up tool kit in your IGA? 1) Yes 2) No
If NO, why? 1) Tools/equipment are spoilt 2) Tool kit lost/stolen 3) Got employed
4) Left it at parents' home 5) Missing parts of tool kit 6) Others:

12- Have you acquired more tools/equipment apart from the start-up tool kit?
1) Yes 2) No
If NO, why? 1) Low income from IGA 2) High cost of tools/equipment
3) High dependence burden 4) Not necessary yet 5) others:

13- Are you engaged in any other form(s) of IGA(s) apart from your area of skill/trade?
1) Yes 2) No
If YES, Which one(s)?
1) Agriculture 2) Retail trade 3) Boda Boda 5) Others:
.....

14- What challenge(s) are you facing in running your IGA?
1) Business competition 2) High cost of rent 3) Absence of/high cost of electricity
4) Expensive spare parts 5) Limited source of materials 6) Low customer base
7) Inadequate tools/equipment 8) High transport cost 9) Others:

15- How are you sustaining your IGA despite the challenges?
.....
.....
.....

Section F: Testimony, quote, or success story (voice clip/script)

11- What testimony can you give about this project?
.....
.....
.....
.....
.....

THANKS FOR THE FEEDBACK





EASY PROJECT IMPACT EVALUATION STUDY 2019



Key Informant Guide for Community Members

Consent form:

Code: 102

I am a Research Assistant with APS Research & Consults Ltd. We are conducting a project impact evaluation study under expanding Access to Skills and Labour Market for Youth through Strengthening Local Actors in West Nile (EASY) Project 2016 – 2018 implemented in Arua, Maracha, Koboko, Yumbe and Moyo Districts. The information collected will help to inform EU, ACAV, LGs, VTIs and other stakeholders on the project outcomes, possible impact and draw lessons to inform future interventions. We request your participation and honest response. All your information shall be treated with utmost confidentiality.

Acknowledgement;

I acknowledge that the information profiled is the correct recording of my views and knowledge about the impact of the EASY project. I hereby append my signature to confirm that I was interviewed.

Signature:

Date Interviewed:

SECTION A: SOCIO-DEMOGRAPHIC INDICATORS

Age of the respondent Sex of the respondent 1) Male 2) Female

Marital status 1) Married 2) Single 3) Separated

District 1) Arua 2) Koboko 3) Maracha 4) Moyo 5) Yumbe

Education level 1) None 2) Primary 3) Secondary 4) Tertiary

5) Others

Place of residence 1) Rural 2) Urban

Employment status 1) Formally employed 2) Self-employed 3) Unemployed

Occupation.....

SECTION B: ECONOMIC STATUS OF YOUTH IN THE COMMUNITY

1- Are youth in your community involved in income generating activities? 1) Yes 2) No

If YES, which one(s)?

1) Retail trade 2) Agriculture 3) Boda Boda 4) Others

2- What do youth in your community spend their income on?

1) Household feeding 2) School fees for self or siblings 3) Clothing

4) Medical expenses 5) Shelter 6) Household assets/equipment

7) Reinvested into IGA/Enterprise 8) Airtime 9) Others



- 3- Are youth in your community involved in saving part of their income? 1) Yes 2) No
 If YES, where do they save? 1) VSLA 2) ROSCA 3) SACCO 4) Bank
 5) Home (with relative or self) 6) Phone (Mobile Money)
 If NO, why don't they save? 1) Lack of interest to save 2) Insufficient income
 3) Limited access to financial institution (FI) 4) Limited knowledge on FI
 5) Loss of trust in FIs 6) Others.....
- 4- Are youth in your community economically self-reliant? 1) Yes 2) No
 If YES, in what way(s)?
 If NO, Why?

SECTION C: SOCIAL STATUS OF YOUTH IN THE COMMUNITY

- 5- Are there cases of school dropout in your community? 1) Yes 2) No
 If YES, why?
 1) No school fees 2) No scholastic materials 3) Death of parent/guardian
 4) Inadequate food at home 5) Peer influence 6) Poor academic performance
 7) Bad treatment by teachers 8) Early marriage 9) Unwanted pregnancy
 10) Others
- 6- Is non-formal skills training helpful to the youth in your community? 1) Yes 2) No
 If YES, in what ways?
 If NO, why?
- 7- What hinders youth in your community from enrolling for skills training?
- 8- Do youth in your community benefit from government program(s)? 1) Yes 2) No
 If YES, which program(s)?
 1) YLP 2) NUSAF 3) PRDP 4) OWC 5) CDD
 6) Others.....
- 9- Are youth involved in decision making in your community? 1) Yes 2) No
 If YES, at what level(s)? 1) Household 2) Community 3) Group
 4) Local Government 5) Others.....
 If NO why?
- 9- What are the social conditions of youth in your community?
- 10- How can the social condition(s) of youth in your community be improved?

THANK YOU FOR YOUR PARTICIPATION





EASY PROJECT IMPACT EVALUATION STUDY 2019



Key Informant Guide for Local Government

Consent form:

Code: 103

I am a Research Assistant with ApS Research & Consults Ltd. We are conducting a project impact evaluation study under expanding Access to Skills and Labour Market for Youth through Strengthening Local Actors in West Nile (EASY) Project 2016 – 2018 implemented in Arua, Maracha, Koboko, Yumbe and Moyo Districts. The information collected will help to inform EU, ACAV, LGs, VTIs and other stakeholders on the project outcomes, possible impact and draw lessons to inform future interventions. We request your participation and honest response. All your information shall be treated with utmost confidentiality.

Acknowledgement;

I acknowledge that the information profiled is the correct recording of my views and knowledge about the impact of the EASY project. I hereby append my signature to confirm that I was interviewed.

Signature:

Date Interviewed:

Name: Designation: Contact:

Section A: Capacity of Local Governments in Project Cycle Management

1. Does the District develop project proposal(s) towards skilling of vulnerable youth?

1) Yes 2) No

If YES, how many proposals have been developed, funded and successfully implemented over the past five years?

Which thematic area(s) were specifically targeted by the project(s)?

2. Does the District have Vocational Education and Training ordinance? 1) Yes 2) No

If YES, when was it enacted?

If NO, why?

Is it being enforced? 1) Yes 2) No

If NO, why?

3. Does the District have a specific budget allocated towards skilling of youth? 1) Yes 2) No

If NO, why?

4. Does the Local Government support Vocational Training Institutions? 1) Yes 2) No

If YES, in what way(s)?

If NO, why?



5. Does the District support staff in building capacity in project cycle management?

1) Yes 2) No

If YES, how many staff in your department are proficient in project cycle management?

If NO, why?

.....

6. Does your department have an internal monitoring and evaluation system? 1) Yes 2) No

If YES, how is the internal M&E done?

.....

If NO, why?

7. Does the District/department have internal checks and controls to ensure compliance in the utilization of financial resources? 1) Yes 2) No

If YES, what internal checks and controls are used?

.....

8. What should be done to enhance the capacity of LG staff in project cycle management?

.....

9. Are youth in your District benefiting from government program(s)? 1) Yes 2) No

If YES, which program(s)?

1) YLP 2) NUSAF 3) PRDP 4) OWC 5) CDD

6) Others.....

10. Are these government programs being successfully implemented in the District?

1) Yes 2) No

If NO, why?

SECTION B: ECONOMIC STATUS OF YOUTH IN THE DISTRICT

11. Are youth in your District involved in income generating activities? 1) Yes 2) No

If YES, which one(s)? 1) Retail trade 2) Agriculture 3) Boda Boda

4) Others

12. What do youth in your District spend their income on?

.....

13. Do youth in your District save part of their income? 1) Yes 2) No

If YES, where do they save? 1) VSLA 2) ROSCA 3) SACCO 4) Bank

5) Home (with relative or self) 6) Phone (Mobile Money)

If NO, why?



14. Are youth in your District economically self-reliant? 1) Yes 2) No
 If YES, in what way(s)?
 If NO, Why?

SECTION C: SOCIAL STATUS OF YOUTH IN THE DISTRICT

15. Are there cases of school dropout in your District? 1) Yes 2) No
 If YES, why?

16. Is non-formal skills training helpful to the youth in your District? 1) Yes 2) No
 If YES, in what ways?
 If NO, why?

17. Are youth involved in decision making in your District? 1) Yes 2) No
 If YES, at what level(s)? 1) Household 2) Community 3) Group
 4) Local Government 5) Others.....
 If NO, why?

SECTION D: COMPARISON OF EASY AND ACAV/KTI PROJECTS

18. Were you involved in the previous ACAV/KTI-EU project prior to EASY project?
 1) Yes 2) No

If yes, what is the similarity, difference and added value between the two projects?

Similarity	Difference	Added value components from EASY Project

19. Would you recommend the continuity of similar skills development initiatives across West Nile sub region based on the outcome of the two projects? 1) Yes 2) No

If Yes, why?

If No, why?

20. What are the good practices under the EASY project that should be replicated in similar skills development initiatives in West Nile sub region in future?

THANK YOU FOR YOUR PARTICIPATION





EASY PROJECT IMPACT EVALUATION STUDY 2019

Key Informant Guide for VTIs



Consent form:

Code: 104

I am a Research Assistant with ApS Research & Consults Ltd. We are conducting a project impact evaluation study under expanding Access to Skills and Labour Market for Youth through Strengthening Local Actors in West Nile (EASY) Project 2016 – 2018 implemented in Arua, Maracha, Koboko, Yumbe and Moyo Districts. The information collected will help to inform EU, ACAV, LGs, VTIs and other stakeholders on the project outcomes, possible impact and draw lessons to inform future interventions. We request your participation and honest response. All your information shall be treated with utmost confidentiality.

Acknowledgement;

I acknowledge that the information profiled is the correct recording of my views and knowledge about the impact of the EASY project. I hereby append my signature to confirm that I was interviewed.

Signature:Date Interviewed:

Name: Designation: Contact:

1. Does the VTI have a functional management in place? 1) Yes 2) No

If YES, what is the total number of staffs in management?

What does the VTI management comprise?

.....

2. Does the VTI have a strategic plan? 1) Yes 2) No

If YES, what period does it cover?

If NO, why?

.....

3. Does the VTI have an annual work plan and budget? 1) Yes 2) No

If YES, who are involved in planning and budgeting for the VTI?

.....

If NO, why?

.....

4. Does the VTI achieve all that it plans and budgets annually? 1) Yes 2) No

If NO, why?

.....



5. Does the VTI have internal checks and controls to ensure compliance in the utilization of financial resources? 1) Yes 2) No

If YES, what internal checks and controls are used?

What gaps/weaknesses exist in the financial management system of the VTI?

How can the gaps in the financial management system of the VTI be addressed?

6. Does the VTI take stock of its assets? 1) Yes 2) No

If YES, how often is it done? 1) Monthly 2) Termly 3) Annually

If NO, why?

7. Does the management of the VTI hold staff planning and evaluation meetings?

1) Yes 2) No

If YES, how frequent are these meetings? 1) Monthly 2) Termly 3) Annually

What is the purpose of these meetings?

Are the resolutions/agreed action points from these meetings followed-up? 1) Yes 2) No

If YES, who follows-up?

If NO, why?

8. Has the VTI management undergone any capacity building training in institutional management over the last three years? 1) Yes 2) No

If YES, how many of the management staff have undergone such training?

If NO, why?

Which areas would you recommend for capacity building to enhance the efficiency and effectiveness of VTI management?



9. Have instructors in the VTI undergone any training in curriculum design for non-formal skills in the last three years? 1) Yes 2) No

If YES, how many in total?

Who supported the training?

.....

10. Are there any non-formal course(s) that were introduced by the VTI over the last three years?

1) Yes 2) No

If YES, which courses (*Kindly fill in the table below*)?

Year	Courses
2016	
2017	
2018	

11. Has the VTI participated in any learning exchange visit in the last three years?

1) Yes 2) No

If YES, what good practice (s) has the VTI learnt and replicated?

.....

12. Does the VTI have Monitoring & Evaluation system in place? 1) Yes 2) No

If YES, which M&E tools do you use?

.....

13. How does the VTI monitor and evaluate its operations to provide quality vocational education and training?

.....

14. Does the VTI receive support from the Local Government? 1) Yes 2) No

If YES, in what way(s)?

.....

If NO, why?

.....

15. Were you involved in the previous ACAV/KTI-EU project prior to EASY project?

1) Yes 2) No



If YES, what is the similarity, difference and added value between the two projects?

Similarity	Difference	Added value components from EASY Project

16. Would you recommend the continuity of similar skills development initiatives across West Nile sub region based on the outcome of the two projects? 1) Yes 2) No

If YES, why?

.....

If NO, why?

.....

17. What are the good practices under the EASY project that should be replicated in similar skills development initiatives in West Nile sub region in future?

.....

.....

THANK YOU FOR YOUR PARTICIPATION





EASY PROJECT IMPACT EVALUATION STUDY 2019



Key Informants Guide for B.O.G/PTA

Consent form:

Code: 105

I am a Research Assistant with ApS Research & Consults Ltd. We are conducting a project impact evaluation study under expanding Access to Skills and Labour Market for Youth through Strengthening Local Actors in West Nile (EASY) Project 2016 – 2018 implemented in Arua, Maracha, Koboko, Yumbe and Moyo Districts. The information collected will help to inform EU, ACAV, LGs, VTIs and other stakeholders on the project outcomes, possible impact and draw lessons to inform future interventions. We request your participation and honest response. All your information shall be treated with utmost confidentiality.

Acknowledgement;

I acknowledge that the information profiled is the correct recording of my views and knowledge about the impact of the EASY project. I hereby append my signature to confirm that I was interviewed.

Signature: **Date Interviewed:**

Name: Designation: Contact:

1. Does the VTI have functional B.O.G/PTA in place? 1) Yes 2) No

If YES, how many members does the B.O.G/PTA have?

What is the composition of the B.O.G/PTA?

.....

2. Do B.O.G/PTA members have their profiles in the VTI? 1) Yes 2) No

If YES, what does it contain?

.....

If NO, why?

.....

3. Does the VTI induct or orient its B.O.G/PTA members on their roles and responsibilities?

1) Yes 2) No

If YES, what does the orientation focus on?

.....

4. What are the roles and responsibilities of the B.O.G/PTA in the VTI?

.....

5. Does the VTI have a governance manual that guides the operations of the B.O.G/PTA?

1) Yes 2) No

If YES, how long has it been operational (in months or years)?



6. Does the B.O.G/PTA hold meetings? 1) Yes 2) No
 If Yes, how often? 1) Monthly 2) Quarterly 3) Annually 4) Others
- What is discussed in such meetings?
-
7. Are the B.O.G/PTA meetings documented? 1) Yes 2) No
 If YES, how?
-
8. Does the B.O.G/PTA follow-up on its resolutions? 1) Yes 2) No
 If YES, how?
-
- If NO, why?
-
9. Has the B.O.G/PTA undergone capacity building in institutional governance within its term of office? 1) Yes 2) No
 If YES, how many members have undergone such trainings?
- If NO, why?
-
10. Does the B.O.G/PTA monitor and evaluate operations of the VTI?
 1) Yes 2) No
 If YES, what does it monitor and evaluate?
-
-
- How often does the B.O.G/PTA monitor and evaluate?
- Which M&E tools does it use?
-
11. What challenges does the B.O.G/PTA face in their Institutional governance of the VTI?

-
12. Which areas would you recommend for capacity building to enhance the efficiency and effectiveness of B.O.G/PTA in institutional governance?
-
-



13. Were you involved in the previous ACAV/KTI-EU project prior to EASY project?

1) Yes 2) No

If YES, what is the similarity, difference and added value between the two projects?

Similarity	Difference	Added value components from EASY Project

14. Would you recommend the continuity of similar skills development initiatives across West Nile sub region based on the outcome of the two projects? 1) Yes 2) No

If YES, why?

If NO, why?

15. What are the good practices under the EASY project that should be replicated in similar skills development initiatives in West Nile sub region in future?

.....

THANK YOU FOR YOUR PARTICIPATION





EASY PROJECT IMPACT EVALUATION STUDY 2019
Key Informant Guide Apprenticeship centers (Artisans & Master craftsmen/women)



Consent form:

Code: 106

I am a Research Assistant with ApS Research & Consults Ltd. We are conducting a project impact evaluation study under expanding Access to Skills and Labour Market for Youth through Strengthening Local Actors in West Nile (EASY) Project 2016 – 2018 implemented in Arua, Maracha, Koboko, Yumbe and Moyo Districts. The information collected will help to inform EU, ACAV, LGs, VTIs and other stakeholders on the project outcomes, possible impact and draw lessons to inform future interventions. We request your participation and honest response. All your information shall be treated with utmost confidentiality.

Acknowledgement;

I acknowledge that the information profiled is the correct recording of my views and knowledge about the impact of the EASY project. I hereby append my signature to confirm that I was interviewed.

Signature:

Date Interviewed:

Section A: Background information

Name (Respondent): Sex 1) Male 2) Female
 Position/title:Location(District): Phone number:
 Apprenticeship center: Trade/Course:

Section B: Pre, implementation & post project

16- Have you ever offered training/mentorship to youth under private arrangement or with support from any development partners or government? 1) Yes 2) No
 If YES, how would you rate the following aspects about the trainees under the EASY project?

Particulars	Rating			
	High	Moderate	Low	Don't know
Trainee retention				
Trainee discipline				
Competence				
Commitment to work				
Dropout rate				
Attendance				



17- Was it useful for the youth to be attached for further skills training in your center under the EASY project? 1) Yes 2) No

If YES, how did the apprenticeship training benefit the;

a) Youth?

.....

b) VTIs?

.....

c) Apprenticeship center/Enterprise?

.....

18- Was there anything unique about the EASY project? 1) Yes 2) No

If yes, what was unique?

.....

19- Were you able to retain some trainees to work with? 1) Yes 2) No

If YES, what benefit(s) have you gained from working with the trainee(s) retained?

.....

If NO, why?

20- What challenges did the Centre face during the apprenticeship training?

.....

.....

21- What would you suggest to mitigate the above challenges in future?

.....

.....

22- What lessons have the business drawn from the apprenticeship and mentorship program?

.....

.....

23- What would you recommend for future apprenticeship trainings?

.....

.....

24- What is your general impression about this project (can be a testimony or success story)?

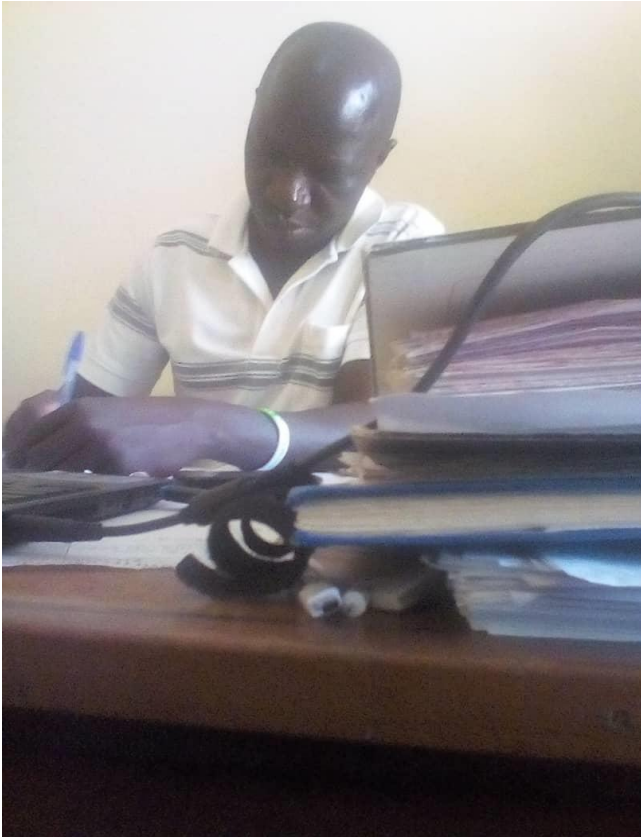
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THANKS FOR THE FEEDBACK



Appendix 2: Field Pictorials



Appendix 3:List of Research Team

S/No	NAME	TITLE	QUALIFICATION	E-MAIL	CONTACT
01	ABUSA Michael	Research Advisor	Bsc. Economics and Statistics	abusamike7@gmail.com	+256775178425
02	JUAN Agnes	Research Manager	BA. Economics	jaajuan61@gmail.com	+256778400856
03	Pardon Halida	Research Ass	D. Records and Archives Management	halidapardon@gmail.com	+256787701927
05	Faida Harmony	Research Ass.	B. Social Works and Social Administration	faidaharmony@gmail.com	+256771930064
06	Amuki Vita	Research Ass.	Bsc. Agriculture and Rural Innovation	vitaamuki732@gmail.com	+256772925631
07	Cheka Selwa	Research Ass.	BA. Procurement and Logistics Management (BPLM)	chekaselwa@gmail.com	+256785943922
08	Ambayo Cosmas	Research Ass.	BA. Human Resource Management (BHR)	ambayocosmas@gmail.com	+256773146284

