



Endline Evaluation Report 2024

i-UPSHIFT project in Imvepi refugee settlement, Terego District, Uganda.

August 2024



**RICE
WEST NILE**
Striving for Self Reliance



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PROSPECTS

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Acronyms and abbreviations

CV:	Curriculum Vitae
CSV:	Comma Separated Values
DAC:	Development Assistance Committee
FGD:	Focused Group Discussions
IGA	Income Generating Activity
ILO:	International Labour Organization
IP:	Implementing Partner
i-UPSHIFT:	Integrated UPSHIFT
KII:	Key Informant Interview
M&E:	Monitoring and Evaluation
MEAL:	Monitoring, Evaluation, Accountability & Learning
MHPSS	Mental Health and Psychosocial Support
OECD:	Organization for Economic Co-operation and Development
OPM:	Office of the Prime Minister
PSS	Psychosocial Support
PWDs:	Persons with Disabilities
RICE West Nile:	Rural Initiative for Community Empowerment West Nile
SRHR:	Sexual Reproductive Health Rights
TIN:	Tax Identification Number
TOR:	Terms of Reference
UEA:	Uganda Evaluation Association
UNHCR:	United Nations High Commissioner for Refugees.
UNICEF:	United Nations International Children's Emergency Fund
USD:	United States Dollars

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Executive Summary.

The i-UPSHIFT program, financed by ILO, was implemented by RICE West Nile in Imvepi Refugee Settlement for 11 months. The program, costing USD 149,654, aimed to empower young people to become social innovators and create positive social impact in their communities. The program developed transferable skills and social innovation among adolescents and young girls and boys. The program combined ILO's entrepreneurship training packages, focusing on social innovation workshops, mentorship, incubation, and seed funding. The endline evaluation was conducted to assess the performance i-UPSHIFT program and to assess the impact of the program based on OECD/DAC (Organization for Economic Co-operation and Development/Development Assistance Committee) criteria of relevance, effectiveness, efficiency, impact and sustainability. The following were the key findings:

- 240 youth were trained on entrepreneurship and job readiness skills.
- Of the 240 young people enrolled for the training opportunities (boot camp and mentorship), 192 (80%) completed the trainings.
- The i-UPSHIFT program supported the youth develop 41 innovative solutions to different community challenges. With the 100 USD seed fund, there was evidence that the groups were progressing towards generating some basic income.
- 50 youth from 10 groups participated in the youth summit in Kampala and were awarded 5,000 USD each.
- 33 groups, constituting 90.9% of the members invested the 100USD seed funding to develop their business innovations.
- Nine (09) of the groups accessed the 1st instalment of their grants from the banks except for one group by the evaluation time.
- The majority (94.1%) were doing their businesses, and (5.9%) were employed by other people.
- The average monthly income of the youth rose from Ugx 91,453 (24.54 USD) to Ugx 212,048 (56.90 USD) per month by the end of the program.
- About 30.7% of the young people reported that they mainly spent their income on education, and 26.1% cited household assets and food.
- The program also enabled young people to mobilize resources through marketing their innovations, networking with other youth from Central and Southwestern Regions and linking them to the private sector.
- The program helped the young people acquire essential soft skills such as communication, presentation, networking, financial literacy, negotiation, and life skills.
- It facilitated working relations with stakeholders, promoting self-resilience and economic empowerment.
- The program also built capacity for RICE West Nile to adopt a new approach of skilling, with plans to replicate this approach in other skilling programs.

Challenges

The evaluation of the i-UPSHIFT program established several challenges, including delayed grant disbursement, inadequate support to youth groups in financial literacy and business management skills, language barriers during pitching, dissatisfaction among unsuccessful groups, high transaction costs, transport challenges, insufficient bootcamp days, limited financial literacy and

business management skills, and ineffective group dynamics. Additionally, the mobile nature of the groups affected business operations, and local authorities' involvement in monitoring was a missing gap.

Conclusion

From the analysis above, we ascertained that some indicators were achieved while others required additional strategy to increase their low performance. Remarkable strides were made in training youth in entrepreneurship and job readiness skills, number of boot camps conducted, access to seed grant of and innovation grants. These findings were positive indicators necessary to sustain the gains and should be promoted in future projects. There were also areas of underperformance. For instance, lower achievements were registered in the areas of youth with functional innovations and enterprises, youth linked to the private sectors for internship, apprenticeship, and work-based learning and those supported to grow their innovations. The consultants advise the implementers to maintain the improvements and base future projects on the evaluation results. In our opinion, to a greater extent the i-UPSHIFT initiative met its design objectives. As briefly mentioned in the recommendations below, there areas for consideration to guide future programs.

Recommendations

We recommend the following:

- The consultants suggest a follow-up phase to consolidate gains of the i-UPSHIFT program.
- Future actions should integrate psychosocial support and access to youth-friendly sexual and reproductive health services into such skilling programs.
- We also suggest strengthening linkages with sector specialists in local government structures for further mentorship.
- The report suggests the need for a dedicated budget for gender inclusion.
- It also suggests that judges should be proficient in all languages used for pitching,
- The program also emphasizes the need for business registration, accreditation, and certification of skills to enhance legitimacy and career advancement.
- It also suggests an increase in boot camp days and revised mentor qualifications.
- The program also needs to focus on agriculture-related enterprises that face challenges due to unpredictable weather patterns.
- Strengthen private sector engagement as part of coaching and mentorship.
- Undertake deliberate intervention to strengthen group dynamics and business development services.

1 Introduction

In July 2024, Achanet Consults Ltd was contracted by RICE West Nile to conduct an endline evaluation for the i-UPSHIFT program that was funded by the ILO. This draft report presents the findings of the final evaluation. The report is divided into five sections. Section one gives a background and purpose of the evaluation. The methodology employed in conducting the evaluation is presented in section two, whilst section three covers the findings of the evaluation. The findings are presented in line with the OECD/DAC (Organization for Economic Co-operation and Development/Development Assistance Committee) criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability. The conclusions and recommendations of the evaluation are presented in section four while the annexes are presented in section five.

1.1 Program Background

We pay a high cost when our development policies and programmes fail to recognize the particular needs and aspirations of the youth. Investing in youth is also an investment in our future. Youth can be a positive force for development when the knowledge and opportunities they need to thrive are given.¹ The recent population census established that a huge majority, 73.2% of Uganda's population is aged 30 years and below. Of whom the largest proportion, 50.5% are aged below 18 years². Most of the young people are either unemployed or underpaid and live in extreme poverty. The high poverty and unemployment rates are attributed to barriers such as limited access to quality skills, credit, learning opportunities, business and entrepreneurial skills, industry connections, discrimination, and long periods of inactivity due to conflict and displacement.³ Since fighting youth unemployment in the country (Uganda) requires concerted efforts, the i-UPSHIFT program primarily aimed to upskill young people, not in education employment or training.⁴ The International Labour Organization (ILO) and UNICEF collaborated and designed the i-UPSHIFT. Through this program, young people go through an inspiration process in which they form groups to build social innovations. The youth are supported to research and use problem-solving tools to generate social challenges. They are also supported to assess possible solutions to arrive at one that appropriately responds to social challenges. They develop prototypes and eventually identify viable business models. The business models are pitched to access seed funding and mentorship alongside entrepreneurship skills. Once the enterprises are developed, the young are connected to the general ecosystem through enterprise development support.

The i-UPSHIFT initiative was developed with the rationale that lives of many youth living in settlements will change⁵. In Imvepi Refugee Settlement, the i-UPSHIFT program was implemented by RICE West Nile financed by ILO. The total program cost was USD 149,654 for a program duration

¹ <https://www.unescap.org/resources/un-and-sdgs-handbook-youth>

² Uganda National Population and Housing Census 2024 Preliminary Results

³ Muni University: Young Africa Works: Proposal Document; RETI Project 2023.

⁴

<https://www.unicef.org/innovation/media/18671/file/Scaling%20UPSHIFT%20into%20Education%20System.s.pdf>

⁵ <https://nilepost.co.ug/business/203874>

of 11 months (August 22, 2023, to July 30, 2024). The program promoted transferable skills and social innovation among the targeted adolescents and young girls and boys. The program combined ILO's entrepreneurship training packages to provide alternative learning and skilling pathways. The main strategies of i-UPSHIFT were social innovation workshops, mentorship, incubation, and seed funding to empower young people to become social innovators and create positive social impact in their communities.

In terms of actions implemented, RICE West Nile held an inception meeting with community, district, and sub-county leaders, involving 44 leaders in Terego district. The positive buy-in during the meeting led to effective mobilization and awareness creation. The OPM and UNHCR also provided a database of youth in the settlement who were skilled under previous programs to avoid duplication during participant selection for the i-UPSHIFT program.

RICE West Nile raised awareness about the i-UPSHIFT program among young people in Imvepi refugee settlement and its host communities in which 818 youth (44.1% female; 4.8% youth with disabilities and 69.2% youth from host communities) showed interest in the program. In total 10 awareness meetings and dialogue outreaches were organized on i-UPSHIFT with targeted young people in the settlement and the host communities. The program organized outreach sessions to identify economic and livelihood opportunities in their communities.

The program also organized 240 youth who expressed interest into 48 groups of five to develop innovative solutions to community challenges. Special focus was put on inclusion for PWDs, female-headed youth households, and teenage mothers. These youth were shortlisted, vetted, and assessed for vulnerability to ensure transparency and accountability. A 4-day i-UPSHIFT boot camp was organized to advance from identifying their social problem to developing an innovative solution. After the boot camp, first pitching was held at Imvepi settlement base camp to select 36 out of 48 youth groups however, only 41 groups participated. The 41 youth groups presented social challenges they saw in the community, their underlying causes, and their suggested innovative solutions. Eventually, 36 groups were selected. A seed funding of USD 100 was provided to each group with promising innovations.

After a period of mentorship, a second pitching was held at Odupi sub-county headquarters to select the top 10 innovations. The program facilitated 10 outstanding innovations (with 50 youth) from the supported groups to participate in a youth summit in Kampala, and each group was awarded USD 5000 to develop their innovations and create more opportunities for the young people.

i-UPSHIFT trainers were selected to support the mentorship processes and capture lessons learned. The mentors were assigned to oversee and assist groups to advance their solutions, finalize prototypes, and test them with targeted users. Four different venues were created to ensure a smaller number of youth for easier management during the mentorship. Mentors teach youth in problem-solving, innovative and entrepreneurial solutions, building and testing the best solutions, and presenting their ideas to customers or audiences. A pitching practice is held on the final day of the bootcamp in front of other youth groups.

1.2 Purpose of the endline survey

The endline evaluation was conducted to assess the performance i-UPSHIFT program and to assess the impact of the program based on OECD/DAC (Organization for Economic Co-operation and Development/Development Assistance Committee) criteria of relevance, effectiveness, efficiency, impact and sustainability.

The specific objectives included.

- Identify lessons learnt and explore potential promising practices and innovations across the program interventions.
- Compare the performance of the youth innovation groups that received boot camp training, 100-dollar seed capital, and 5,000 dollars.
- To assess whether the established program structures will promote sustainability beyond the program implementation period.
- Identify successes and gaps in the action implementation for recommendations to the donor and implementers for improving programme delivery in upcoming grants, or for future actions.

2 Methodology

Overall, the evaluation study adopted a descriptive cross-sectional study approach. Both qualitative and quantitative data collection approaches were employed to provide in-depth insight from the data for synthesis of the program's achievements in line with the study objectives. A consultative and participatory approach including all stakeholders at various levels was used. This included interactions with the program staff at RICE West Nile, Sub County Leaders, OPM Officials, and Mentors involved in the implementation of the program.

2.1 Scope of study and study population

Geographically, the endline survey was conducted in all four zones of Imvepi refugee settlement and six parishes (Azapi, Lugbari, Okavu, Ombokoro, Orivu, and Otumbari) of Odupi Sub County in Terego district where the i-UPSHIFT program was implemented. The study population was the 240 program direct beneficiaries, the community members and other stakeholders from above stated locations.

2.2 Sampling strategy

Due to the heterogeneous traits of respondents, and different target locations, both random (Probability) and non-random (non-probability) sampling methods were used in determining the respondents for the evaluation.

2.2.1 Qualitative sample

The sample for the qualitative data collection was purposively done. Key informants targeted those individual experts with relevant knowledge and experience derived out of their work or interaction with the community and the program or of positions they occupy. Overall, seven (7) KIIs were conducted with the Local Council III Chair, Sub County Chief and Production Officer of Odupi Sub County, Assistant Commandant OPM, two mentors, and beneficiaries of 100 USD. Whereas, FGD groups were randomly selected from groups of youth including 1) those who received the grants (100 USD and 5,000 USD), and those who did not receive any grants but participated in the program during pitching. Overall, three (03) FGDs were conducted with 1) the youth who participated in the

program but did not receive innovation grants, 2) the youth who participated in the program and received the grants as well and program staff at RICE West Nile.

2.2.2 Quantitative sample

For the in-depth interview, a stratified sampling method based on (sex, location, support category) was adopted. A sample size of 148 respondents was determined with a 5% insurance factor for non-response (95% confidence level) calculated using Sloven's formula; $n = \frac{N}{(1+Ne^2)}$ Where: n = Sample size; N = Population size, e = Margin of error. However, during actual data collection, a total of 88 respondents were interviewed constituting a 60% response rate. Despite the low response rate, we confirm that the conclusions are valid since the evaluation involved representative responses across those who received and those who did not receive innovation grants. Most of the quantitative findings were complemented with secondary data to draw valid conclusions. Convenience and snowball sampling approaches were adopted since it was challenging to find all the targeted respondents in their various locations as anticipated earlier on.

2.3 Methods and Tools

The consultancy team collected both quantitative and qualitative data through mixed approaches as described below:

2.3.1 Literature/Desk review

The program data and other information were gathered through the review of secondary data. The consultants reviewed all available program documents including annual progress reports, the i-Upshift program proposal, the logical framework that contained the result summary & indicators, the beneficiary list, and the Integrated-UPSHIFT prospects by ILO. The information obtained from the review of the program documents was corroborated with findings through, observations, focus group discussions and beneficiary/ key informant interviews.

2.3.2 Focused Group Discussions (FGDs)

Four (04) Focus Group discussions were conducted with various stakeholders; One (01) FGD with the i-Upshift program staff, two (02) FGDs with the youth (the trained youth who received the innovation grants, and a separate one with the trained youth who did not receive any grants), and one (01) last FGD with the mentors in the community. These FGDs were guided by an FGD guide and responses were recorded using audio recorders in addition to taking notes during the discussions. Permissions of the FGD participants were sought before recording the sessions. Open-ended questions were administered to collect qualitative data.

2.4 Data processing & presentation

2.4.1 Quantitative Analysis

The data collected through the digital platform (Kobo Collect) was exported into Excel and csv files for further cleaning, coding, and processing. The data was analysed using MS Excel. Logical checks, frequency and cross-tabulations were executed on all variables to enhance the accuracy and consistency of the data. Analysis of data was done at different levels. The first level involved descriptive statistics of the socio-demographic characteristics of study participants and the study

variables. The second level involved cross-tabulation of the socio-demographic characteristics and the central study variables to establish the variable relationships. Necessary infographic presentations (graphs, tables, and pie charts) were generated using MS Excel software. A comprehensive analysis was conducted, and statistics were interpreted, compared, and contrasted between the study variables. This was triangulated with qualitative data findings to ensure that reliable and evidence-based deductions were arrived at.

2.4.2 Qualitative Data Analysis

Qualitative data was mainly captured using note-taking, voice recorders, and photographs. Content analysis was used to analyse the qualitative data based on study themes in line with the evaluation objectives. Participants’ responses were typed and analysed using the MS Word program. The findings from the qualitative analysis were verified, their validity examined through reference to other information collected through quantitative tools, and recommendations for improvement were made.

2.5 Quality Control

The following strategies were employed to ensure that data quality is managed during the exercise:

Phases of activity	Strategy for Data Quality Assurance
Pre-data collection	<p>Design Review and approval of study instruments. The consultant developed standard data collection tools for every targeted source of data. These tools were reviewed and approved by RICE West Nile M&E staff before they were adopted for use in the field.</p> <p>Use of digital data collection platform. Tools for quantitative data collection were deployed on the Kobo Collect platform. Validation checks (skip logics) were implemented in the tools to restrict submission of incomplete data. Geospatial data of the households were collected for verification and future reference.</p> <p>Training of Research Assistants/Enumerators. The Consultants trained the research assistants before data collection in the aspects including code of conduct and ethical considerations during data collection.</p> <p>Pre-test of the research instruments. During pre-testing each trained research assistant administered at least 2 questionnaires in the pilot field.</p>
During field data collection	<p>Daily reviews of data collected. The consultants conducted daily data reviews and verification with the research assistants, and RICE West Nile team to ensure data collected met the quality requirements before submitting it online. The consultant provided daily feedback (progress report) to the RICE West Nile team on the progress of the fieldwork.</p> <p>Supervision support</p>

	<p>While the consultants executed the data collection, they were subjected to the oversight role of the RICE West Nile team. FGDs and KII were conducted by the consultants. All proceedings were audio-recorded for verification during transcription.</p>
<p>During data analysis and reporting</p>	<p>Iterative analysis approach. The consultants adopted an iterative analysis process for prompt data validation.</p> <p>Preparation and review of the draft baseline report The findings of the study were drafted into the endline report which was shared with the client (RICE West Nile) for comments and feedback. Following the incorporation of these comments, we shall submit a final inception report.</p>

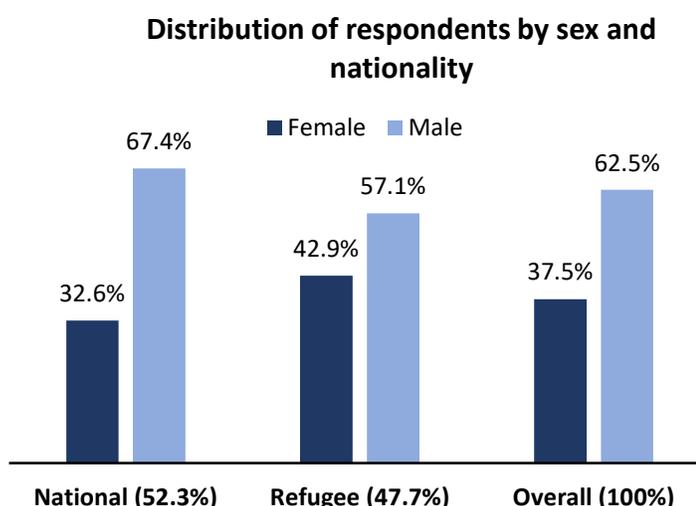
Table 1. Data Quality Assurance Measures

3 Findings and comparative analysis

3.1 Demographic characteristics

In the endline survey, 88 young people participated out of the 148 sampled youth. This represented a 60% response rate. We established that there were significant individual data management difficulties and the high mobility of the youth learners. Similarly, there were dropouts from the program who kept being replaced from time to time. Due to the mobility of the youth, it was difficult to trace some of them at the time of the survey. These typically were the major contributors to this low response rate. The consultants, despite a low response rate, confirm the validity of the conclusions, as they were based on representative responses and complemented with secondary data.

There were 33 (37.5%) females and 55 (62.5%) males in terms of gender. Suggesting that there were more males than female among the respondents as shown in the graph aside. Up to 19.1% of the respondents stated that they had some disability especially linked to physical operations. Regarding status, 46 (52.3%) youth were from the host community and 42 (47.3%) were youth refugees. In terms of the age of respondents, the majority 62.5% were between 25-30 years while 37.5% were between the age range of 19-24 years.



Most of the youth, 47.7%, completed secondary education, followed by 40.9% who reached the primary level and 8.0% at tertiary institutions, while 2.3% and 1.1% completed pre-primary and university education, respectively. In terms of marital status, 67.0% of the youth respondents were married compared to 30.7% who were single. The youth who were cohabiting and those who divorced constitute 1.1% of the respondents as represented in the table.

Figure 1. Graph showing the distribution of respondents by gender

Variable	Hosts (n=46)		Refugees (n=42)		Overall (N=88)
	Females (n=15)	Males (n=31)	Females (n=18)	Males (n=24)	
Age of respondents					
19-24 years	26.7%	38.7%	44.4%	37.5%	37.5%
25-30 years	73.3%	61.3%	55.6%	62.5%	62.5%
Highest level of education					
Pre-primary	0.0%	3.2%	0.0%	4.2%	2.3%
Primary	60.0%	45.2%	50.0%	16.7%	40.9%
Secondary	26.7%	41.9%	38.9%	75.0%	47.7%

Tertiary Institution	13.3%	6.5%	11.1%	4.2%	8.0%
University	0.0%	3.2%	0.0%	0.0%	1.1%
Marital status					
Single	20.0%	35.5%	50.0%	16.7%	30.7%
Married	73.3%	64.5%	50.0%	79.2%	67.0%
Cohabiting	6.7%	0.0%	0.0%	0.0%	1.1%
Divorced	0.0%	0.0%	0.0%	4.2%	1.1%

Table 2. Showing the major demographic characteristics of respondents

3.2 Relevance of the program

The survey assessed the i-UPSHIFT program's alignment with the needs and interests of youth in Imvepi Refugee settlement and the host community, as well as its alignment with local government plans, Uganda's refugee response policies, ILO policies, and RICE West Nile program areas. For instance, the design was in line with target 4.4 of the Sustainable Development Goals which envisages substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship 2030.⁶ The program design was also consistent with the gaps identified in the Second Education Response Plan for refugees and host communities in Uganda 2021/22 – 2024/25⁷. The ERP II target of ensuring that young people in refugee settlements and host communities acquire productive skills to engage in meaningful occupations and to earn a living. The program further aligned with the Ugandan government's plan to prioritize skills and vocational development to address unemployment, especially among the youth.⁸ From the findings, we established that the design aligned well with UNICEF's practical guidance to integrate UPSHIFT into education systems.⁹ Testimonies from the Odupi Sub County local government confirmed that the i-UPSHIFT program focus was in line with on self-resilience and empowerment priorities of the sub-county¹⁰. The program aligned with the RICE West Nile's community education program areas and the overall focus of the RICE West Nile Strategic Plan 2020 – 2024¹¹.

The i-UPSHIFT program facilitated youth, and adolescents to identify own needs and community challenges and designed social and entrepreneurial solutions in response. The innovations of the program are contributing to addressing these challenges relating to access to fresh fish for nutrition boost, vegetable value addition, greenhouse farming, pest control in vegetable production, access to furniture, especially coffins, access to toilet and hygiene items, plastic waste recycling, making baby porridge, and producing reusable sanitary pads which all addressed real community needs.

3.3 Efficiency of the program

The survey helped to ascertain the extent to which the i-UPSHIFT program used the least costly resources to achieve the desired results. It also helped to compare alternative approaches to

⁶<https://www.unescap.org/resources/un-and-sdgs-handbook-youth>

⁷ Second Education Response Plan for Refugees and Host Communities in Uganda 2021/22 – 2024/25.

⁸ Third National Development Plan (NDPIII) 2020/21 – 2024/25

⁹

<https://www.unicef.org/innovation/media/18671/file/Scaling%20UPSHIFT%20into%20Education%20System%20s.pdf>

¹⁰ KII with a sub county technical officer in Odupi sub county during data collection in July 2024.

¹¹ The RICE West Nile Strategic Plan 2020 – 2024.

achieving the same outputs. The findings established that RICE West Nile used the manuals provided by ILO to facilitate the dialogues. This cut the cost of developing new manuals and assured the quality of training. However, conducting bootcamps within Imvepi would have been cheaper than where it was located in Arua City.

We established total program cost was USD 149,654 from August 22, 2023, to July 30, 2024. Much as no major challenges were reported relating to disbursements by ILO, late disbursement of grants was reported by the youth groups. By the time of the program evaluation, a last disbursement of UGX 27 million was expected to be transferred to RICE West Nile from ILO.

Complaints of huge gaps between the seed fund of 100 USD and a grant of 5,000 USD per group were raised by the youth.

The program worked with mentors to oversee and assist groups in building innovations, finalizing prototypes, increase community mobilization among others. However, only two (2) mentors were too few and they took time to pick the concept of the program.¹²

The i-UPSHIFT bootcamp methodology required more time than four (4) days; implying more resources could have been allocated for it. This probably would have enhanced the viability of innovations generated. Additionally, we established that the program was under resource in M&E activities such as joint monitoring and data audits. *Stakeholders joint monitoring visits needed to be conducted to assess the performance of the innovations by the selected beneficiaries, but none was conducted with the sub-county leadership*¹³. Given the deliberate design to document lessons learnt and manage beneficiary data, allocating a specific budget for M&E activities would have enhanced the attainment of results.

The program was largely implemented consistently with the original design. 240 youth were supported and youth with disabilities constituted 26(10.8%). However, 41 instead of 48 groups pitched business ideas. Partners that were responsible in the other work streams did not implement within the same timeline with RICE West Nile and at the local level there was limited synergy built with other implementing partners (IP) and PROSPECTS partners.¹⁴

The profiles of the youth groups were built into a database and routinely updated especially when there were changes in membership of the groups. Most data collection was done by program officers and mentors. For some group members essential documentation such as national IDs and attestation cards were lacking. These gaps created challenges during account opening by the groups.

The endline evaluation findings showed that some modifications were adopted. For instance, there were changes in group membership especially after the first cohort boot camp. Seven (7) groups dropped mostly because of the long stretch between the first and second boot camp. There was also an addendum that showed approval of the program time extension from May to July 2024. This compensated for the time lost between the two boot camps. Overall, the ILO's flexibility in budget adjustments and extensions enhanced the attainment of results.

¹²i-UPSHIFT program staff at RICE West Nile during the FGD with staff.

¹³ A political leader at Odupi Sub County during a Key Informant Interview.

¹⁴ i-UPSHIFT program staff at RICE West Nile during the FGD with staff.

3.4 Effectiveness

Indicators	Target	Achieved	Remark
Number of FDPs (refugees)/Host Community who completed a professional, technical or vocational education and/or training program or another non-formal skills training, including apprenticeships and other work-based learning programmes	240	240 (50.4% Females, 49.6% Males, 50% Refugees & 50% Hosts)	✓ Target fully achieved
Perception of employers on employability of refugees and Host Community youth	0	No data	We didn't encounter employers of the youth to ascertain this perception
% of refugee and Host Community youth with functional innovations and enterprises	36	33 (90.9%)	↓Below target. Three (3) groups saved the seed grant of 100 USD instead of investing.
Number of innovations generated by the refugee and host community youth	48	41	↓Below target. 41 groups generated innovations
The retention rate of the enrolled host community youth and refugees for the training opportunities.	240	192 (80%) (50.5% Females, 49.5% Males)	↓Below target. However, 48 (20) youth dropped who out of the program were replaced.
Number of refugee and host community youth satisfied with the quality of training offered	240	No data	No specific data was collected.
Number of FDPs/HCs enrolled in apprenticeships, internships, and work-based learning opportunities and other transition pathways to employment (disaggregated by refugee/host status, Male/Female, Disability)	240	240 (50.4% Females, 49.6% Males, 50% Refugees & 50% Hosts)	Target fully achieved
Number of private sectors offering and accommodating youth for internship, apprenticeship, and work-based learning	0	0	Not applicable to component
Number of refugee and host community youth trained in entrepreneurship and job readiness skills.	240	240 (50.4% Females, 49.6% Males, 50% Refugees & 50% Hosts)	✓ Target fully achieved

Number of refugee and host community youth supported to participate in the youth summit in Kampala	50	50	✓ Target fully achieved 50 youths from 10 groups participated in the summit in Kampala
Number of boot camps conducted for the refugee and host community youth	2	2	Target fully achieved
Number of refugee and host community youth mentored (disaggregated by refugee/host status, Male/Female, Disability)	240	180	↓Below target. 60 youths mentored after second pitching.
Number of youths linked to other stakeholders for additional support to grow their innovations (disaggregated by refugee/host status, Male/Female, Disability)	120	50	↓Below target. Only 50 youth were linked to the private sector
Number of youth groups formed and mentored	48	36	↓Below target. 36 groups mentored after second pitching.

Table 3. Performance of the indicators

3.5 Achievement of Results

3.5.1 Utilization of the Seed Funds

The i-UPSHIFT program facilitated 36 groups with 100 USD seed funding after successful pitching. Of these, 33 groups, constituting 90.9% of the groups invested the money to develop their business innovations. During the field data collection, it was difficult to meet the youth at their business locations, as such it was difficult to ascertain the viability of their business innovations. Whereas three (03) groups constituting 9.1% testified saving their money, implying their seed funds were not invested to develop their innovations, this can be followed up by the project team.

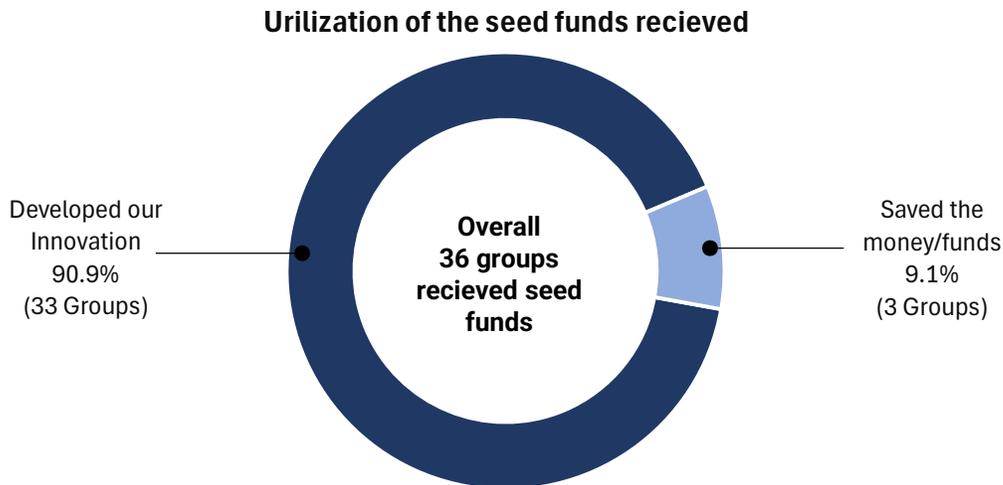


Figure 2. Pie chart showing utilization of the seed funds received

3.5.2 Utilization of the Innovation Grants

Additionally, 10 outstanding innovations were awarded 5000 USD each during the Youth Social Innovation Summit in Kampala to develop their innovations. . For instance, the innovations of making porridge to address malnutrition among babies by Ushindi group, that of making pesticides by Ezuzu farmer group and plastic waste recycling by Akunamuchozo group all have high potentials

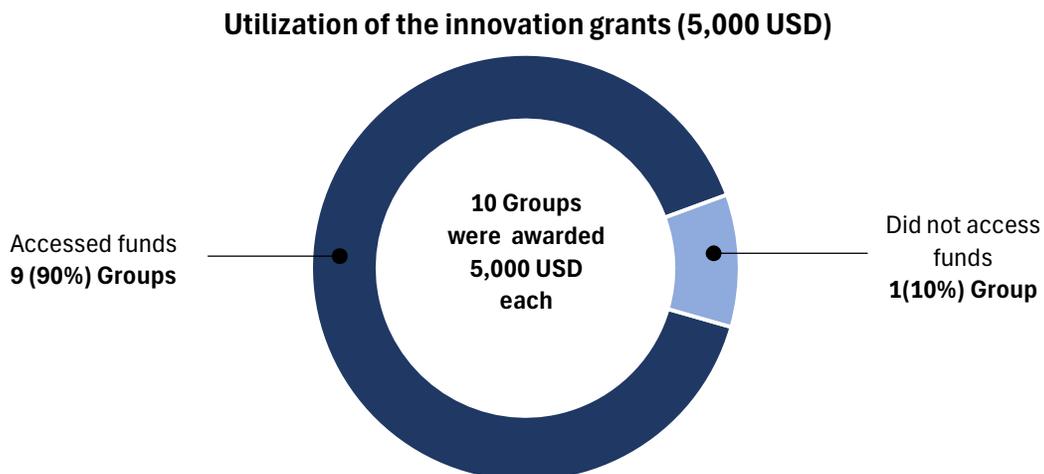


Figure 3. Pie chart showing utilization of the innovations grant

to transition youth into jobs apart from addressing community challenges. The study compared the performance of groups receiving 100 USD and 5,000 USD grants, the findings showed that recipients of 100 USD showed better progress. However, this doesn't imply seed funds were a better option, but rather, the differences were due to earlier awarding of seed funds.

By the time of FGD with i-UPSHIFT program staff, nine groups had recently accessed their first instalment of grants from ABSA bank, and one group had not met RICE West Nile's requirements for withdrawing the first instalment. Much as the majority had accessed the 1st instalment of the funds, the study could not guarantee the extent to which the funds affected viability of the innovations as the funds were accessed within the same timing with the endline evaluation. Another reason for the delay in disbursing funds was that some youth could not timely provide national or refugee identification cards which were required to open joint accounts. What we noted as important was that RICE West Nile and ABSA Bank have agreed to allow withdrawal in three instalments as a control measure, with subsequent disbursements based on clear financial and physical accountability for the previous disbursement and implementation of the business plans.

From the endline findings 68 (77.3%) respondents were engaged in income-generating activities. Proportionally, more males (60.3%) were engaged in IGAs than the females (39.7%). The majority (94.1%) of those undertaking IGAs were in own businesses, and the rest (5.9%) were employed by other people. Implying that the i-UPSHIFT initiative enabled more transitions into self-employment than wage employment.

Majority of the respondents (79.7%) were engaged in IGAs in line with their innovations, majorly attributed to the financial support offered in the program. The remaining 20.3% of the respondents reported that they were doing businesses that is not linked to their group innovations mainly because they had been in their current businesses long before the i-UPSHIFT initiative. Regarding income, 61.4% of the youth reported an increase in their incomes attributed to the businesses they were doing with the support of the program. Generally, average monthly income of the youth rose

Percentage of the youth engaged in various IGAs

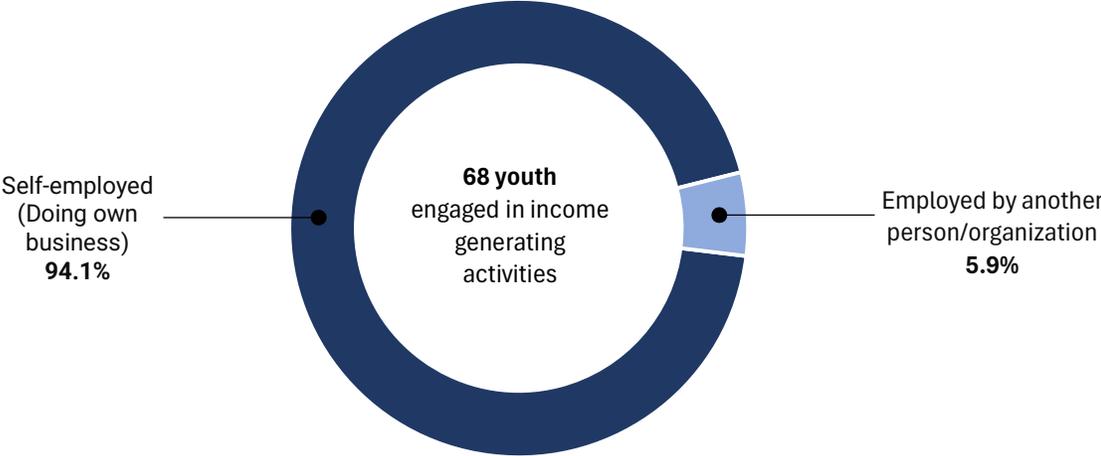


Figure 4. Youth engaged in income generating activities (IGA)

from Ugx 91,453 before the program to Ugx 212,048 per month by the end of the program. (See table below). Male youth earned a higher average monthly income than female and yet in terms of average

monthly expenditure both male and female nearly spent at equal rates. Much as this endline survey did not justify the gender-based variations in income, earlier studies confirmed that women-owned microenterprises in Uganda generate 30% lower profits than their male counterparts (World Bank 2019). One of the major reasons behind this was that women enterprise owners allocate less of their working hours to their enterprises due to greater domestic and care responsibilities than their male counterparts.

Variables	Average monthly income before program (Ugx)	Current average monthly income (Ugx)	Average monthly expenditures (Ugx)
Female	60,520	134,242	112,727
Male	111,282	261,923	119,454
Average monthly income	91,453	212,048	116,932

Table 4. Average monthly income and expenditures of the youth

More than half of the monthly income of the youth was spent monthly. About 30.7% of them reported that they mainly spent their income on education, 26.1% cited household assets and food as their drivers of expenses, and only 6.9% reported re-investing in their businesses.

3.6 Impact of the program

The impact assessment aimed at determining the changes; positive or negative, direct or indirect, intended or unintended in the lives of the targeted youth that were attributable to the i-UPSHIFT program. Impact also helped to assess the value the program added to stakeholders, beneficiaries, and local governments.

1. The i-UPSHIFT program enabled the youth in Imvepi refugee settlement and host community to develop 41 innovative solutions in response to identified community challenges. Much as only 36 of the innovations were provided seed funding, the pitchers still appreciated the skills gained. *I learnt how to identify community problems and how to offer solutions to them¹⁵.*
2. Youth generating income to support households to meet basic needs such as education and health care costs. As cited above, the average income of the youth rose from Ugx 91,453 before the program to Ugx 212,048 per month at endline. This was specifically for groups that received seed funding. The groups have also become social support systems for the youth in times of sorrow, joy among others. For instance, Sambya youth members contributed Ugx. 200,000 to support a member who had lost a father. Grants were received towards the end of the program and did not immediately translate into income for the groups and individual members.
3. The program harnessed the potential of the youth to mobilize resources through marketing their innovations and linkages to the private sector. The youth that networked with Omia Agri business were inspired by the life journey of the entrepreneur. There were testimonies to maintain the relationship to access inputs and market for horticulture products. This is line with the design of the program to unlock the potential of youth as social innovators.¹⁶
4. The program enabled the targeted youth to acquire essential soft skills. The youth cited soft skills such in communication, presentation, networking, financial literacy skills, negotiation and life

¹⁵A youth respondent from a group that did not receive seed funding.

¹⁶ <https://www.unicef.org/innovation/upshift>

skills. The participants have a good memory of all processes especially how the pitching at the base camp, sub-county, and the summit in Kampala enabled them to enhance the said skills. We were able to see confidence in the youth and shift to a positive attitude towards using their own potentials.

5. The program enhanced engagement of the youth to undertake their innovations. Although stakeholder participation was by design, their engagements with the youth in the inception meetings, awareness sessions and pitching created a positive buy-in and facilitated the young people's journey towards impact. Overall, for us as a local government, the program promoted self-resilience and economic empowerment reduced idleness among the youth in Odupi sub-county¹⁷.
6. There were indications that the targeted youth are progressing into self-employment as a result of the innovations, particularly for those who received 100 USD. As the youth embrace social support systems and transfer skills to their peers, there is a potential future that some youth may transition into wage employment through youth-to youth engagement.
7. The program built the capacity of RICE West Nile to adopt a new approach of skilling. The lead i-UPSHIFT implementer (Wezsha Impact) built capacity of RICE West Nile and we intend to replicate this approach in other skilling programs. The beauty is we have copies of the training manuals provided by ILO¹⁸.

3.7 Sustainability of the program

Sustainability aimed at assessing the extent to which the program benefits and results are likely to continue after program closure. It also ascertained the program structures that promote sustainability beyond the program implementation period. From the findings, we noted the following:

1. Enrolment on to the i-UPSHIFT program was based on the expression of interest. Implying that youth who were part of the program were already passionate about the program. This is key for sustainability/ownership.
2. The presence of the community-based mentors adds to the sustainability of the project. The mentors are a resident capacity within the proximity of the youth groups. Given that this was by design a voluntary role, they can be reached for any future support needs by the groups.
3. The ILO has awarded RICE West Nile a three-month period to support groups until September 2024, allowing them to wean off and develop a good exist strategy. RICE West Nile has also prepared a one-year contract for each funded group to monitor their progress with innovations. The groups have been challenged to recover UGX 18.5 million in profits through innovation, potentially ensuring their viability beyond the program period.
4. The social innovation skills acquired will continue to enable the youth to identify and provide solutions to other community challenges. From the FGD with the groups that did not receive seed funding, the different business ideas pitched by the different groups can still be developed. ***Although our innovation was not selected I can still implement what I learnt from the ideas of other groups***¹⁹. The FGD with the i-UPSHIFT program staff and management revealed that there

¹⁷ A political leader at Odupi Sub County during a Key Informant Interview.

¹⁸ i-UPSHIFT program staff at RICE West Nile during an FGD with the staff.

¹⁹A youth respondent from a group that did not receive seed funding.

was an ongoing effort to mobilize resources for those who didn't receive seed funds. When successful, this will enable them to implement their pitched business models²⁰.

5. With the 100 USD seed funding, the groups are likely to continue to operate the innovations beyond the program period. By the endline evaluation, 33 groups that received seed funding were already in business unlike three (3) groups that still had saved the funds. Such expression points towards the sustainability of the innovations. ***With the 100 USD (equivalent Ugx370,000) we deal in goats, produce and we make baby soya. We are continuing to generate income***²¹.
6. Integration of group savings will strengthen group cohesion that can live beyond a program span. Experience shows that groups that are anchored on VSLA live beyond a program span. ***The good thing is that the program encouraged VSLA activities for the groups. They undertake investment savings, not the type of savings that is shared out at the end of the cycle.***²²
7. The community-based mentors were identified from the respective locations of the youth innovations. Their capacity was enhanced to mentor the groups, but at the endline, concerns about inadequate capacity were reported. Despite these concerns, their presence indicates ongoing support and potential for sustainability.

3.8 Learning and Replication

3.8.1 Program aspects that were successful

1. The ILO's flexibility, including budget adjustments and no-cost extension, was effective. The requests for modifications generated by RICE West Nile were approved timely by the funder. This made the program more adaptive to the changing implementation context.
2. The private sector and local authorities' commitment were strong, especially during inception meetings, awareness sessions and pitching. This collaboration can be maintained beyond future actions and programs.
3. The program's unique design was commendable. The i-UPSHIFT initiative was not about skills as usual. The process of supporting young people to go through inspiration, forming them into groups to build social innovations in response to identified social challenges was unique. This can be replicated in future programs.
4. Working in smaller groups was appreciated by the young people. Forming the youth into groups of five (5) members was considered manageable and easy for decision making. This can also be replicated in future.
5. Provision of seed funding and grants for the preferred enterprises of the youth resonated with their interest. This is good for ownership.
6. The involvement of non-program implementers (stakeholders) as judges in the selection process increased the independence of the results but also enhanced private sector participation in the program.

3.8.2 Program aspects that were less successful

1. Delayed disbursement of grants to group accounts. By the time of evaluation, groups that received the 5,000 USD grants had not started the enterprise as they received the grants late. Equally, one group had not received the first disbursement. This is likely to limit the time available for technical backstopping in the management of the businesses.

²⁰ i-UPSHIFT program staff at RICE West Nile during an FGD with the staff.

²¹ A youth respondent from a group that received 100 USD seed funding.

²² i-UPSHIFT program staff at RICE West Nile during an FGD with the staff.

2. Language barrier during pitching. Some judges did not understand the native languages well. Similarly, most group members could not proficiently pitch in English. *To me, the award was more based on presentation skills and fluency in English than the originality and viability of the enterprises*²³.
3. The five (5) groups that were not successful in the first pitching were left disgruntled. Appropriate management of the feedback would enable them to concede defeat since a number are still expecting final feedback on their fate.
4. Transaction costs for accessing funds from the bank were high. Some transport challenges. There were testimonies of group members who had accidents in the processes of travelling to transact in the town-based banks.
5. The boot camp days were insufficient, and with only two mentors, it was difficult to refine the conceptualization of the innovations. For instance, some innovations, like turning faecal matter into manure, were not readily accepted by the community²⁴.
6. The mobile nature of the group members affected consistency in business operations, and group dynamics were not effective. Because of the few members per group, cases of one person dominating decision-making were observed during program implementation²⁵.
7. Inadequate involvement of local authorities in monitoring was a missing gap. This was attested to by local government leaders from Odupi sub county. The triangulation with the project staff at RICE West Nile showed insufficient resource for M&E support in the i-UPSHIFT program that could not facilitate joint monitoring activities.

²³ A youth respondent from a group that did not receive seed funding.

²⁴ i-UPSHIFT program staff at RICE West Nile during an FGD with the staff

²⁵ i-UPSHIFT program staff at RICE West Nile during an FGD with the staff

4 Conclusions and Recommendations

4.1 Conclusions

The i-UPSHIFT program was not about skilling as usual. The process of supporting young people to go through inspiration, forming them into groups to build social innovations in response to social challenges was unique. The i-UPSHIFT program was found to be in line with the Sustainable Development Goals, Uganda's refugee response policies, ILO policies, and RICE West Nile program areas. The program's design was consistent with the Second Education Response Plan for refugees and host communities, addressing unemployment and promoting self-resilience and empowerment. Testimonies from the local government confirmed the alignment of the i-UPSHIFT initiative with the sub county and Terego District priorities.

From the analysis above, the evaluators conclude that while some indicators met the set targets, others needed additional strategies to reach the targets. Of the 14 performance indicators, only five (5) relating to number of youths enrolled in entrepreneurship and job readiness skills training, participation in the youth summit in Kampala and those who participated in boot camps were fully attained. On the other hand, six (6) indicators were partially attained and three (3) indicators did not have any reliable data for reference. In our opinion, to a greater extent the i-UPSHIFT initiative met its design objectives. The consultants advise the implementers to maintain the improvement and base future projects on the evaluation results. As briefly mentioned in the recommendations below, there are still areas suggested for improvement for future programs.

4.2 Recommendations for upcoming grants and future actions

In the opinion of the consultants, a follow-up phase consolidates gains of the i-UPSHIFT program.

In the future programming, we suggest the following:

1. Apart from capacitating the young people in entrepreneurial skills provision of psychosocial support (PSS) and increasing access to youth-friendly sexual and reproductive health services (SRHS) are crucial for the age groups targeted by this program. This can be considered in the next phase.
2. There is need for a dedicated budget for inclusion especially gender and disability. For instance, during the boot camps; 29 young mothers expressed interest in the training with their caretakers yet this was not budgeted; budget adjustments were made to cater for this need. We recommend for a deliberate budget for integration of gender and disability issues into the program beyond the figures.
3. Strengthen linkages with sector specialists in the local government structures to provide further mentorship for the youth groups. For instance; groups promoting environment related innovations should be linked to the Environment Officer; Agriculture related innovations linked to the Production Officer.
4. Related to the above, apart from participating in pitching there will be need to have a deliberate private sector engagement in supporting the youth to access friendly financial products and services alongside the seed funding and grants. Furthermore, a deliberate support to youth is required in promoting market access.
5. We recommend that in the next phase, there is need to have Judges who are proficient in all languages used for pitching. Much as the participants appreciated the use of native language

during pitching, they regretted the low language proficiency by the judges which they perceived might have contributed negatively to the low scores for some groups.

6. Groups that were not successful in the first pitching could be mentored for support in the second phase if possible. Other youth voices proposed to have all groups that pitched have to be awarded or recognized with certificates. Seed fund can then be provided to those selected after pitching.
7. There is a deliberate need to support business registration as well as accreditation and certification of skills acquired. This can enhance the legitimacy of businesses and enable the young people to advance career and also seek for wage employment.
8. An increase in bootcamp days is suggested. The bootcamp days were insufficient, and with only two mentors, it was difficult to refine the conceptualization of the innovations. We suggest that two additional days for bootcamps would be sufficient.
9. We suggest the qualifications of mentors needs to be revised to have practitioners from the private sector to provide hands-on mentorship to the youth groups.
10. More attention needs to be paid to groups that selected agriculture-related enterprises that are prone to weather challenges. The unpredictable weather patterns may negatively affect the gains from the program.
11. Strengthen collaboration and coordination among the various workstreams of the ILO Prospects project. The other partners offering employment services, MHPSS, and financial literacy should be able to provide technical support to the i-UPSHIFT partners, as this was identified as a gap.

5 Annexes

5.1 Annex 1: References

1. <https://www.unescap.org/resources/un-and-sdgs-handbook-youth>
2. Uganda National Population and Housing Census 2024 Preliminary Results
3. Muni University: Young Africa Works: Proposal Document; RETI Project 2023.
4. Katherine, C. (2023). Scaling UPSHIFT into Education Systems September: <https://www.unicef.org/innovation/media/18671/file/Scaling%20UPSHIFT%20into%20Education%20Systems.pdf>.
5. Second Education Response Plan for Refugees and Host Communities in Uganda 2021/22 – 2024/25.
6. Third National Development Plan (NDPIII) 2020/21 – 2024/25.
7. The RICE West Nile Strategic Plan 2020 – 2024.

5.2 Annex 2: List of Key Informants and FGD Participants

S/No.	Name	Gender	District/ Organization	Position
1.	Arima Modest	Male	Terego	Local Council III Chairperson
2.	Yusuf Zaitun	Female	Terego	Senior Assistant Secretary-Odupi
3.	Osoga Modest	Male	Terego	Production Officer Odupi
4.	Koriang Martin Naburri Modest	Male	OPM	Assistant Settlement Commandant Imvepi
5.	Tabumingi Wilfred	Male	Terego	
6.	Edmond Boboya	Male	Terego	Mentor
7.	Rolex Aleku	Male	RICE West Nile	MEAL Coordinator
8.	Anyama Herbert	Male	RICE West Nile	MEAL Officer
9.	Munduru Liberia	Female	RICE West Nile	Senior Operations Coordinator
10.	Asema Bernard	Male	Drileba Youth	Beneficiary
11.	Andezu Gladish	Female	Drileba Youth	Beneficiary
12.	Munguleni Vivian	Female	Glorious Food Dealers Enterprise Group	Beneficiary
13.	Adomati Kennedy	Male	Glorious Food Dealers Enterprise Group	Beneficiary
14.	Alionzi Vincent	Male	Ama Ecora Young Farmers	Beneficiary
15.	Butele Moris	Male	Ama Ecora Young Farmers	Beneficiary
16.	Aniku Fred	Male	Ama Ecora Young Farmers	Beneficiary
17.	Omvuga Joshua	Male	Ama Ecora Young Farmers	Beneficiary
18.	Afayo Fred	Male	Drileba Youth	Beneficiary
19.	Drawuudi Fred	Male	Drileba Youth	Beneficiary
20.	Colline Okweda	Male	Rise and shine	Beneficiary
21.	Opakrowth Bonny	Male	Akunamu chezu	Beneficiary
22.	Pimer Jolly	Female	Akunamu chezu Group	Beneficiary
23.	Afoyowroth Mercy	Female	Akuna Muzhezo Group	Beneficiary
24.	Nayamotoro Brenda	Female	Arise and Shine Group	Beneficiary
25.	Lonza Kennedy	Male	Ushindi Youth Group	Beneficiary
26.	Jogina Ayerango	Female	Gods Will	Beneficiary
27.	Aromborach Gloria	Female	Arise and Shine	Beneficiary
28.	Samuel Omar	Male	Shindig Youth Group	Beneficiary

5.3 Annex 2: Evaluation Matrix

Evaluation Question	Sub Questions	Study Design	Data source	Data Collection method	Data Instruments	Data analysis
Relevance	<p>>How were the targeted beneficiaries selected and how were their needs and interests reflected in the program?</p> <p>>To what extent is the intervention in line with the refugee policies of Uganda, ILO policies and policies of RICE West Nile?</p>	Qualitative	<p>>Program staff/MEAL team</p> <p>>Stakeholders</p>	<p>>Document review</p> <p>>Focus group discussions</p> <p>>KII with program staff/MEAL team and stakeholders</p>	<p>>FGD Guide</p> <p>>Interview Guide</p> <p>>Themes for review</p>	<p>>Discourse analysis of primary data (interviews/ focus groups)</p> <p>>Thematic analysis of secondary data (baseline values).</p>
Documentation of Program successes and gap	>To what extent have program outcomes and impact been achieved, and for who?	<p>> Qualitative design</p> <p>>Quantitative design</p>	<p>>Program reports</p> <p>>Baseline data</p> <p>> Case Stories</p>	<p>>Document review</p> <p>>Focus group discussions with staff/beneficiaries</p> <p>>Individual interview with program beneficiaries</p>	<p>>FGD Guide</p> <p>>Interview Guide</p> <p>>Themes for review</p>	<p>>Discourse analysis of primary data (interviews/ focus groups)</p> <p>>Thematic analysis of secondary data (baseline values).</p>
	Have there been any unexpected outcomes or gaps?	Qualitative approaches	<p>>School registers.</p> <p>>Program data and document</p> <p>>Program Beneficiary focus groups</p>	<p>>Document review</p> <p>>Focus group discussions</p>	<p>>FGD Guide</p> <p>>Themes for review</p>	<p>>Thematic analysis of secondary data</p> <p>>Discourse analysis of primary data (focus groups)</p>

Assess and verify the quality of the information	How efficient was the Program MEL systems in relation to validity and reliability of data collection, storage, and analysis; effectiveness of processes to use and sharing of information?	Qualitative and Quantitative approaches	>Program database and document >Program staff/MEAL team	>Document review >Focus group discussions with MEAL team and staff	>FGD Guide >Themes for review	>Disaggregation by Gender, refugee/host, >Thematic analysis of secondary data >Discourse analysis of primary data (focus groups i.e., innovation groups)
Effectiveness	>How effectively were the services (training and mentorship processes Boot Camps) in contributing to the achieved results? >How have the youth innovation groups performed?	Qualitative and Quantitative approaches	>Boot camp participants >Boot camp Facilitator	>Document review >Focus group discussions with MEAL team and staff		>Disaggregation by Gender, refugee/host >Innovation groups of 100 USD seed capital, and 5,000 USD.
Impact	>What changes – positive or negative, direct, or indirect, intended, or unintended did the program cause in the lives of the targeted beneficiary? >What “value added” did the program provide to stakeholders,	Qualitative and Quantitative approaches	>Program data and document >Program Beneficiary focus groups >Program stakeholders	>Document review >Focus group discussions KII	>FGD Guide >Themes for review >KII Guide with staff/ stakeholders	Disaggregation by Gender, refugee/host, Innovation groups

	beneficiaries, and local government?					
Efficiency	<p>>Has the program implementation been consistent with the original design?</p> <p>>What modifications were adopted and why?</p>	Qualitative and Quantitative approaches	<p>>Program data and document</p> <p>>Program staff/MEAL team</p>	<p>>Document review</p> <p>>Focus group discussions MEAL team and staff</p>	<p>>FGD Guide</p> <p>>Themes for review</p>	<p>Disaggregation by Gender, refugee/host</p> <p>>Thematic analysis of secondary data</p> <p>>Discourse analysis of primary data (focus groups i.e., Innovation groups)</p>
Sustainability	<p>>To what extent are the program benefits and results likely to continue after program closure?</p> <p>> What are the major established program structures that will promote sustainability beyond the program implementation period?</p>	Qualitative and Quantitative approaches	<p>>Program data and document</p> <p>>Program Beneficiary focus groups</p> <p>>Program stakeholders</p>	<p>>Document review</p> <p>>Focus group discussions</p> <p>>KII</p>	<p>>FGD Guide</p> <p>>Themes for review</p> <p>>KII Guide with staff/ stakeholders</p>	<p>Disaggregation by Gender, refugee/host, Innovation groups</p>
Recommendations to strengthen future work.	What aspects of the with i-UPSHIFT program worked well?	Qualitative approaches	<p>>Program data and reports</p> <p>>Program Beneficiary focus groups</p> <p>Program staff/ stakeholders</p>	<p>>Document review</p> <p>>Focus group discussions</p> <p>KII with local leaders</p>	<p>>FGD Guide</p> <p>>Themes for review</p> <p>>KII Guide with staff/ stakeholders</p>	<p>>Thematic analysis of secondary data</p> <p>>Discourse analysis of primary data (focus groups and interviews)</p>

	What aspects of the with i-UPSHIFT program were less successful (gaps)?	Qualitative approaches	>Program data and document >Program Beneficiary focus groups Program staff FGD	>Document review >Focus group discussions >KII with local leaders	>FGD Guide >KII Guide with staff/ stakeholders >Themes for review	>Thematic analysis of secondary data >Discourse analysis of primary data (focus groups and interview)
	What aspects of the with i-UPSHIFT program can be expanded and or replicated?	Qualitative approaches	>Program data and document >Program Beneficiary focus groups	>Document review >Focus group discussions >KII with local leaders	>FGD Guide >KII Guide >Themes for review	>Thematic analysis of secondary data >Discourse analysis of primary data (focus groups and interview)

Table 5. Evaluation matrix for the endline survey

5.4 Annex 3: Evaluation Tools Used

Annex I – Questionnaire for youth trained (Individual Interviews).

#Section 1: Informed Consent

<p>(Note for enumerator: please read this very loudly and if the respondent agrees to participate, please ask them to sign below consent)</p> <p>Good morning/Afternoon. My name is _____, and I am part of the team contracted by RICE West Nile to undertake a program evaluation of the i-Upshift Program. You have been selected to participate in this study because you took part in the program activities. I request to ask you some questions relating to the program and its benefits. All the responses you will provide will remain confidential. You are free to or not to participate in this study or to stop your participation at any time.</p> <p>Do you agree to participate in this study?</p> <p><input type="checkbox"/> Yes (Thank the respondent and proceed to conduct the interview)</p> <p><input type="checkbox"/> No (Thank the respondent and move to the next one)</p>	
Name of Enumerator:	
Telephone No:	Date of interview:

#Section 2: Respondents demographic characteristics

S/No.	Questions & Filters	Response categories	Skip
201	Name of Respondent (Optional)		
202	Sex of respondent	1= Male 2= Female	
203	How old are you?	1= Below 18 2= 18-30 3= 31 and above	
204	Respondent's nationality status	1= Ugandan 2= Congolese 3= South Sudanese 4= Others	
205	What is your highest level of education (excluding vocational skills training)	1= None 2= Pre-Primary 3= Primary level 4= Secondary 5= Tertiary institution 6= University	
206	What is your marital status	1= Single 2= Cohabiting 3= Married 4= Divorced 5= Widow	
207	Sub county of residence		

208	Parish/Zone of residence		
209	Village (GPS Coordinates of the youth/Business location)		

#Section 3: Access to vocational skills training and other learning opportunities

SNo	Questions and Filters	Response categories	Skip
301	Did you or your group participate in the innovation bootcamps?	1= Yes 2= No	
302	If yes, did you or your group win or receive any seed fund/grant from RICE WN?	1= Yes 2= No	
303	If yes, how much did you or your group receive?		
304	Did you or your group participate in the youth summit in Kampala?	1= Yes 2= No	
305	If yes, did your group/innovation receive any awards during the summit?	1= Yes 2= No	
306	If yes, what awards did you receive?	1= Certificate 2= 5000 USD 3= Others	
307	Apart from the technical or vocational skills training, what other activities did you participate in with the support of the program?	1= Boot camp training 2= Mentorship and coaching sessions 3= Youth Summit (in Kampala) 4= Awareness meetings/dialogues 5= Entrepreneurship and Job readiness skills training 6= Other (please specify)	

#Section 4: Access to employment and income

401	Are you currently doing anything that helps you earn an income?	1= Yes 2= No	
402	If yes, what are you doing to earn an income?	1= Employed by another person or organization. 2= Self-employed/Doing own business.	
403	To what extent would you attribute your employment to the seed funds or innovation grants received?	1= Greater extent 2= Moderate extent 3= Less extent	
404	If you are doing your own business, what kind of business are you doing?		

405	Is your business in the trade that you trained in?	1= Yes 2= No	
406	If no, what is the reason?	1= Failed to get start-up capital. 2= There were no businesses in this area in the trade I trained in 3= Opportunities were not readily available in this area. 4= Others (specify)	
407	How much money do you earn on average per month from your business? (Ugx)		
408	How do you describe the trend that your business is taking?	1= Increasing a lot 2= Increasing slightly 3= Not growing 4= Decreasing slightly 5= Decreasing a lot 6= Don't know	
409	If it is increasing, what are the reasons?	1= Available market 2= Good environment 3= Available inputs 4= Receiving more support from organizations 5= Receiving more support from family and friends 6= Others (specify)	
4010	If it is decreasing or not growing, what are the reasons?	1= Lack of market 2= Unfavorable environment e.g. segregation, insecurity 3= Lack of inputs 4= Lack of needed external support. 5= Others (specify)	
4011	What is your plan for this business?		

#Section 4 (b): For those employed by others

4012	If you are employed, what is the nature of employment?	1= Formal Employment (gov't NGO, private sector) 2= Informally/casually employed by others	
4013	What are the terms of employment?	1= Casual worker 2= Temporary employment 3= Permanent employment	

4014	How did you obtain your first job after completing the training?	<ul style="list-style-type: none"> 1= I applied directly to my employer. 2= I was approached by an employer. 3= Through linkages by RICE WN. 4= Through personal connections 5= I started working in my own/family's business. 6= Informed by my fellow trainees. 7= Continued after my industrial training. 8= Assisted by the training institution 	
4015	In which vocational skills are you working?	<ul style="list-style-type: none"> 1= Carpentry & Joinery 2= Garment cutting & Tailoring. 3= Catering and Hotel Management 4= Brick laying and concrete practice. 5= Welding and Metal Fabrication 6= Vegetable growing 7= Others specify 	
4016	What type of entity is employing you?	<ul style="list-style-type: none"> 1= Charity organization 2= Government entity 3= Local community institution such as a school, vocational skills institute 4= Private business 5= Individual 6= Others (specify) 	
4017	How often are you paid?	<ul style="list-style-type: none"> 1= Monthly 2= Weekly 3= Daily 4= As per tasks completed. 5= Others (specify) 	
4018	Are you still in the same job or you have since changed the job?	<ul style="list-style-type: none"> 1= Same job 2= Changed the job 	
4019	Has your earning ever increased since you started working?	<ul style="list-style-type: none"> 1= Yes 2= No 	
4020	How do you feel your income changed because of new skill acquired?	<ul style="list-style-type: none"> 1= Massive decrease 2= Slight decrease 3= No major change – about the same 4= Slight increase 5= Massive increase 6= Don't know / no answer 	
4021	What do you think are the main explaining factors for the positive change in your cash income?	<ul style="list-style-type: none"> 1= Good quality of my products / services 2= Good employment situation 3= New skills acquired matches job market. 4= More buyers 5= Good prices 	

		6= Others 7= Don't know	
4022	What do you think are the main explaining factors for the negative change / no change in your cash income?	1= Low quality of my products / services 2= Poor employment situation/no job 3= The new skills acquired do not match job demand. 4= Good prices 5= Many buyers 6= Others 7= Don't know	
4023	How much money do you earn on average per month from the work (s) you are doing (average net earnings)?		

#Section 4 (c): For those that are not doing anything to earn an income yet

4024	If you are not doing anything to earn an income, what are the reasons?	1= Trying to accumulate business capital. 2= No one is willing to employ me. 3= Inadequate jobs in this community 4= Still busy with other things at home 5= Just completed training recently. 6= I don't have adequate skills. 7= Need more support to earn money. 8= Others (specify)	
4025	What form of support do you need (if any), to be able to earn an income?	1= More training 2= Capital 3= More start up items 4= Other services such as health care 5= None 6= Others (specify)	
4026	If your income improves in future, what are you likely to spend on most of your money?	1= Food 2= Other personal needs 3= Supporting my family 4= Investing in other ventures 5= Others (specify)	

#Section 5: Impact of the intervention.

601	In your experience and opinion, has the training generally improved your life?	1= Yes 2= No	
602	If yes, how has it improved your life?	1= Improved my income. 2= Helped me to make friends. 3= Gave me skills that I will use in the future.	

		4= Others (specify)	
603	Of the benefits mentioned above, which one is the most important to you?	1= Improved my income. 2= Helped me to make friends. 3= Gave me skills that I will use in the future. 4= Others (specify)	
4027	What do you usually spend your cash income on?	1= Household assets 2= Education 3= Clothing 4= Healthcare 5= Emergencies 6= Food 7= Business assets 8= Leisure 9= Invest in business. 10= Others	
4028	Since you completed the training, how has your living standard changed?	1= Worsened 2= No difference 3= Improved slightly. 4= Improved highly	
4029	Have you obtained any assets since you started work?	1= Yes 2= No	
4030	If yes, which major assets have you acquired?		
4031	How do you see yourself doing in the next one year?	1= Better 2= The same 3= Worse 4= Not sure	

Annex II - FGD Guide for i-UPSHIFT Program Staff

Facilitator		Interview date	
Venue		Start time	
Transcriber		End time	
Venue		Duration	

- 1) To what extent does the i-UPSHIFT program reflect the actual needs and interests of the youth in Imvepi Refugee settlement and the host community? *Probe for alignment with the refugee policies of Uganda, ILO policies and program areas of RICE West Nile?*
- 2) To what extent has the i-UPSHIFT program created new employment i.e., self-employment (Business) and wage opportunities for the targeted youth in Imvepi and the host community?
- 3) What kind of innovations and enterprises have youth generated because of i-UPSHIFT program? *Probe for how effective were the bootcamp training and youth summit contribute to the results.*

- 4) How have the innovations and enterprises developed by the youth offered solutions to community challenges? *Probe for how the enterprises have performed.*
- 5) What changes has the program caused in the lives of the targeted beneficiaries?
- 6) Have there been any unexpected results?
- 7) How efficient was the Program MEL systems in relation to validity and reliability of data collection, storage, and analysis; effectiveness of processes to use and sharing of information?
- 8) Has the program implementation been consistent with the original design? *What modifications were adopted and why?*
- 9) How did the program facilitate working relations with stakeholders, e.g., Local Authorities, Private Sector, Partners, etc. *Probe for their general perception on the program and the supported youth.*
- 10) To what extent are the program benefits and results likely to continue after closure? *Probe for major factors that would influence sustainability e.g., support to market access and business development services.*
- 11) What aspects of the program worked well?
- 12) What aspects of the program were less successful?
- 13) What aspects of the program can be expanded and replicated?

Annex III - KII Guide for Local Authorities and Partners (Mentors e.g., OMIA, LG, OPM, Judges, etc.)

Name of Key Informant		Interview Date	
Position		Start time	
Key program role		End time	
Venue		Transcriber	

- 1) How did you participate in the i-UPSHIFT program activities implemented by RICE West Nile?
- 2) To what extent does the i-UPSHIFT program by RICE West Nile reflect the actual needs and interests of the youth in Imvepi Refugee settlement and the host community? Probe for alignment with the refugee policies of Uganda (RRP), Sub county/District Development Plans?
- 3) What kind of innovations and enterprises have youth generated because of i-UPSHIFT?
- 4) How have the innovations and enterprises developed by marginalized young people offer solutions to community challenges?
- 5) What changes has the program caused in the lives of the targeted beneficiary?
- 6) To what extent are the program benefits and results likely to continue after closure? *Probe for major factors that would influence sustainability e.g., integration into the DDP.*
- 7) What aspects of the program worked well?
- 8) What aspects of the program were less successful?
- 9) What aspects of the program can be expanded and replicated?

Annex IV - FGD Guide for i-UPSHIFT Beneficiary Groups

Facilitator		Interview date	
Venue		Start time	

Transcriber		End time	
Venue		Duration	

- 1) What processes did you go through to be selected to benefit from this i-UPSHIFT program?
- 2) To what extent is the i-UPSHIFT program by RICE West Nile in line with your actual needs and interests as youth in Imvepi?
- 3) What kind of support did your group receive from the i-UPSHIFT program? Probe for skills acquired, financial support received, mentorship, etc.
- 4) What changes has the program caused in your lives as a group and as individuals? Probe for transition to work and businesses/ innovative enterprises initiated.
- 5) How have the innovations and enterprises you developed offer solutions to community challenges? Probe for acceptance by the community.
- 6) How is the innovation performing? Probe if the innovation already generating some income.
- 7) How has your group been supported by other stakeholders, e.g., Local Authorities, Private Sector, Partners, etc. Probe for type and relevance of support received.
- 8) How do you plan to sustain the innovation and the associated results?
- 9) What aspects of the program worked well?
- 10) What aspects of the program were less successful?
- 11) What aspects of the program should be improved in future and how?