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DISCLAIMER

The projects assessed in this report were implemented by War Child Canada between 2017 and 2020 in partnership with and with financial support from UNICEF Uganda. The author's views expressed in this publication do not necessarily reflect the views of War Child Canada or UNICEF Uganda.

EXECUTIVE SUMMARY

Purpose, Objectives, and Scope of the Assessment: This assessment aims to analyze the long-term effects of War Child Canada Uganda's UNICEF-funded accelerated education and skilling initiatives for out-of-school adolescents conducted in the Nakivale refugee settlement between 2017 and 2020. The intervention was implemented with the goal of facilitating participants' transitions into further education and employment, equipping them with essential life skills, and fostering civic engagement. The primary objective of the assessment is to provide evidence on the impact of increased access to education and life skills training on the lives of out-ofschool adolescents. The subjects of interest encompass two categories of refugee and host community adolescents who were between 10 and 19 years old at the time of enrollment: those enrolled in both Accelerated Education Program (AEP) and life skills training and clubs, and those enrolled in AEP only. The assessment also intends to identify project activities that were effective in achieving the impacts and assess the sustainability of these impacts. The main purpose of this assessment is to enhance organizational learning and inform future programming decisions for War Child Canada, UNICEF, and the Ministry of Education and Sports of Uganda, among other stakeholders.

Methodological Framework: Due to data and time constraints, the assessment uses a non-experimental approach, focusing on contribution rather than attribution. It employs a participatory approach that actively engages key stakeholders, with particular emphasis on adolescents and young people. The assessment's participatory framework incorporates two distinct types of involvement: nominal, which pertains to data collection, and transformative, which empowers participants to contribute to decision-making and data analysis. The data collection process is executed in two phases. The first phase encompasses desk research and mixed-method surveys with randomly sampled participants. In total, 297 adolescents/young people and 293 parents/caregivers were surveyed over five days through the Kobo Toolbox platform. In the second phase, 15 girls/young women and 16 boys/young men were chosen purposively for two participatory workshops based on their answers to the survey in phase one of data collection. Using elements of the Most Significant Change Technique, these workshops aim to capture and better understand the changes experienced by the participants due to the project and involve them both in deciding the types of change to be recorded and in analyzing the data. Additionally, focus group discussions are conducted with 37 parents, 9 teachers, and 10 members of community education committees. Ten key informant interviews further enrich the data pool. The

assessment meticulously analyzes this multifaceted dataset, employing quantitative analysis for survey data and qualitative content analysis for open-ended responses, interviews, and discussions.

Key findings

- **1. Limited transition:** The results from surveys with adolescents/young people indicate that the actual transition rates to formal education (primary and secondary schools), vocational education, or employment were quite low. In practice, the majority of participants continued with the AEP. This outcome might be attributed, at least in part, to the disruptive effects of the COVID-19 pandemic, which necessitated adjustments in learning approaches and caused discontinuity for some learners. In addition, the findings also highlight challenges in the transition to further education or employment, such as financial barriers, limited coordination of the transition by development partners, and limited opportunities in the local market. Lastly, a notable finding is the absence of documented transition rates and types, with both project records and staff interviews confirming this gap.
- **2. Skill Acquisition:** While the majority of participants did not transition to formal education or employment, skill acquisition needed for transition shines through as a significant positive change. The findings reveal high levels of achievement in life skills and the prevalence of self-reported improvements in English language proficiency and foundational skills such as reading and writing, with no substantial gender differences nor significant variation between participants enrolled in both AEP and clubs/life skills training and those enrolled in AEP alone. It is shown that these skills and the mere access to education have not only improved the participants' self-esteem but also provided them with the means to lead more fulfilling lives. Importantly, participants' perception of the project's contribution to their skill development is positive, with a higher rating by those who participated in both AEP and life skills training and clubs.
- **3. Civic Engagement:** In terms of civic engagement, the results indicate a moderate level of engagement among the participants, with male respondents slightly more engaged than female ones. Those enrolled in both AEP and clubs/life skills training exhibit greater participation in civic activities, and they perceive the project's contribution to their civic engagement more favorably than those in AEP alone. While the absence of a baseline study makes it challenging to provide definitive explanations for the project's contribution to skill acquisition and civic engagement among these groups, the higher project ratings from those who participated in both AEP and life skilling/clubs emphasize the significance of this skill-building and socialization platform in lives of out-of-school adolescents.

- **4. Negative changes:** A very small percentage reports negative changes, including discrimination, peer violence, teacher misconduct, uniform-related issues, hunger during school time, and the economic impacts of their schooling on their families.
- **5. Project effectiveness**: Participants emphasize several project components as crucial in contributing to positive changes in their lives. Notably, the quality of teaching and training is highly praised, with participants finding lessons and training sessions exciting and motivating. Teachers' and facilitators' follow-up on individual efforts, as well as guidance and counselling, play an essential role. The project's free-of-charge education and provision of scholastic materials are equally significant, enabling participants to enrol in education programs. Ratings on project components show that teachers' attitudes, project staff, and the use of English as the language of instruction receive high satisfaction scores, while areas such as the availability of educational materials, latrines, and classrooms have room for improvement. Overall, participants' satisfaction levels are positive, indicating the effectiveness of the project in providing accessible education and essential life skills training.
- **7. Sustainability:** The sustainability assessment focuses on evaluating the project's potential to continue its positive outcomes and impacts after its termination. The findings indicate strong community support for continuing education and life skills training. However, the project's free-of-charge nature is a significant contributing factor to its success, and without continuous institutional and NGO support, ensuring access to primary education and life skills for vulnerable children would be challenging. In line with that, the results reveal the need for stronger institutional coordination mechanisms and community contribution to ensure sustainability. It has been shown that in order to promote ownership of such programs and the long-term provision of necessary services, government support is crucial, as well as the involvement of more refugee-led organizations.

Recommendations

Based on the evidence presented in the report and project participants' feedback, here are the most important recommendations:

- Enhance Transition Support: Implement a systematic tracking mechanism for project participants during and after project completion. Consider the inclusion of a transition officer or coordinator to help project participants navigate the transition process successfully. These officers should help them with the transition process by providing guidance, information, and support.
- Strengthen Coordination: Advocate for and support the development of a functional coordination and referral mechanism at the district level, to provide various transition options for project participants: formal and vocational

education, scholarships, seed funding, apprenticeships, internships, and employment opportunities. This mechanism should involve regular meetings and collaboration with partner organizations, especially the District Education Department and the education cluster, as well as developing and maintaining a database of learners who have participated in AEP and skilling projects.

- Advocate for Government Involvement: Promote active leadership of the district and the education cluster in developing a coordination and referral mechanism, including the development of a database of project participants to support transitions. Involve key stakeholders, including government representatives, in the development and oversight of the coordination mechanism. Encourage the government to become the main provider of AEP and skilling services for enhanced sustainability.
- Follow up on AEP primary learners: Identify eligible learners who have completed primary AEP and passed the PLE but are again out of school due to resource constraints. Prioritize them for enrollment in either in AEP secondary or WCC skilling projects. Work with partner organizations and schools to ensure a fast-track enrollment process for these learners to reduce the gap in their education.
- **Engage the Private Sector:** Explore possibilities of engaging private sector actors to invest in AEP and youth skilling projects. Seek partnerships with private sector organizations to enhance the project's impact and sustainability.
- Multi-Sectoral Approach: Develop a multi-sectoral approach that includes both
 education and livelihood components with income-generating activities for
 families.
- **Enhance Monitoring and Reporting:** Strengthen monitoring systems across the projects to ensure accurate record-keeping. In addition, incorporate a strong complaint and feedback mechanism to ensure constant recording and addressing of issues.
- Address Teacher Conduct: Establish robust mechanisms to address and prevent teacher misconduct, ensuring learners are aware of reporting mechanisms.
- Improve Infrastructure and Amenities: Collaborate with government institutions to improve classroom conditions by building permanent structures, reducing dust, and opening more AEP classes. Provide safe drinking water, build fences for security, and develop clear criteria for club activity and skilling training participation.

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Neda Pons

ASSESSING THE IMPACT OF ALTERNATIVE LEARNING AND SKILLS DEVELOPMENT PROJECTS FOR CHILDREN AND YOUTH IN NAKIVALE REFUGEE SETTLEMENT, ISINGIRO DISTRICT, WESTERN UGANDA

1. INTRODUCTION

s of today, Uganda hosts more than 1.5 million refugees and asylum seekers, which makes it the largest refugee-hosting country in Africa. The refugees mainly come from South Sudan and the Democratic Republic of the Congo, and a smaller number from Burundi, Somalia, Rwanda, and other areas. The great majority is settled in the rural context of twelve districts in northern, southwestern, and mid-western Uganda, many of which represent the most underdeveloped regions in the country.

According to the Uganda Country Refugee Response Plan 2022-2025, ⁴ children constitute around 60% of Uganda's refugee and asylum seeker population. As explained in the cited document, the main risks for children, especially girls, in refugee settlements include separation from their family, physical, emotional, and sexual violence, early marriage, child labour, HIV/AIDS, and psychosocial distress. One of the ways of protecting children in refugee settings is to provide them access to protective environments such as schools and ensure they acquire quality education. However, although providing access to schools represents a right of children and an important protective factor against different types of risk, the increased demand for education services puts enormous pressure on already under-resourced districts' service delivery and limited budget resources, which cannot endure the burden of supplying both refugee and host community children with quality education.

In order to improve access to education and prevent risks such as violence and abuse, hazardous and exploitative work, child marriage, teenage pregnancy and others, the Ministry of Education and Sports (MoES), supported by UNHCR, developed the Education Response Plan for Refugees and Host Communities in Uganda 2018-2021 (ERP I), a policy document that sets out strategies for providing quality education to refugee and host community children. This document is followed up with the second Education Response Plan 2021/2022 – 2024/2025 (ERP II), whose goal is to improve

¹ Adjumani, Arua, Koboko, Lamwo, Obongi, and Yumbe.

² Isingiro, Kamwenge, and Kyegegwa.

³ Kikuube and Kiryandongo.

⁴ UNHCR (2022). Inter-Agency Uganda Country Refugee Response Plan, 2020-2021, page 10. https://reporting.unhcr.org/uganda-2022-2025-refugee-response-plan

learning outcomes for targeted groups by mobilizing resources from the international community and engaging NGOs and other groups to provide educational support.

It is in line with the priorities outlined in ERP I and ERP II that, since December 2017, War Child Canada (WCC), with financial support from UNICEF, has implemented four projects aimed at mitigating the negative impacts of missing out on school for adolescent dropouts. These education and youth-skilling projects have been implemented in different refugee settlements across Uganda in collaboration with the Government of Uganda, district education departments, and other institutions and organizations. With the goal of learning how to enhance educational outcomes and create more positive impacts for the targeted populations, War Child Canada commissioned an internal impact assessment for two UNICEF-funded AEP and youth skilling projects implemented by the organization in the Nakivale (Isingiro district) and Bidi Bidi (Yumbe district) refugee settlements between 2017 and 2020. A brief description of the two projects is presented in the following section.

2. PROJECT DESCRIPTION

The main objective of the UNICEF-funded projects implemented in Nakivale and Bidi Bidi between December 2017 and December 2020 was to reach out-of-school refugees and host community adolescents in Uganda who had their educational cycle interrupted by conflicts, marginalization, or poverty and ensure that they received a quality primary education through an Accelerated Education Programme (AEP)⁵ and life skills training. Detailed descriptions and specifications of the projects, including geographical coverage, timelines, budget, partners, targets, and numbers reached, are represented in Annex 1. The reconstructed theory of change for the two projects can be found in Annex 2.

As stated in the Guide to the Accelerated Education Principles (2017),⁶ "an AEP is a flexible, age-appropriate programme, run in an accelerated timeframe, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth." According to this document, it is conceived as a legitimate, credible education option that provides an inclusive and safe learning environment in AEP centres. These centres are conceived as places where learners, through effective teaching and learning approaches and psychosocial support, are equipped with competencies and skills to transition to the formal school system, vocational education, or employment. At the same time, the programme aims to sensitize the community about the

⁵ AEP is sometimes called Accelerated Learning Programme (ALP).

⁶ Myers J. and Pinnock H. (2017). Guide to the Accelerated Education Principles (revised version). Accelerated Education Working Group. This document was released in 2017 by an international Accelerated Education Working Group (AEWG) with an aim to support stakeholders in designing, implementing, and evaluating accelerated education programmes. https://www.unhcr.org/59ce4fc77.pdf

importance of education and involve them in the effective management of AEP centres through the establishment of community education committees (CECs).

The two AEP projects implemented by War Child Canada between 2017 and 2020 were designed following these AEP principles. The AEP curriculum was developed with the support of the Ugandan National Curriculum Development Centre (NCDC) and accredited by the Ugandan Ministry of Education and Sports. In addition to the provision of age-appropriate and competency-based learning through three levels,⁷ the intervention sought to:

- provide psychosocial support and increased access to life skills training through the creation of adolescent clubs and peer-to-peer mentorship,
- raise community awareness around issues of education, disease prevention, child protection, and peacebuilding through community dialogues,
- engage and train parents on CEC's roles and responsibilities, AEP centre management, leadership, and governance, and
- improve the capacity of district education departments to ensure the transition to school and linkages of adolescents with apprenticeships and employment opportunities.

In that way, as stated in the programme documents, adolescents were provided with more options for dignified work and economic empowerment, with the goal of lowering their vulnerability and breaking a cycle of risks.

It is important to highlight that in 2020 the project implementation was substantially affected by the COVID-19 pandemic. After the Government of Uganda, in line with the World Health Organization's (WHO) recommendations, declared a COVID-19 national emergency in March 2020, all schools and other educational institutions, including AEP centres, were closed. In that context, intending to ensure learning continuity and psychosocial support to disadvantaged adolescents in the refugee settlements and host communities, War Child Canada significantly adapted the project implementing activities to comply with the COVID-19 Standard Operating Procedures (SOPs) issued by the Government of Uganda. The main modifications in activities comprised home-based schooling according to the AEP curriculum and media utilization for community awareness activities. War Child Canada empowered adolescents to explore their talents and imagination and develop Communication for Development (C4D) materials on COVID-19 prevention (peer-to-peer radio talk shows, recordings on issues that affected adolescents during the lockdown, songs, motivational speeches, etc.). Also, in a public-health-friendly way and where possible, War Child Canada continued to

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⁷ Level 1 encompasses Primary 1, Primary 2, and Primary 3 grades; Level 2 Primary 4 and Primary 5; and Level 3 Primary 6 and Primary 7.

provide access to informal education opportunities and essential skills training for outof-school children.

After the closure of these projects, between May 2021 and July 2022 in the Nakivale refugee settlement (Isingiro district), War Child Canada implemented another UNICEF-funded AEP and skilling project that incorporated an innovative approach to entrepreneurship skilling called UPSHIFT. In November 2022, a new AEP/UPSHIFT project was launched and is currently being implemented in Isingiro, Kamwenge, Kyagegwa, and Kikuube districts. During the period between the projects, War Child Canada ensured learning and teaching continuity in the AEP centres.

3. PURPOSE, OBJECTIVES, AND SCOPE OF THE ASSESSMENT

So far, there has been only one intervention assessment: at the end of Project 2 (implemented between March 2019 and December 2020), WCC commissioned an external endline evaluation that addressed the effectiveness as well as short-term impacts of the intervention. The final evaluation report was submitted in February 2021. There are no records of an endline evaluation for Project 1 (implemented from December 2017 to February 2019).

As there is a continued need for this type of programming in Nakivale and UNICEF's interest in continuing the project, War Child Canada commissioned an internal assessment to analyze the long-term effects that the 2017-2020 projects have produced in the lives of the primary participants – refugee and host community out-of-school adolescents. The main purpose of commissioning this assessment was to enhance organizational learning and inform future programming decisions. The findings are expected to be useful for War Child Canada, UNICEF, and the Ministry of Education and Sports of Uganda (MoES) as primary users. The results could also be shared with CECs and primary participants as secondary users to help them understand better the potential benefits of participation in projects and formulate strategies to deal with the main obstacles and constraints.

Therefore, the primary objective of this retrospective and summative assessment was to provide evidence about the long-term effects of increasing access to primary education and life skills training on improving educational and livelihood opportunities for displaced refugee and host community children in the Nakivale refugee settlement (Isingiro district). It was a small-scale attempt to assess the impact of the projects on the lives of primary participants, identify project activities seen as particularly relevant for long-term changes in their lives, and determine the requirements for the sustainability of the impacts.

The mentioned primary objective was intended to be achieved by both using the results and the assessment process itself. By using **the results**, the assessment aimed to meet the following specific objectives:

- 1. Assess the intended project impact: school transition rates, transition to employment, participants' achievement of life skills, and level of their civic engagement, as well as any unintended (positive or negative) impacts, with any relevant data disaggregation by sex, age, and nationality, that would compare impacts achieved for different groups. (OECD-DAC impact criterion)⁸
- 2. Assess the project participants' perceptions of the attribution of long-term changes/impacts to the WCC project. (OECD-DAC impact criterion)
- 3. Assess the level of satisfaction with the project and document any lessons learned and recommendations for improving the project. (OECD-DAC effectiveness criterion)
- 4. Explore social changes by analyzing:
 - 4.1. Adolescents and young peoples' attitudes towards education and their educational aspirations.
 - 4.2. Community perceptions and attitudes towards education (parents/caregivers, teachers).
 - 4.3. Capacity of the District Education Department to develop coordination mechanisms and policies to support a transition to education and training pathways for the target population.
 - 4.4. Priorities and needs of CECs and different civil society organizations (CSOs) (such as other NGOs) regarding the education of the targeted population. (OECD-DAC sustainability criterion)
- 5. Draw conclusions and recommendations for similar initiatives in the future.

By using the data collection and analysis process, the assessment sought to:

- 1. Emphasize the participation of key stakeholders, mainly primary project participants, throughout the assessment cycle.
- 2. Ensure that diverse perspectives and experiences are included during the process, especially those from the primary project participants.

The scope of the assessment was limited to Nakivale refugee and host community adolescents who were participants in at least one of the two education projects funded by UNICEF and implemented by WCC between December 2017 and December 2020. The assessment also encompassed their parents or caregivers, teachers, CECs

⁸ More information about OECD-DAC evaluation criteria can be found on the following link: https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

members, project staff, and representatives of government institutions, UN agencies, and other NGOs.

It is important to note that the participants' age range was from 10 to 19 at the project implementation time. This implies that, presently, some of them are no longer adolescents but young adults. Therefore, in the rest of the document, project primary participants will be referred to as adolescents/young people. In addition, as the two projects are very similar in design and as most participants were part of both projects, in the following sections, the two interventions will be referred to in the singular form as "the project."

4. METHODOLOGICAL FRAMEWORK

The main methodological approach used in this assessment was based on collecting and analyzing the consistency of evidence with causal relationships elaborated in the theory of change. The choice of this non-experimental design was significantly determined by several data and time constraints.

Data constraints. In the assessment context, data posed an important limitation to a rigorous evaluation of the impact and the attribution link between the project and changes in participants' lives. Firstly, no impact assessment or evaluation was foreseen in the original project design and its monitoring and evaluation system. Therefore, the absence of an evaluation plan that would imply the existence of a control group did not allow for an experimental (counterfactual) approach. Secondly, the project collected data mainly to monitor the implementation process, focusing on budget, inputs, activities, and outputs. A lack of baseline data on the project population additionally limited the opportunity to create a comparison group and use a quasi-experimental approach. Another issue was the inadequate data records, which included incomplete project participant lists without clear differentiation between those enrolled in only the AEP program, those in both AEP and life skills training and clubs, or those in clubs only. This significantly compromised the quality of the sampling process.

Time constraints. The assessment also faced limitations in terms of its timing. In other words, it was very challenging to use random sampling based on the (already incomplete) lists of project participants since many of the refugees, being a very mobile population, left the settlement in the period of two years. Along the same line, these time constraints excluded the possibility of using one of the quasi-experimental designs since finding a comparison group with the same characteristics and who was present in the settlement during the project implementation would have been an arduous task.

Due to the listed data and time constraints, this assessment could not measure the outcomes and impacts of the project and contrast them with the probable results in the absence of the project with the methodological rigour of experimental or quasi-experimental designs. In other words, as the analysis of the impact attribution to the project was not possible, the assessment focused on the contribution aspect. To overcome these limitations and ensure data quality, the chosen non-experimental design was based on a participatory approach, which allowed for providing different views and life experiences of a wide range of project stakeholders. Additionally, this choice is justified on ethical grounds as a participatory approach helps not only to understand better participants' perspectives and stories but also to have their opinions taken into account in matters that affect their lives and include their voice in decisions on future programming. On

This impact assessment included two types of participation: nominal and transformative.

Nominal participation is defined as participation "for children and their caregivers" and implies simple data collection from children/adolescents and other stakeholders, where they can freely express their views and opinions. In this assessment, the main data collection method based on the nominal participation of adolescents and young people was a survey. Nominal participation of parents/caregivers was assured through a survey and focus group discussions. At the same time, teachers were involved through a focus group discussion, and project staff, the representatives of the government institutions (OPM, DEO, MoES), and other CSOs through key informant interviews.

Transformative participation implies that "participation is both a means and an end" and enables adolescents and young people to make their own decisions, analyze data and identify recommendations. ¹² This type of participation in the assessment was applied through participatory workshops with adolescents and young people, which drew heavily on the document "Listen and Learn: Participatory Assessment with Children and Adolescents," ¹³ issued by UNHCR in 2012. ¹⁴ Compared to nominal participation methods, this method has proven to build trust more quickly and provide

⁹ For more details, see Guijt, I. (2014). Participatory Approaches, Methodological Briefs: Impact Evaluation 5, UNICEF Office of Research, Florence, p. 2.

¹⁰ This is in line with Article 12 of the United Nations Convention on the Rights of the Child (UNCRC), which stipulates children's right to be heard.

¹¹ Guijt, I. (2014). Participatory Approaches, Methodological Briefs: Impact Evaluation, UNICEF Office of Research, Florence, p. 5.

¹² Guijt, I. (2014). Participatory Approaches, Methodological Briefs: Impact Evaluation, UNICEF Office of Research, Florence, p. 5.

¹³ Although the document does not specify the age of adolescents, it is assumed that here applies a general WHO definition of adolescence as "the phase of life between childhood and adulthood, from ages 10 to 19" (https://www.who.int/health-topics/adolescent-health#tab=tab 1). The same definition applies to the use of the word "adolescents" in this document.

¹⁴ https://www.unhcr.org/media/31725

a familiar and enabling environment where adolescents feel more in control of the process and more comfortable communicating their opinions.¹⁵

The participatory approach was applied through qualitative and quantitative data collection and analysis methods. The following section will present a more detailed explanation of the methodology used and assessment dynamics.

4.1. DATA COLLECTION AND ANALYSIS METHODS

Data collection was based on collecting data from individuals or groups and retrieving data from existing documents and was conducted in two phases.

4.1.1. First phase of data collection

In the first phase, implemented in February 2023, the primary data collection methods were desk research and surveys with primary project participants and their parents/caregivers.

Desk research informed the design of questionnaires used in surveys and drew on the following available documents:

Project 1 (December 2019 - February 2019): programme document, progress reports, and War Child Canada Life Skills Curriculum (Youth),

Project 2 (March 2019-December 2020): programme document, progress reports, end evaluation report, KAP study, War Child Canada Life Skills Curriculum (Youth), and training reports.

Two surveys for adolescents and young people who were adolescents at the time of the AEP project and their respective parents/caregivers were administered in Nakivale between the 6th and 10th of February 2023. This method was used to gather statistically significant data in a fast way. Apart from a standard informed consent form for using photos and personal stories, the questionnaires included a question to obtain consent to contact participants for their potential participation in workshops in the second assessment phase.

The survey for project participants intended to capture their average experience. It consisted of closed-ended and open-ended questions and covered six main topics aligned with the assessment objectives:

- 1. transition to formal, vocational, or other education options
- 2. transition to employment or other livelihood options
- 3. participation in civic engagement initiatives
- 4. life skills (based on the WCC Life Skills Curriculum and Training Reports),

¹⁵ UNHCR (2012). Listen and Learn: Participatory assessment with children and adolescents, p. 9.

- 5. attitudes towards education and adolescents' educational aspirations
- 6. recall of the pre-AEP situation and comparison to the current situation.

In line with the last topic, questionnaires contained several open-ended questions phrased according to the Most Significant Change (MSC) method,¹⁶ which focused on collecting and analyzing the changes participants deemed to be the most important in their lives since their enrollment in the WCC project. It is also important to highlight that some of the survey questions related to the life skills and civic engagement of adolescents/young people were adapted from the KAP Survey Report for the UNICEF Project (August 2019) and the UNICEF's UPSHIFT Impact Assessment Tool Draft (January 2022).

The purpose of surveying parents/caregivers was to triangulate the data provided by adolescents regarding their transition to school or other education/livelihood options and participation in civic engagement activities and to assess parents' attitudes toward education in general and the AEP in particular.

The sample size for a population of 1137 reached project participants (see Table 1) was calculated to be 287, applying a confidence level of 95% and a confidence interval of 5%. The same sample size was calculated for their respective parents/caregivers. The required sample was computed using the online sample size calculator from the Creative Research Systems website. Participants were systematically selected using a simple random sampling approach, selecting each fifth person directly from the sampling frame (available primary participants lists). If a selected participant could not have been reached, the next participant on the list was chosen (e.g. if the fifth person on the list could not have responded, we would have gone to the sixth, and so on).

Table 1 – Total number of primary project participants

PROJECTS	AEP learners reached in Nakivale	Adolescents with life- skills training in Nakivale	Adolescents involved in club activities in Nakivale	TOTAL
Project 1 December 2017 – February 2019	171 AEP learners (103 girls and 68 boys)	150 from the out-of-school clubs (77 girls and 73 boys)		321
Project 2 March 2019 – December 2020	666 AEP learners (324 girls and 342 boys)	450 AEP learners (198 girls and 252 boys)	219 AEP learners (no disaggregation available)	816
	DOYS	150 from the out-of-schoo		
TOTAL	837 AEP learners	300 out-of-school adole	1137	

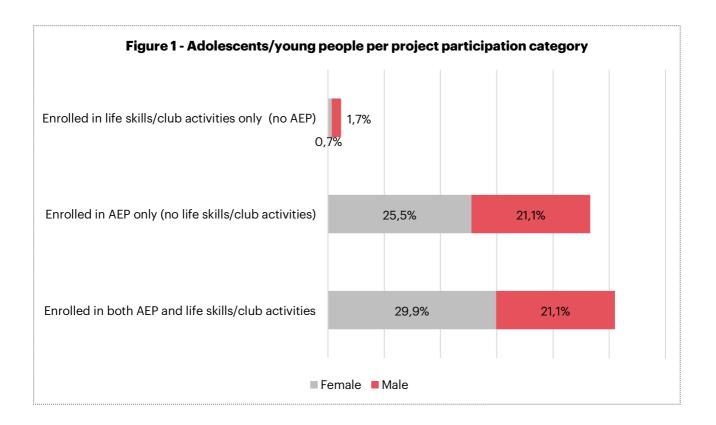
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¹⁶ Davies R. and Dart J. (2005). The 'Most Significant Change' (MSC) Technique – A Guide to Its Use. CARE International, Oxfam, Learning to Learn – Government of South Australia, Christian Aid, Exchange, Ibis, Mellemfolkeligt Samvirke, Lutheran World Relief.

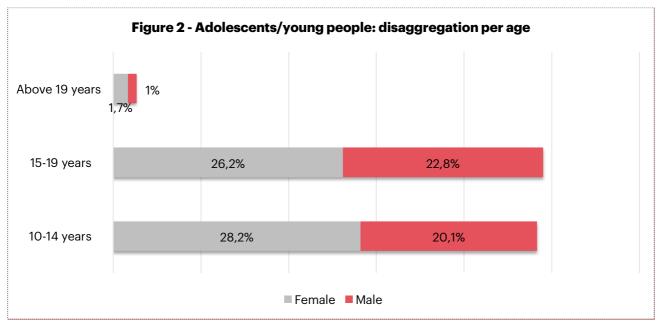
¹⁷ https://www.surveysystem.com/sscalc.htm

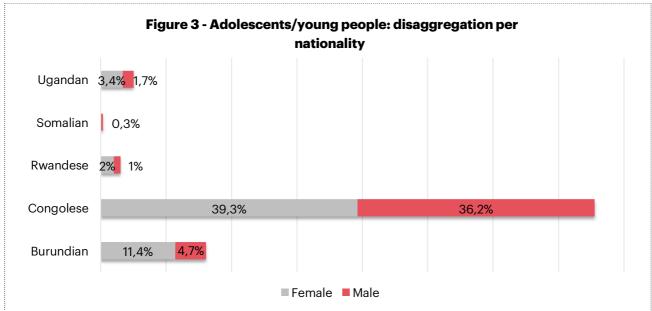
Following the survey planning, participants were asked to come to Kashojwa and Ruhoko AEP centers with their parents, adult siblings, or other legal caregivers. In total, 297 adolescents/young people (56% females, 44% males) and 293¹⁸ parents/caregivers (67% females, 33% males) were surveyed over five days through the Kobo Toolbox platform by 15 previously trained data collectors. Most of the reached participants were Congolese (approximately 76%), with a smaller percentage of Burundian (16%), Ugandan (about 5%), and Rwandese (3%) participants. The demographic overview of the survey participants is shown in Figures 2-4 for adolescents/young people and 5-7 for parents/caregivers.

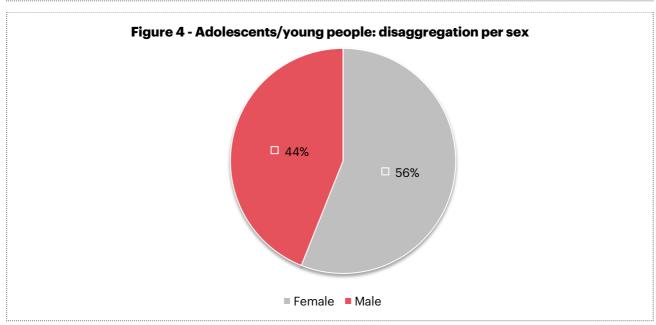
However, it should be restated that project record keeping could have been better and that the available lists of participants did not contain information on the enrollment category: only AEP, both AEP and clubs/life skills, or only clubs/life skills participation. To overcome this limitation, the survey included a screening question to determine the type of respondents' participation in the project. According to the results, 51% of the respondents benefited from both AEP and club activities/life skills training, 46,6% only from AEP, and only 2,4% were the out-of-school participants enrolled in club activities/life skills training (Figure 1).

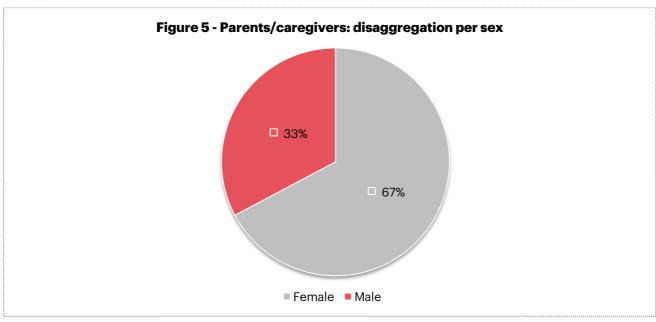


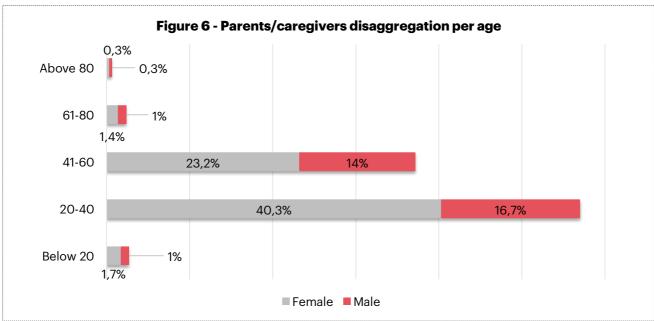
¹⁸ A difference in the numbers between adolescents and parents can be explained by the fact that adult participants were not required to come with their parents.

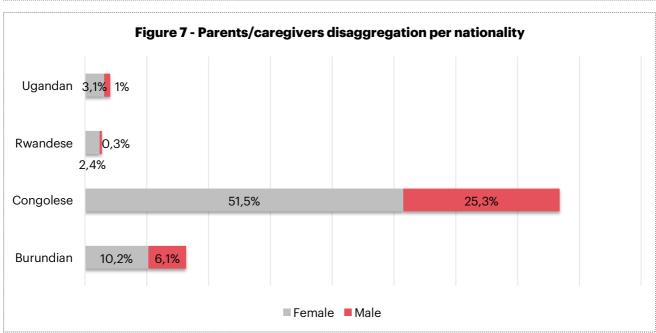












4.1.2. Second phase of data collection

Analysis of the information gathered in the first phase informed the development of the tools for the second phase of the data collection process, which lasted from 27th February to 3rd March in the Kashojwa AEP centre in Nakivale.

To understand different changes in project participants' lives, 15 girls/young women and 16 boys/young men were chosen purposively for two participatory workshops based on their answers to the survey in phase one of data collection. The aim of dividing groups on the gender axis was to address differences (if any) due to gender issues. Participants were selected in line with their consent to be contacted for the workshop and covered a range of responses to the following criteria:

- level and type of transition to other educational or employment opportunities
- level of satisfaction with the WCC project
- reported positive or negative significant change (or no change) in their lives attributed to the WCC project
- consent to be contacted for the workshop.

The five-hour workshops were based on the tool adapted from the document Listen and Learn: Participatory Assessment with Children and Adolescents issued by UNHCR in 2012. During the workshops, the Most Significant Change (MSC) technique was used to capture stories "of who did what, when and why – and the reasons why the event was important."¹⁹ This transformative participatory method did not use pre-defined indicators, as its primary purpose was to collect significant changes in participants' lives and involve them both in deciding the types of change to be recorded and in analyzing the data.

Apart from whole-group sessions (such as Introductions and Icebreakers, Ground Rules and Working Together, etc.), participants in each workshop were divided into three sub-groups of five based on their age and the language they speak. Each sub-group was managed by one data collector/facilitator (three in total).²⁰ The participants were asked to draw or write in bullet points about their life before their involvement with WCC and the story about how their life changed since the involvement. They were explained that there could be many changes but that they were required to choose the most significant one. After that, the facilitator invited them to present their stories to the other sub-group members, asked questions about the different aspects of the drawings, and took notes. When all the stories were read out, participants were asked

¹⁹ Davies R. and Dart J. (2005). The 'Most Significant Change' (MSC) Technique – A Guide to Its Use. CARE International, Oxfam, Learning to Learn – Government of South Australia, Christian Aid, Exchange, Ibis, Mellemfolkeligt Samvirke, Lutheran World Relief, page 8.

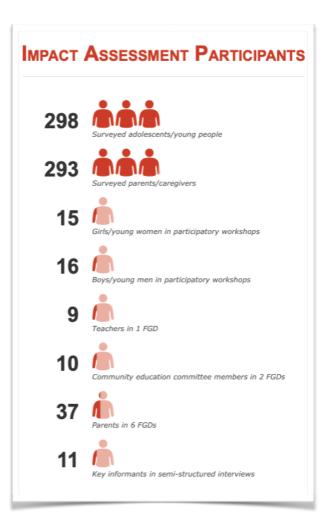
²⁰ Data collectors/facilitators for the second phase were selected based on their performance in the first phase and their knowledge of local languages. They were subsequently trained in participatory methodology and research ethics.

to discuss and vote for the story that they found most significant. It is important to highlight that even though they were asked to vote for one story with the most positive and one with the most negative/no change, all participants unanimously agreed that there were no cases of negative or no change and that all of them experienced positive change since their enrolment with WCC. The storytellers subsequently presented the selected story from each sub-group to the whole group, and the discussion and voting process was repeated. As a result, at the end of the two workshops, four stories were selected (two for girls/young women and two for boys/young men). Further details were collected through qualitative, semi-structured interviews with the four storytellers who were selected as most significant change by the group.

In addition, two specific workshop sessions were used to corroborate the survey information concerning specific project components (*Agree/Disagree*) and the further support needed from WCC and the local community to ensure sustainability (*Helping Hands*). After the workshop, all participants were rewarded with certificates of participation. For more details about the sessions, please refer to Annex 3.

Parallel to this method, six focus group discussions with 37 parents or caregivers were purposively selected based on their survey answers in phase one of data collection. They were interviewed in six focus group discussions (5 in Kashojwa and 1 in Ruhoko)²¹ to confirm and elaborate the phase one survey results. Additionally, data collectors the conducted two focus group discussions with ten community education committee members and one focus group discussion with nine teachers, most of whom were engaged in the project first time between 2017 and 2020.

Furthermore, in the period between March and June 2023, eleven key informant interviews were conducted with the project and out-of-project WCC staff (three individuals), one district education officer, one OPM education focal point in Nakivale, one representative of the Ministry of



²¹ Ruhoko is an AEP centre with much fewer learners than Kashojwa.

14

Education and Sports, one UNICEF representative, one UNHCR representative and three representatives of local offices of the NGOs engaged in education and skilling programming in the settlement. The main objective of those interviews was to gain insight into existing referral pathways and the sustainability of the intervention's long-term effects.

Data were captured through voice recording, note-taking, and photos by data collectors and transcribed afterward by data entrants.

4.1.3. Data analysis methods

Quantitative data gathered through surveys using the Kobo ODK platform were transferred to Excel, where frequencies, percentages, and proportions were calculated to express the average experience of project participants. As will be seen in the following sections, the analyzed data are presented in tables, pie charts, stack charts, line graphs, and bar charts as appropriate to answer specific assessment questions.

Qualitative data obtained by surveys (open-ended questions), participatory workshops, focus group discussions, and key informant interviews were subjected to a qualitative content analysis through Excel and the MAXQDA computer software package. The main categories/themes have been defined deductively from the results chain and theory of change and reflected in the assessment objectives: transition to formal, vocational, or other education options, transition to employment or other livelihood options, participation in civic engagement initiatives, life skills (based on the WCC Life Skills Curriculum), attitudes towards education and adolescents' educational aspirations, community, and institutional support, attribution of changes to the intervention. Subsequently, any subthemes emerging from the data were defined inductively and analyzed as subcategories. In the following sections, for each category/theme and subcategory/subtheme, evidence in the form of text descriptions, summaries, quotations, and explanations is provided, as well as diagrams, tables, and other figures where appropriate.

5. FINDINGS

5.1. IMPACT

Assessment objective 1	Assess the intended project impact: school transition rates, participants' transition to employment, achievement of different skills, and level of their civic engagement, as well as any unintended (positive or negative) impacts, with any relevant data disaggregation by sex, age, and nationality, ²² that would compare impacts achieved for different groups.
Assessment objective 2	Assess the project participants' perceptions of the attribution of long-term changes/impacts to the WCC project.

According to the project theory of change, the expected impacts of the UNICEF-funded project implemented by WCC were participants' transition to further education, transition to employment, achievement of different life skills, and civic engagement. In the same vein, almost all interviewed key stakeholders agreed that the expectations for the project's impact were to support the out-of-school children to go back to school and transition either to formal, vocational, or any other further education or livelihood options. The achievement of foundational skills, life skills, and competence in the English language at the outcome level was expected to enable that transition. Additionally, an important aspect of the project was providing out-of-school adolescents with a protective environment and platform for socialization.

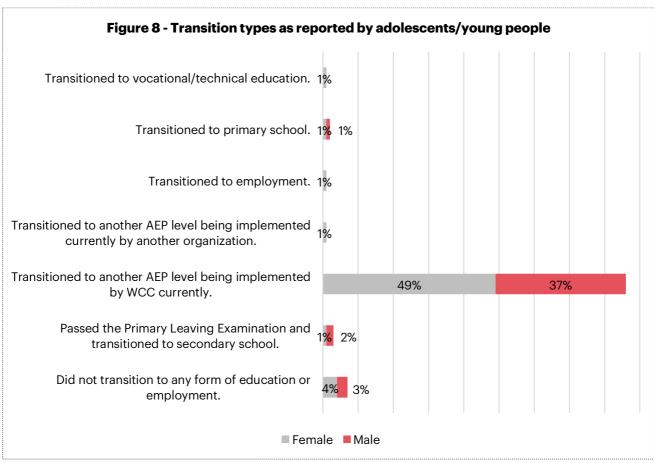
5.1.1. Transition to further education and employment

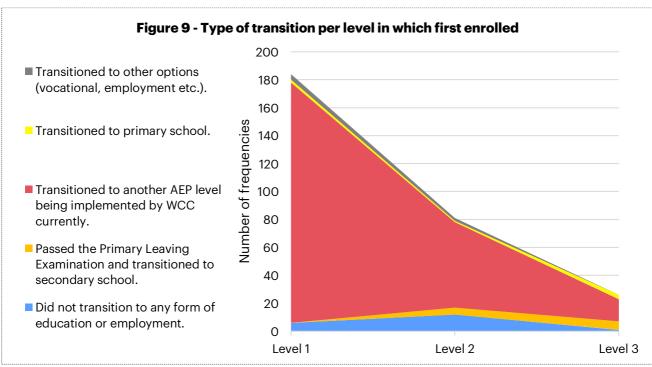
The results of the survey with the adolescents and young people who were the project participants between 2017 and 2020 clearly show that very few transitioned to formal primary (2,1%) or secondary school (3,8%), vocational education (0,7%) or employment (0,7%) (Figure 8), while 6,5% respondents reported not having transitioned to any form of education or employment. In fact, most respondents (86%) are currently enrolled in an AEP level through the UNICEF project implemented by WCC. Not surprisingly, when comparing the levels in which they were first registered, the majority of respondents who reported still being in AEP are the ones who first enrolled in level 1 at one point between 2017 and 2020. As illustrated in Figure 9, the transition to another AEP level decreases with the increase of the AEP level. In addition, the predominance of

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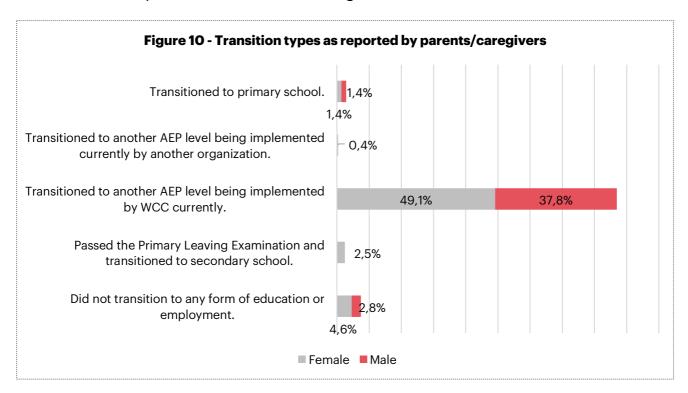
²² Regarding the question: "Do you belong to any of the following [vulnerable] categories?" with multiple answers possible, it was noted during analysis that some participants provided responses about their family members and not only about themselves and that without the correction from the data collectors. For example, several male participants selected the category of a pregnant\lactating woman. Unfortunately, this excluded the possibility of providing reliable and accurate data on the participants' vulnerability status.

transitioning to another AEP level could be explained by the effects of the COVID-19 pandemic, which had a serious impact on learning and teaching processes in terms of adaptation of a new home-learning methodology and discontinuity in learning for some learners.





It is important to note that there were no records found in the project documentation regarding transition rates and types. Interviews with project staff also confirmed the lack of such documents and a tracking mechanism to monitor the project participants' transitions. To validate the data collected from surveyed adolescents/young people, the same question was asked to their parents or caregivers. The results from both sources were very similar, as illustrated in Figure 10.



Regarding the sex differences, it should be noted that there was no significant distinction between girls/young women and boys/young men in different types of transition, except in transition to secondary school, as is shown in a detailed breakdown of results per transition type and sex in Table 2. Predictably, in terms of age, although the majority transitioned to another AEP level, the respondents between 15 and 19 showed better results in transitioning to primary, secondary, and vocational education compared to younger participants (Table 3). On the other hand, for the younger age group (between 10 and 14), the primary type of transition was enrollment in another AEP level implemented by WCC (95,8%). Even though the number for the group above 19 is not statistically representative, it is worth highlighting that all respondents reported some transition to different options. In addition, there is no indication that the respondents who benefited from both AEP and club activities/life skills training recorded better results in overall transition than participants who were enrolled only in AEP (Table 4). Seven adolescents enrolled only in clubs/life skills training did not report any transition. Moreover, it should be added that, as numbers reached for certain nationalities were less than 15, meaningful comparison on a nationality axis could not have been conducted.

Table 2 - Transition types per sex

Type of transition	Female	Male	Grand total
Did not transition to any form of education or employment.	6,7%	6,3%	6,5%
Passed the Primary Leaving Examination and transitioned to secondary school.	2,4%	5,6%	3,8%
Transitioned to another AEP level being implemented by WCC currently.	86,1%	84,9%	85,6%
Transitioned to another AEP level being implemented currently by another organization.	1,2%	0,0%	0,7%
Transitioned to employment.	1,2%	0,0%	0,7%
Transitioned to primary school.	1,8%	2,4%	2,1%
Transitioned to vocational/technical education.	0,6%	0,8%	0,7%
Grand total	100%	100%	100%

Table 3 - Transition types per age

Tune of transition	10-14 years	15-19 years	Above 19	Grand total
Type of transition	4.40/	42.40/	years	C F0/
Did not transition to any form of education or employment.	1,4%	12,1%	0,0%	6,5%
Passed the Primary Leaving Examination and transitioned to secondary school.	0,7%	6,4%	12,5%	3,8%
Transitioned to another AEP level being implemented by WCC currently.	95,8%	77,3%	50,0%	85,6%
Transitioned to another AEP level being implemented currently by another organization.	1,4%	0,0%	0,0%	0,7%
Transitioned to employment.	0,0%	0,0%	25,0%	0,7%
Transitioned to primary school.	0,7%	3,5%	0,0%	2,1%
Transitioned to vocational/technical education.	0,0%	0,7%	12,5%	0,7%
Grand total	100%	100%	100%	100%

Table 4 - Transition per participation category

Type of transition	Participants enrolled in both AEP and clubs/life skills training	Participants enrolled only in AEP	Grand total
Did not transition to any form of education or employment.	9,2%	3,6%	6,5%
Passed the Primary Leaving Examination and transitioned to secondary school.	3,3%	4,3%	3,8%
Transitioned to another AEP level being implemented by WCC currently.	81,6%	89,9%	85,6%
Transitioned to another AEP level being implemented currently by another organization.	0%	1,4%	0,7%
Transitioned to employment.	0,7%	0,7%	0,7%
Transitioned to primary school.	3,9%	0,0%	2,1%
Transitioned to vocational/technical education.	1,3%	0,0%	0,7%
Grand total	100%	100%	100%

Through workshops with young children and adolescents, some learners who completed the program and passed the Primary Leaving Examination stated that they still need help with transitioning to other education options, specifically formal school, due to the same issue that caused them to drop out in the first place: the inability to pay formal school fees and scholastic materials.²³ Additionally, project participants who received skills training and were part of various clubs have difficulties using their skills and finding employment opportunities. As we will discuss in section 4.2. of this document, there is a lack of a functional mechanism to connect skilled adolescents with potential livelihood opportunities in the settlement.

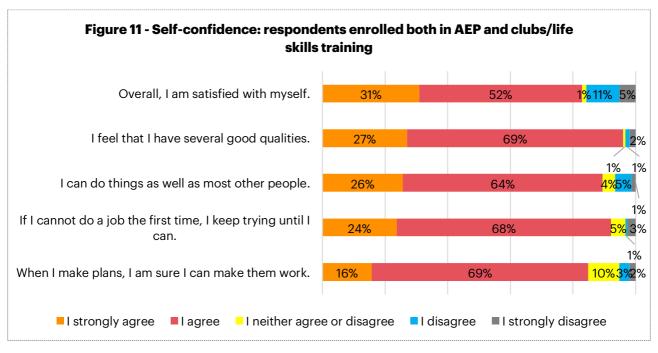
5.1.2. Acquisition of life skills and civic engagement

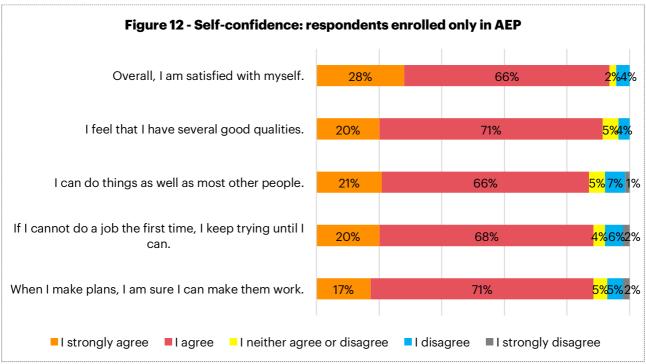
Several survey questions were aimed to assess the level of the adolescents/young people's civic engagement and achievement of life skills (self-esteem, critical thinking and problem-solving, conflict resolution and negotiation, empathy, creative thinking, teamwork and leadership, and time and stress management). It should be stressed that the results obtained can account only for an indication of the main trends rather than an accurate measure of the skills achievement because there was no baseline study that would assess life skills along the same survey lines.

While assessing the self-confidence of the survey participants, five statements were presented through a Likert scale, with answers "Strongly agree" and "Agree" indicating the potential existence of life skills. In addition, it was assessed if there was a difference between the AEP learners who received life skills training and participated in clubs and those who only participated in AEP. Figures 11 and 12 show that the respondents stand very well when it comes to their self-confidence and that there is no significant difference between the learners who were enrolled in both AEP and clubs/life skills training and those who were enrolled in AEP only. For both groups, across the five questions, the average percentage of respondents who stated they agreed or strongly agreed with the statements is very similar, around 90%. On the gender axis, the results indicate no significant difference between girls and boys in terms of self-confidence: the average "I agree" and "I strongly agree" response rate across all questions is 91% for girls and 88% for boys.

^{2:}

²³ Although the Universal Primary Education (UPE) policy in Uganda, as stated in the Education Pre-Primary, Primary and Post-Primary Act 2008, guarantees tuition-free elementary education to all Ugandan children, other expenses, such as school uniforms, books, and school materials are expected to be provided by the students and their families. On the other hand, though the Universal Secondary Education (USE) policy also aims at reducing obstacles to post-primary education, several papers point to the significant gaps in the implementation of this policy, stating that in addition to the expenses such as uniforms and school materials, most students are still expected to pay secondary school fees.



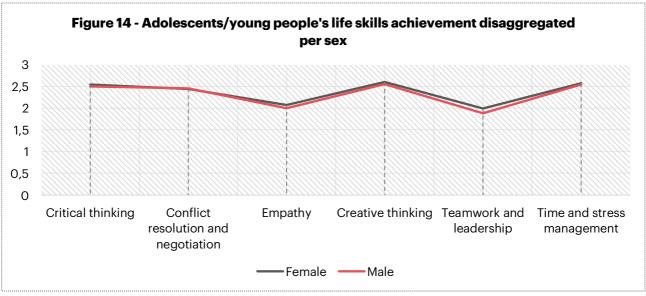


Apart from questions assessing self-confidence, the survey also sought to gather data about the achievement of a set of other life skills. The participants were presented with different hypothetical situations and asked about their reactions in such circumstances. The three possible answers corresponded to different levels of skill achievement and were assigned points: low/non-achievement (1 point), medium (2 points), and high (3 points).

The results obtained suggest that the majority of respondents show an indication of high achievement in creative thinking skills (72%), critical thinking (71%), conflict resolution and negotiation (64%), and time and stress management skills (62%).

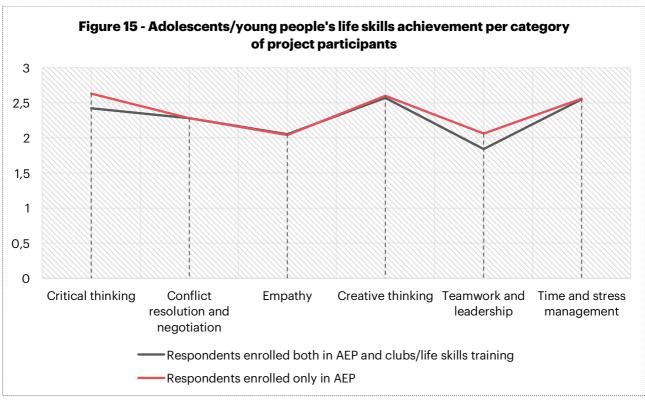
Overall, as shown in Figure 13, on a scale from 1 to 3, the two skills with somewhat lower achievement average rates are empathy (average rate 2,04) and teamwork and leadership (average rate 1,94). The analysis on the sex axis demonstrates that there is only a very small difference in results for girls/young women and boys/young men: male participants exhibited slightly lower results in all assessed life skills except conflict resolution and negotiation (see Figure 14).

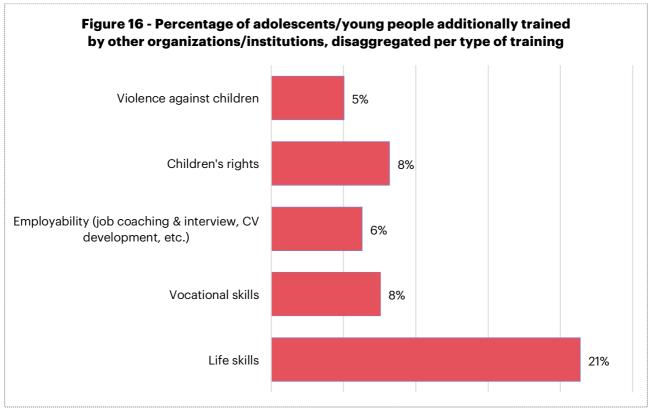




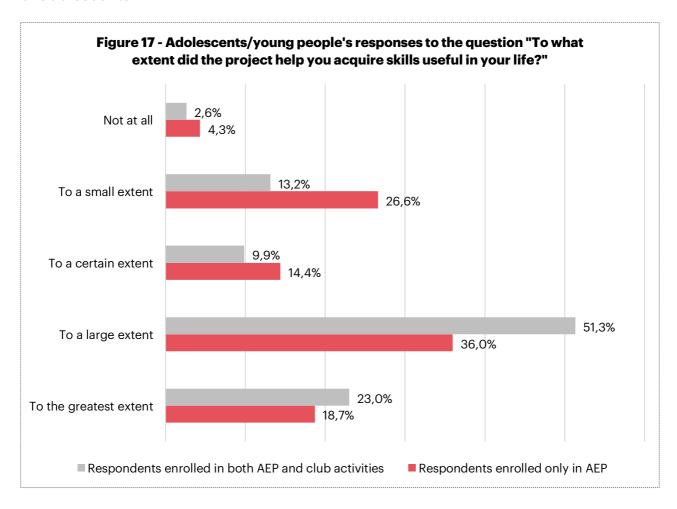
Interestingly, there is no indication that participants who received life skills training and were part of clubs are more skilled than participants who were enrolled in AEP only (Figure 15). On the contrary, those who attended only AEP showed slightly better results in achieving some skills, such as critical thinking, teamwork, and leadership. Of course, this can be explained by the fact that there are many different factors that, during and after project implementation, could influence the acquisition of life skills among two groups, including a possibility of spillover. For example, AEP learners could

have achieved life skills through the education process itself through different teaching practices (group work etc.). In addition, some adolescents reported receiving different types of skills training from other organizations (Figure 16). All this, alongside the absence of a similar baseline survey, impedes providing conclusive explanations about the project's contribution to the skilling of adolescents.

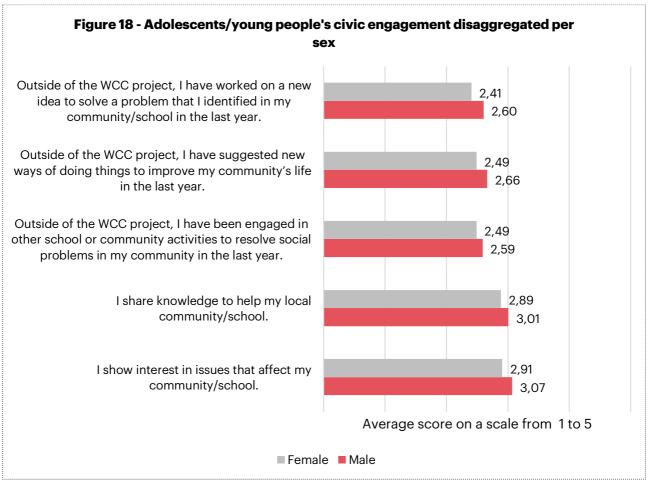


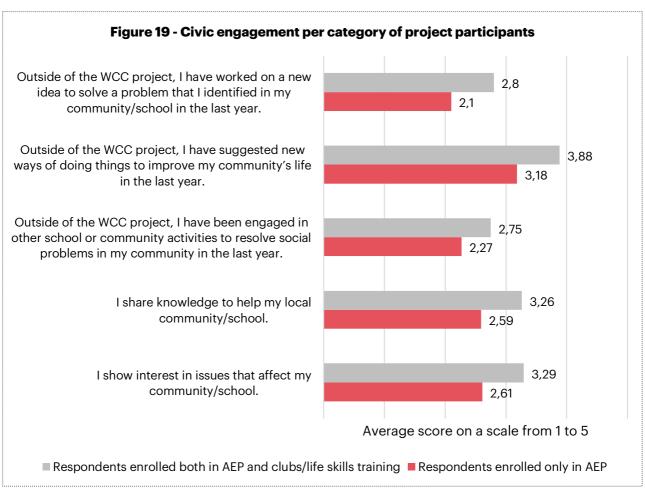


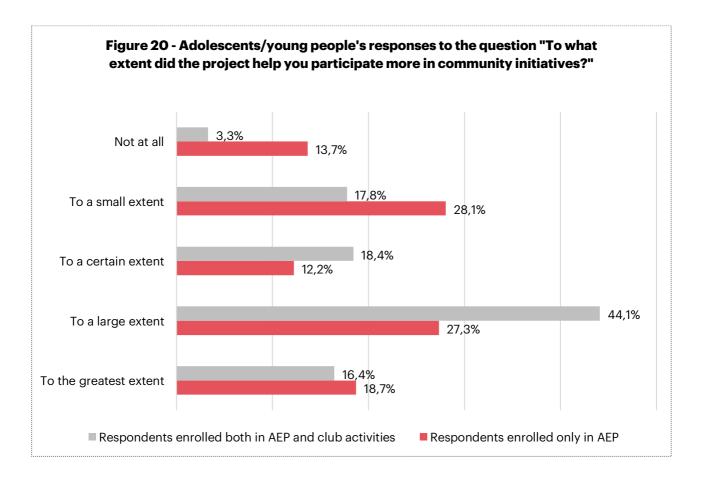
However, it is worthwhile noting that participants' perception of the project's contribution to their skills achievement of skills is favourable: around two-thirds (65%) consider that the project helped them acquire useful skills to the greatest (21%) or a large extent (44%). Importantly, the participants who received skills training and participated in clubs better rated the project's contribution than those who were enrolled only in AEP (74,3% vs 54.7% of positive responses, as shown in Figure 17). This finding suggests the importance of club activities and skilling opportunities in the lives of adolescents.



With regards to their civic engagement, the adolescents were asked to report on the frequency with which they do or have done things described in several statements, with the answer "Never" scoring 1, "Almost never" 2, "Sometimes" 3, "Often" 4, and "Very often" 5 points. Overall, the results show a modest level of the participants' engagement in their community, with an average participation score of only 2,7 (out of 5). Data disaggregated per sex indicates that male respondents are slightly more engaged than female ones (Figure 18). On the other hand, expectedly, it has been found that participants who were enrolled in both AEP and clubs/life skills training report more participation in civic activities in their communities (Figure 19) and that their perception of the project's contribution to their civic engagement is more favourable than for the ones who were enrolled only in AEP (Figure 20).







5.1.3. Most significant changes in project participants' lives

With the aim of learning more about participants' perceptions of the most significant changes that WCC intervention brought in their lives, the survey included several open-ended questions related to their lives before and after enrolling in the WCC project.

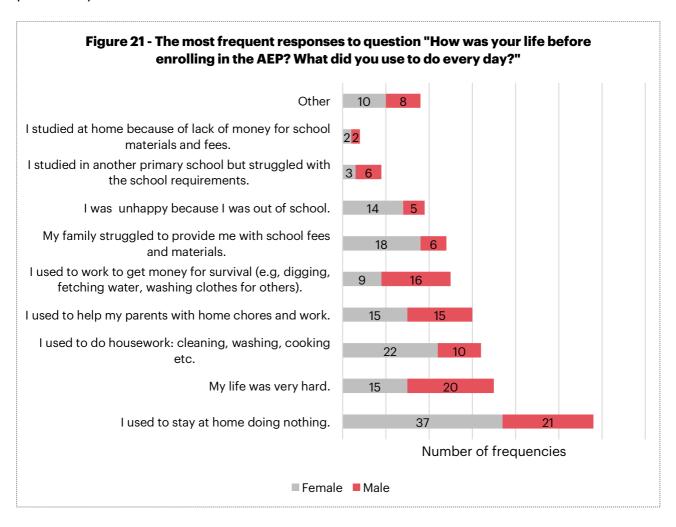
The survey results suggest that, before joining the project, most of the participants used to stay at home and feel hopeless. Many reported that their life was hard and that they were out of school because their parents were struggling to provide them with school materials and fees. Among the most frequent activities they used to do were helping parents with home chores and work, doing housework (primarily for girls) and working for other people by digging, fetching water, washing clothes etc., to get money for survival (Figure 21).

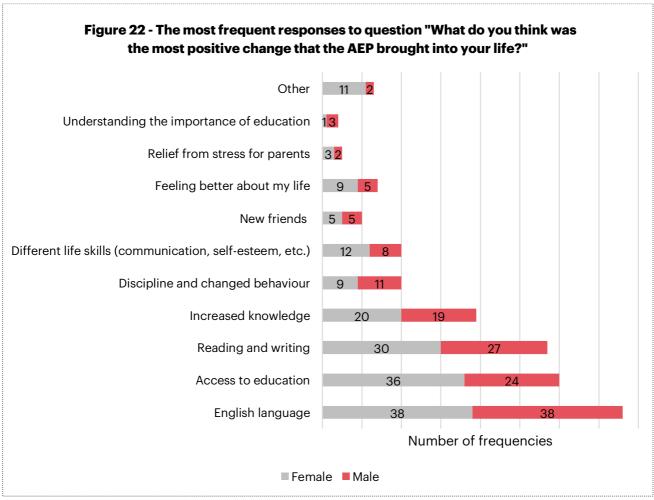
When asked what the most significant positive change in their lives was brought about by the AEP, the respondents mainly talked about acquiring competence in English, having access to education, acquiring foundational skills such as reading and writing, and increasing general knowledge (Figure 22). Among the changes, they also listed achieving different life skills, such as communication, self-esteem, and respect towards others, as well as changed behaviour and improved discipline as a result of life skills training and school counselling. In addition, some stressed that after enrolling

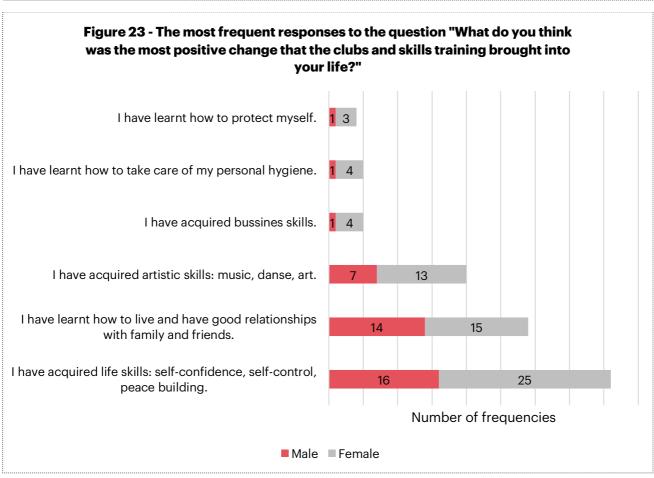
in the WCC project, they started feeling better about their lives as they found new objectives and gained hope for the future. Similarly, from the parents' perspective, the most significant changes in their children's lives were empowerment with life skills and discipline reflected in their behaviour towards their family, the fact that they again have access to education and all benefits of schooling, and the English language competence that enables them to communicate, read, write, and, eventually, increases their chances of finding employment.

Almost all participants reported positive changes; only 0,7% of adolescents/young people and 2,4% of parents/caregivers reported not having experienced any positive change after and due to their children's enrollment into AEP.

Additionally, survey participants who were enrolled in clubs and participated in life skills training within the clubs were inquired through an open-ended question about the most positive changes this participation brought into their lives. As shown in Figure 23, they mainly reported that they had gained different skills, among which the most cited ones were life skills such as self-confidence, self-control, and peacebuilding. Besides these, one of the most positive aspects of club participation was the socialization process, during which they reported learning to respect and live peacefully with their families and friends.



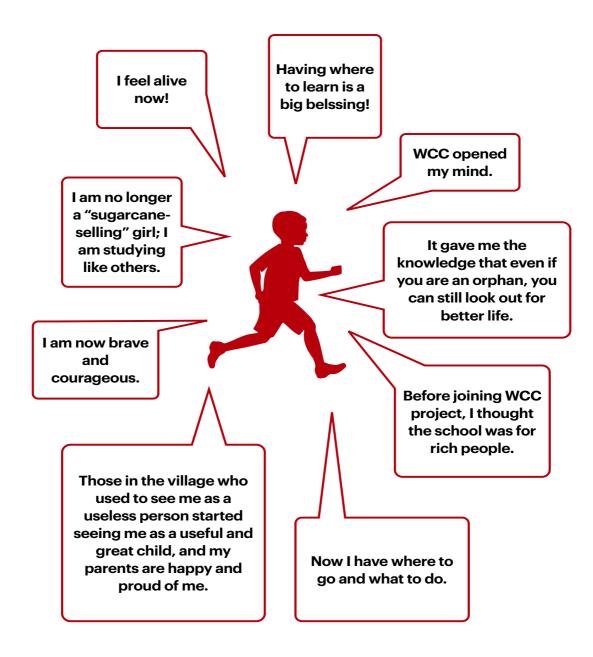




These findings demonstrate that the participants perceive the most significant changes that the project brought in their lives are not related to their continuity in education, in other words, their transition from one AEP level to another (or any other type of transition), but that they mostly experience and appreciate the changes at the outcome level: communicative competence in English, the achievement of foundational and life skills and the general knowledge. They mostly tend to report what they have acquired through the project rather than how they use the acquired skills and knowledge. Since the significant majority only transitioned to another AEP level, it seems that the project impact for this target group in terms of transition to formal or vocational school or employment can be estimated only in the coming years.

At this point, the very fact that they were given access to education, reading and writing, and the overall communicative competence in English seem to be the most important changes experienced by the participants. They report feeling supported, heard, and given hope for the future (as shown in Figure 24), as the skills provided by the project are indispensable for their work life. In other words, as stated by one key informant, a staff member of an INGO, "Even though there is no transition at this moment, the children are enlightened." (KII 4) Similarly, parents in focus group discussions insisted that the fact that their children are at school positively changed their behaviour, making them more respectful, organized, and disciplined and keeping them away from inappropriate peer or community influences. Even though the adolescents did not frequently cite the protection aspect as the important change brought by the project, it is insightful mentioning an example of a girl, an SGBV survivor, who participated in a participatory workshop and who believes that being out of school increased her chances for being a victim of sexual violence.

Figure 24 - Life changes as reported by adolescents/young people



Regarding potential negative changes, 7,4% of adolescents and young people (22 survey responses) stated facing challenges due to or related to their involvement in the AEP. The survey participants reported the following issues, which were further corroborated and triangulated during participatory workshops:

- 1. Feeling discriminated against in different situations and due to different reasons related to the project:
- not receiving scholastic materials during the distribution
- not being involved in clubs or life skills training
- having experienced peer violence
- 2. Being beaten by teachers
- 3. Feeling ashamed and discriminated by others due to the lack of uniforms, which, according to them, indicates that they are "poor" and not "real learners"
- 4. Contracting an infection due to the dirty latrines
- 5. Suffering hunger during school time because no food was offered, and they did not have time to go back home for lunch due to long school-home distances
- 6. Less income for the family, as there is no time for earning money
- 7. Having to walk a long distance to reach the school.

Among the parents, only 2,4% reported (7 responses) that their children experienced negative changes during their involvement in the WCC project, mostly related to peer violence, less time to work to support the family and long walking distances from home to school. On the other hand, no negative change in adolescents and young people's lives attributed to the engagement in clubs and skilling sessions has been recorded; for this question, respondents mainly focused on the operational challenges in clubs, not on the changes in their personal lives.

To verify the collected data on positive and negative changes, 15 girls/young women and 16 boys/young men in two separate workshops were given a chance to tell their life stories and discuss their experiences with their peers. After each of them presented their stories during the workshop session, they discussed and chose two that were the best example of life changes according to them. This method of involving adolescents and young people in data analysis and giving them an opportunity to decide which aspects of the stories told are significant allows for a better understanding of what is important to them.

The analysis of selected stories (see Story 1, 2, 3, and 4 on the following pages) shows that they have several common elements:

- 1. All of them were out of school due to their families' difficulties supporting their education. 24
- 2. All respondents had to work to support the family income.
- 3. All stated that their lives changed positively after enrollment in the project: they started feeling useful, proud, and self-confident and were given hope for the future.
- 4. In three stories, there was a transition to different options: secondary AEP, formal secondary school, and self-employment.
- 5. In Stories 1 and 4, there is a protection aspect: one stated that other girls from her family who were not at school got pregnant and married, and both stories mentioned that they were under the influence of bad peer groups while out of school.

On the other hand, Story 4 indicates that there is still a challenge in the transition to further education or employment among some adolescents and young people. Those challenges, as already mentioned, refer to the inability to provide school fees and to find a livelihood option in the local market. Although not selected by the participants themselves, an additional workshop story called "My Life Journey with WCC" is presented here to illustrate the same obstacles in the transitioning process.

My life journey with WCC

My life before joining WCC was so hard and annoying because my mum (who is a single mother) was unable to pay for my school fees and educational materials, and I had a dream of becoming a doctor in future. As days passed, I became hopeless and uncertain about my future. Whenever I could see the others going to school, I felt so bad and offended. I used to think I was useless. My daily routine was to do housework and escort my mum in the garden to work for money to sustain my family, while other children used to go to school every day. One day one of my friends told me that there was an organization called WCC helping children out of school. I was so happy to hear that, and the next day I came here and joined AEP.

I was happy, as they received and welcomed me so well. I studied without any inconvenience, and WCC offered me free education. I appreciate it. Currently, I can read and understand English fluently and express myself. I gained confidence and self-respect, and I am now hopeful for the future because, at least, I know now how to talk and write, and I want to transit to secondary school.

Although I performed well, I am again out of school as I cannot pay tuition fees and join the secondary. Now I do not know what to do. I would request WCC to support us and continue our secondary studies.

Samuel, a 15-years-old boy

²⁴ All names are changed to protect participants' privacy. Also, for all photos used in this report there is a signed consent form.

Selected story 1

I was born in Burundi. In 2016 I was in P3, and my dream was to become a doctor, but it was so hard because my father got an accident, and my mother had no money to support my education and told me to leave school.

I started looking for casual labour to buy food for my family. Life became hard in Kampala, and we decided to return to Nakivale, but life became even harder. I could hear my neighbours saying that there was a school organized by WCC. I started to study at the Kashojwa AEP centre. At that time, I could move with bad groups, but teachers kept advising me to work hard to be able to achieve my dream of becoming a doctor one day. I started revising and passed my exams. I passed PLE, and I am in secondary school now. We are five, and my brothers and sisters are still studying at the AEP centre in Kashojwa.

I made a name for the family because I am the only girl who completed the primary level and joined the secondary. The others got pregnant and dropped out of school or got married. My name changed. People used to call me "who doesn't know what school is" I am now called a student and am the one advising them. People now trust me and even respect my opinion. I am thankful to WCC for the support; God bless you.

Janet, a 17-year-old girl



Photo 2- Girls during session Helping Hands



Photo 1 - Girls/young women with Certificates of Participation and the lead researcher

Selected story 2

Before I joined WCC, my life was very hard. We reached here in 2018. I came with my biological parents. We spent about nine months without an attestation card. We used to do work that we shouldn't do as children such as washing clothes etc. We even didn't have anything to eat.

One day, my father went to the office and heard some people talking about WCC, and he followed them. I joined P5 in Kashojwa AEP centre, but every child was laughing at me. I was not able to speak in front of my classmates. I had no hope, but after life skills training, my life changed. I was trained in tailoring, and now I can support my family. I am very confident and passionate about it. I can make my own dresses; now, I can even train my colleagues in tailoring.

I have also gained experience that failure is not final. Never lose hope, and never give up.

Faith, a 16-year-old girl

Selected story 3

I am from a big family of 13 people. I have a father and stepmother. We are ten children. Before joining WCC, my life had no direction. My father was sick and could not get enough resources to support our family and pay school fees. I was talented; I could play comedy but had no way of showcasing my talent. I used to fetch water and do some digging work for others to sustain myself and my family. I would wake up every morning thinking only about if I would have something to eat that day.

One day, when I was 17, my friend told me about the WCC AEP centre. I followed him to the centre and got enrolled. I completed P7, and I am currently in S2 in WCC AEP secondary school. I also convinced my parents to send my siblings to enrol on the WCC education programme. Two of them passed PLE, and three are still attending primary AEP.

Besides education, thanks to WCC, I have gained entrepreneurship skills and started a company called Arise Talent, which supports youth in music, dance and filmmaking. It is still new, and we need more support to shine across Africa.

Also, I learnt English and I can teach my parents. Last year, when one NGO wanted to deliver a message to my community, I helped them to translate it into English, and the community was so glad and excited.

This story is very significant because I am not now where I was before: I am a literate person thanks to the WCC support.

James, a 21-year-old man



Photo 3 - Boys/young men during session Helping
Hands

Selected story 4

I do not have a father; my mother is a single mother with a chronic illness. We came from DRC to Uganda, and she told me she could not afford to pay school for me. She added that school is for the rich and not poor people like us. I started selling sugar cane to support my mother. I was out of school for five years between 2015 and 2019 and started joining bad peer groups that taught me to smoke and steal.

I was without hope for joining school until my friend told me about WCC offering free education. That is how I enrolled in AEP level 2 in 2019. When I started school, COVID-19 came in, and I became hopeless again. When we resumed, I enjoyed studying, completed P7 and passed PLE. I can speak English now and even teach my community members. I was trained in life skills and entrepreneurship and learned to play football and guitar. I am currently playing the guitar in one church in the settlement.

I am not currently in school because I am not able to pay school fees.

Robert, a 18-year-old man

5.2. EFFECTIVENESS

Assessment objective 3

Assess the level of satisfaction with the project and document any lessons learned and recommendations for improving the project.

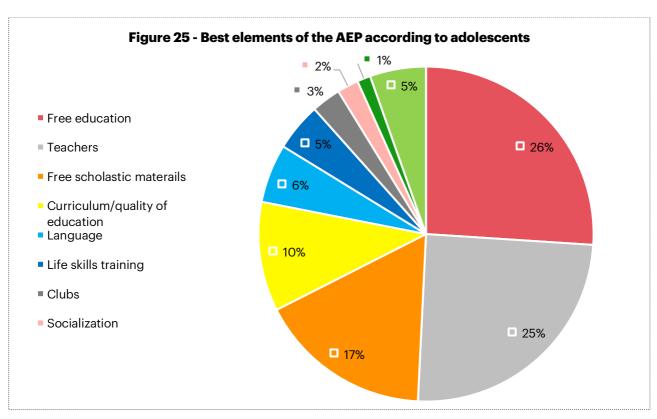
To grasp how the project contributed to the changes experienced by adolescents and young people, through surveys and participatory workshops, the participants were asked open-ended questions about the project features perceived as the main driving factors of the reported changes in their lives. The objective here was not to assess the fidelity and quality of project implementation and performance but to understand what specific project components were considered particularly effective in achieving reported impacts and to document any learnings or recommendations for the project improvement.

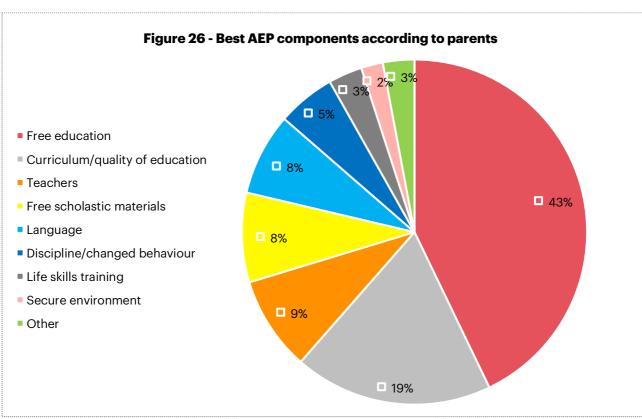
In their open responses to how they think the project caused positive changes in their lives, most adolescents/young people focused on the quality of teaching and training, stating that lessons and training sessions were exciting and motivating and that teachers/facilitators followed up on their individual efforts. In the same vein, they stressed the importance of guidance and counselling provided. The second important aspect of the project that is perceived as the primary driver of changes is the simple fact that they could enrol in some education programme due to its free-of-charge feature and free scholastic materials. In the third place, participants listed the opportunity to learn and study in English as one of the principal factors of change they experienced.

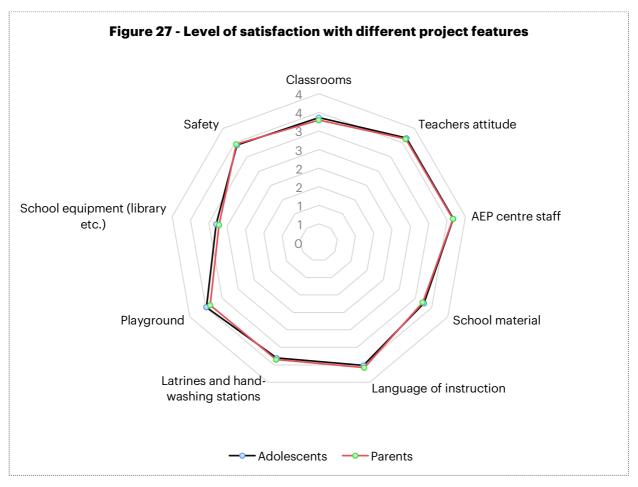


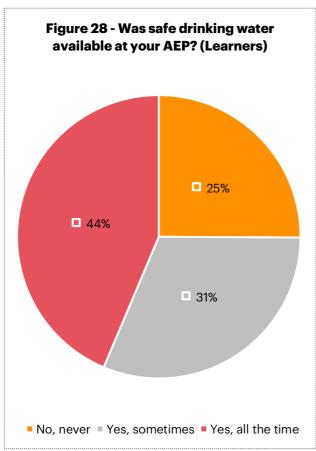
Similarly, when asked about what they think were the best components of the AEP, both adolescents/young people and their parents/caregivers mainly focused on the fact that everything is free of charge, including educational materials (Figure 25). Not surprisingly, as shown in Figure 26, a free-of-charge feature of the project proved to be more important to the parents who feel relieved from the stress of struggling to provide school fees for their children. Besides this free-of-charge project feature,

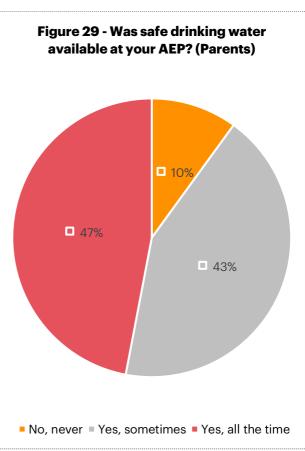
teachers' attitudes, the quality of teaching, and the quality of education offered in general were the most appreciated project components among both adolescents and their parents.











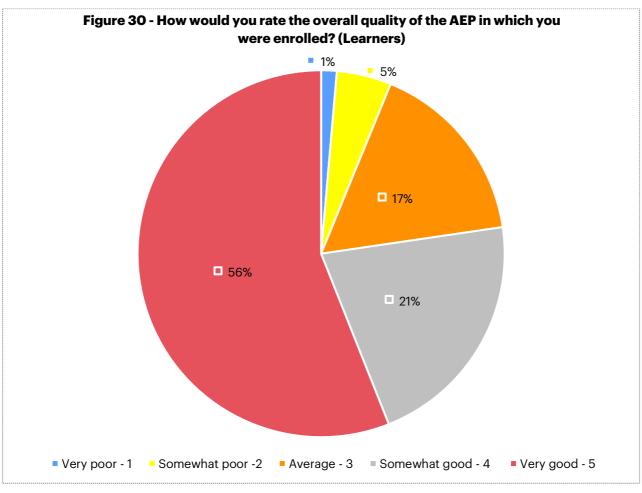
In addition, to learn what project components worked well and what were good practices, both adolescents/young people and their parents and caregivers were asked to report their level of satisfaction with the AEP project in general and different aspects of the project implementation: classrooms, teachers' attitude, project staff attitude, educational materials, the choice of the language of instruction, latrines, playground, school equipment (library, etc.), and safety and security. For this purpose, a scale from 1 to 4 was developed (4 - very satisfied, 3 - somehow satisfied, 2 - somehow unsatisfied, 1 - very unsatisfied).

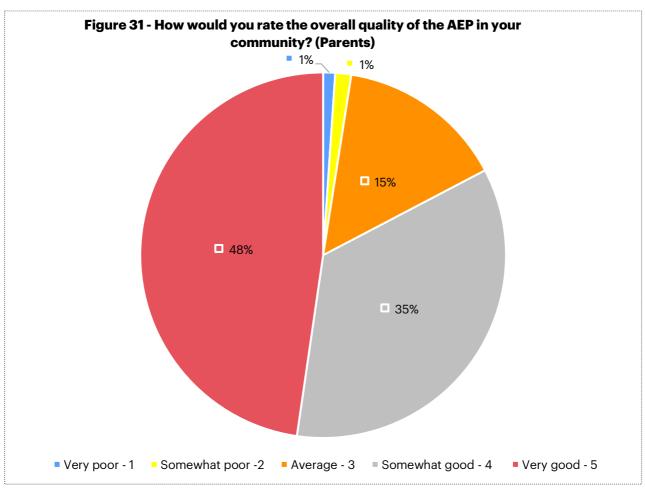
As can be seen in Figure 27, both categories of respondents similarly rated the AEP project features. The three best-rated components related to the teachers' attitude, project staff, and English as a language of instruction. On the other hand, less favourable ratings were assigned to school equipment (including the library, etc.), educational materials, latrines, and classrooms. Concerning these elements, openended survey questions, participatory workshops with adolescents/young people, and focus groups discussion with parents and teachers revealed the following explanations of the results:

- The classrooms are crowded with learners and very hot during the dry season, and the roofs often leak during heavy rains.
- The latrines need to be more and clean, especially the one for boys (this information was verified through the observation during the fieldwork).
- Some respondents, both adolescents and parents, complained of not receiving the materials and not understanding the criteria for their distribution. It should be mentioned that this information could not have been triangulated through desk review because distribution lists for 2017-2020 were unavailable.
- AEP centres do not have their own library. They use the libraries in the host primary schools, which, as was reported, need more books and materials for learners.

Moreover, the findings suggest that the learners and the community need to be better informed about the availability of safe drinking water in the centres and that there needs to be more clarity about the water quality (Figures 28 and 29). During focus group discussions with teachers and the AEP centre head in Kashojwa, it was reported that the tank provided does not contain potable water and that its position next to the latrines should be changed.

Despite these specific elements, the overall quality of the AEP was rated very well, with an average rate of 4,3 out of 5 by both learners and parents, respectively. The distribution of results is shown in Figures 30 and 31.





In line with the rating of the specific project features, the inquiry about recommendations for the project improvement showed that most learners' responses focused on the five core elements (classrooms, teachers, scholastic materials, and the cleanliness of WASH facilities) and interestingly, school uniforms (Table 5).

Table 5 - Recommendations for the project's improvement

Reported challenges	Recommendations by adolescents	Recommendation by parents/caregivers
CLASSROOMS	N. of frequencies: 112	N. of frequencies: 128
The student/classroom ratio is too high	Add more classrooms	
Different levels are in the same classroom, which affects the process of learning	Separate different levels into different	
The tents used at the Kashojwa AEP are too hot during the dry season	Classrooms: one level per classroom ²⁵ Build more permanent structures	
The tents at the Kashojwa AEP are too weak during the rainy season, and the roofs leak	Build more permanent structures or repair the tents	
There are not enough blackboards; the existing blackboards are too small	Provide more and bigger blackboards	
There are not enough desks and chairs	Provide more desks and chairs	
SCHOLASTIC MATERIALS	N. of frequencies 65	N. of frequencies 86
The provided materials are not enough	Provide more materials: pens, notebooks, textbooks	
The materials are not distributed in time to support the learning process	Provide materials on time	
Not all learners receive the materials	Provide scholastic material to all children	Supervise the distribution of scholastic materials
WASH FACILITIES	N. of frequencies 61	N. of frequencies 25
The latrines are too dirty, especially the one for boys. Boys in Kashojwa AEP use the toilet for nursery of the host primary school	Improve cleanliness of latrines Provide soap for latrines	
The latrines in Kashojwa are not enough compared to the number of learners	Build more latrines	
There are not enough hand washing points in Kashojwa	Provide more hand washing points	
There is a controversy about whether the water in Kashojwa is safe for drinking	Provide safe drinking water	
There is only one water tank in Kashojwa.	Provide more water tanks	
The existing water tank where people fetch water is located next to the latrines and is being used for washing hands	Change the position of water tank	

²⁵ This issue was addressed at the Kashojwa AEP centre after the data collection process.

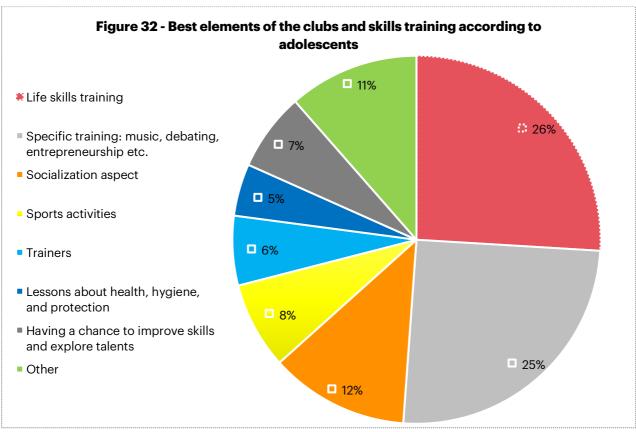
UNIFORMS	N. of frequencies 61	N. of frequencies 71
Learners feel discriminated by being marked as "fake" and "poor" learners by other schools' students due to the lack of school uniform.	Provide school uniforms	
Learners believe they face more risks of violence since they do not have official uniforms, which would mark their school status. According to them, perpetrators tend to attack more children not in school.	Provide school uniforms	
TEACHERS	N. of frequencies 40	N. of frequencies 65
Teacher-student ratio is too high	Recruit more teachers	
Teaching methods should be improved		Organize regular refresher training for teachers
LUNCH	N. of frequencies 8	N. of frequencies 27
Many learners live far from school and do not have time to go home for lunch,	Provide lunch for learn	ners
therefore they starve during school time, which affects learning	Open new AEP centres in different locations	

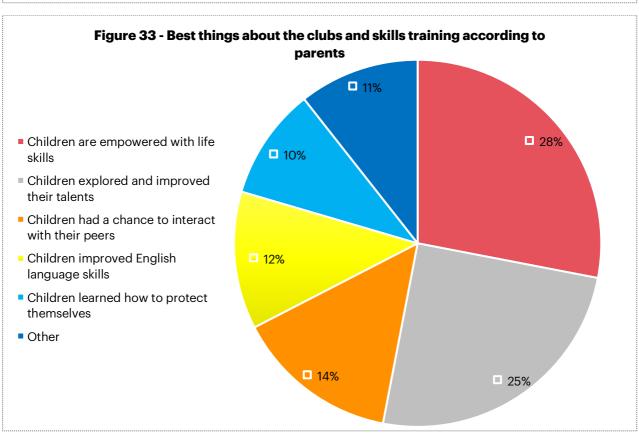
Regarding club activities, it has been found through survey open-ended questions that adolescents appreciated mostly life skills training, as well as different types of sessions on music, dance, drama, debating, entrepreneurship, and other specific skills. They also highly appreciated the socialization aspect and the possibility of having a platform to interact and cooperate with peers, share ideas, and develop friendships. Following these elements, they also reported that the best aspects of clubs they participated in were sports activities, trainers' attitudes and methods, and lessons and counseling on health and protection issues.

While children and young people focused more on the clubs' contents and operational aspects (Figure 32), their parents and caregivers, when asked what was best about club activities, mainly highlighted what they saw as the results of those activities. In the first place, they appreciate that through club participation, their children are now empowered with life skills, have gained self-confidence, and have learned how to respect and live with others (Figure 33). According to the surveyed parents, the second-best thing about clubs was an opportunity to explore and improve on different talents, such as music, debate, sports, etc., followed by chance to socialize with other children and improve their English language skills. An important aspect is also child protection. Parents stated that through club engagement, adolescents learned how to differentiate bad and good behaviour and protect themselves from undesirable community influences (see Figure 33). In addition, as two parents said,

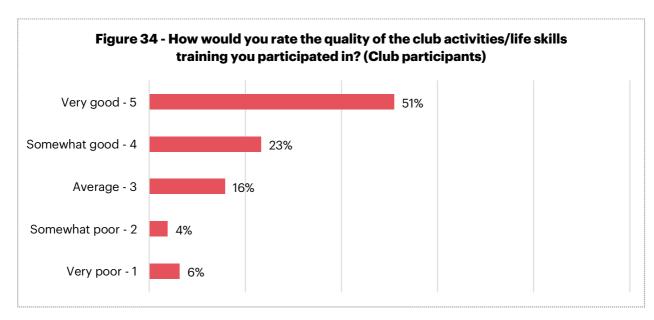
"When a child is engaged in these activities, they forget about the challenges we faced in our country of origin." (Congolese woman)

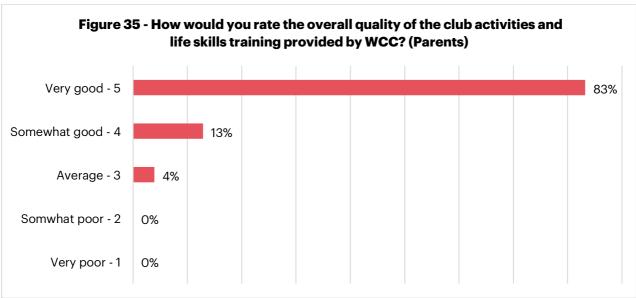
"It occupies and opens their minds, and they are happy." (Congolese man)





Regarding overall satisfaction with clubs and skilling, the average score given by the project club participants amounts to 4,1 out of 5 (Figure 34). Compared to them, parents demonstrate greater satisfaction with an average score of 4,8 out of 5 (Figure 35). This can be explained by the fact that children consider that there are insufficient materials and clubs to include all learners. In line with that, they recommend providing more different materials, including balls, musical instruments, pens, notebooks, books on life skills etc. Also, some advocated for more inclusion: according to them, not all are given a chance to participate. It is worthwhile mentioning a recommendation by one adolescent respondent who said that club participation should be compulsory because learners enrol and are registered as members but do not attend regularly.



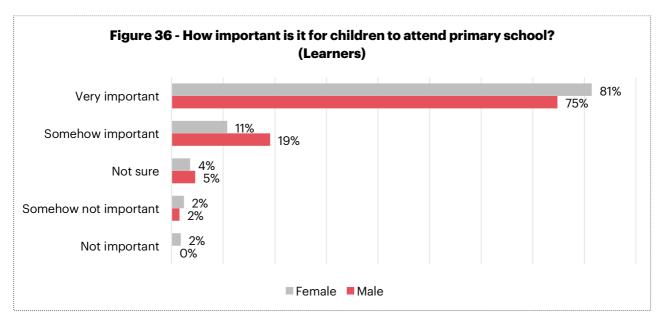


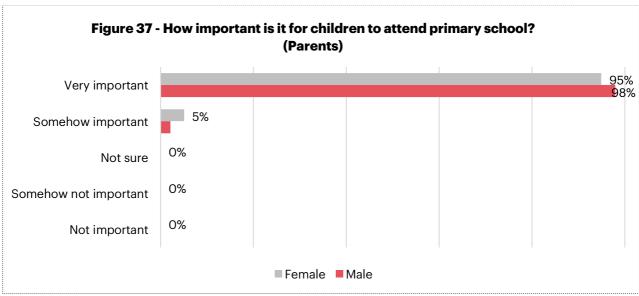
5.3. SUSTAINABILITY

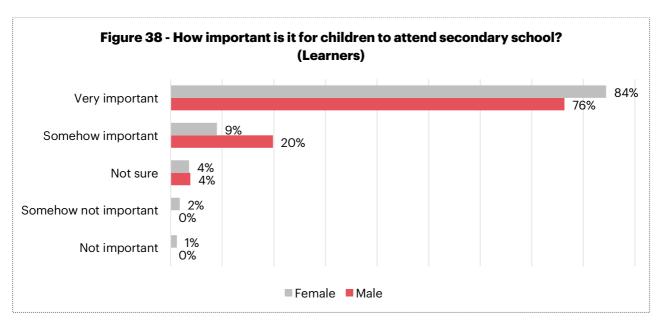
Assessment objective 4 4.1. Analyze adolescents and young people's 'attitudes towards education and their educational aspirations 4.2. Analyze community perceptions and attitudes towards education (parents/caregivers, teachers) 4.3. Analyze capacity of the District Education Department to develop coordination mechanisms and policies to support a transition to education and training pathways for the target population 4.4. Analyze priorities and needs of CECs and other civil society organizations (CSOs), such as NGOs, regarding the education of the targeted population

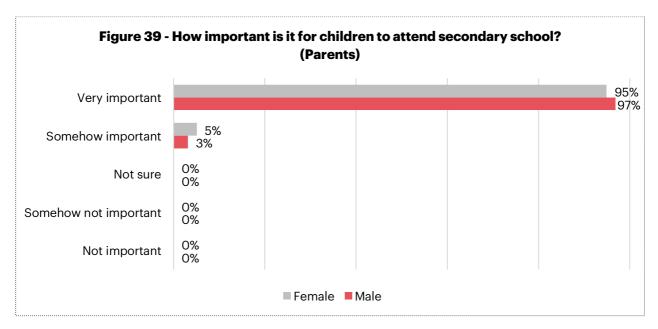
Following the OECD-DAC evaluation criterion of sustainability, the assessment intended to analyze the existence of a supportive environment and supportive institutional processes and structures that could increase the likeliness of continuing project benefits (positive outcomes and impact) after its termination.

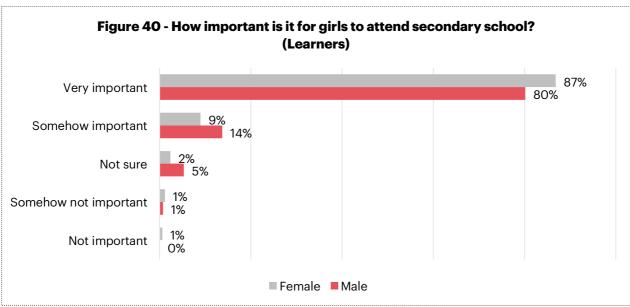
Sustainability of project outcomes. The findings indicate the existence of a supportive environment for the continuation of project outcomes, defined in the theory of change as increased access to quality AEP, essential life skills, and community participation of adolescent girls and boys. As survey results show (see Figures 36-41), the attitudes of a vast majority of adolescents/young people and their parents/caregivers are very favourable for the continuation of education, without significant difference in terms of the sex of a child. The data gathered with parents/caregivers reveals that among the surveyed population, 154 girls and 159 boys are still out of school. In accordance with the positive attitudes shown in Figures 36-41, almost all (98%) stated that they would appreciate an opportunity to enrol their children in AEP.

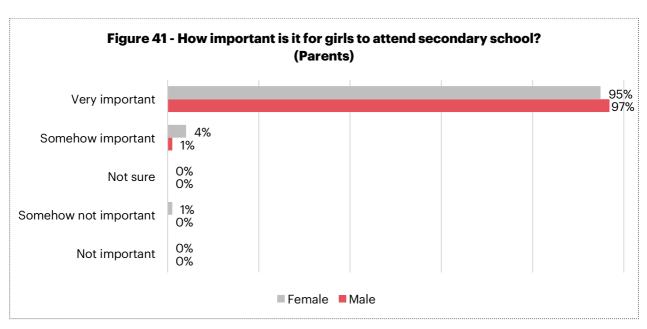












However, even though there is a supportive environment for increasing access to foundational and life skills, the fact that one of the most appreciated features of the project is its free-of-charge nature suggests that without continuous institutional and NGOs support, the access to primary education and life skills for vulnerable children would be very challenging. Parents/caregivers in focus group discussions stated that the very reason why their children were out of school before the enrolment in the project is still valid – they cannot afford to pay school fees, transport, and scholastic materials. When asked if the community could support and run AEP centres in case WCC withdrew from the area, the discussion's participants were not very optimistic.

According to them, the only possible contribution would be small fundraising to support the remuneration of teachers. Many lamented the lack of employment opportunities for refugees in the settlement, the prohibition of farming, and the lack of start-up capital for those with hands-on job skills like tailoring, hairdressing, etc. At the same time, they expressed readiness to financially support their children's education if they received some assistance in terms of access to income-generating opportunities and learning English.

In the same vein, during focus group discussions, members of CESs revealed that they face numerous challenges in their role as the link between the WCC and the community in supporting project effectiveness and sustainability. These challenges include inadequate communication fees to facilitate interaction with learners and among themselves, limited transportation due to long distances, and a need for more cleaning supplies and essential rain gear such as umbrellas, raincoats, and gumboots during the rainy season. It is important to acknowledge that they work as volunteers and receive no incentives, which may result in them abandoning their role in the long run.

Furthermore, most key informants voiced their concern that the project continuation without the Government, UNHCR, or NGO financial assistance would not be possible. Almost all interviewed stakeholders (including the Government employees) stated that the systems were not put in place to help AEP survive in the community. According to them, if everything is provided free of charge, if there is not some contribution or at least a clear exit strategy communicated to the community, there is no sense of ownership (an essential factor needed for the project to be sustainable). As mentioned by one respondent,

"The aspect of sustainability is, first of all, having the local people play a bigger role." (KI 2, a male staff member of an INGO)

In that sense, citing examples of sustainable initiatives implemented by their respective organizations, several key informants agreed that existing processes and structures should be improved to include more community structures and enhance community contribution by creating opportunities for income-generating activities. Most respondents emphasized the Ugandan government's crucial role in ensuring the project's sustainability. They suggested that more advocacy, primarily through refugee-led organizations, should be done to promote the Government's ownership of this type of programme and the provision of needed services. In this context, it is also expected that the authorities should support fundraising and advocacy efforts within the international aid system.

On the other hand, the interviewees expressed more optimism regarding access to skilling. They believe that the participation and training of refugee-led and community-based organizations are vital for achieving sustainability in skilling. Once trained, these organizations will possess the necessary knowledge to work independently in the future, regardless of the training source. Key informants perceive this linkage as crucial for maximizing the potential of achieving sustainable outcomes and impacts.

Sustainability of impacts. According to the theory of change, the expected project impacts were adolescents' transition to education and training pathways and economically empowered, skilled, and civically engaged adolescents. As already explained, to continue the achieved intended impacts, there is a robust supportive environment in terms of positive community attitudes toward further education.

Nevertheless, the interviews with the project staff suggest that there was no formal tracking mechanism that would ensure proper follow-up of students' transition towards education opportunities outside of the project scope. Even though there are examples of a successful transition to formal primary or secondary school, even employment, no formal project records are available. This was confirmed by the Government institutions representatives, who lamented not receiving reports about the numbers and details about learners' transition. From their point of view, transition follow-up is expected to be a part of the project design, and timely data sharing and reporting should be the responsibility of all. Based on that, it can be concluded that even though coordination meetings at the district and settlement levels are held regularly, it seems that a robust and functional institutional coordination mechanism has not been developed to provide referral education pathways for successful project participants and ensure the sustainability of impacts for the target population.

Similarly, NGO representatives pinpointed the absence of systematic tracking of participants' transition as a significant obstacle in comprehending the project's sustainability potential. Additionally, they emphasized the importance of improved coordination and collaboration amongst partner organizations and UNHCR to provide

a range of options for transitioning participants, such as scholarships, employment, or further training, with the Government taking a leading role.

For the skilling to be sustainable, as noted in several interviews, support in the form of seed funding or apprenticeship and internship opportunities is crucial. Although the seed-funding component has been addressed in the UNICEF project design after 2021, many adolescents still feel frustrated after being trained because they cannot use the skills achieved as they do not have contacts to provide them with apprenticeship or internship opportunities, nor can the local market absorb all skilled adolescents.

To overcome these challenges, institutional structures and processes should be put in place to support the skilling and transition to livelihood options. During interviews, it was emphasized that the Government should develop a comprehensive skilling curriculum based on market analysis and the ability of the local economy to absorb skilled adolescents, since

"The biggest challenge within the refugee camp and region is market linkage." (KI 2, a male staff member of an INGO)

In line with that, key informants revealed that there needs to be a government mechanism at the settlement level to connect skilled adolescents with employment opportunities.

On the other hand, while a few seemed not informed, some interviewees were aware of a pilot mechanism run by the AVSI Foundation, designed to provide a platform to support employment linkages. However, the initiative is still in the inception phase and requires strong support and inter-organizational cooperation from partners. In particular, organizations that implement skilling programs should work in close partnership, include this type of initiative in their project design, and coordinate their efforts to increase the likelihood of achieving long-term changes. While this would be a good start, government coordination would be preferable in the long term because, as stated in one interview, there is often no handover from one partner to another; therefore, there is a risk of discontinuation of projects.

6. CONCLUSIONS AND RECOMMENDATIONS

Assessment objective 5

Draw conclusions and recommendations for similar initiatives in the future.

Based on the evidence presented in this report and the project participants' perceptions, it can be concluded that the UNICEF-funded AEP and youth skilling projects implemented by War Child Canada between 2017 and 2020 significantly contributed to positive changes in adolescents' lives. The results show that adolescents feel that their lives have significantly changed since they can now read, write, and use English, and that the opportunity to receive an education and skilling has given them hope for a meaningful future. In addition, they feel more empowered, self-confident and equipped with the life skills necessary for a dignified work life. The recommendations based on the main project achievements are listed in Table 6.

Table 6 - The recommendations based on the main project achievements

Achievements	Recommendations
In	npacts and outcomes
Increased school enrollment: The project has contributed to increased school enrollment, particularly in the Accelerated Education Program (AEP), offering out-of-school adolescents the opportunity to access primary education. The mere access to education and skilling options provided adolescents with hope for a meaningful future.	Continue developing and implementing awareness campaigns in the refugee settlement to reach adolescents who are still out of school. These campaigns should focus on the importance of education and the benefits of enrolling in the Accelerated Education Program (AEP).
Improved English language competence, including foundational skills such as reading and writing: The opportunity to learn to read and write and study in English	Organize regular professional development workshops for teachers that specifically focus on enhancing their English language teaching skills. These workshops can cover modern teaching methodologies, language instruction techniques, and practical classroom strategies.

has been identified as a significant driver of change. This improved language proficiency has led to increased self-esteem and the ability to lead more fulfilling lives. In addition, it enhances participants' ability to engage in broader educational and employment opportunities.

Conduct language enhancement workshops that focus on improving the English proficiency of learners.

Enhanced access to and achievement of life skills: The project has effectively increased access to life skills training, allowing participants to develop practical skills essential for their transition to further education or employment.

Ensure that life skills training is seamlessly integrated with other project components. For example, link life skills with civic engagement activities, demonstrating their real-world applications.

Enhance the civic education curriculum within clubs and life skills training. Include practical community projects that encourage active participation in local issues. Connect these projects to real community needs.

Customize life skills training to cater to different age groups and specific needs. Develop advanced modules for older participants to provide continuous learning opportunities.

Transition to further education and livelihood

options: Examples of successful transition to primary or secondary education or employment indicate the potential of the project and point to the importance of the increased access to education and skilling of the out-of-school adolescents.

Enhance the skilling component of the project by establishing partnerships with local businesses to provide apprenticeships and job opportunities for participants, ensuring they can immediately apply their newly acquired skills in real-world settings.

Follow up AEP learners and create a referral mechanism for their potential transition to further education.

Effectiveness Continue investing in ongoing teacher training **Positive learning** experiences: Participants and professional development programs to have reported positive maintain high teaching standards and ensure that learning experiences, citing lessons remain engaging and motivating. the quality of curriculum, Implement peer observation and feedback teaching, guidance, and systems to promote continuous improvement follow-up by teachers and among teachers and facilitators. Encourage facilitators as highly collaborative lesson planning and sharing of motivating and effective. effective teaching methods. Sustainability Involve the community in discussions about **Community support:** The project enjoys strong project sustainability. Encourage community community support for members to take an active role in supporting continuing education and life education and life skills programs, creating a skills training, indicating the sense of ownership. Encourage refugee-led value it brings to the organizations' active involvement to strengthen community. community ownership and support for educational programs. Collaborate with local and national governments to establish a clear exit strategy for the project, ensuring the provision of essential services after project termination. Free-of-charge education: Advocate for budget allocations from relevant The project's free-of-charge organizations, including the Ministry of Education education and provision of and Sports, to support the continuation of scholastic materials were accelerated education programs.

However, although there are examples of successful transitions to both further education and livelihood options, it has been found that more support is needed to overcome the challenges in the transition process and ensure the sustainability of the impacts. Those challenges, based on the discussion presented, are outlined in the Table 7 and followed by possible solutions.

significant factors

contributing to its success.

Moreover, the number of out-of-school children aged between 10 and 19 in the surveyed population indicates that there is still a high need for this type of programming in the Nakivale refuge settlement.

Table 7 - The recommendations based on the main project challenges

Challenges	Recommendations		
Sustainability			
There is a lack of follow-up on the project participants' transition.	Include in the design of future projects a mechanism for systematic tracking of project participants during and after the completion of the project. This could include a post of transition officer/coordinator or a social worker who could work with children in their last year of primary or secondary school to help them transition.		
There is a need for a strong and functional coordination mechanism at the district level to support a transition to education and training pathways for the target population.	Strengthen collaboration and coordination with partner organizations, particularly District Education Department and the EIE working group, to provide a range of options for transitioning project participants (such as scholarships, employment, or further training) and to develop a referral system for transition options.		
	Advocate for active leadership of the District Education Department and the education cluster in developing a strong coordination and referral mechanism, which would suppose developing and updating a database of learners to support the transition.		
AEP primary learners, after passing PLE, are again out of	Learners who passed PLE and are still over-aged for secondary school should be prioritized for enrollment in AEP secondary under other WCC projects.		
school due to the lack of resources for tuition fees and scholastic materials.	Follow up on learners who completed primary AEP and passed PLE but are again out of school. After two years needed to pass for them to qualify in terms of age, prioritize them for enrollment in AEP secondary under other WCC projects. Alternatively, they can also be enrolled		

in WCC skilling projects immediately after passing PLE. For learners with the best performance, provide scholarships for secondary school. Advocate that the Government should be the main provider of AEP and skilling services. Explore possibilities of engaging private sector actors to invest in AEP and youth skilling projects. Refugee families often do not Develop a multi-sectoral approach that would have enough resources to include both education and livelihood prioritize education. This not components with income-generating activities only prevents their children to for families. continue schooling but also from regularly attending AEP once enrolled, as they are expected to work from time to time and contribute to the food for their families. Skilled adolescents face Work closely with partners (AVSI, government challenges in using the achieved institutions and other NGOs) to develop a skills due to the lack of robust mechanism to link adolescents to apprenticeship/internship and apprenticeship and employment opportunities at the settlement level. This could be included employment opportunities. as innovation in the design of new skilling projects and WCC could position itself a leader in this process. **Effectiveness** Further verify the information. Three learners during surveys and four parents during focus Strengthen distribution and post-distribution group discussions reported not monitoring. receiving scholastic materials since 2020. The distribution lists needed for verification were unavailable.

Eight adolescents (6 males and 2 females) reported during	Further verify the information.
participatory workshops that some teachers beat learners.	Strengthen the use of reporting mechanisms and make sure learners are aware of them.
The existing tents are too hot during the dry season, and the roofs leak during heavy rains. In addition, there is too much dust when it is windy.	In consultation with the government, build permanent structures and incorporate concrete surfaces to reduce the dust.
The classroom/student ratio is too high. Currently, for 746 learners enrolled in Kashojwa, there are nine classrooms, with a pupil-classroom ratio of 1:83.	In order to meet the government's basic requirements and a minimum standard of 1:53 for the pupil-classroom ratio, include five more classrooms at Kashojwa.
It seems that adolescents, parents, and teachers have different information on the quality of water provided. Some think that it is not safe for drinking, while the others do state that the water is safe.	Ensure that all stakeholders have correct information about the availability of drinking water.
In the AEP centres in Kashojwa there is no fence, which affects the security of the place.	Provide a fence for Kashojwa AEP centre.
Learners complain that not all of them have an opportunity to participate in club activities and skilling training.	Develop clear criteria of selection and ensure all learners are aware of them.
Project participants face many other challenges as listed in Table 5.	Address the recommendations in Table 5 provided by learners and parents (within the limits of the possible).
	To ensure constant recording and addressing of issues, incorporate a complaint and feedback mechanism across all projects.

Monitoring and evaluation

Project records keeping was very poor: the participants' lists contained incomplete data and distribution lists were unavailable. This significantly limited the possibility to reach for assessment participants who were enrolled in clubs only on one and verify the information regarding scholastic materials on the other side.

Strengthen monitoring systems across the projects and ensure accurate record keeping.

This assessment was significantly limited by several data and time constraints, such as lack of baseline data and the timing after two years from the project completion.

Incorporate impact evaluation in the project design to ensure having the baseline data and, if possible, a comparison group.

ANNEX 1

Table 1 – Project 1 Specifications²⁶

	TITLE: Increasing access to primary education for refugees and host community out-of-school children in Yumbe and Isingiro district through Integrated Accelerated Learning Program (ALP)		
Geographical of		Bidi Bidi refugee settlement and host com	munitios Zono 2 in Vumbo District
Geograpilicar	Coverage	Nakivale refugee settlement and host com	
Timelines		1 December 2017 – 31 December 2018	indilities in Isingilo District
Tillelliles		Extension period: 1 January 2019 – 28 Fe	shruary 2010
Cost/Budget	From War Child	UGX 236,209,543 (16%)	soluary 2019
Cost/Budget	Canada	097 230,209,343 (10%)	
	From UNICEF	UGX 1,166,088,540 (84%)	
	Total	UGX 1,467,635,740 (100%)	
Implementatio	n status	Completed	
Targets		Targets	Numbers reached
		950 out-of-school children targeted for a	111%: 1060 out-of-school children
		primary school ALP (Bidi Bidi 800 and	- 889 out-of-school children in Bidi Bidi
		Nakivale 150, 70% refugees and 30%	(839 refugees and 50 host community
		host community, 60% girls and 40%	children; 490 girls and 399 boys)
		boys)	- 171 out-of-school children in Nakivale
			(103 girls and 68 boys)
		58 ALP teachers (Bidi Bidi 40, Nakivale	100%
		8, and host formal schools 10, 50%	- 40 teachers in Bidi Bidi (18 females and
		females and 50% males) trained in the	22 males)
		ALP methodology to support transition	- 8 teachers in Nakivale (4 females and 4
		to formal schools	males)
		60 CEC and SMC ²⁷ members (Bidi Bidi	100%: 60 CEC and SMC members
		40, Nakivale 9, and host formal schools	- 40 CEC members in Bidi Bidi (10
		11, 50% females and 50% males)	females and 30 males)
			- 9 CEC members in ALP centres in
			Nakivale (6 females and 14 males)
			- 11 SMC members form host schools in
			Nakivale (2 females and 9 males)
		8 District Education Office (DEO)	100%: 8 District Education Office
		members (Bidi Bidi 6 and Nakivale 2)	members
		provide support supervision and	- 6 education officials in Bidi Bidi
		monitoring	- 2 education officials in Nakivale
		2440 people (Bidi Bidi 1800 and	100%: 2440 people
		Nakivale 640, 70% refugees and 30%	- 1800 Bidi Bidi
		host community) targeted for community	- 640 Nakivale
		dialogues	
		150 adolescents in Nakivale engaged	100%: 150 adolescents in Nakivale (77
		through adolescent youth clubs and	girls and 73 boys)
		peacebuilding activities	
Partners		UNICEF, World Vision, Ministry of Education (MoE), District Education Office, Office of	
		the Prime Minister (OPM), Ministry of Gender, Ministry of Justice and Constitutional	
		Affairs, UNHCR	

²⁶ The information provided in Table 1 is based on the Programme Document and available quarterly progress reports from July 2018 to February 2019. ²⁷ School Management Committee (SMC).

Table 2 – Project 2 Specifications²⁸

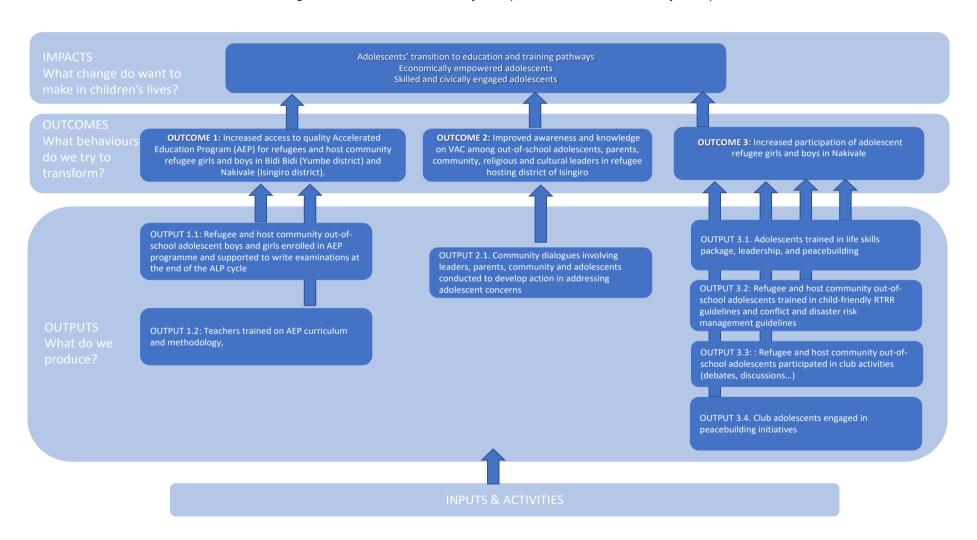
TITLE: Increased access to essential skills, primary education and non-formal education pathways for refugees and host			
		ingiro district through Integrated Accelerated Ed	
Geographical co	overage	Nakivale refugee settlement and host communities, Isingiro District	
Timelines		15 March 2019 – 30 September 2020	
		Extension period: 1 October 2020 – 31 December 2020	
Cost/Budget	From War Child	UGX 303,150,478 (17.5%)	
	Canada	of which Cost Extension is UGX 29,265,035	
	From UNICEF	UGX 1,432,743,265 (82.5%)	
		of which Cost Extension is UGX 330,042,256	
	Total	UGX 1.735.893.743 (100%)	
Implementation		Completed	
Targets/Number		Targets	Numbers reached
- ungoton tumbon		450 out-of-school children targeted for a	148%: 666 AEP learners (324 girls and
		primary school AEP (60% refugees and	342 boys)
		40% host community; 60% girls and 40%	042 boys)
		boys)	
		55 teachers (AEP and from host and	100%: 55 teachers (22 females and
		surrounding schools) trained in the AEP	33 males; 27 AEP and 28 AEP host
		methodology	and surrounding schools)
		48 CEC and SMC members (18 CEC for 2	100%: 48 CEC and SMC members
		AEP centres, 10m, 8f, and 30 SMC for 2	(20 females and 28 males)
		host and surrounding schools)	(20 females and 20 males)
		485 adolescents (AEP 300 and out-of-	76%: 369 (219 AEP and 150 out-of-
		school 185; 60% girls and 40% boys; 60%	school adolescents; 88% refugees
		refugee and 40% host community)	and 12% host community
		adolescents participate in club activities (12	adolescents)
		clubs established /strengthened)	addicadenta)
		485 (300 AEP and 185 out-of-school)	60%: 291 adolescents
		adolescents engage in active citizenship	(disaggregation not available)
		600 adolescents (450 from AEP and 150	100% adolescents: 600 peer
		out of school; 400 girls and 200 boys); 20	educators
		caregivers (14f and 6m); 15 local leaders	- 450 AEP (198 girls and 252 boys)
		(6f and 9m) trained in a life skill package to	- 150 from the out-of-school clubs (56
		support their peers	girls and 94 boys)
		Cappert area poore	0% caregivers
			0% local leaders
		4800 adolescents mentored through peer-to-	According to the end evaluation report
		peer support (60% girls and 40% boys; 60%	(Masendi and Okeny 2021), if we take
		refugee and 40% host community	into account radio outreach and peer-
		adolescents)	to-peer support during the COVID-19
			lockdown, this number was reached
			100%
		1050 adolescents: 600 (100%) directly linked	39%: 410 adolescents from the AEP
		by WCC to education and training pathways	centres transitioned to formal
		and at least 450 (80%) adolescents from 4	education pathways (according to the
		AEP centres under ECW linked by district	project records)
		and other stakeholders	FJ-51. 555. 557
Partners		UNICEF, District Local Government, UNHCR	. ILO. World Bank, and IFC
		Private business operating partners	,, Baim, and ii 0
		ate addition operating partition	

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²⁸ The information provided in Table 2 is based on the Programme Document and the end evaluation report (Masendi and Okeny 2021).

ANNEX 2

Figure 1 – Results chain for Project 1 (December 2017 – February 2019)



strengthening transition to education and

training pathways

Adolescents' transition to education and training pathways Economically empowered adolescents Skilled and civically engaged adolescents **OUTCOME 3:** Improved district capacity to coordinate **OUTCOME 1:** Increased access to quality Accelerated **OUTCOME 2:** Improved access to essential skills and sustain AEP learners' and out-of-school adolescents' Education Program (AEP) for refugees and host community (skills for learning, employment, empowerment transition to education and training pathways refugee girls and boys in Nakivale (Isingiro district). and active citizenship) OUTPUT 2.1: Teachers trained in life skills OUTPUT 3.1. Data on adolescent issues OUTPUT 1.1: Refugee and host community package documented and shared during district out-of-school adolescent boys and girls coordination activities OUTPUT 2.2: : Refugee and host community enrolled in AEP programme out-of-school adolescents participating in club activities (theatre, sports, debates...) OUTPUT 2.3: : Refugee and host community OUTPUT 3.2: District education officers and community stakeholders (DEO, DCDO, DHO, OPM, OUTPUT 1.2: Teachers trained on AEP out-of-school adolescents club members police, etc.) trained to support/expand transition to curriculum and methodology, PSS and SEL education and training pathways engaged in active citizenship (including revised version for home-based learning), and strengthening transition to OUTPUT 2.4: Peer educators trained in life skills OUTPUT 3.3:: Refugee and host community out-ofeducation and training pathways package (conflict management, basic financial school adolescent adolescents linked education and literacy, adolescent health/HVI civic training pathways by WCC and other stakeholders engagement and listening skills) to support their peers OUTPUT 1.3: Community members trained on their roles, centre management, OUTPUT 3.4: : AEP and adolescent holistic learning OUTPUT 2.5: Refugee and host community outleadership and governance, life skills, and approach during COVID-19 lockdown documented

to-peer support

of-school adolescents mentored through peer-

and shared

Figure 2 – Results chain for Project 2 (March 2019 – December 2020)

ANNEX 3

Data collection tools

















Participatory workshop

guide_FINAL.docx

guide_FINAL.docx

Teachers FGDs guide_FINAL.docx Stakeholders_FINA beneficiaries_FINA parents:caregivers

KII guide -

Survey with

Survey with