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REFUGEE COUNCIL

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Recovery of Acholi Youth (RAY)
Northern Uganda

Independent Project Evaluation

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Prepared for NRC

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Executive Summary

For 24 years, the Government of Uganda and the Lord's Resistance Army (LRA) were involved in a bitter, protracted and varied armed conflict in Northern Uganda. The conflict resulted in the displacement of approximately 1,800,000 people. Approximately 50% of the population of IDPs comprised children under the age of 15 years.

The impact of the conflict on young people was extremely harsh. Young people between the ages of 6-24 constitute over 70% of the population in Northern Uganda. Currently, over half of these young people are either not involved in formal education or any form of employment.

NRC has been active in Uganda since 1997, providing protection and humanitarian assistance to refugees and internally displaced persons. In 2009, a decision was taken to initiate a gradual phase out of the country programme until an ultimate exit on July 2014.

Following the signing of a peace agreement in 2006, NRC has sought to contribute to the recovery of Northern Uganda, with an overall objective of *“protecting and promoting the rights of the displaced people in humanitarian need by improving living conditions and seeking durable solutions.”*

The Recovery for Acholi Youth (RAY) Project is a three-year project that was designed to begin to address the challenge of disrupted basic education for children and young people in Acholi Sub-Region. Specifically, the project was intended to **“enable out of school children and youth in return areas to access and complete the basic primary education and skills training cycle”**.

Three project components were designed to achieve this objective:

1. **Accelerated Learning Program (ALP):** Enabling out of school children between 9 and 14 years in return areas to access basic education
2. **Youth Education Pack (YEP):** Enabling out of school youth between 15 and 24 years in return areas to access basic literacy &

numeracy, life-skills and occupational skills training

3. **School Construction (SC):** Improving availability of safe and secure learning environments.

The RAY project has been implemented in all seven districts of Acholi sub-region and was designed to integrate with government priorities to ensure sustainability of impact. The School construction component phased out at the end 2011; the YEP component phased out at the end 2012; while the (ALP) programme component is closing at the end 2013.

This is primarily a summative evaluation with the **purpose of assessing the design and performance of the education strategies used by the RAY project**. However, the evaluation also has a formative purpose of **enabling reflection and learning**.

The evaluation covers all three RAY project objectives that were implemented over the period of 2010 to 2013. Within this scope, **the primary objective of the evaluation is to serve as an independent mechanism for learning and accountability:** resulting in relevant recommendations for changes needed to enhance the impact and sustainability of future education programming in Uganda and elsewhere, including capturing lessons learned and good practice.

The final evaluation process engaged directly with **over 900 project stakeholders**. A detailed disaggregation of stakeholders, coverage and data collection tools is provided under *3.2 Sampling* and *3.5 Data Collection Methods*.

The overall evaluation followed a theory-based design. This used process tracing in order to unpick project contributions and attribute change (where relevant) using the non-linear logic model of the programme. Mixed methods were used to gather, analyse and triangulate quantitative and qualitative data, including participatory techniques.

Data was analysed in two stages:

- **Stage 1: Community-profiles** of learners, teachers, institutions, and communities centred on an ALP school or YEP centre in a sample of locations (across all 7 districts), including case-studies and statistics on effectiveness, relevance and sustainability;
- **Stage 2: Project-level assessment** of partners through interviews and secondary data of relevance, sustainability and efficiency¹.

Stage 1 data was primarily collected, recorded and cleaned by a mixed-gender team of local-language speakers from Ipsos. Stage 2 data was collected and recorded by the ImpactReady evaluation team, which also included a local language speaker. The final analysis of all data was undertaken with the participation of ImpactReady, Ipsos and the NRC Country Office under the lead of the international team.

The evaluation visited 24 schools and 5 YEP centres in all 7 districts. This is equivalent to 60% of the schools where the interventions took place. Sampling for YEP was based on covering all of the trades. A total of 40 trade-types case studies were developed, distributed in the proportion to the number of the different trades per district.

Questions were designed to avoid triggering direct recall of potentially traumatic events by focusing on the present and future, and not directly referencing conflict-related issues. The research team worked with NRC Uganda country office staff during the research process to ensure that all necessary protection measures had been considered. Child mothers and formerly abducted ALP learners were privately identified by head teachers and were included in the research sample without the reasons being explicitly identified in public. This drew on school staff experience of handling these issues.

The evaluation triangulated data from 781 structured and semi-structured interviews, 29 focus groups, 107 site observations, 12 case studies, document analysis, and a literature review.

¹ The Terms of Reference identifies the DAC criteria of relevance, sustainability and effectiveness. The evaluation proposes undertaking a light-touch assessment of efficiency to complement these and more fully answer the evaluation questions.

Main Findings

In total, the RAY project is estimated to have achieved the following outcomes:

- ALP exceeded the revised target for enrolment by 0.1% (45% females). Total enrolment by 2013 is 7,845 learners in 48 centres (later reduced to 40 in 2013)
- 45% of ALP Level 3 students passed the primary school exam (29% of females, 59% of males), and 10% of ALP Level 1 and 2 students were mainstreamed into the formal primary system or YEP².
- 2402 out-of-school youth (43% girls), against a target of 2400 enrolled in the YEP basic skills training, life skills and Literacy/numeracy programme³
- 79% of learners completed the YEP in 2011 (491 males and 328 females) and 86% completed the YEP in 2012 (695 males and 436 females)
- 53% youth (852 female, 420 males) enrolling in YEP were engaged in gainful enterprise within 6 months of completing the programme⁴, and 91% YEP graduates were employed by the time of this evaluation⁵.

ALP in Northern Uganda has significantly influenced the development of a draft Non-Formal Education (NFE) policy. Validation and approval of the ALP curriculum is an on-going exercise by the National Curriculum Development Centre (NCDC).

Rates for graduating from primary or mainstreaming into the formal system were:

	Males	Females
Students enrolled in L3	59%	29%
Passing Uganda Primary Completion Exam		
Mainstreamed (L1, L2)	13%	7%

At the district level, NRC has developed a continuous process of engagement and dialogue with the district technical teams from the onset/inception of the project. These teams were involved in the initial research to identify the project components, learning centre sites and other processes.

ALP was designed as a short-running 'mop-up' exercise. It used a compressed version of the

² Data for 2011 and 2012 only. Source: evaluation survey.

³ Data provided by NRC country office

⁴ Source: NRC Tracer Study, 2012

⁵ Data calculated using extrapolation from survey results

regular curriculum negotiated between NRC and education authorities. This blended approach (teaching formal curriculum in an informal way) was important to enable the intended mainstreaming into the formal education system.

The main goal of YEP was to support young people in terms of playing a contributory role within their communities, and being able to generate a livelihood from this. The survey data for YEP students from 2011-2012 revealed that 91% of YEP graduates had managed to find at least part-time employment related to the trade that they studied.

Overall, learners are of the view that YEP has made tremendous differences to their lives. Besides providing them with skills to acquire income and livelihoods, it has made them more socially acceptable and connected, provided them with business skills, and made them more financially independent. Learners felt that YEP

Main Conclusions

ALP exceeded its revised goals in terms of numbers accessing education, although a degree of uncertainty remains around the extent of graduation to secondary school. It is the view of this evaluation that the findings strongly indicate that the majority of ALP students would have had no other way of accessing basic education had it not been for ALP.

The extent to which ALP has provided meaningful long-term changes in children's lives is less clear. Whilst achieving MDG2 is both a human right and a core development goal, significant financial, domestic, and cultural barriers continue to threaten the extent to which a child from the group targeted by ALP can continue their education or generate an enhanced income.

For YEP there is clear evidence of substantial impacts on both social reintegration and livelihoods. YEP met the target originally intended for it in terms of enrolment, and has provided new sources of livelihoods for 91% of those who completed. This highlights the complementarity between ALP and YEP – and the opportunity that existed to create a supportive eco-system of both academic and vocational training. In the end, this was not achieved to any meaningful level, and so a chance was missed to make the project even more effective.

contributed to enhancing their confidence and provided them with hope.

All stakeholders agreed that the construction of teachers' houses impacted positively on teacher attendance and thereby enhancing quality and efficiency in the delivery of education within the district. NRC applied an innovative methodology to project development and implementation that included Community Contracting as well as conventional contracting approaches for contracting work to construction companies.

Although stakeholders felt that the overall approach implemented by NRC was successful, they are of view that had more time and investment been committed to understanding the needs of the communities and its partners, the design process would have been in a better position to create a range of flexible programmes which are more tailored to address the educational, cultural development, social and livelihoods needs of the communities.

School construction does appear to have been effective in its main goal of supporting the achievement of ALP and YEP. Evidence from students suggests that, despite demand for more facilities, the level of building was adequate to ensure the success of the other components, without over-servicing schools.

Despite having a higher per-unit cost structure than national counterparts in this context, NRC was still able to deliver efficiency by applying well-chosen strategies at scale. No alternative programming approach is likely to have reached the target group more efficiently, and the weight of NRC presence behind the implementation focused the attention of authorities on the issue of non-formal education.

The three components of RAY (ALP, YEP and SC) are not just relevant to the post-conflict goal of recovery: they also address structural weaknesses in the formal education systems that exclude most vulnerable groups. This creates a challenge to NRC to consider the length of time it commits to staying after an emergency, and its role in doing so.

NRC's capability for direct implementation has resulted in a large successfully-run project in a

short space of time – but it has also systematically missed opportunities to develop the capacity of partners (including communities).

Despite issues pertaining to achieving the developmental sustainability concerns, NRC has incorporated sustainability in the RAY project. The emphasis here is not on achieving broad developmental goals but in the building of connectedness. In an emergency context, connectedness refers to the need to ensure that activities of a short-term emergency nature are carried out in a context that takes longer-term and interconnected problems into account (Overseas Development Institute, 2006).

The following sustainability issues were achieved:

- a) Development of an exit strategy with clear timelines
- b) Agreement on allocation of responsibility among partners,
- c) Enhancement of the capacity of government agencies such as MoES district officers, civil society such as Echo Bravo, School PTA and other partner agencies,

- d) Development of detailed plans for handover, transition and mainstreaming of YEP & ALP programmes and facilities to government departments and NGOs such as Echo Bravo,
- e) Creation of new areas of livelihoods and employment opportunities among affected population as a result of their participation in the vocation training, , literacy/numeracy and life skills development programme
- f) Enhancement of local capacity through the training, hiring and deployment of teachers and vocation training instructors.
- g) Construction of new classrooms, teacher's houses, YEP centres, latrines along environmental standards.

There was little evidence of community participation in the governance and decision making components of the RAY. There is also weak ownership of the community in the project. NRC needs to put measures and strategies in place to empower and build the capacity of the community to participate and own RAY. This will enable the community to make decision on the management and operation of the project and cultivate a sense of ownership.

Recommendations

The evaluation makes nine recommendations, three of immediate relevance to the NRC Uganda operation, and six intended for longer term consideration at an international level.

The RAY Programme and NRC in Uganda: Immediate Priorities

- Recommendation 1: Work with local district authorities and schools to motivate current ALP students to complete the programme.
- Recommendation 2: Renegotiate the content and process of ALP with communities before exiting.
- Recommendation 3: Secure the legacy of ALP by developing and fundraising a 6 month-1 year extension to RAY in order to transition the project through a better-planned and more progressive draw-down.

NRC Globally: Longer term considerations

- Recommendation 4: Design incentives, partnerships or income generation activities into education programming to support young people into secondary education.
- Recommendation 5: Develop a special strategy for child mothers in education programming.
- Recommendation 6: Introduce start-up kits and groups into YEP earlier in the calendar
- Recommendation 7: Pursue innovative approaches to reducing the costs associated with providing educational buildings.
- Recommendation 8: Extend the impact of education programmes through partnerships with businesses and other NGOs.
- Recommendation 9: Develop a design process to guide future education programme staff towards creating more flexible and modular options.

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Acronyms

ALP	Accelerated Learning Programme	MOU	Memorandum of Understanding
DEO	District Education Officer	NCG	Nordic Consulting Group
DHS	Demographic and Health Survey	NRC	Norwegian Refugee Council
EB	Echo Bravo	OECD- DAC	Organisation for Economic Cooperation and Development – Development Assistance Committee
GBV	Gender Based Violence	PLE	Primary Leaving Examination
IASC	Inter Agency Standing Committee	RAY	Recovery of Acholi Youth Project
IDP	Internally Displaced Person	SC	School Construction
INEE	Interagency Network on Education in Emergencies	UNICEF	UN Children’s Agency
INGO	International Non-Governmental Organisation	UPE	Universal Primary Education
LRA	Lords Resistance Army	WFP	World Food Programme
MFA	Ministry of Foreign Affairs of the Government of Norway	YEP	Youth Education Pack
MoES	Ministry of Education and Sports of the Government of Uganda		

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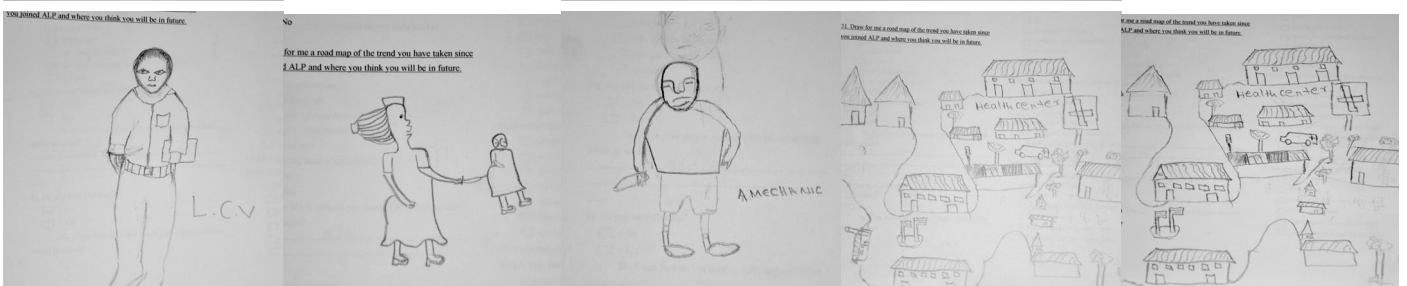
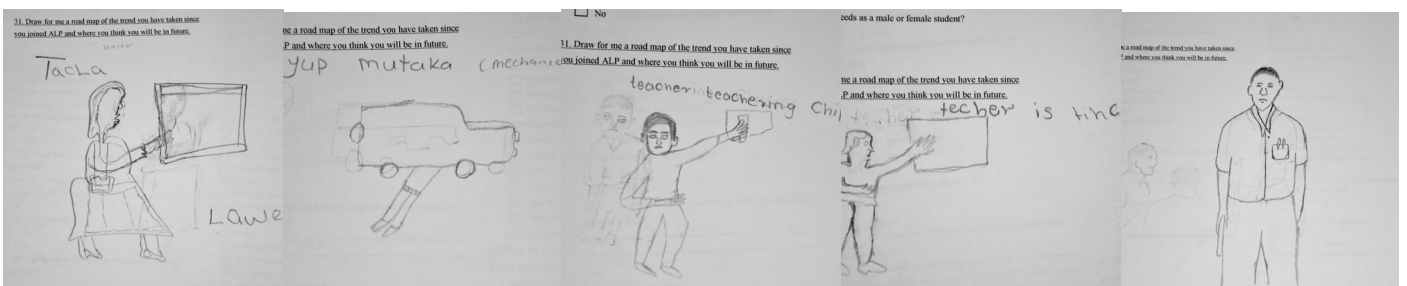
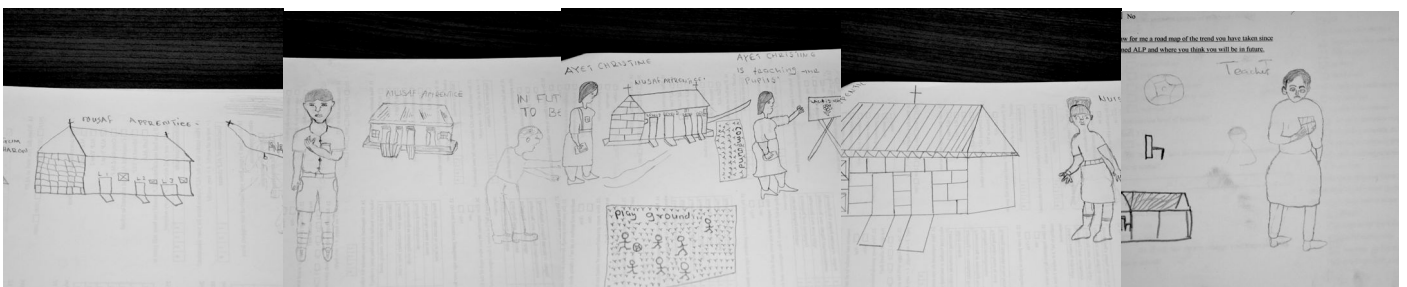
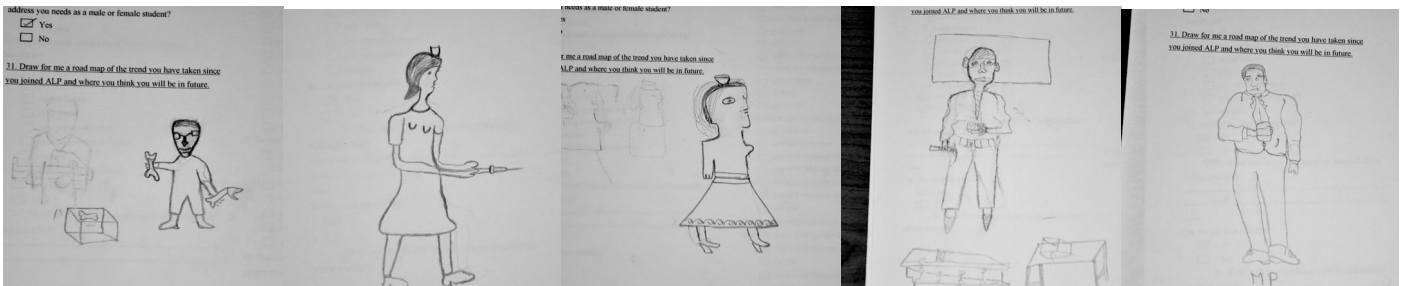
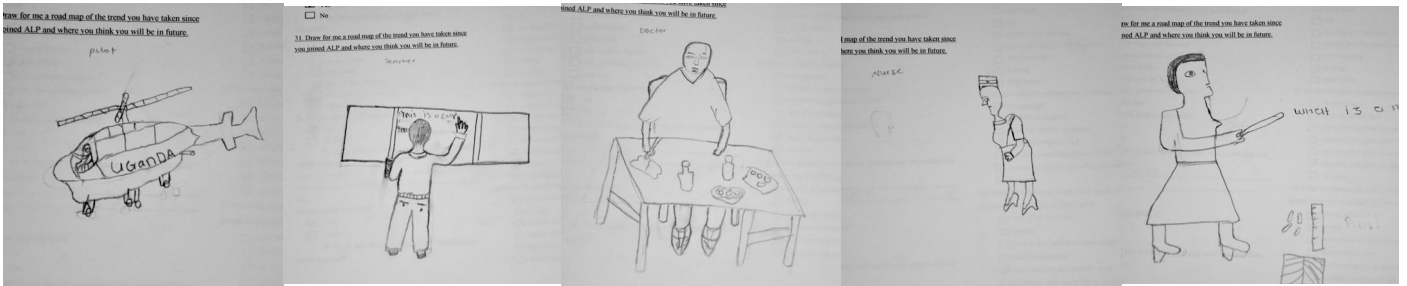
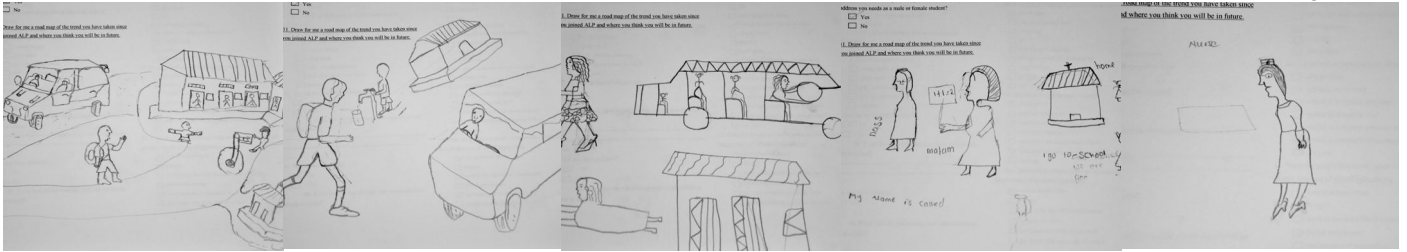
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Dreams of ALP Students



These drawings, created by ALP students during the evaluation, reflect some of their visions for the future. The full collection can be downloaded here: https://www.dropbox.com/s/ahyqk7nt3plycii/ALP_Drawings.pdf



Section 1. Introduction

1.1 Background to the Conflict in Northern Uganda

For 24 years, the Government of Uganda and the Lords Resistance Army (LRA) were involved in a bitter, protracted and varied armed conflict in Northern Uganda. The war resulted in a complex humanitarian crisis. The impact of the conflict on human life and wellbeing was disastrous and resulted in the displacement of approximately 1,800,000 people. Approximately 8% of Uganda's population was driven into internally displaced persons (IDP) camps where they lived in life-threatening conditions, with little access to livelihood opportunities, education or other basic social amenities and services.

Approximately 50% of the IDP population comprised children under the age of 15 years. The situation was compounded by lack of access by government, UN officials and NGOs to approximately 80% of the camps in Acholiland. The effects of the conflict on young people were extremely harsh. Young people between the ages of 6-24 constitute over 70% of the population in Northern Uganda. Currently, over half of these young people are either not involved in formal education or any form of employment. They constitute part of the swelling employable sector of the Northern Uganda society.

Structural weaknesses in the primary education system are compounded by the fact that a) educational opportunities beyond the fourth grade are not accessible to many of the young population and b) there is evidence of mismatch between the skills provided within secondary schools and the skills required by employment market. The absence of an active private sector has resulted in scarcity of jobs and a youth unemployment rate exceeding 50% (58% females). Many of the young people have dropped out of school as a result of the conflict, displacement and poverty.

According to DHS 2011, 51% of women and 15% of men in the North cannot read at all. Across Uganda as a whole 23% of females aged 15-24

and 21% of males aged 15-24 cannot read at all. The large percentage⁶ of young people who are illiterate, lack the basic skills in literacy and numeracy to enable them to function effectively and contribute towards the development of the post conflict emerging Ugandan society.

During the conflict over 25,000 children were kidnapped and forcefully conscripted in the ranks of the warring factions. Children constituted 80% of the LRA rebel force. They were often forced to kill their own parents, relatives, and friends who had tried to escape from rebel captivity. Girl children were given away to commanders as wives and eventually sexually abused by these old men mostly referred to as "lapwony"- an Acholi word for teacher. All these have hampered the education system in Northern Uganda (LBE Baseline Survey, 2010).

Besides the hundreds of children who were abducted and abused or killed in battle, each day a further 58 children under the age of five died as a result of the violence. Due to the deplorable conditions at the camps, a large percentage of children died from the prevalence of communicable diseases in the camps. The security conditions were so grave that in the evenings up to 45,000 children commuted to spend the nights in safety of better-protected urban areas to avoid abduction by the LRA. Over 737 schools (60% of northern Uganda's schools) were not functioning because of the war, leaving 250,000 children in northern Uganda with no access to formal education. These challenges contributed to limiting the access of young people to knowledge and skills that are necessary to increase access and ensure sustainable livelihood opportunities.

Over 37% of the chronically poor sector of society is female-headed households, of which substantial percentages have not participated in formal education. Situations of mass displacement frequently result in severe

⁶ Based on extrapolation of DHS data for the difference between regions for all ages (15-59) it can be estimated that 35% of young women (15-24) and 15% of young men in the North cannot read at all.

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curtailment of the right to education for children and youth, threatening individual lives and the possibilities for resolution of the emergency.

The Education Development Partners (EDP)⁷ group provides resources to finance the national implementation of the Education Sector Strategic Plan (ESSP). The focus of the ESSP is on the formal education system. Other partners, including NRC, are supporting non-formal education and vocational training through the Local Government Authorities in Acholi region.

1.2 Background and context of the RAY project

In retrospect, the 2006/07 peace accord is a watershed event in Acholi. Prior to this, the area was immersed in a complex emergency, with an extensive humanitarian cluster system⁸, strong external coordination and decision-making mechanisms, and a firm imperative to protecting lives and livelihoods. After the peace accord, the humanitarian imperative – and many humanitarian NGOs – switched focus from the wider Northern Uganda regions to Karamoja. The humanitarian cluster system was disbanded in Northern Uganda, local governments became the main mechanism for coordination, displaced people began returning home, and the main shocks became natural hazards (particularly floods).

Within this context, there were multiple debates about how to prioritise assistance. The concept of self-reliance, both for refugees and IDPs, which started as a strategy and became national policy, was central to all of these debates. Since encampment, education remains limited in terms of availability, accessibility, adaptability & acceptability. A large number of children in the sub-region did not enrol at all or dropped out of school due to captivity or other displacement related factors.

⁷ Education Development Partners (EDP) (formerly known as the Education Funding Agency Group (EFAG)) include Irish Aid, EDP, UNICEF, DDP, JLOS DPG, Netherlands MFA including Embassy of the Kingdom of the Netherlands (EKN), DFID, World Bank, USAID, CIDA and Belgian Embassy

⁸ Uganda was a pilot for the IASC Cluster Approach, including the education cluster globally co-led by UNICEF and Save the Children. A district-level education cluster, supported by UNICEF, was chaired by the DEO and fed into the District Disaster Management Committee.

Interviews with education officers in Northern Uganda suggest that many children who did not enrol or who dropped out are too old to enter the formal school system. A gap between children's current age and the conventional age at onset of schooling is a key social cause of exclusion among "overage" children who have no prior exposure to the schooling due to displacement or captivity⁹.

Humanitarian investment in school infrastructure was focused in camps. As a result, many children experienced a reduction in access to basic services once they began to move to transit and return areas in 2006/07. Since this time, investment has focused on extending services to these underserved populations. School infrastructure is in a varied condition. In many return areas it is dilapidated, and Government resources are spread thinly. In areas that were more secure or accessible, schools and centres may have received assistance from multiple development partners. This creates an uneven distribution of capacity. Years of displacement, conflict and insecurity have compromised education delivery, as well as children's capacity to learn. Local government capacity and education service delivery outreach is constrained.

In many return areas, children sit on the floor due to lack of desks, classrooms get quickly overcrowded, and it is difficult to attract and retain competent and committed teachers. The hidden cost of schooling is significant. Children constitute an invaluable source of stopgap labour for households re-establishing livelihood strategies. The opportunity cost of completing primary school with few prospects for post-primary schooling is another deterrent. Children from vulnerable households drop out because they cannot afford scholastic materials or costs related to enrolling in distant post-primary schools.

The impact on girl-children is particularly chronic. The DHS 2011 statistics for education reveal a large gender barrier in accessing primary and

⁹ Young people between the ages of 6-24 constitute over 70% of the population in Northern Uganda as well as 59% (with 69% female) of the chronically poor. Half of these are neither in school nor engaged in any formal economy. As many as 37% of the chronically poor are female headed households who missed out on education and 86% of whom have no skills or access to land as the most critical mode of economic production. (NRC, 2009)

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secondary education. NRC Uganda has re-emphasised the organisation's international programming commitments to gender equity since it was identified in a 2008 review by NORAD¹⁰.

Table 1: Net enrolment rates for northern Uganda (DHS 2011)

Net enrolment	Male (%)	Female (%)	Overall (%)	Gender Parity Index
Primary	80.1	77.9	79.0	0.97
Secondary	5.8	3.7	4.8	0.64

Although NRC had piloted options for non-formal education during the conflict, the extensive provision of formal schooling with the IDPs camps led to this being judged to be unnecessary. However, the post-conflict return of millions of people resulted in an over-stretched formal UPE system that is unable to meet the needs of the most vulnerable children and young people. Drawing on its experience in Liberia and elsewhere, NRC thus proposed a three-year ALP programme to the Norwegian MFA in Kampala.

YEP had been running in Uganda since 2008, and the positive experience of the earlier work led the MFA to request its inclusion within the design of the RAY project proposal. School Construction – which had been undertaken extensively by NRC in Uganda – was included to provide the facilities necessary to deliver ALP and YEP successfully.

1.2 The role of the Norwegian Refugee Council

NRC is a Norwegian INGO providing humanitarian assistance, protection and durable solutions to displaced persons worldwide.

¹⁰ The 2008 NORAD review found that, although NRC has strong international gender policies, the Education for Protection and Recovery Programme “has been weak in gender mainstreaming and a number of measures have been taken to address this gap. These include mainstreaming gender as a cross cutting issue in all the project components, identification of a gender and protection focal point person who will be responsible for identification of gender concerns such as gender responsiveness of the learning environment and following them up with the local educational authorities. Instruments have also been developed to track impact of interventions designed to ensuring high enrolment and retention of the girl child. These instruments and measures have not yet been put into practice.” According to NRC staff, this review prompted a heavy emphasis on gender mainstreaming in the design of RAY.

All NRC projects are run directly through an administration in Oslo working in 20 countries worldwide with projects running in countries in Africa, America, Asia, Europe and the Middle East.

NRC maintains offices in Norway, Switzerland and Belgium, in addition to the countries where projects are implemented: Afghanistan, Burkina Faso, Colombia, Cote d'Ivoire, Djibouti, DR Congo, Ethiopia, Georgia, Iran, Iraq, Jordan, Kenya, Lebanon, Liberia, Mali, Myanmar, Palestine, Pakistan, Somalia, South Sudan, Sri Lanka, Uganda, Yemen, Zimbabwe.

NRC has global experience of implementing Accelerated Learning Programmes (ALP) and Youth Education Packs (YEP) in transition and post-conflict settings.

NRC is the principle implementer of the Recovery of Acholi Youth initiative in Northern Uganda. It is involved in the construction of classrooms where needed, guides the process for the initial training of teachers, supplies teaching/learning materials, and recruits, trains and pays teachers.

NRC primarily works with the Government of Uganda and Echo Bravo, a national non Governmental Organisation, to implement RAY. NRC adheres to the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education: preparedness, response, and recovery in all education programme development, implementation and evaluation.

NRC supports the development of equitable and sustainable ‘formal’ education services for displaced persons¹¹. Where such inclusion is not possible in the immediate term, NRC will respond to the needs of vulnerable persons by adopting non-formal approaches with the ultimate aim of re-establishing a link between learners and the formal education systems.

NRC views education as a fundamental right. Its education programmes are based on a set of development principles including:

- Children and youth should be protected from abduction or recruitment into armed

¹¹ NRC Website, accessed 2013: <http://www.nrc.no/?aid=9160624>

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forces, crime, sexual exploitation, and exploitative labour.

- Learning environments should be secured, to protect the well-being of learners.
- NRC prioritises the most vulnerable among displaced populations, such as vulnerable children and youth, minority or indigenous groups, children associated with fighting forces, young mothers, children with disabilities, and persons with needs not being met by the formal education system.
- NRC works to ensure that access to emergency educational opportunities are equitable and offered in such a way as to include those with special needs.
- Local communities should be involved in the development of education programmes, enhancing local ownership and supporting the enrolment and retention of learners.
- Boys and girls have equal opportunities to access quality education, and neither sex should be discriminated against. Male and female teachers should have equal access to training and support; and teaching faculties should be balanced.
- Youth are an important segment of the displaced population with critical significance for the future of their communities and societies and should be engaged as a positive resource¹².

In situation of crisis, NRC implement rapid provision of access to education as a priority emergency response in order to:

- Save lives,
- Protect children and youth,
- Prepare the population to cope with displacement and the situation they find themselves in, and
- Enhance self-reliance and opportunities to reach durable solutions to displacement.

1.3 Role of Echo Bravo

Echo Bravo is the local partner Non Governmental Organisation (NGO) in Uganda which collaborated with NRC and MoES during the development and implementation of the RAY project. Echo Bravo provided start-up support, including the training curriculum and actual ToT training for teachers as well as providing other ALP technical support and liaison with local authorities. Echo Bravo also led the implementation of ALP in one district.

The organisation possesses extensive experience and competencies in implementing similar programmes in Uganda. It collaborated with NRC, Local Authorities and the Ministry of Education in conducting the assessments on government prioritized areas to determine the areas of priority for the RAY project. It agreed on the selection criterion in collaboration with MoES officials, NRC and the community, and validation after the assessment.

Echo Bravo was involved in a) the selection of beneficiaries for ALP and YEP jointly with the collaborating partners; b) the monitoring of ALP and YEP centres; c) furnishing progress reports and key lessons learnt from the implementation of the RAY process; d) the interaction of coordination with NRC and communities; e) the monitoring of programmes and supported the training of teachers, instructors and other officials. It also facilitated interactions with communities to avoid conflict between beneficiaries and non-beneficiaries to ensure ownership and sustainability.

It was the intention of Echo Bravo to incrementally take over NRC's roles beginning with the selection of learners, according to agreed criteria in year 3 of implementation, moving towards overseeing day-to-day operations of the programme. Echo Bravo is still in the process of mobilising funding and other resources to enable it to carry out this function.

¹² NRC Website (accessed 2013): <http://www.nrc.no/?aid=9160710>

1.4 Purpose, Scope and Objectives of the Evaluation

Within the narrow context of NRC's operations in Uganda, this is a summative evaluation with the **purpose of assessing the design and performance of the education strategies used by the RAY project.**

However, within the wider context of informing NRC's global commitment to education, experience of recovery programming, and the continuation of education support by other partners in Uganda, this evaluation has a formative purpose of **enabling reflection and learning.**

The Terms of Reference identified three main evaluation questions:

1. To what extent has RAY (particularly the ALP and YEP components) responded to the education needs and limitations of out-of-school children and youth in the post-conflict Acholi sub region, the government strategic priorities as well as NRC's operational framework (proposals, policy and implementation guidelines)?
2. What alternative approach or design could NRC have used to achieve greater relevance and impact of the RAY project?
3. To what extent has the RAY project contributed to sustainable outcomes for the children, youth, teachers, and communities in the Acholi Sub-region? And how is the closure of RAY taking this into account?

The evaluation covered the three RAY project objectives that were implemented over the period of 2010 to 2013. It considered the robustness of the RAY project in terms of design and implementation in order to gauge the project's replicability. The performance of the project was considered in relation to the agreed key deliverables in the project funding documents.

Within this scope, **the primary objective of the evaluation is to serve as an independent mechanism for learning and accountability:** resulting in relevant recommendations for changes needed to enhance the impact and sustainability of future education programming in Uganda and elsewhere, including capturing lessons learned and good practice.

As one of the most active international agencies during the conflict, it is also an opportunity to **capture the experiences of NRC staff** in transitioning from emergency response to recovery programming.

As with any complex emergency, there are multiple perspectives on the events that took place, the drivers of change, and the boundaries of particular phenomena. The benefit of hindsight also makes particular outcomes appear inevitable, even though at the time they were just one of multiple possibilities.

As a large logistical operation, NRC had to continuously predict where its resources would be required and to foresee the future needs of the population.

Section 2. The RAY Project and its Stakeholders

2.1. Project Objectives

NRC has been active in Uganda since 1997, providing protection and humanitarian assistance to refugees and internally displaced persons. In 2009, a decision was taken to initiate a gradual phase out of the country programme until an ultimate exit at the end of 2013.

Much of NRC's work in Northern Uganda has been undertaken within the context of highly insecure operational conditions and large, unpredictable, movements of displaced people.

Following the signing of a peace agreement in 2006, NRC has sought to contribute to the recovery of Northern Uganda, with an overall objective of "protecting and promoting the rights of the displaced people in humanitarian need by improving living conditions and seeking durable solutions."

The education programme has sought to contribute to the acceleration of voluntary return and attainment of durable solutions by increasing access to quality education by:

1. Improving the availability and quality of safe and secure learning environments including classrooms, classroom furniture and sanitation facilities in return areas;
2. Improving the availability (attraction, retention and attendance) of teachers in hard to reach return areas through construction of teachers' houses;
3. Improving teachers' competency and commitment through teacher training and allowances;
4. Increasing participation by subsidising the households financial burden of children's schooling; and
5. Implementing non-formal alternative basic schooling and skills training approaches to mitigate the effect of widespread demand for children and youth labour in household livelihood strategies.

The Recovery for Acholi Youth (RAY) Project is a three-year project that was designed to begin to address the challenge of disrupted basic education for children and young people in Acholi Sub-Region.

The project was intended to contribute to the wider recovery of the region. It is a cornerstone of NRC's strategy for Northern Uganda.

Acholi remained a dynamic and fragile context even up until the beginning of the RAY project in 2011. Many displaced people, particularly young people, remained cautious about establishing livelihoods in return areas after years of conflict and previous examples of violence reigniting.

In 2011, many return areas remained hard to access due to infrastructure limitations and flooding in 2010/11, often remaining beyond the coverage of government services. Urban areas and former IDP camps offered better social services and short term economic opportunities.

The RAY project was intended to ensure access to basic quality and relevant education and skills training for out of school children and youth for future self-reliance, in contribution towards economic recovery, sustainable peace and stability in the Acholi sub region.

Specifically, the project was intended to "**enable out of school children and youth in return areas to access and complete the basic primary education and skills training cycle**".

Three project components were designed to achieve this objective:

4. **Accelerated Learning Program (ALP):** Enabling out of school children between 9 and 14 years in return areas to access basic education
5. **Youth Education Pack (YEP):** Enabling out of school youth between 15 and 24 years in return areas to access basic literacy &

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numeracy, life-skills and occupational skills training

6. **School Construction (SC):** Improving availability of safe and secure learning environments.

The RAY project has been implemented in all seven districts of Acholi sub-region and was designed to integrate with government priorities to ensure sustainability of impact.

The School construction component phased out at the end 2011; The YEP component phased out at the end 2012; while the (ALP) programme component is closing at the end 2013.

2.2. Stakeholder Analysis

The ALP programme was originally intended to benefit 15,000 children aged between 9-14 years by officially enrolling them in primary school. With the addition of YEP – targeted mainly at formerly abducted children, child mothers, single parents, orphans, child heads of households, youths without previous schooling, and ALP drop outs – the numbers targeted were revised downwards. YEP aimed to train 2400 war affected young people in seven (7) centres.

The final evaluation process engaged directly with **over 900 project stakeholders**. A detailed disaggregation of stakeholders, coverage and data collection tools is provided under 3.2 *Sampling* and 3.5 *Data Collection Methods*.

Learners: Children and Youth who were out-of-school

The RAY project sought to identify and enrol out-of-school youth and children into the ALP schools and YEP centres. The evaluation considered different scenarios for learners: ALP learners who are currently in the programme, have completed, have bridged into the mainstream system, and who dropped-out; and YEP learners who completed and who dropped-out.

Teachers: Teachers (ALP) and Instructors (YEP)

These teachers were recruited to teach the pupils in the ALP programmes in primary schools in returned areas. Their roles were critical to the successful delivery of the education programme in the schools located in these areas. Instructors were recruited to ensure that quality literacy and numeracy, life skills and livelihoods training were provided to young people in return areas.

Partners: NRC and the Ministry of Education

NRC was responsible for the overall implementation of the project from the Donors' perspective. The Ministry of Education provided the government's viewpoint on the development and implementation of the project. Both partners (in addition to MFA and Echo Bravo) provided a view on the strengths, weakness, gaps, and challenges encountered during the project implementation process, and the overall impact of the project.

Institutions: Head Teachers (ALP) and Head of Community Vocation Centres (YEP)

The head teachers of the primary schools were responsible for overall management of ALP programme. They were responsible for the supervision of the teachers as well as ensuring that quality education is delivered to pupils in a safe and secure environment.

The YEP Centre leaders were also responsible for the overall management and implementation of the YEP programmes. This included the supervision and management of instructors as well as ensuring that quality training was delivered to young people within a safe and secured environment.

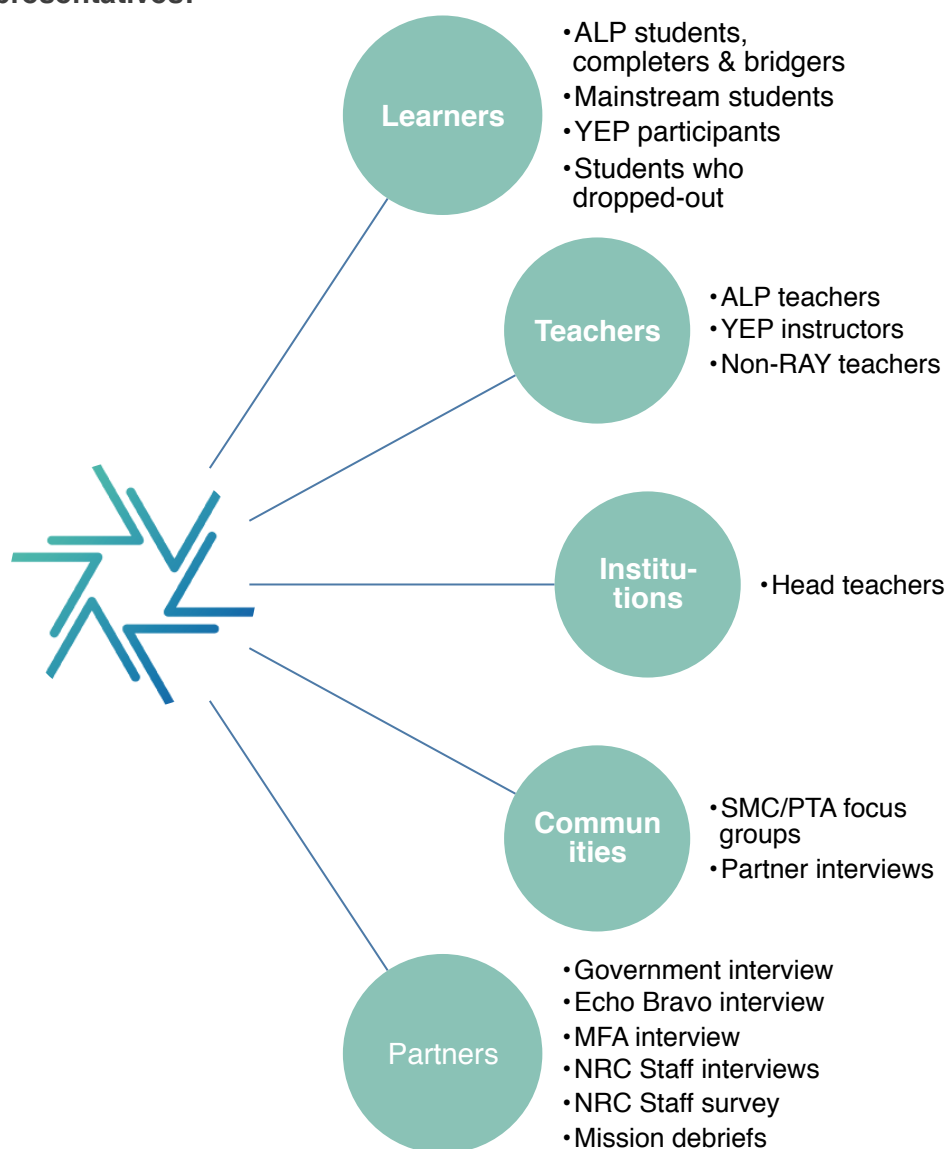
Communities: Parents, Community Leaders and Representatives

Parents of the ALP and YEP students/learners had a crucial role during the implementation stage of the project. Community leaders and representatives provided an indication of the impact of the project on the community.

Table 2: Stakeholders the RAY project was intended to reach

	Original target		Revised target ¹³	
	Females	Males	Females	Males
Learners				
Out-of-school children through ALP	8250	6750	3528	4312
Young people through YEP	1200	1200	1200	1200
Teachers				
Teachers through ALP	125	125	97	97
Instructors through YEP	14	14	29	29
Partners				
MoES Districts			7	
Institutions				
Schools			35+4	
Communities				
Parents				

Figure 1: The perspectives of each stakeholder group that was captured systematically through the following representatives:

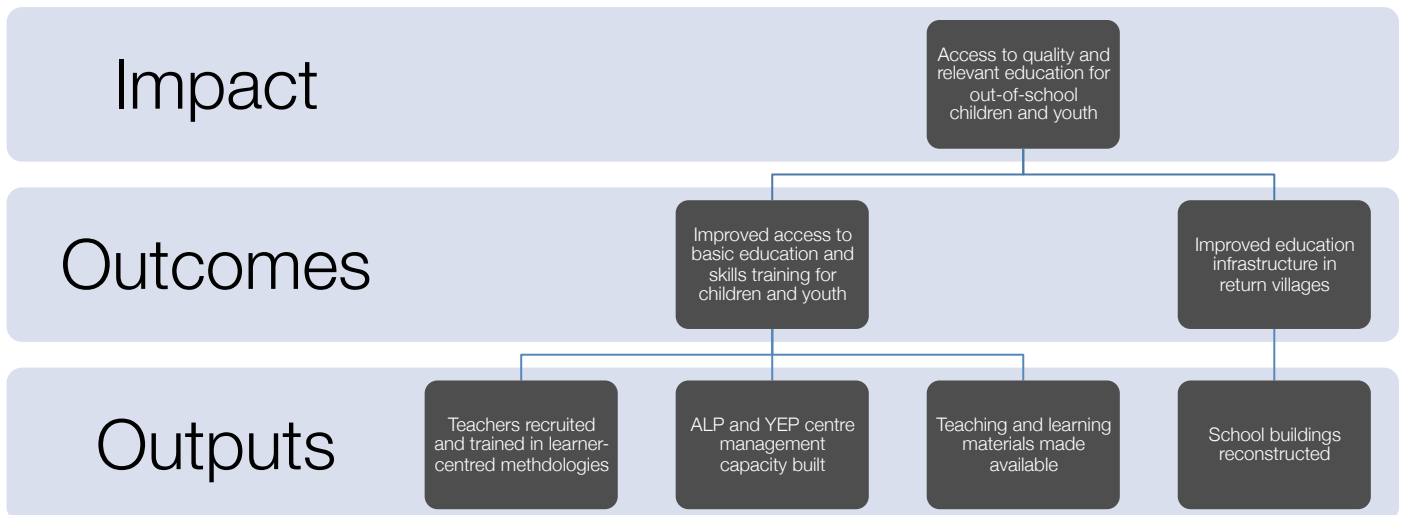


¹³ Based on RAY Interim Report Jan-Jul 2012 section 2.2.6

2.3 Logic of the Intervention

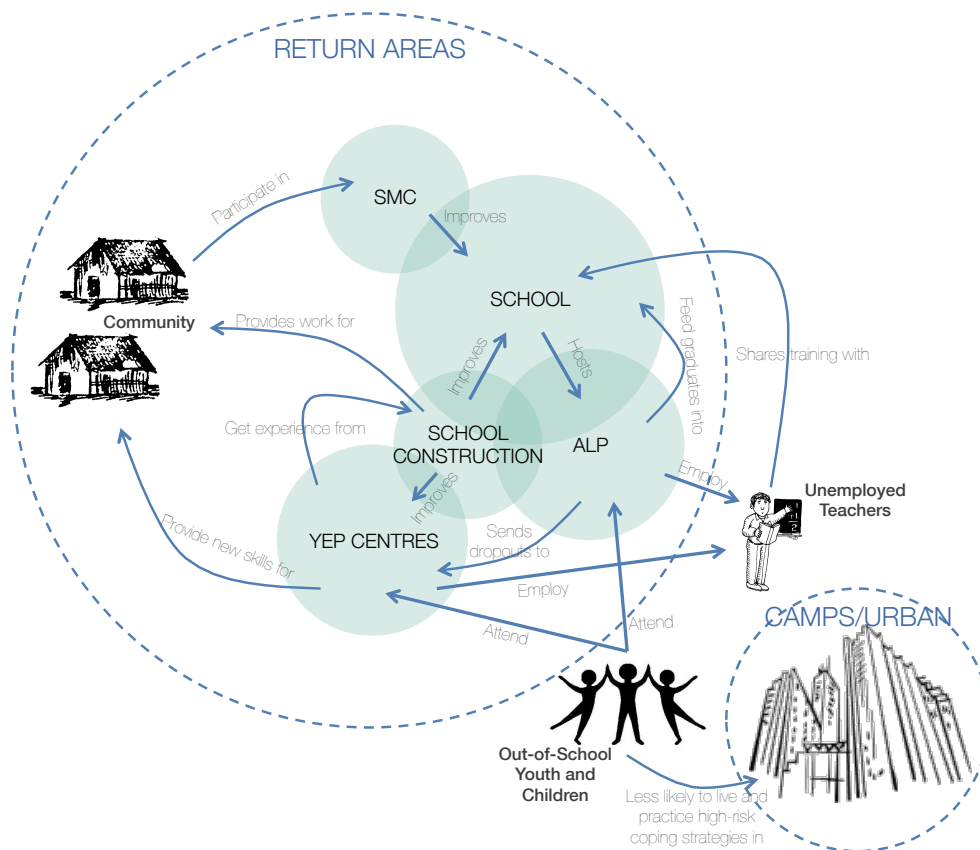
The logic of the intervention identified in the original project documents is based on a three-level results chain.

Figure 2a: The results chain



In order to better appreciate the dynamics around the project, and its effects on education in Acholi, a model that is more representative of the system was developed.

Figure 2b: Non-linear logic model for the project:



2.4. Accelerated Learning Programme (ALP)

ALP was implemented in seven (7) Acholi districts of Gulu, Amuru, Nwoya, Kitgum, Lamwo, Agago and Pader. Host schools, community and local government ministry staff were involved in the registration of eligible ALP learners¹⁴, as well as assessment of those transiting to the formal school system. In 2013, Echo Bravo was responsible for implementing all activities related to ALP in Nwoya district (NRC focused on 6 districts). This was to give Echo Bravo practical implementation experience.

The project aimed to provide opportunities for out-of-school children aged between 9 – 14 years to access basic education and to integrate them into the formal education system. During implementation it was found that enrolling girls within the age bracket of 9-14 years was a significant challenge. The age limit for female learners was adjusted to 16 years of age in order to increase gender equity¹⁵.

The ALP programme is viewed as a bridging initiative combining accelerated learning with 'catch-up' objectives and is designed to support out-of-school children to complete their primary education and/or transition into the mainstream formal education system or YEP.

The programme was mostly implemented at existing primary schools within the sub-districts. Four ALP centres (3 in Amuru and 1 in Nwoya) were standalone because these areas had no schools. One centre in Gulu district was an annex to the host school. The head teachers at the host primary schools were placed in-charge to oversee the ALP initiative. These head teachers were provided with additional training and a monthly incentive for the additional work assigned.

NRC provided resources to construct additional classrooms at specified schools. In line with the education policy of the Uganda Government, structures were equipped with facilities to promote

girls' retention in school such as separate latrines as well as washrooms. Host schools were also provided with resources including play materials, textbooks, exercise books, furniture, classrooms etc.

A curriculum was condensed from the current National Primary School curriculum in an effort to accelerate the progress of learners and facilitate a smooth transition to the formal school system. The Government of Uganda was involved in the process. Teaching was mainly in English. Teachers were recruited locally, wherever possible from formerly qualified unemployed teachers. Teacher salaries were paid according to the Ministry of Education scale.

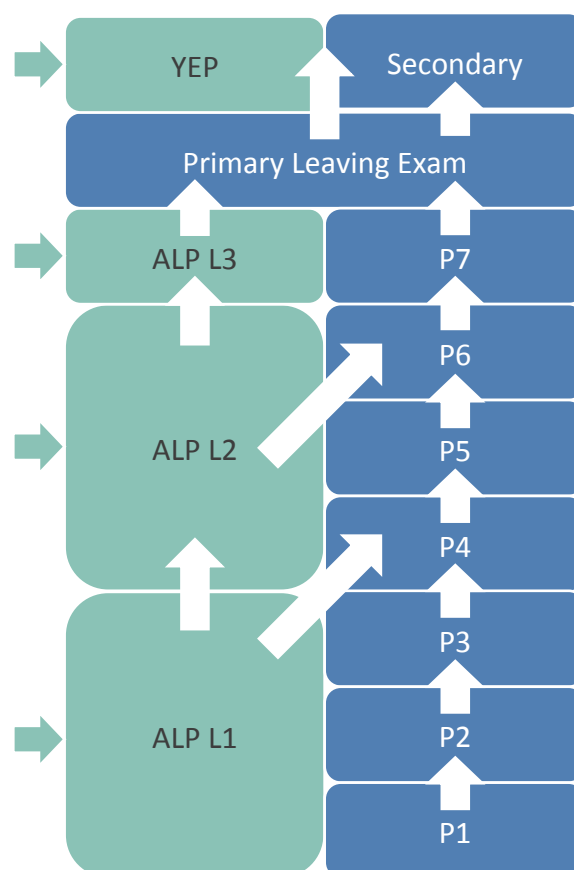
The programme has a three-year cycle. A student is expected to complete a cycle within a year, however flexibility was provided for ALP leaders and School Management Committees to allow a student to take more than one year to complete a cycle of work. Such flexibility was based on the notion that a) children do not mature at the same rate, and b) children may not have the same home background experiences.

The ALP leader, head teacher and school management committee decided the transition to the formal education system based on the performance and personal circumstances of the learner. Those learners who completed ALP level 3 but were not successful and/or those who dropped out of ALP programmes were intended to be encouraged to take the YEP skills within the NRC Centres.

¹⁴ Enrolment criteria included belonging to a vulnerable group – orphans, former combatants, child mothers, heads of households, poor households – and having been out of the education system for at least 6 months. Selection processes used local knowledge of children and young people's situation.

¹⁵ The evaluation found female learners up to age 25 in classes.

Figure 3: Relationship between ALP, formal education and YEP



2.5 Youth Education Pack (YEP)

YEP was designed to enhance social inclusion by providing opportunities for young people in the Acholi sub-regions to acquire sustainable livelihoods through their participation in a basic vocational skills training programme. The project targeted young people aged 14–24 years with little or no formal educational background¹⁶.

The YEP programme comprised four components: literacy/numeracy skills (basic reading and writing in the local language and English); life skills (including psychosocial support and entrepreneurship); basic vocational skills; and income-generating activities in small support groups (once the learners have graduated and received a start-up kit). Each YEP centre will

¹⁶ YEP targeted formerly abducted children, females, child mothers, single parents, orphans, child heads of households, youths without any previous formal primary schooling and ALP drop outs. The aim was to attain a representation of 50 % girls.

focus mainly on trade skills that were deemed locally marketable.

Prior to RAY, NRC was running YEP in 10 sub-counties in Gulu, Kitgum and Amuru. For this project, NRC focused on 3 existing centres in Kitgum and established a new YEP centres in each of Pader and Agago districts. YEP was supported for 2 years, with MOUs signed with local government to take over the centres once NRC exited. 71 YEP instructors were hired and trained across the 7 centres.

NRC rehabilitated existing structures that were donated by local authorities in order to make the project more economical and increase ownership. Teachers accommodation was not provide as instructors were recruited from the local area. Additional support included the starter packs, instructional tools and classroom materials, instructors’ salaries, and sports equipment.

YEP programmes were implemented in sub-counties where the ALP programme was also present, in order to absorb those young people

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who faced difficulties to participate in the ALP programme, or who dropped out of the programme due to limited capacity¹⁷.

2.6 School Construction (SC)

The School Construction programme consisted of the building of 70 houses for teachers in the 6 districts and the construction of extra classrooms at schools that are implementing the ALP programme. Two five-stance toilet blocks (separate for males and females) per school were also constructed. Teachers' houses did not include separate toilets. As noted above, YEP was based in existing buildings that were rehabilitated.

A Community Contracting Methodology approach to project management and implementation was adhered to by NRC as a strategy to contribute positively to local livelihoods and community economic development by employing members of the community and former YEP graduates in the construction of these facilities.

This approach taps into the local resources based of the community residents and youths by providing opportunities for a) graduates to practice new acquired skills alongside seasoned carpenters and masons thus fostering respect and bridging the generation gap, b) contributing to the development of the economic and infra structural base of the community, c) enabling ex-combatants from both sides of the conflict to work together for the development of the community.



¹⁷ Although this was not successful – see findings

Section 3. Evaluation Methods

3.1. Evaluation Design and Overall Approach

The overall design of the evaluation had to respond to a number of constraining factors, as well as opportunities:

Table 3: Challenges and Opportunities for the Evaluation

Challenges	Opportunities
1. The absence of a pre-defined control group;	4. The existing YEP 2012 tracer study and data;
2. The lack of robust population data on out-of-school children and youth in 2010, and their experiences since that time;	5. NRC kept the YEP team on staff to follow up and so they could assist with the evaluation;
3. The closure of the YEP component meant many instructors have left (NRC retained YEP programme staff to help mitigate this for the evaluation – a good practice for future programmes);	6. Strong relations with MoES at all levels (including schools);
	7. Availability of progress reports and some beneficiary data

In light of these factors, the overall evaluation followed a theory-based design. This design used process tracing in order to unpick project contributions and attribute change (where relevant) using the non-linear logic model of the programme. Mixed methods were used to gather, analyse and triangulate quantitative and qualitative data, including participatory techniques.

Data analysis took place in two stages to give a rounded view of the project.

- **Stage 1: Primary data analysis from a sample of communities:** learners, teachers, institutions, and communities centred on an ALP school or YEP centre (across all 7 districts), including case-studies and statistics on effectiveness, relevance and sustainability;
- **Stage 2: Project-level assessment** of partners through interviews and secondary data of relevance, sustainability and efficiency¹⁸.

Stage 1 data was primarily collected, recorded and cleaned by a mixed-gender team of local-language speakers from Ipsos. Stage 2 data was collected and recorded by the Impact Ready

evaluation team, which also included a local language speaker. The final analysis of all data was undertaken with the participation of Impact Ready, Ipsos and the NRC Country Office under the lead of the international team.

YEP Tracer Method

In 2012, NRC commissioned a tracer study of YEP learners from the RAY project (2011) and previous years. This extensive study provides an important reference point for the final evaluation.

Due to the extensiveness of the original study, a simplified version of the tracer method was used to provide updated data on 2012 YEP learners through the questionnaire and focus groups. Using the 2012 Tracer Study report and the evaluation of YEP in Liberia as a guide, a questionnaire was developed to identify the extent to which graduates have generated an income as a result of their participation in YEP.

The questionnaire and focus groups also sought to follow-up on issues that were identified in previous evaluations (such as the timing of group formation and the use of group starter packs rather than individual packs). Since considerable evidence has already demonstrated the efficacy of YEP, this evaluation focused on better understanding how YEP was applied in this context, and what lessons exist for future projects. This allowed for greater coverage since individual interview times were shortened.

¹⁸ The Terms of Reference identifies the DAC criteria of relevance, sustainability and effectiveness. The evaluation proposes undertaking a light-touch assessment of efficiency to complement these and more fully answer the evaluation questions.

3.2 Sampling

Based on a review of project documentation, the following sample frame of the final number of

Table 4a: Sample Frame

	Female	Male	Total
Learners			
• ALP 2011	1405 new	1315 new	2,720 new
• ALP 2012	844 cont.	659 cont.	1,503 cont.
	1236 new	1173 new	2,409 new
• ALP 2013	1634 cont.	1614 cont.	3,248 cont.
	1137 new	1047 new	2,184 new
• YEP 2011	498	542	1,040
• YEP 2012	540	822	1,362
Teachers			
• ALP Teachers	67	199	266
• YEP Instructors	26	45	71
Institutions			
• ALP Schools			40
• YEP Centres			8
• Coordinating Centre Tutors	2	23	25
• Head teachers	11	28	39
Communities			46
Partners¹⁹			
• District Education Officers			7
• District Inspectors of Schools			7
• Sub-county officials			48
• NRC Uganda programme and M&E staff	9	19	28
• LC5s and Chief Administrative Officers			14
• Ministry of Education and Sports (MoES) Commissioner Special Needs Education			1
• MFA (Embassy), Echo Bravo, YEP institutions	2	7	9

Table 4b: The total sample frame was 46 communities²⁰

District	ALP (total 40)	YEP (total 8)
Amuru	7	1
Gulu	6	0
Kitgum	6	2
Lamwo	5	1
Nwoya	5	1
Pader	6	2
Agago	5	1

Table 5: Most Vulnerable Groups²¹

	2011	2012	2013
Child Mothers			
• ALP	109	155	170
• YEP	103	80	-
Formerly Abducted			
• ALP	56	31	9
• YEP	146	147	-

¹⁹ Gender disaggregated data for government was not available.

²⁰ two having both ALP and YEP

²¹ Data was not available for orphans

NRC and Ipsos contacted district and sub-county educational officials to request their support with mobilizing head teachers, community leaders and parents in the respective communities. They were requested to include ALP completers, ALP bridgers (completed *and* transferred into formal school), and ALP drop outs. In each community, the team worked with head teachers to verify the various participants for the study.

At community-level, Ipsos worked with NRC field staff and local education authorities to verify that girls and boys, women and men were equally selected and represented in the sample. The research team worked with head teachers to identify and include child mothers and formerly abducted children in the sample groups. This was done in a way as to appear random to students so as to avoid issues of marginalisation (see discussion on ethics).

All data collection instruments were designed to collect data on the gender of participants to allow for disaggregated analysis of findings.

The sampling for Level 1 was based on a ‘community’, including:

1. The ALP school or YEP centre
2. The learners linked to that site (approx. 10-15 current ALP students), 5-10 completer/bridger ALP students, 5-10 dropouts, 10-20 YEP students)
3. The teachers linked to that site (approx. 4 per site)
4. The community and local government around that site

ALP Sampling

From the sample frame, a random sample of ALP communities was made, stratified by district. Data collection was undertaken in all districts for ALP.

The schools were selected based on the number in each district. Districts with more than 6 schools had 4 schools selected; those with less than 6 schools, had 3 selected.

The total number of schools included in the evaluation was 24. This is equivalent to 60% of the schools where the interventions took place.

The researchers worked with the school authorities to select approximately 16 current ALP

students from each school, achieving a balance of:

- Each of three ALP levels;
- Equal numbers of girls and boys;
- Children who are mothers;
- Children who are heads of households;
- Children who were formerly abducted; and
- Children who are from poor families.

The inception report had considered including formal primary students as a comparison group to complement the main technique of process-tracing. However, based on the prototyping mission, this was found to be unlikely to generate a reliable counterfactual analysis without having comprehensive baseline data for both groups²².

The evaluation invested instead in a larger sample of ALP learners in order to bolster the reliability and validity of the process-tracing evaluation design in establishing causality. The comparison of general differences between the formal education system (UPE) and ALP was captured using interviews of teachers and head teachers.

The prototyping stage also led to the use of one-on-one interviews for all data collection to ensure that data quality and validity was maintained.

Based on the Sample Size (ss) formula

$$ss = \frac{Z^2 * p * (1-p)}{c^2}$$

this represents a confidence interval of ±12 at 95% when applied to the unit of sample (schools)²³.

²² Semi-structured interviews with key informants revealed a consistent perception that the formal primary system (UPE) is experiencing a crisis in quality – with many stakeholders holding the view that ALP actually provided better quality of education than UPE.

²³ Z = Z value (e.g. 1.96 for 95% confidence level), p = percentage picking a choice, expressed as decimal, (assumed to be .5), c = confidence interval, expressed as decimal, (e.g., .04 = ±4)

Table 6: Final Sample of ALP schools

District	Sampled School	Total Enrolment	Schools per district
Amuru	Oporlacen	163	4
	Bibia	160	
	Paminalwak	156	
	NUSAF Apprentice	144	
Gulu	St. Thomas Minakulu	134	4
	Paicho	124	
	Koch Koo	123	
	Opit	111	
Kitgum	Kigum Boys	228	4
	Kwarayo-Okuti	160	
	Aywee	124	
	Kumele	108	
Lamwo	Agoro	169	3
	Pangira	147	
	Lugwar	122	
Nwoya	Purongo Hill	151	3
	Koch Laminato	141	
	St. Kizito Bidati	92	
Pader	Angagura	135	4
	St. Kizito Awer	132	
	Corner Kilak	116	
	Acholibur	109	
Agago	Paimol	222	3
	Patongo Akwee	181	
	Wol	177	
Total number of schools selected			25

Table 7: Sample for YEP

TRADE	LEARNING CENTRE					Total	% of Total number	Sample
	Namokora	Matidi	Atanga	Pabbo	Pajule			
1. Carpentry & Joinery	11	9	7	7	6	40	19%	8
2. Catering & Cooking	8	8	6	8	9	39	19%	7
3. Hairdressing & Manicure	11	10	10	12	9	52	25%	13
4. Brick Laying & Concrete Practice	11	10	6	4	11	42	20%	9
5. Motorcycle Repair	6	4	5	4	6	25	12%	3
6. Metal Fabrication	0	0	2	0	6	8	4%	0
Total	47	41	36	35	47	206	100%	40

Sampling for YEP

Sampling for YEP was based on covering all of the trades. A total of 40 individual structured interviews were distributed in proportion to the number of different trades per district. The district with more of a particular trade type had a higher number of interviews conducted. Two additional case studies were developed for each sampled centre through visits to enterprises established by YEP groups. These case studies were used to explore gender related issues in greater depth – such as females undertaking traditionally male-dominated vocations and vice versa.

Districts were selected on the basis of representing all the trade-types where vocational training was provided through RAY. Based on the Sample Size (ss) formula $ss = \frac{Z^2 * p * (1-p)}{C^2}$, this represents a confidence interval of ± 14 at 95% when applied to the unit of sample (potential trade case studies).

The research team worked with NRC staff, local authorities and YEP centres to mobilise former YEP learners and instructors. Due to the closure of the NRC project, it proved to be highly challenging to mobilise former instructors and YEP drop outs. This was mitigated through the use of focus group discussions with YEP graduates – drawing out perceptions about reasons for drop out and project success.

3.3 Ethics

The evaluation scope relates to a period of conflict and the research team were highly sensitive to the risk of inducing recall of traumatic incidents for participants.

Questions were designed to avoid triggering direct recall of potentially traumatic events by focusing on the present and future, and not directly referencing conflict-related issues.

The research team and NRC Uganda country office staff ensured that all necessary protection measures had been considered. Participants were invited to opt out of participation by the research staff. Some participants chose not to complete all of the interview questions.

Child mothers and formerly abducted ALP learners were privately identified by head teachers and were included in the research

sample without the reasons being explicitly identified in public. This drew on school staff experience of handling these issues.

The research team was mixed gender and was composed of Acholi-speaking staff with either personal experience of living in IDP camps or who have worked extensively in Acholi sub-region during and following the conflict.

Based on Ipsos' previous experience, the data collection method was changed from structured group interviews to one-on-one interviews and small focus groups in order to better assess and respond to learners' emotional needs.

Data from the interviews of learners is stored on password-secured hard drives held by ImpactReady and Ipsos. No names are stored with this data, which adheres to ethnographic norms. Any release of data will be reviewed to ensure that it includes no identifiable information about individuals.

The evaluation was guided by the ImpactReady quality assurance policy²⁴

3.4 Evaluation Matrix

The Terms of Reference identifies three OECD DAC evaluation criteria:

- Relevance
- Effectiveness, and
- Sustainability.

Based on a desk review and telephone interview with the NRC Uganda Country Director, the final evaluation matrix includes 7 criteria that are aligned with NRC evaluation norms and standards. Each criterion is linked to one of the evaluation questions, and is elaborated with a number of sub-questions to ensure that all the identified issues are covered.

The full evaluation matrix, including data sources is presented in the annexes.

²⁴ ImpactReady Website: <http://2013.impactready.org/quality-assurance-policy-evaluations/>

Table 8: Evaluation questions and criteria

Question (from ToR)	ToR Criteria	Additional Criteria
To what extent has RAY responded to the education needs and limitations of out-of-school children and youth in post-conflict Acholi sub-region, the government strategic priorities, as well as NRC's operational framework (proposals, policy and implementation guidelines)?	2. Effectiveness 4. Relevance	1. Context 3. Efficiency
To what extent has the RAY project contributed to sustainable outcomes for the children, youth, teachers, and communities in the Acholi sub-region? How is the closure of RAY taking this into account?	5. Sustainability	6. Human Rights, Gender and Equity
What alternative approach or design could NRC have used to achieve greater relevance and impact of the RAY project?		7. Design

3.5 Data Collection Methods

The final evaluation collected data from 926 stakeholders.

Table 9: Individual structured and semi-structured interviews.

Stakeholder	Individuals	Type
Current ALP learners	378 (193 female)	Structured
ALP dropouts	46 (21 female)	Structured
ALP graduates	57 (21 female)	Structured
Head teachers and ALP/YEP leaders	51 (11 female)	Semi structured
ALP and YEP teachers	118 (38 female)	Structured
YEP learners	43 (17 female)	Structured
District and sub-country education staff	38 (9 female)	Semi structured
YEP partner organisations (took over running centres)	6 (3 orgs)	Semi structured
Echo Bravo	2 (1 org)	Semi structured
Norwegian MFA	1	Semi structured
Nordic Consulting Group	1	Semi structured

Other data collection processes included:

- 24 ALP focus groups ≈120 students
- 5 YEP focus groups ≈25 learners
- 12 YEP case studies
- 107 school construction observations
- NRC staff focus group
- NRC M&E staff focus group
- Document review of NRC records
- Literature review of international best practice

Quantitative Analysis

Data from structured interviews was designed to quantify qualitative questions through the use of semantic differentials, Likert scales, and multiple choice. Furthermore, the team used inductive coding to quantify qualitative information from the

large n samples²⁵ (e.g. reasons for dropout or the experiences of students). Quantified data from each collection tool was entered into Excel tables using Ipsos' international-standard research quality assurance protocols. Data for the largest n sample, current ALP students, was cross-referenced using SPSS. All other quantitative analysis was undertaken in Excel by the international team.

Qualitative Analysis

Semi structured interviews were recorded using hand written notes detailing all of the points made in the interview. Notes for small n interviews were

²⁵ Large n samples included learners interviews, teachers interviews, heads interviews, district and sub-county interviews, and focus groups. Small n samples including partner interviews, YEP case studies and prototyping interviews/focus groups.

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fully transcribed into Evernote. Notes for large *n* interviews or focus groups were qualitatively codified (e.g. the main answers to specific questions were reduced to short statements by the researchers) and transcribed into Excel. Qualitative data in Evernote used progressive affinity mapping to draw out the main issues from clusters of statements. For individual interviews, the main points were drawn out and summarised using this process of clustering. Once this was complete, data from across all interviews was compared and contrasted. Qualitative data in Excel was processed by inductively codifying the main themes. The prevalence of these themes was then calculated.

The ALP questionnaire included a space for current students to draw a picture of their learning journey, including what they aspired to be. These were used to help facilitate the focus group discussions and to bring out the voice of children. Drawing was also prototyped with other groups,

but was rejected by them as appearing to be a childish request.

Triangulation and challenging

For the final analysis, quantitative and qualitative data sources were triangulated under each of the evaluation questions. Emerging findings were drawn from this process by the evaluation team.

Emerging findings were tested through three processes:

1. Comparison to findings and conclusions from previous evaluations of ALP and YEP;
2. Comparison to the international literature on non-formal education in post-conflict contexts;
3. Presentation to the NRC country team, followed by discussion and further exploration of the issues.

Table 10: Tools, data and initial analysis types

Stakeholder	Tool	Data type	Analysis
Learners			
ALP current students + ALP drop outs + ALP graduates to secondary	L1: Orally administered questionnaire and drawing protocol	Quantified perceptions	Excel
	L2: Group discussion protocol	Qualitative	Recorded in Evernote. Systematically clustering of issues using affinity mapping ²⁶
YEP learners	L3: Orally administered simplified tracer questionnaire ²⁷	Quantitative	
	L4: Focus Group protocol	Qualitative	Recorded in Evernote. Systematically clustering of issues using affinity mapping
	L5: Case studies protocol	Narrative Photos	Recorded in dropbox, used in report where illustrative
Teachers			
ALP + Mainstream²⁸	T1: ALP questionnaire	Quantified perceptions	Excel
		Qualitative	Recorded in Evernote. Systematically clustering of issues using affinity mapping
YEP	T2: YEP questionnaire	Quantified perceptions	Excel
		Qualitative	Recorded in Evernote. Systematically clustering of issues using affinity mapping

²⁶ Affinity Mapping involves recording each statement separately and then working through a systematic process of grouping clusters of issues to derive findings. These are then organized according to the evaluation criteria.

²⁷ Please see note below regarding the use of the Tracer method for YEP

²⁸ It was discovered that ALP and mainstream teachers often worked across the school.

Institutions			
School construction	I2: Observation protocol	Photos	Recorded in dropbox, used in report where illustrative
		Ratings	Excel
Head teachers	I3: Head teachers interview and institutional questionnaire	Quantified perceptions	Excel
		Qualitative	Recorded in Evernote. Systematically clustering of issues using affinity mapping
Partners			
NRC	P1: Partner interviews	Quantified perceptions	Excel
	P3: Secondary analysis	Quantitative Qualitative	Excel
Local and national government	P2: Government interviews	Qualitative	Recorded in Evernote. Systematically clustering of issues using affinity mapping
Dev partners	P1: Partner interviews	Qualitative	
Communities			
Parent Teachers Association + School Management Committee	C1: Community focus group protocol	Qualitative	Recorded in Evernote. Systematically clustering of issues using affinity mapping

3.4. Assumptions and Limitations

The **main risks and assumptions** to the delivery of the evaluation were discussed with the NRC Country Office and, consequently, did not adversely affect the delivery of the evaluation:

1. A later-than scheduled approval of the Inception Report led to a delayed prototype mission. This was overcome with the heavy assistance of the NRC country office staff in mobilising transport for both the international team and additional support for the Ipsos research team;
2. Impact Ready drew on a highly experienced local evaluator – fluent in Acholi – to boost the prototyping team after one of the international members was unable to travel. This added important experience and capacity to the team. Ipsos also committed more days and people to both the prototyping and research phases to achieve the required level of coverage (153 days vs. 40 originally proposed and budgeted);
3. NRC Uganda supported the mobilisation of focus groups and interviews with

communities and learners – including YEP graduates – based on objective criteria;

4. Local education authorities supported the evaluation fully.

The **main limitations** of the methodology relate to:

1. The evaluation design – whilst being appropriate – is not designed to provide a quantitative assessment of the level of outcomes that can be attributed to NRC. Nevertheless, it is sufficient to identify what outcomes exist, how and why these came about, and what the probable contribution of NRC has been.
2. The potential self-selection bias in accessing informants, particularly YEP graduates. The evaluation team attempted to address this during the prototype mission by working through clear and objective inclusion criteria.
3. Response bias from informants that are cognizant of NRC’s exit and are either seeking additional support or are discontent. This was addressed as much as possible through multiple lines of questioning and in the introduction given by evaluators.
4. A risk of the wrong multiple-choice answers being included in structured interviews (and

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therefore failing to reveal an accurate picture). This was mitigated through a mixed methods approach and triangulation with qualitative process tracing.

5. Consistency of style and approach across a large evaluation team. The purpose of the

prototype mission was to test and refine all instruments, and to ensure that all enumerators were familiar with what was required.



Section 4. Findings

4.1 The RAY Project Overall

The NRC RAY project intended to contribute to the promotion of self-reliance, economic recovery, sustainable peace and stability of Northern Uganda. In theory, the three components of the project are highly complementary. In reality, however, each had its own history and ended up being implemented largely independently of the other components.

An inception assessment was instituted by NRC, which recommended ALP. NRC's international experience in this area of work was cited as the main reason for the choice of this intervention. According to interviews with NRC and Nordic Consulting Group (NCG) staff, YEP was added to RAY at the request of the donor, to ensure impacts in relation to livelihoods (based on previous experience with YEP in Uganda).

Whilst the project addresses some of the gaps in the formal education system the project theories of change sought **only to address war-linked issues**. These were especially seen as being related to:

- Orphans,
- Over age students,
- Single parents (especially child mothers),
- Former abductees, and
- Very-poor households.
- Displaced persons (IDP/returnees)

The project was designed to overcome the **educational and school-related barriers** to conflict-affected children and young people accessing basic education, literacy, life skills and vocational skills. This was achieved by providing alternative non-formal free education services. Activities to address **household-level challenges and gaps in the capacity of the formal primary education system were not included** in the design.

Changes in context over the course of the project

The original project design made assumptions about the readiness of both government and

NGOs to take over aspects of implementation after 3 years.

Whilst an official policy of support to non-formal education is forthcoming, and a policy of community polytechnics (to which YEP centres were expected to convert) is in place, neither has an available budget allocated to them. Furthermore, donor withdrawal of direct support to government (following evidence of corruption) has highly constrained the provision of existing formal basic education commitments.

Moreover, with Acholi sub-region remaining stable, many international NGOs and donors have turned their attention to Karamoja. This limits funding and capacity building opportunities available to local partners. Although War Child Holland is providing support to Echo Bravo, the organisation has experienced a loss of key management staff as well as complementary funding.

The withdrawal of large numbers of NGOs from Gulu meant NRC works alone in many of the schools it covers. For instance, 93% of current ALP learners report that they only benefit from support provided by NRC, with only 3% reporting that they have benefited from educational assistance provided by another NGO. As NRC implemented RAY directly, there is a strong case to support attributing the majority of the outcomes identified to the RAY project.

The continued peace in Acholi sub-region is likely to have positively benefited project implementation and the recovery of the sub-region as a whole. Considering, however, that the target group for the project is some of the most vulnerable children and young people, it is unlikely that they have been able to access any other significant personal benefit from this peace dividend.

The impact of RAY on access and quality

The expected RAY project outcomes after a three year period were:

- **75%** enrolled ALP learners (55% girls) completing at least one level

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- **90%** ALP level 3 learners (55% girls) taking Primary Leaving Examination (PLE)
- **90%** ALP learners transiting to formal school system and / or YEP basic skills training programme
- **2,400** out-of-school youth (**50%** girls) completing YEP basic skills training programme
- **1,200** youth (50% female) engaged in gainful enterprise within 6 months of completing skills training programme

In total, the RAY project is estimated to have achieved the following outcomes (see sources in footnotes):

ALP	YEP
51.7% enrolled ALP learners (60.1 % girls) completed at least one level during the project period (not all remaining students dropped out – see discussion below). ²⁹	2,402 (43% girls) out-of-school youth, against a target of 2400 enrolled in YEP basic skills training programme ³²
45% of enrolled ALP level 3 learners (29% of girls) passing PLE exams ³⁰	53% enrolled youth (852 female, 420 male) engaged in gainful enterprise within 6 months of completing skills training ³³ .
10% of enrolled ALP level 1 and 2 learners transiting to formal school system or YEP basic skills training programme (5 transitioned to YEP) ³¹	91% of graduating youth in employment by the time of the evaluation.

Community and other stakeholder interviews cite some evidence of parents and children gaming the system: claiming to be vulnerable and out-of-school in order to obtain free support from ALP or YEP. Community-based targeting according to selection criteria (such as being out of school for at least 6 months) meant the project was vulnerable to such distortions.

²⁹ Data provided by NRC M&E team

³⁰ Data based on survey of school records for 2011 and 2012. Estimates provided by NRC M&E team were a lot lower: 18.2% ALP level 3 learners (6.6 % girls) taking PLE exams, but this data was also incomplete.

³¹ Data calculated by extrapolating survey results

³² Data provided by NRC country office

³³ Data extracted from 2012 Tracer Study

It was noted at the project commencement however, that it was extremely difficult (and somewhat futile) to differentiate levels of vulnerability when entire communities were recovering from 24 years of civil war. In this sense, all young people were vulnerable.

Interviews with head teachers and local education authorities suggest that the project did spur active recruitment of the most vulnerable through explicit targeting of specific groups (such child mothers) who are socially considered as “useless”. Survey data reveals that 73% of ALP students predict that their only alternative life course would have been to work on the family farm had it not been for RAY.

The main area of deviation from the project design appears to have been in relation to the age of learners. There is no complete data on the age of all students but the survey data does broadly correlate with the NRC staff experience: communities often included learners older than the target group (including, for example, a 44 year old learner in YEP and two 25 year old girls in ALP). Childbirth in rural areas is largely conducted in the household backyard, meaning there are few records to verify dates of birth beyond one’s personal declaration and the opinion of the beholder.

As might be expected, both YEP and ALP have broadly bell-shaped distribution of ages (with the lower sample of YEP making it appear less clear). The median age for ALP students was around 14 years – at the upper end of the target group – and the median for YEP was around 24 years old.

Based on student data collected at schools (where it was available), the overall dropout rate for ALP in official records was calculated to have a mean of 13%. Not all students who did not successfully complete a level are recorded as dropping out³⁴. According to school-level interviews, a number of L3 students choose to stay in the system and repeat a year because they cannot afford the cost of progressing to the formal system. Furthermore, records of dropout are the result of a formal school level process and do not always represent the full extent of a lack of attendance.

³⁴ Moreover, students enrolled in 2013 have not yet had a chance to complete a full year, so dropout data may increase

Figure 4: Age of interviewed ALP students

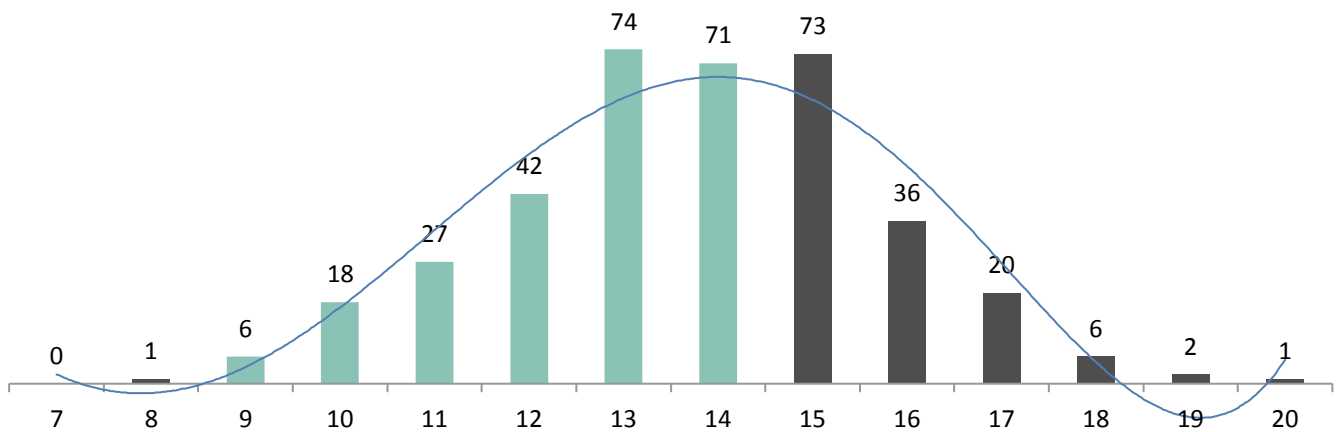


Figure 5: Age of interviewed YEP students

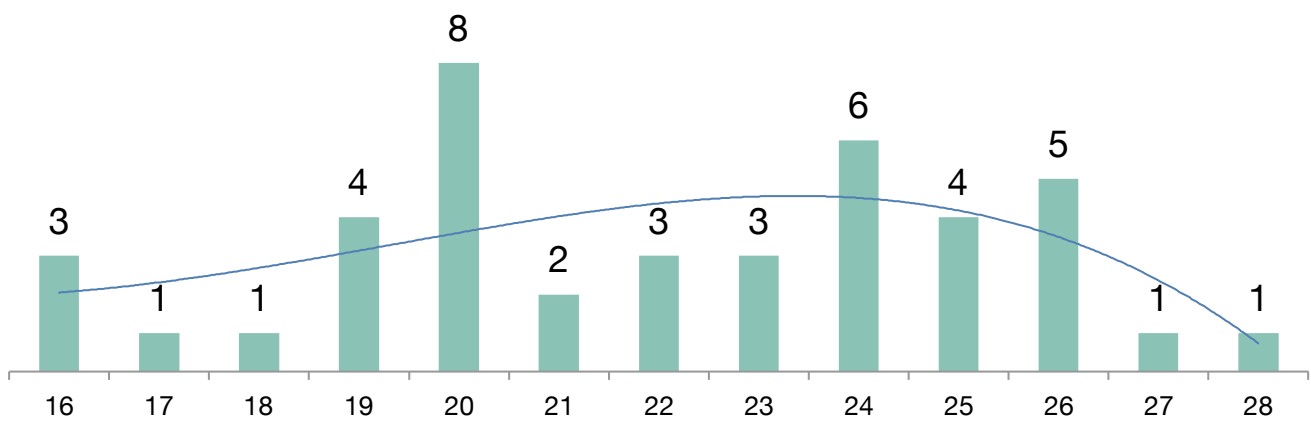


Table 11a: Average performance of ALP schools based on their own records (boys)

	2011	2012	2013 ³⁵	TOTAL
Dropout L1	5%	6%	5%	5%
Dropout L2	21%	17%	8%	15%
Dropout L3	25%	17%	16%	20%
Pass P7	46%	74%	-	59%*
Mainstreamed	10%	19%	-	13%*

Table 11b: Average performance of ALP schools based on their own records (girls)

	2011	2012	2013 ³⁶	TOTAL
Dropout L1	32%	12%	5%	18%
Dropout L2	19%	15%	8%	14%
Dropout L3	19%	27%	12%	19%
Pass P7	18%	42%	-	29%*
Mainstreamed	3%	8%	-	7%*

* Results for passing P7 and mainstreaming calculated using data for complete years only (2011, 2012)

³⁵ Data for 2013 is based on incomplete records due to the continuing school year.

³⁶ Data for 2013 is based on incomplete records due to the continuing school year.

Coverage, sector coordination and synergies

The original intention of the RAY project was to create significant impact across an area to ensure that the targeted communities “felt” the presence of the investments. Two main options were explored for this:

1. Very large scale: the proposed design originally intended to cover 15,000 learners through ALP. This was found to be unrealistic during the 6 month inception phase and was revised down to 7840 learners.
2. High geographic concentration: the possibility of focusing all of NRC’s education investments in one district was cited as a plausible strategy.

In the final design, neither of these options was pursued. However, a key objective of RAY remained to explore options for synergies across the NRC education portfolio: addressing multiple dimensions of barriers to education. The separate targeting of each component according to needs (as identified by local education authorities) prevented this potential being realized to the extent that it could have been.

The main coordinating partners for RAY were District Education Officers and District Inspectors of Schools, and sub-county authorities. These relationships were generally found to be strong and productive: reflecting a high level of investment in terms of time and follow-up by project staff.

NRC also collaborated with Echo Bravo, Pajule and AFROTINA School of Beauty to implement RAY. Echo Bravo considers NRC to be a good mentor, citing the international culture, with strong field policies, remuneration, and experience in this area of work. The partnership with Echo Bravo was originally intended to be a pathway to sustainability for YEP and ALP. However, the relationship primarily consisted of coordination meetings rather than specific capacity building activities or a progressive handover to Echo Bravo implementation. In 2013, NRC commissioned an organization assessment of Echo Bravo, and this is now being used to develop critical capacities³⁷ for the organization in the last 6 months of the RAY project. This process should have been undertaken during the

first 6 months of the project, as acknowledged Country Office staff themselves.

Although Echo Bravo claims to have the experience, confidence and competency to implement ALP, they recognise the limitations of their capacity to successfully reach the scale achieved by NRC. The lack of a clear financing path for the continuation of ALP, or capacity development of Echo Bravo, means the organization is highly unlikely to be ready to take over ALP to any meaningful degree on 1 January 2014. It is the assessment of the evaluation team that if the project is to be sustained through Echo Bravo, as originally envisaged, a substantial commitment in terms of both finance, and at least an additional 6 months of transition, would be required. With the exception of Mwoya district (2 ALP centres) and Anuru (one ALP centre), the schools and districts visited are planning to close down ALP and fully mainstream as many learners (and teachers) as possible for the new school year (starting in January 2014).

Local ownership, handover, and communities’ plans for facilities

The Mid Term evaluation of RAY reported that the project was aligned to the following policy frameworks:

1. The Government of Uganda Whitepaper on the Report of the Education Review Commission (1992);
2. The Constitution of the Republic of Uganda (1995), Article 30;
3. The national Universal Primary Education (UPE) Policy (1997);
4. The National Non Formal Education (NFE) Policy for Educationally Disadvantaged Children (2012);
5. Government commitment to the International Agreed Development Goals (IAGs) namely (Education for All (EFA) and the Millennium Development Goals (MDGs) as articulated in the national Education Sector Strategic Investment Plan (ESSIP);
6. The 2012 “Skilling Uganda” national programme;
7. The Northern Uganda Social Action Fund (NUSAF) II;
8. Local Government education ordinances;
9. Peace Recovery & Development Plan for Northern Uganda (PRDP); and
10. The National Development Plan (2010).

In addition, key informant interviews indicate that RAY has helped to drive momentum for non-formal education, including the current process of

³⁷ Including logistics, policies, and human resources

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developing an alternative basic education curriculum. The main challenge to this appears to be a perception of ALP students outperforming their formal primary educated contemporaries at secondary school³⁸ – creating a subtle challenge to the formal system.

As noted above, communities and local education authorities report that they are planning to mainstream existing ALP students in 2014. This is a significant outcome for the project: many of the same communities had previously seen ALP students as not having the potential for formal education.

To some extent, teachers may also be transferred to the formal system – all districts have applied to the central ministry of education to lift the budget ceiling on hiring – or to community-contracts. In general, however, the limited timeframe of the project has made the retention of teachers in ALP and the trained YEP instructors a significant challenge.

Two retraining rounds have been held to replace ALP-trained teachers who transitioned to the formal primary system (due to greater job security and a full benefits package). Many former YEP instructors chose to leave employment and return to their farms when the new centre managers were unable to match the salaries that had been provided by NRC.

Gender and vulnerable groups

The evidence on the extent to which learners dropped out of formal primary to access the benefits of ALP is mixed and inconclusive. Although this feature was widely reported, it would appear that there are only a few cases in proportion to the level of enrolment in ALP overall. The problem was also mitigated by new Government procedures to identify and track individual learners as they move schools.

It is, therefore, the view of the evaluation team that the vast majority of the enrolled ALP learners were indeed members of highly vulnerable groups. Based on observation, focus groups, and interview evidence, it is also the opinion of this evaluation that these children and young people

³⁸ This was explained by a number of teachers and local education authorities as relating to the higher prevalence of English in teaching ALP (secondary education is in English), as well as the more recent study of core concepts by ALP students due to the compressed curriculum.

would not have accessed educational opportunities any other way (at least to the same extent as under RAY).

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ALP consistently achieved gender ratios of more than one during the project: 1.07 (2011); 1.14 (2012); and 1.04 (2013). By comparison, YEP managed to achieve an overall gender ratio of 0.76 (2011-2012). This may reflect the greater needs of young women as they get older – especially in relation to household and child rearing responsibilities. This was also reflected in the perceptions of students about how well the project met their needs – with girls in ALP being more satisfied than young women in YEP.

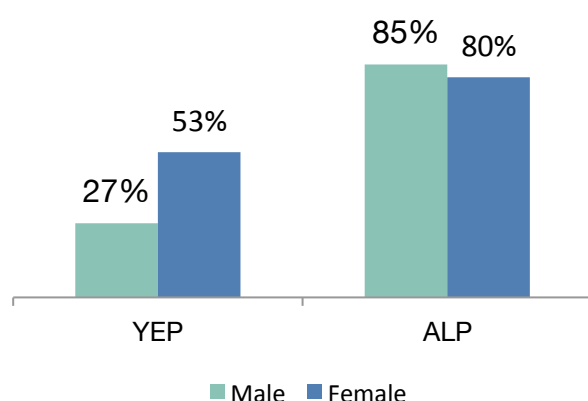
To some extent, the project did manage to innovate to address these trends – with the provision of babysitting introduced to YEP (based on a similar provision under ALP and previous experience of child care in previous Ugandan – and other – YEP projects). Female learners were also greatly appreciative of the provision of sanitary towels by the project.

Interviews and focus group discussions reveal that child mothers were the hardest group to reach and to keep in school. Whilst specific figures are not available, the data on dropout presented under the discussions on ALP and YEP does explore this to some degree. This reveals the limitation of the educational-institution focused design – being unable to fully address barriers to education that exist at home.

This issue is also relevant to the length of project that was designed for. Both Echo Bravo and NRC expressed concern that someone does not cease to be vulnerable after 3 years of attending the ALP programme. This view was supported by local authorities, which consider children and young people in the Acholi districts to still be vulnerable as a result of the impact of war.

Multiple stakeholders indicated that these children and young people need a comprehensive package of support to enable them to complete primary and secondary school. This package of support must address issues relating to poverty and other forms of social and economic deprivation facing the communities.

Figure 6: Proportion of female and male learners reporting that RAY met their gender-specific needs



Whilst all stakeholders are of the view that RAY has contributed to the promotion and substance of peace in the region, at least one local government staff member believes that *“recovery from the war will take at least two generations”* to eliminate the social, cultural, political and economic scourge from these communities. Nevertheless, the experience of the project has had important influences at the community level – with school management committees reporting that their community members have begun to see the potential of single mothers and dropouts, whereas before they only perceived failure.

Project stakeholders agree that RAY remains relevant to addressing the education and development needs of the Acholi sub region. This is evidenced by i) the large number of returnees who are still coming back from DRC, and ii) the number of graduates from YEP who are using the innovative technologies and skills acquired from the RAY to build their businesses. One District Inspector of Schools highlighted the fact that RAY is relevant because there are still youth that are severely unskilled because they are a "product of war".

Beyond its educational and livelihood outcomes, stakeholders emphasise the importance of RAY’s contribution to building hope and dignity among all residents of the community: opening peoples’ minds and providing them with the knowledge and confidence to speak for themselves on the issues and concerns impacting their lives.

On the issues of environmental sustainability all activities and interventions have had minimal harm to the environment. YEP and ALP

infrastructure used interlocking blocks technology that is proven to have minimal impact on soil loss and requires no fuel wood as ordinary baked bricks. YEP trainees and ALP learners were trained on environmental sustainable/conservation skills, which are included in the national primary school curriculum that was adapted to ALP learners.

However, there is near-consensus that a major constraint faced by government is the capacity to sustain such initiative. Stakeholders are concerned that most young people will continue to grow up thinking that the only way to survive is to make quick money and not to go to school to further their education.

4.2 Accelerated Learning Programme

NRC collaborated with Ministry of Education and Sports (MoES) and Echo Bravo to develop and implement an ALP programme to address the education deficit within the Acholi sub-district. Echo Bravo Officials described ALP as an initiative which *“helps children without a future or purpose to have a second chance in education”*. The Gulu District Inspector of Schools stated that ALP programmes are intended to *“get learners to fit into the normal classroom and reintegrate them into the community”*. The category of children ALP is targeting is different from those catered for by the formal education system. All stakeholders are of the view that both programmes complement each other. NRC initially established 49 ALP centres however there are 39 centres currently in existence.

Curriculum

NRC has facilitated the MoES to develop a draft Non-Formal Education (NFE) policy which is now before Cabinet for approval and would then be dispatched to Parliament for approval. The ALP curriculum is a hybrid or bridging curriculum based on the formal primary school curriculum. It aims at fast tracking students through the education system in a three year cycle rather than the seven years of the formal education system. The Government of Uganda has created a Department for Special Needs Education including NFE, which is now staffed with 2 or 3 personnel to support work on the ALP.

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The development of the ALP curriculum has proceeded through a series of consultative process involving a range of stakeholders. The National Curriculum Development Centre (NCDC) does the validation and approval of the ALP curriculum. NRC facilitates an on-going development exercise which includes a range of other organisations that may choose to implement the curriculum in the future.

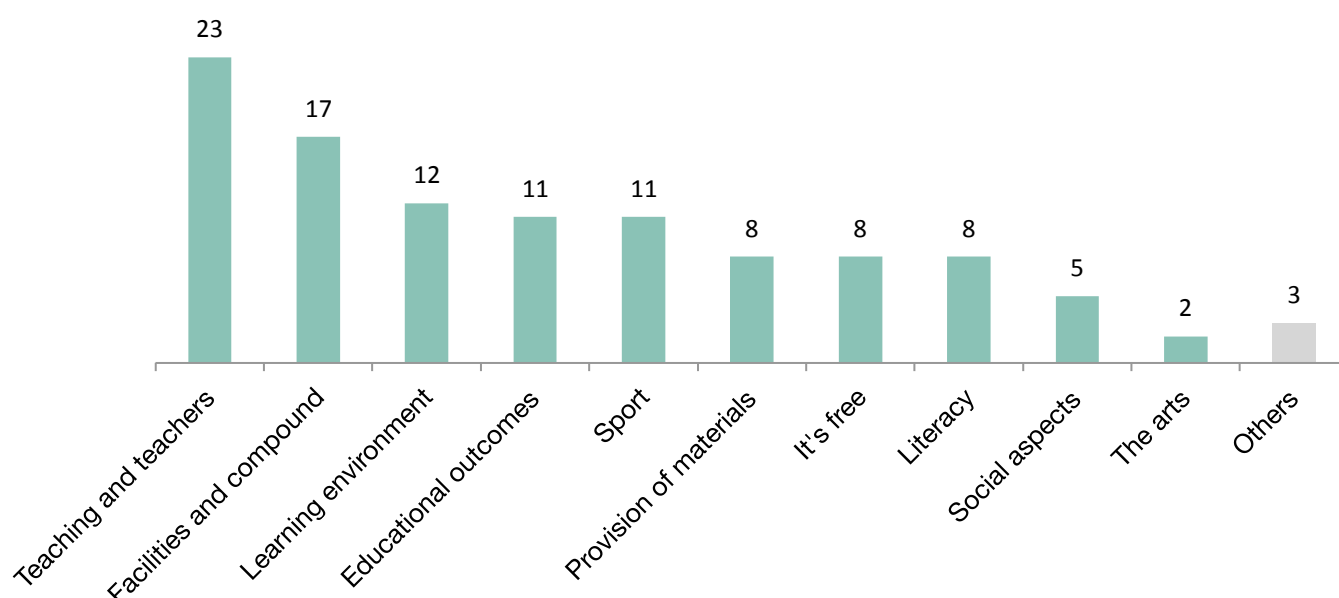
There are fears from school administrators that learners in the formal system would want to replicate the flexible schedule of ALP programme. Currently, there are numerous debates as to whether ALP needs to be separated from the formal primary schools to help with further flexibility; however there are no conclusive decisions on this issue.

Key stakeholders propose that the MoES and other partners begin work on exploring the relevance of adopting vocational education models and practices for ALP programmes. They are of the view that including vocational, life and basic income generating skills in the ALP would provide the learners with real livelihoods

opportunities – especially for those who still face overwhelming barriers to secondary education. Being able to generate income will allow these young people to address personal and family needs whilst also opening the opportunity to pursue their formal education.

Despite the concerns expressed by stakeholders, learners are impressed with the quality of education on offer, including the curriculum offered through the ALP programmes. Learners stated that they *“like the education system because it’s good”*. 74% (37% males and 37% females) of all learners participating in the survey said they think that the ALP is very useful to their education. They said they like a) reading and listening to their teachers, b) attending the ALP because they want to understand and learn new words and concepts, c) the teaching because now they can speak English, d) writing as a way of improving their writing skills, e) the emphasis placed on speaking English so that they can be better able to communicate with others around the world and f) the library as it has good text books which are easily accessible to them.

Figure 7: Aspects of ALP most liked by current learners



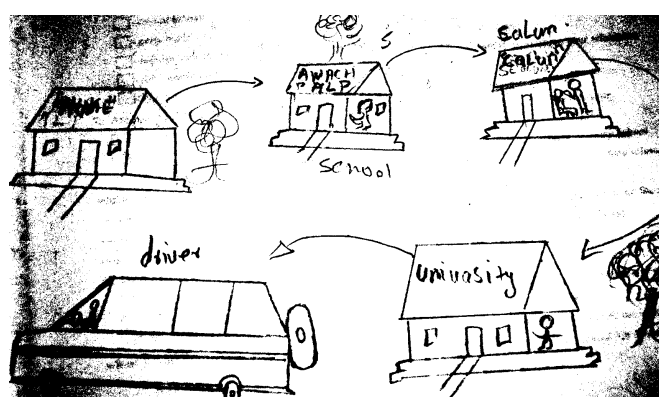
Resources

The implementation of ALP in Northern Uganda achieved significant efficiencies by utilising existing school structures (classrooms) as the basis for implementing the programme. In communities where schools did not exist, it opted for cheaper alternatives such as repairing existing facilities.

Most of the stakeholders are of the view that the timeframe originally allocated to establish the programme was inadequate. They contended that the implementers rushed the project implementation process to utilise the funding that was available. Ideally it would have required 1-2 years to put in place a curriculum, teachers, mobilise communities, put up structures and enlist

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political will and support. This view was supported by the NRC project team, who stated that the “*set up time (6 months) was too short because you need a long time for preparation of teachers, stakeholders, curriculum, communities and support from political institutions*”. This finding is supported by the evaluation of NRC ALP in Liberia³⁹, which proposed that most of the value came from the final 3 of a 6-year project.



Despite these concerns, learners were generally satisfied with the quality of resources offered. 57% (28% females and 29% males) of the learners said they had access to quality scholastic materials in the ALP programme. 89% (45% females and 44% males) stated that they were using the books at the library to enhance their education. On the issue of adequate furniture in the ALP programmes, 85% (42% females and 43 males) of learners said that the furniture in their school were enough.

Some ALP learners claimed that there were reported inadequate scholastic materials like text books and pencils in their programmes and recommended better distribution of scholastic materials. On investigation, this was revealed to be a result of head teachers distributing inputs across the whole school (including ALP and host UPE classes). This was most often an effort to prevent tensions between the two parts of the school, and aid integration. Future programmes that host ALP within existing formal schools should expect such local decisions about how inputs are used to take place – with implications for budgeting additional support to host schools.

Relevance of the approach to learners

NRC staff, MoES officials and key stakeholders agreed that the need for alternative education in Northern Uganda was first realised in the early 2000s. The establishment of schools in IDP camps however, denied the take-off of Non Formal Education (NFE) in the area. Return process re-triggered the need to develop NFE programmes such as Catch-up and ALP. These programmes were geared to provide a second chance for child mothers, ex-combatants, and extremely vulnerable children to attend school.

Many learners attributed the quality of teaching and good teaching staff as the trigger that influenced their decision to participate in the ALP. One learner said, “*the teaching is better than those of the surrounding schools*” (referring to the schools in the formal education system). Here are the view of some learners: “*the teachers are good; I like the teachers because they are friendly; the teachers teach us very well and are always there for us; our teachers are friendly and give us balls to play football and netball; the teachers are good and also teach well; I like the teachers because they teach well and there are good relationships between the teachers and pupils*”.

An analysis of focus group data reveals that the opportunity to access a **free education was the most cited driver (26%)** for uptake of ALP – confirming one of the main assumptions of the project design. However, the individual driver of desire for self-improvement came out almost as strongly (22%), revealing a pent-up demand for education in the target group. As will be discussed below, parents and partners exert a strong influence on learners (11%) – as does active recruitment of vulnerable children by schools and educational authorities (9%).



ACCELERATED LEARNING PROGRAM			
PAMINLALWAR PRIMARY SCHOOL			
LEARNERS DAILY ATTENDANCE			
DATE	LEVEL II	LEVEL III	TOTAL
MONDAY	G 05 G 11 G 13	B 09 B 20	38 58
08/07/2013	G 17 G 29	B 24 B 24	46 54
TUESDAY	G 05 G 11 G 13	B 09 B 20	38 58
09/07/2013	G 17 G 29	B 24 B 24	46 54
WEDNESDAY	G 05 G 11 G 13	B 09 B 20	38 58
10/07/2013	G 17 G 29	B 24 B 24	46 54
THURSDAY	G 05 G 11 G 13	B 09 B 20	38 58
11/07/2013	G 17 G 29	B 24 B 24	46 54
FRIDAY	G 05 G 11 G 13	B 09 B 20	38 58
12/07/2013	G 17 G 29	B 24 B 24	46 54

³⁹ Anne Nkutu, Trude Bang and Dorothy Tooman, 2010. Evaluation of NRC's Accelerated Learning Programme in Liberia. NRC.

Figure 8: The most important aspects of the ALP experience, as reported by current ALP learners

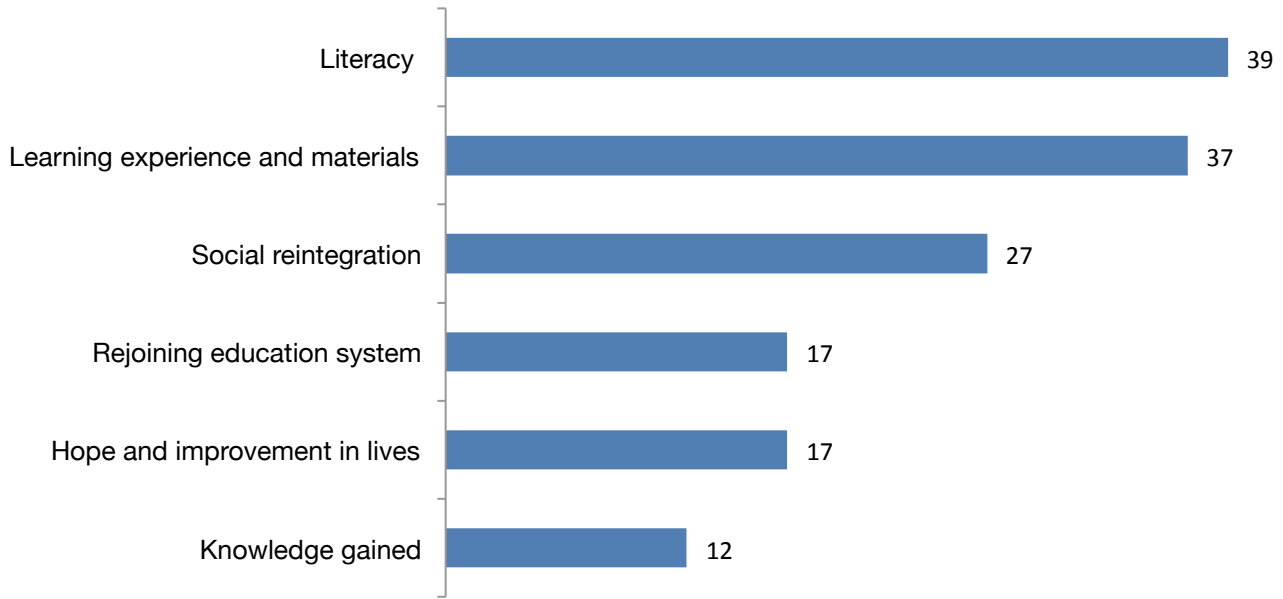
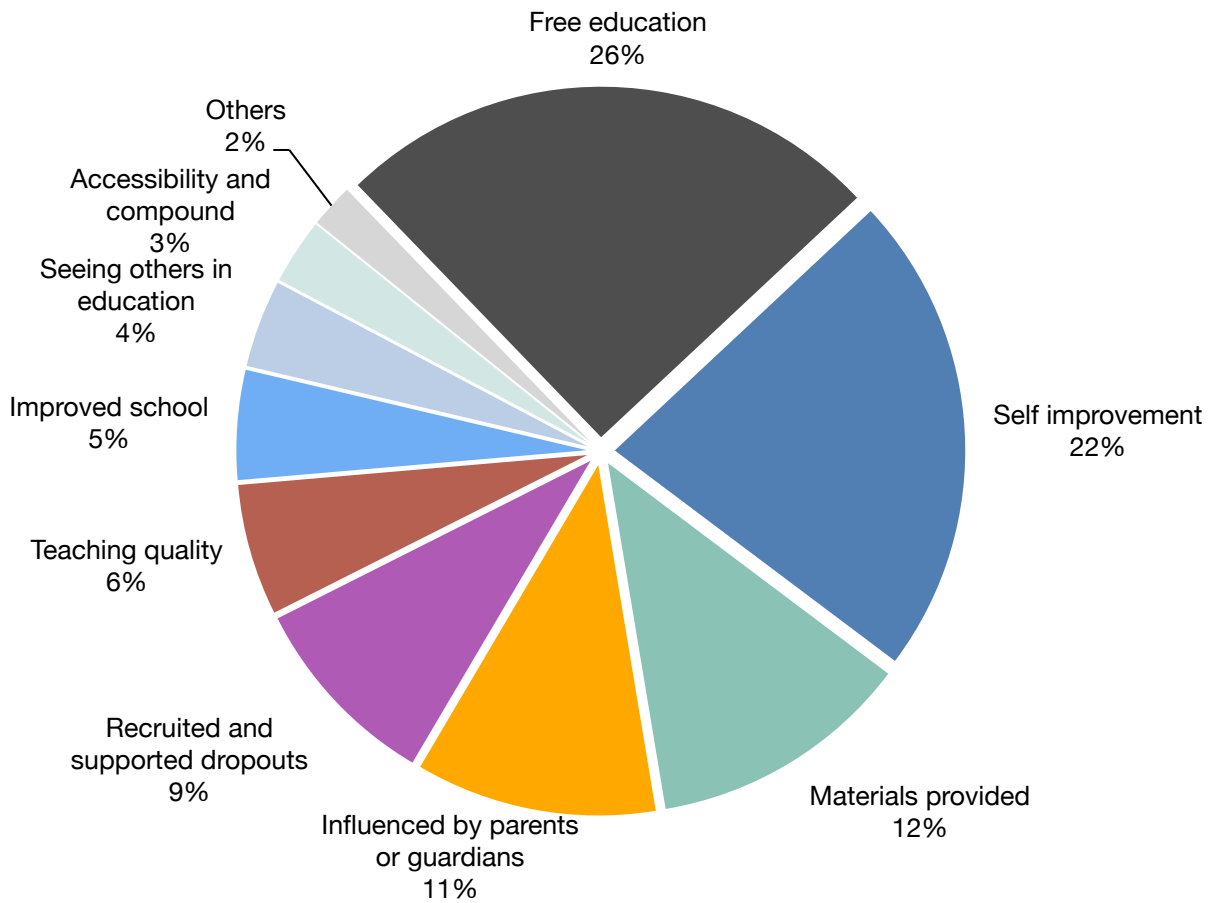


Figure 9: Main influences on learners’ decision to participate in ALP



Leadership and Management

The history of ALP in Uganda appears to be multifaceted, representing the convergence of assessed need and opportunity. With the closure

of many emergency funding streams, there was undoubtedly a pressure to access new resources, including an MFA budget to support education. An NRC assessment undertaken in collaboration with the Government of Uganda, “ALP assessment.

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Contextual analysis of education in Acholi” by Nathan Chelimo, considered the educational needs of the affected population in the sub-region and recommended specific strategies and programmes to resolve the educational and developmental needs of the target groups. This was informed by NRC’s international core competencies within alternative education programming.

The focus of ALP at the onset was to get as many children back into the formal education stream. In so doing the output target was linked to NRC’s desire to create a big impact. The choice of implementing ALP in partnership with Echo Bravo was based on an assessment of local NGOs who had previous experience in ALP-type interventions. The proposal focused on building the capacity of Echo Bravo to take over the ALP at the end of the designated 3-year project period.

Education officers at the districts and national level were involved in the development and implementation of the ALP programme. Work at the district level consisted of a) coordination with the Education departments, b) joint monitoring of ALP schools and YEP centres and c) the recruitment of volunteer teachers. Districts were also involved in the development of recruitment tools, mobilisation and targeting of beneficiaries in collaboration the National education officials and NRC.

Community involvement

A large amount of resources and time was allocated to ensure community involvement and sustainability of the programmes. Community and local leaders helped to identify qualifying children and young people to participate in the programme. Community participation as a strategy worked well. Communities donated land and other resources for the construction of facilities such as training centres. This shows that the communities were convinced by the potential outcomes of the project.

Through ALP, NRC attempted to work with schemes such as Invisible Children’s Scholarship Programme to provide support for children participating in the programme. This faced challenges in terms of overlapping targeted areas and institutions. NRC field staff also engaged with parents to provide information on opportunities for bursaries, scholarships and other programmes

available to support their children in their educational pursuit.

Most ALP learners – 58% (27% females and 28 males) – reported that their parents or guardians usually meet with their teachers in their classroom on a monthly or termly basis to discuss progress in their school work. 51% (24% females and 27% males) expressed a close and intimate relationship between the ALP and their home resulting in their parents and or guardians checking and signing off to indicate that they have completed their homework for submission to their teachers when they return to school the next day.

Nevertheless, challenges at home – either in terms of lack of support from family or in terms of household responsibilities – remained a major cause of dropout (as reported by ALP dropouts and current students). When prompted with multiple-choice questions, the costs of continuing education came out highest; whereas in the free conversation of focus groups this was much further down the list under home-related issues, such as household responsibilities and reproductive health.

Indeed, the comparison of survey and focus group data begins to reveal a pattern that recurs across multiple analyses undertaken for the evaluation: learners consistently over-rate the importance of physical or financial constraints when questions are linked to NRC, whereas social issues rate much higher when discussing the real troubles they face every day. This same pattern is reflected in both ALP and YEP.

In a discussion of what the main gaps in the project were, a similar pattern of over-rating the need for physical investments emerged. When asked what the main problems were with ALP, learners spoke of indiscipline and violence between students. Most students do not see teachers as having the skills or inclination to prevent this violence. In a few cases learners cited some teachers as using caning and other forms of corporal punishment as a behaviour strategy. The NRC and the MoES instituted a code of conduct for teachers that prohibits the use of corporal punishment and the consequences for its use. NRC staff followed-up on issues at school

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level as they emerged⁴⁰. There was one case of a teacher starting a relationship with an ALP student. In this case he was dismissed.

Contrast this with learners' suggestions of what NRC should do to improve the project – primarily provide more teaching and learning materials. The evaluation team, in discussion with NRC staff in Uganda, identified three main reasons for this gap: i) students culturally perceive schools as a place that provides education (and educational materials), not as a place that provides social support; ii) there is an expectation for NGOs to provide physical goods that the community cannot afford; and iii) the majority of people have never witnessed a successful external social intervention⁴¹.

These findings, along with the evidence on dropout and demand, strongly suggest that – despite demands for more teaching-learning materials or facilities – the project delivered sufficient levels of these to be effective. Any additional inputs of materials or facilities would not have addressed the most critical barriers relating to home life and social dynamics within the schools.

Whilst there is inconsistency between perceptions of barriers and project gaps, it is significant to note that **hunger ranked low on all analyses**. This suggests, that whilst hunger is likely to be a barrier to concentration, and is perceived as a major need by local authorities, there is little evidence to suggest that lack of food significantly reduced the achievement of the project outcomes. Providing school meals is an expensive addition to ALP, and this finding suggests that the most efficient option – in terms of results – was the one taken, of not providing food in school.

The comments of head teachers and ALP leaders (and YEP leaders) were also found to reflect this bias for physical investments. For example, comparing project improvements most often cited by interviewees with the reported causes of dropout reveals an apparent gap between real and perceived needs.

⁴⁰ Particularly in YEP, but also in ALP, it was a challenge that many young men have been brutalized and are far stronger than teachers – making intervention highly risk.

⁴¹ Local systems of conflict resolution and reconciliation have been used extensively in the Acholi community, and any external intervention should be sensitive to these.

School environment and Ethos

Learners were satisfied with the quality of the physical and learning environment – reflecting a general acceptance of the use of corporal violence as a part of school life. They said the environment is suitable for learning because it is friendly and comfortable in comparison with the formal system. They commended the quality of the discipline in schools which made them feel safe and protected from harm and dangers compared to at home. One learner said that *“the people in the school are so respectful”*.

The physical environment of the ALP was complimented for being conducive for learning. Elements identified include a) clean pit latrines which prevented diseases such as diarrhoea, b) well-built classrooms which sheltered them from rain c) clean school compounds, d) the large compounds which accommodated whole school activities, e) water sources that are clean and drinkable, f) some schools are beautified with trees and other shrubs and g) playing grounds in the schools.

Some learners expressed concerns pertaining to the absence of toilets, drinkable water source nearby and poor sanitation conditions including toilets in some ALP. They expressed dislike of the poor conditions of some classrooms. Some classrooms had leaking roofs during rainy seasons. This was confirmed by observation. A recommendation was highlighted for the improvement of these facilities as a way of enhancing the quality of education provided through ALP. A small number of students said they were discriminated against and segregated from the mainstream pupils and teachers in the formal education system. Despite these concerns 90% of learners said they intend to continue their education. Of this amount 75% (37% females and 38% males) said they will complete secondary school.

Regarding school dropout, 48% said the cost of school items is the main reason for learners dropping out of school – these mainly include uniforms, exam fees, and PTA fees. Pregnancy is ranked second (24%); thirdly, working for family survival (18%). The fourth reason given is hunger and poverty (15%). All learners are of the view that providing lunch at school will improve the output of learners. As regards improving the culture of respect and non-violence among learners, the learners recommended that the ALP

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should a) encourage a climate of respect among teachers and learners, stop teachers physical abuse (beating learners) in ALP, and encourage closer collaboration between teachers, parents and the wider community to enhance respect and

consideration for property. Although day care facilities are provided to support the re-entry of girls/young mothers in the ALP some still dropped out because of lack of support from their families.

Figure 10: Self-reported reasons for dropout from ALP

Related issues are linked by colour coding. "Other" represents an aggregate of 13 other issues each with representation of less than 1%.

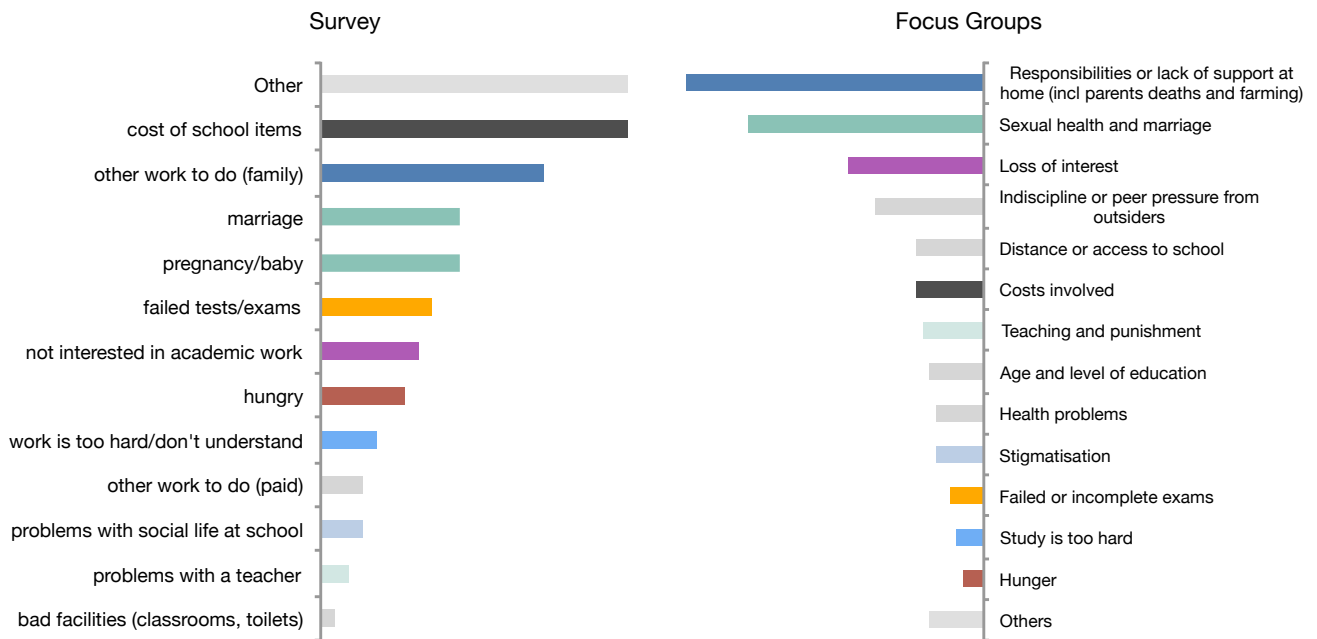


Figure 11: Comparison of self reported problems and needs at school.

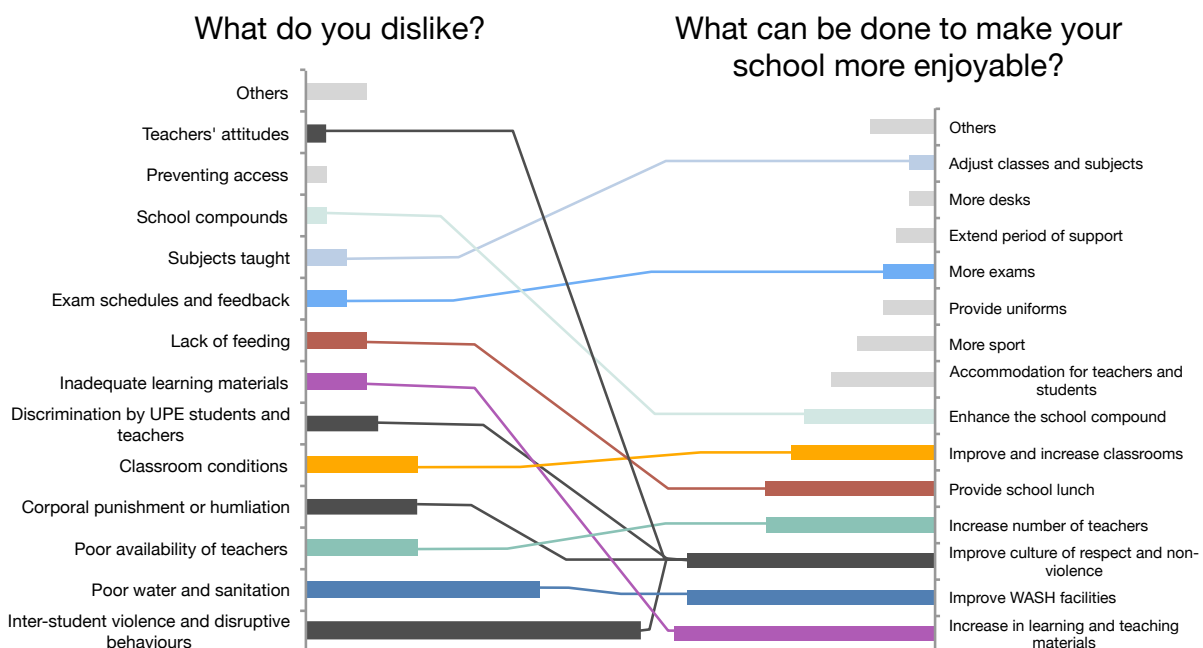


Table 12: Comparison of head teachers' recommendations with reasons for dropout

Low alignment	High alignment
<ul style="list-style-type: none"> • Construct more facilities • Provide school feeding • Increase number of teachers • Extend project to support secondary education • Provide uniforms • More support to mainstreaming including supporting UPE • Expand ALP to four levels 	<ul style="list-style-type: none"> • Open ALP to a wider age group • Provide a vocational element to ALP • Community sensitisation

Teaching training and methods

ALP targeted qualified unemployed teachers, some of whom were not registered as teachers with MoES. Although some local governments have made commitment to integrate the ALP teachers into the formal education system, the RAY project found itself constantly competing for teachers with the formal primary system during implementation. As NRC and Echo Bravo recruited and trained new teachers, others moved to the formal school system because of security of tenure.

NRC intended to recruit 125 male and 125 female teachers for the ALP however during the period under review 97 males and 97 females were recruited. Teachers were paid the same salary as in the formal system to enhance the long-term sustainability of the project, and this logic is still robust. Nevertheless, consistency of being paid on time by NRC (compared to formal teachers) did not propitiate the more complete remuneration package offered by the government.

Whilst this could be seen as a defect in the design, the evaluation team considers that it is preferable to the experience in YEP, where many instructors have resigned following drops in salaries offered by the organisations that took over YEP centres. This design may have had leakage from the perspective of RAY, but by doing so it has at least reinforced the formal system with additional capacity rather than undermining it with higher salaries.

Although teachers hired in the ALP were graduates of government accredited institutions and were vetted by the district Education Officers, there were concerns from stakeholders that some ALP teachers were not utilising modern teaching methods for training learners, thus resulting in some learners not grasping the concepts.

The learners' view on the quality of the teaching methods administered is the direct opposite to the views expressed by key stakeholders. 95% of the learners said they are happy with the quality of the teaching methods used by their teachers. Of that amount 74% (37% females and 37% males) said they are very happy with the teaching methods.

Over three quarters (77% total - 41% females and 36% males) of the learners said they received 4-6 periods or lessons of actual teaching per day. They accorded high ratings to the following methods used in teaching of reading a) listening to someone reading aloud, b) silent reading, c) learning new vocabulary from a text, d) pronouncing or sounding words, e) reading comprehension, f) taking home books to read and g) reading other materials at home.

Learners disliked the following issues because they affect the quality of the education received: a) teachers sometimes arrive late to school, b) when teachers do not teach well and they do not understand the concepts being taught, c) the teachers live far away and the security is not good which put the teachers' life at risk, e) lack of teachers' quarters for them to live near the school to allow learners to benefit from their presence, and f) too much beating and insults from some teachers.

The Gulu District Inspector echoed concerns pertaining the quality of training and preparation of teachers to implement the ALP. He stated that *"teachers were not well prepared...this was the main gap in the project"*. Professional teachers are needed who are able to assess individual learner's needs and create individual work plans for the learners to accelerate through the ALP.

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Within the context of the project – a post conflict region with a highly over-stretched formal education system – the project did, however, manage to deliver a higher level of quality than the alternatives available to children in the area. Although time did not permit us to access the content and the process involved in the training and preparation of teachers, one can deduce from the response of learners that the majority of teachers in the ALP programmes were, in fact, reasonably prepared for the task they were hired to do.

Quality of assessment

Testing and other forms of assessment within the classroom are important to judge whether pupils are learning the concepts/knowledge being taught. All learners said teachers assessed their work on a regular basis. These math assessments range from every week (23% total - 12% females and 11% males), 2-3 times per month (12% total, 6% females and 6 males) to 2-3 times per term (39% total – 19% and 20%).

Teachers views on ALP

Mrs Alice – Head Teacher of Kock Koo Primary School

Mrs Alice is the Head Teacher of Kock Koo Primary School. Following the selection of her school for the RAY project, she started mobilising the community to identify learners (drop-outs) for enrolment into ALP. She attended village meetings, churches, and social events to encourage community members to respond to the RAY initiative. NRC provided guidelines on selection and on the identification and enrolment of learners.

The Senior Management Committee (SMC) and the Parent Teacher Association (PTA) of her school help mobilise the community and have now taken ownership of the ALP. This effort resulted in the registration of 150 learners in 2011. Some participants dropped out of the programmes (especially child mothers) due to their inability to manage domestic responsibilities and school concurrently but the ALP continues to be a success.

NRC provided materials and furniture for both the ALP learners and teachers. The level 3 learners sat the primary leaving examinations and three of them are now in secondary school. The host school witnessed an increase in enrolment for both ALP and formal primary school, which is

partly attributed to the introduction of ALP. Given their background, some ALP learners were initially hostile and unfriendly but later begin to fit into the norms of formal schooling.

Mrs Rebecca, ALP Teacher

Rebecca Abalo joined the ALP in April 2013. She is a registered and qualified teacher from Gulu Core PTC. She was driven to join ALP because she wanted to become a professional teacher. She said that she was warmly received in Kock Koo by the management and the community as a whole. She described the learners in her class as very active in their class work, although some learners need more support in counselling. Rebecca received guidance from the teachers and management of her primary school. She is concerned that some learners stayed in school for the entire day without lunch and believed that this issue needs to be addressed in future. Learners who completed level 3 and continued into secondary education need support since their level of poverty and social circumstances have not changed. She also believes there is a perception that the ALP curriculum was designed for dropouts and yet some of the learners who participate in the ALP have never attended school. Her recommendation is that there should be more teachers in the ALP and more time allocated for adequate learning to take place.

Komakech Geoffrey, Primary School Teacher

Komakech has been teaching for over four years in the formal system. He said “ALP brought about significant changes to the school by way of increased enrolment, provision of teaching materials and text books which are shared by teachers across formal schooling and ALP, and also contribute to reducing over-crowding in some classrooms since some children moved from formal schooling to ALP”.

He contended that, “Child mothers who come to school with their babies can’t concentrate on class work in the absence of care takers therefore providing day care facilities to child mother enable them to continue their education, generate income through enhanced vocational and literacy/numeracy skills.” He believed that the “end of the programme” in December 2013 is likely to plunge many learners into oblivion. The increased number of children in the school has put a strain on facilities like latrines, with only two (2) now operational and thus shared by teachers and pupils alike.

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“ALP is a good and relevant initiative,” he said. The high level of poverty in communities is responsible for forcing many children to drop-out and or stay out of school. He said that ALP participants are very interested in learning and, when provided with a chance, are able to proceed to secondary level and perform well. “The formal school curriculum is designed for each class and yet the ALP curriculum condenses classes and makes learning more integrated – thus would prefer Alp curriculum,” he concluded.

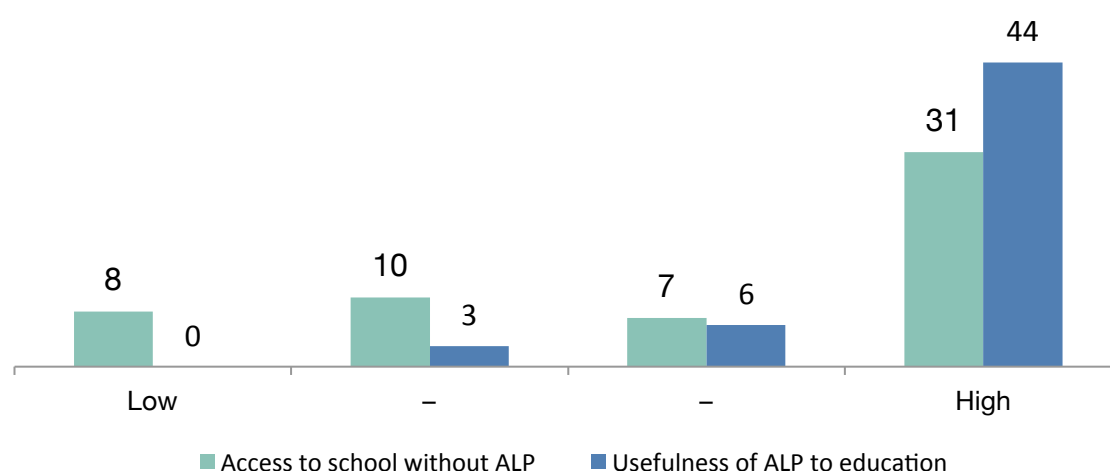
Summary of the Main Outcomes of ALP

- ALP in Northern Uganda reached 7,845 learners which exceed the revised target by 0.1% (5% girls). It has also significantly influenced the development of a draft Non-Formal Education (NFE) policy which is now before Cabinet for approval, then to Parliament for approval.
- MoES has created a division for Special Needs Education & NFE, which is now staffed with 2-3 staff. Validation and approval of the ALP curriculum is an on-going exercise by the National Curriculum Development Centre (NCDC). NRC has collaborated with the MoES to achieve these critical goals.
- At the district level, NRC has developed a continuous process of engagement and dialogue with the district technical teams from the onset/inception of the project. These teams helped identify learning centres sites

and other processes. ALP was carried out in existing schools except for a few centres.

- ALP was designed as a short-running ‘mop-up’ exercise. It used a compressed version of the regular curriculum that was negotiated between NRC and education authorities. This blended approach (teaching formal curriculum in an informal way) was important to enable the intended mainstreaming into the formal education system.
- Two districts (Amuru and Nwoya) have expressed willingness to continue to implement the ALP programme next year.
- There is evidence of enhanced understanding of the role and value of non-formal education (NFE) in schools and the wider communities.
- Many ALP teachers have been recruited into the formal teaching service by government. However, in its recruitment process, ALP targeted qualified unemployed teachers some of whom were not registered as teachers. This is a problem for mainstreaming teachers in the formal education system. Over the duration of the project NRC undertook two retraining events of 67 new teachers as a result of competition from government recruitment.
- ALP impacted positively on individuals and their families, but only in communities that are adjacent to the ALP programme.

Figure 12: ALP graduates to secondary school highlight the importance of ALP in enabling them the re-enter and complete formal education



4.3 Youth Education Pack

The overall aim of the YEP project is to enhance the livelihoods opportunities, literacy/numeracy and life skills of young people between the age of 14-24. YEP targets disadvantaged youth affected by the war. Communities were chosen by local authorities to implement YEP based on a) areas mostly heavily affected by conflict b) areas that were rebel strongholds and c) areas with a large population of urban young people. Youth that for different reasons haven't attended school (formerly abducted children, child mothers, children headed households and orphans) are given the tools and skills to make a living for

themselves and their families. Through the YEP, young people attained basic skills in tailoring, carpentry and joinery, brick laying and concrete practice, catering and also life skills and functional literacy.

According to the survey of YEP graduates and focus groups, YEP has made a significant contribution to young people's lives in terms of reintegrating into society. This opportunity for social connection and acceptance is linked to strong feelings of dignity, self-respect and positive outlooks. Although a few cases of marginalisation and stigmatisation remain, the over-whelming finding was strongly positive.

Figure 13a: The most important outcomes of YEP recorded in focus groups

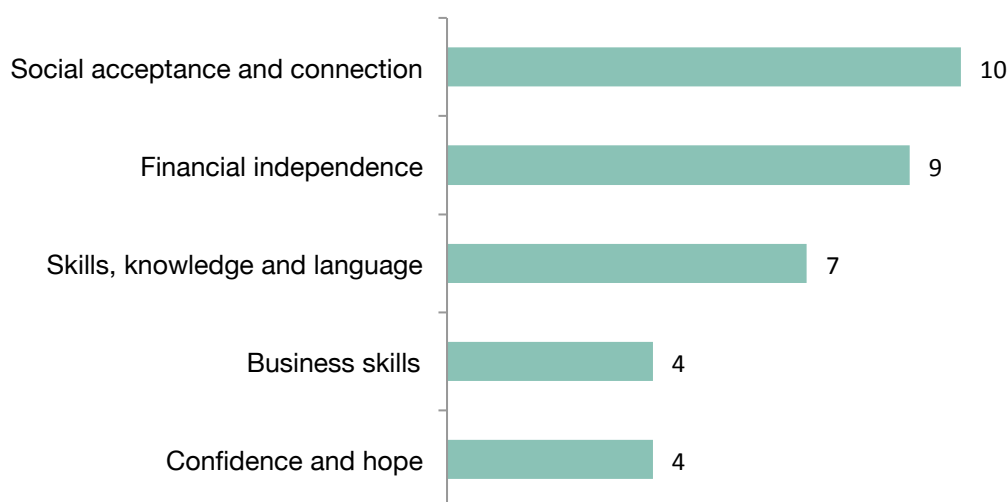
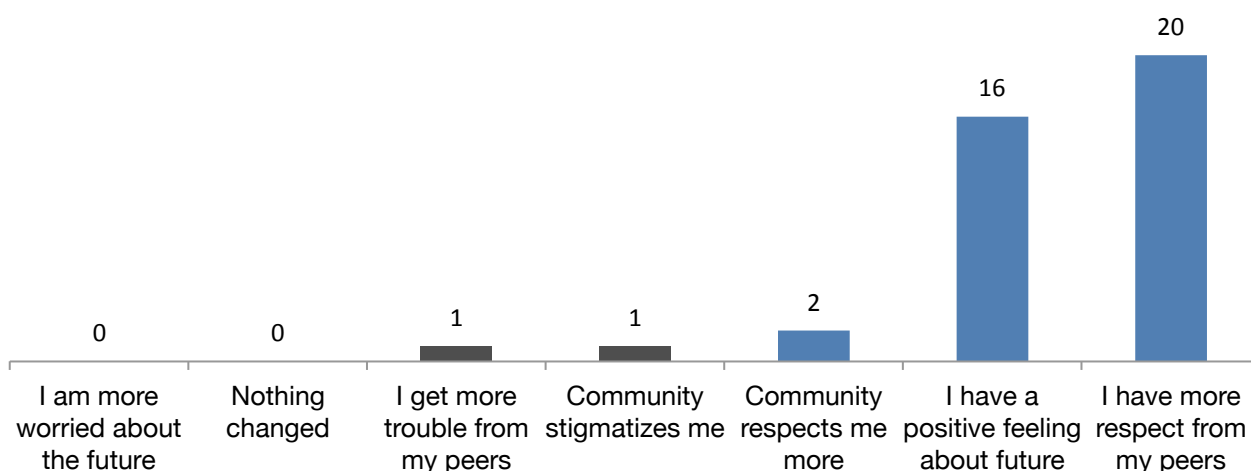


Figure 13b: Survey data revealing the extent of positive outlooks and increased respect from peers



Resources

The YEP programme was attractive to the project funder because it possessed the capacity to show positive evidence of changes in the livelihoods,

poverty and social status of beneficiaries within their respective communities. It was originally the intention of NRC and Government to transform the YEP centres into community polytechnics. This did not materialise since local government

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was not ready to take on the established YEP centres (in terms of budget and capacity). In a number of cases, sub-counties, NGOs and the Church of Uganda have taken over YEP centres since 2012. One of the sub-counties has remodelled the YEP centre into a secondary school.

Although all Senior Officials from all stakeholder groups were of the view that there were high demand for the skills offered through the YEP programmes, accessing YEP centres was still a major concern for a large number of young people due to long distances they are coming from to attend these centres. Trainees said they did not have the money to pay for rent and subsistence during the period of attendance on the YEP programmes, thus were unable to participate in this important programme.

Concerns were expressed regarding the cost to transit YEP to district and partner agencies. Officials of stakeholder agencies consider that YEP, as implemented by NRC, was too expensive to be handed over to local NGOs. Officials of NRC Project team said initially the YEP centres were expensive to implement because they were providing everything to students and the programme involves a significant investment in infrastructure (although this was mitigated by refurbishing buildings where possible). In addition to teaching aids, instruction materials and scholastic materials for learners, salary scales for instructors were higher than in the formal educational system, and upon graduating learners were provided with start-up kits, which add to the expense of implementing the programme.

During the implementation period, NRC reduced the cost of YEP by a) abolishing issuance of uniform and cutting the cost of food distribution by utilising other sources of food, and b) readjusting implementation costs due by hiring professional centre managers, implementing joint M&E and ICT databases, and rehabilitating existing

structures rather than building new ones. Due to scarcity of general development resources, officials still contended that NRC need to undertake further work to reduce its management and operational costs before handing the YEP centres over to NGOs and partners agencies for implementation.

ALP and YEP Officers stated that there is evidence that more ALP students wanted to transit to YEP programmes, but were unable to do so because YEP centres were not located close to ALP schools, and additional support for boarding was required. As a result, only five students are known to have transferred from ALP to YEP.

Betty Oyeila lives in Atanga, Pader district. She joined the YEP in 2011 to pursue a course in catering. Before attending the YEP programmes she was a farmer struggling to eke out a living for herself and her family. The course enabled her to gain knowledge and competency in catering thus she was able to establish her own business. YEP also enabled her meet new friends and socialise with members of the Atanga community. She is now emerging as a prominent member of the community by her contribution to the overall development of the community. Betty is currently teaching mothers and others members of the community how to use local foods to produce nutritious dishes. She is presently managing her own hotel business and providing nutritious dishes for her customers. Betty is generating enough income from her business to support her family and contribute to charitable initiatives in the community.

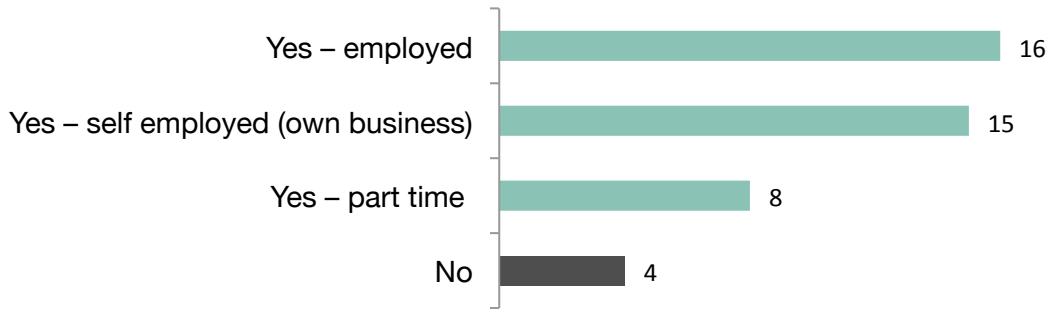
Consequently, several stakeholders contend that YEP-type courses should be offered to older ALP students to allow them to acquire a skill to generate income while they pursue their education.

Despite these lessons for the sustainability of YEP, instructors noted that the adequate training and the resources available at the YEP centres enabled them to run successful training programmes. In addition, one centre was run in partnership with an existing institution – Pajule Vocational Training School. This was seen by the NRC team to have been an effective, efficient and sustainable institutional arrangement for YEP.

Into a Productive Role in Society

The main goal of YEP was to enhance the vocation, life and literacy skills of young people in terms of playing a contributory role within their communities, and being able to generate a livelihood from this initiative through self employment, continuation of their education and involvement in apprenticeships. The survey data for YEP students from 2011-2012 revealed that 91% of participants had managed to find at least part-time employment related to the trade that they studied.

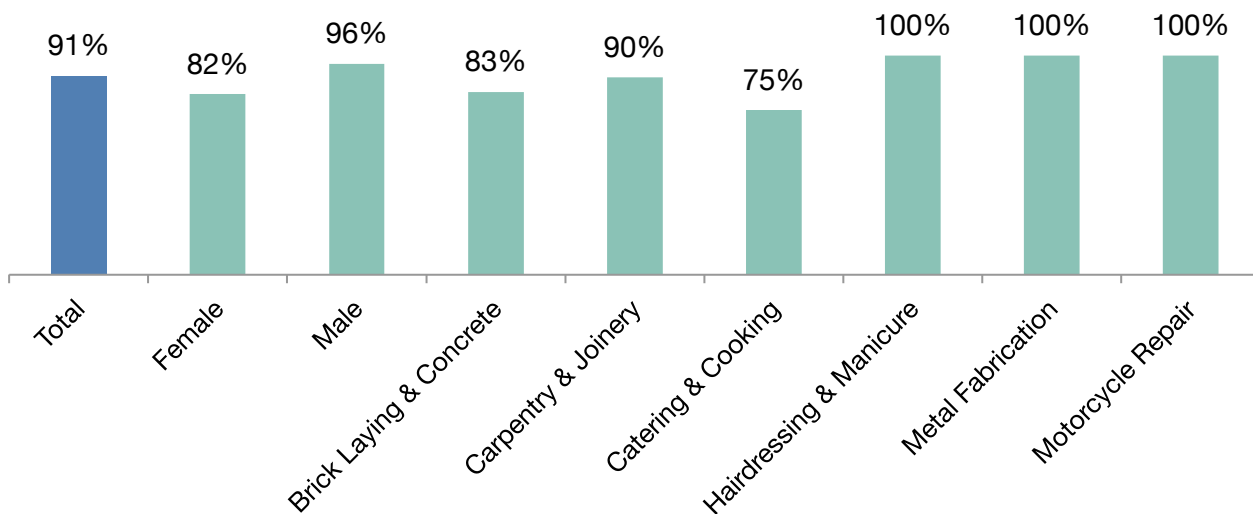
Figure 14: YEP students in related employment following the project



Gender and trade-disaggregated data reveals that young men were more able to find related employment on completion of YEP. This may relate to the demand for the trades associated with male gender roles: motorcycle repair, metal fabrication, carpentry and joinery, and brick laying and concreting. During NRC’s tenure managing YEP centres, they reported substantial effort to challenge perceptions of gendered trades – with both young men and young women encouraged

to explore trades associated with the opposite gender. Although precise data is not available, all centres had readily-available examples of learners working in non-traditional trades. Interviews with current YEP centre managers reveal that this progress has not been maintained, and that the 2013 intake of students has largely reverted to traditional perceptions of sexes associated with particular trades.

Figure 15: Gender and trade disaggregated data on post-YEP employment for graduates related to the trade studied (2011 and 2012)



Leadership and Management

The YEP programme was managed by NRC in 2011-2012. One centre, Pajule, was an independent vocational centre to which NRC seconded learners and this was most often cited as a highly effective example of collaboration. In the initial stages of YEP, the districts had minimal direct involvement in making decisions on the design, development and monitoring of the programme. However, through briefings, NRC provided regular information on the progress in implementing the programme. Later in the

programme the districts were given opportunities to shape and influence the implementation process and programme outcomes, and engaged in the training of teachers/instructors for the YEP.

The location of the YEP centres at community level was determined on the advice of the District Education Officers. Initially the location of the centres was based mainly on the availability of permanent buildings and not on the studies of the distribution of young people. However, RAY project targeted different locations from the

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previous YEP project. RAY thus benefited from previous experience with YEP in Uganda.

The YEP instructors expressed satisfaction with the “*good management*” and close supervision of the YEP Centre by NRC. They linked this contribution to the performance of young people after the training. However, they noted the importance of following-up with these new professionals to assess how they are performing in their businesses and general life. To some extent, NRC has been able to do this by keeping on its YEP programme staff after the closure of the project. This appears to have been a successful strategy, as recognised by the YEP focus groups. Indeed, there is growing recognition with NRC Uganda of the importance of post completion follow-up, and concern that the same opportunity will not be available to ALP.

Curriculum

There were some concerns raised by stakeholders pertaining to the skills offered in the YEP Package. Based on market assessments using the Women’s Refugee Commission tool, some trades were dropped and others added due to prevailing market saturation, but staff noted that the core package used in new YEP centres in 2011 was heavily influenced by the experience of the previous YEP project rather than starting from scratch. Nevertheless, the strategy of adapting trades during the implementation process did contribute to improving the flexibility of YEP in RAY compared to previous years.

In 2012 a diversified set of skills were offered to the number of courses that are on offer including hairdressing, metalwork and motorcycle repair. Gender roles were considered when choosing these skills. The courses were a) shorter and b) better linked to the agriculture year of the community to achieve attendance and completion.

The previous skills offered were narrowed due to market saturation and other prevailing factors. This new offering of courses was an effort to broaden the participation of women in traditionally male dominated skills such as brick-concrete masonry, carpentry-joinery, etc.

The full YEP package included literacy and numeracy, life skills, business skills, basic agricultural production, income generation, and a group start-up kit on graduation.

Stakeholders questioned the programme for not offering courses in vocations more related to the agriculture value chain, since this occupation is the predominant economic activity in the area. They recommended more attention to harnessing the agricultural skills and techniques of young people to develop sustainable livelihoods and food security among them and the wider community. It was noted, however, that young people themselves rejected the option of agriculture – with greater interest in urban-related trades (a trend shared with other post-conflict settings such as Liberia and Sierra Leone).

Outcome data on life skills and business skills was not collected by the evaluation. However, interviews with both YEP graduates and local

government staff reveal this aspect of the project as being both highly relevant to the context and to the socio-economic groups that were targeted. A number of interviewees noted that the business skills had allowed them to generate income in areas outside of the trade that they studied.

The main area of concern with life skills and business skills was related to the finding in the centres visited that very little documentation had been transferred to the incoming CSOs at the end of NRCs tender. This is likely to erode the sustainability of important complementary elements of the curriculum.

Bosco Ayela lives in Pabbo, the district of Gulu. He was a graduate of the community primary school. After leaving school he became a farmer, growing rice for food consumption. One day he heard about a meeting that was advertised to discuss the YEP programme so he attended a community consultation on RAY. He was excited of the prospect of learning a new skill so he joined YEP in 2012 to pursue courses in carpentry and joinery. Due to the long distance of the YEP Centre from his home he experienced numerous difficulties while attending the programmes. He also experienced problems of hunger at the centre since food was not provided and he did not have the money to purchase food. He is now in the process of graduating from the carpentry and joinery course. Although there is no significant change to his current situation, he is hopeful that his life will improve significantly in the future as a result of the new skills he has acquired through YEP. He is currently putting his new found skills into use and is generating sufficient income for him to survive while he completes YEP.

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The farming calendar was found to interrupt the YEP calendar, resulting in a high level of absenteeism (45%) and eventual drop out of students who could not catch up with the curriculum when they return to classes⁴². The YEP curriculum was adjusted during the project to better allow it to fit into the farming calendar.

The centres also ran a cooling-off and transfer period, when students could sample other trades and choose to swap if they wanted to. This strategy could be used to introduce more learners to the potential income benefits from market-orientated agriculture. Whilst the curriculum was important to learners, they also reported the social aspects of YEP centres and relationships with the instructors as important.

Group dynamics, the start-up pack and the experience of YEP

YEP in Northern Uganda was developed based on experience elsewhere in the world. A number of features were built into the design of YEP based on these previous lessons, including:

1. The formation of YEP students into groups at the end of the project, in order to start up businesses together;
2. The provision of start-up packs to the group (shared capital) rather than to individuals (perceived as a gift);
3. The involvement of local authorities in recording the distribution of start-up kits;

Concy Lamwaka lives in Gulu, the district Pabbo. After completing her primary education, she became a farmer on the family farm. Her farming was mainly for food consumption, the surplus she would sell to the local market. She was attending a training programme at the sub-county level when she was informed of the new YEP initiative. She registered for the hairdressing programme but experienced lots of difficulties studying and at the same time taking on full responsibilities for the welfare of her household. Despite all these difficulties she was motivated and committed. She found the studies very helpful and learnt a lot, especially the art of writing and languages. She has now opened up her own hairdressing saloon. Concy has gained lots of respect from her friends and peers and has been able to pay for her children's education from the money she is earning from her business.

4. Centralised institution -based training;
5. Full-time training of a semi-formal curriculum;
6. Separation of training and labour market participation phases;
7. Provision of centre infrastructure; and
8. Fully-subsidized (cost-free) service provision.

Despite these design features, a number of lessons were identified by NRC staff and local government based on this experience with YEP.

- Group formation of learners living near one another took place late in YEP implementation process, without specific investment in nurturing group dynamics. NRC mainly acted as trouble-shooters rather than facilitators of group cohesion;
- Learners graduated with new tools in their start-up packs, rather than having the opportunity to use, maintain, and repair these tools under the supervision of instructors – the packs could have been introduced earlier in the curriculum; and
- Despite the allocation of start up packs to groups, there were numerous reports of theft of tools either by a single member of the group, or one of their family members (tools were also stolen from YEP centres by ex-staff when these facilities were handed over to sub-counties).

Social dynamics can also be detected in the main reasons for drop out from YEP – as recalled by focus groups. These reveal that the environment at centres is a major influencing factor for learners (this is consistent with the same finding in ALP). Creating positive group dynamics is made even more challenging by the background of many YEP learners, including the brutalisation of many young men.

Instructors Training & Teaching method

YEP instructors came from a range of backgrounds and professions including trained teachers who are qualified to train learners in specific skills, and skilled artisans/practitioners who were hired and trained by NRC to impart specific skills to trainees. YEP instructors adhered to simple, practical approaches to the teaching of vocation education.

Instructors stated that they would start their course by introducing the background and career opportunities to students before providing

⁴² See Interim Project Report Feb-June 2011.

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instruction. Survey data reveals that this approach was followed up by providing opportunities for students to practise their respective skills within the classroom setting.

Trainees were instructed how to use the tools and equipment in a protected way to ensure

adherence to health and safety rules. They were then given specific projects/assignments to work on individually or in a group. Working groups would be encouraged, with the intent to transform these later in the programme into small businesses and enterprises.

Figure 16: Aspects of YEP most valued by YEP learners

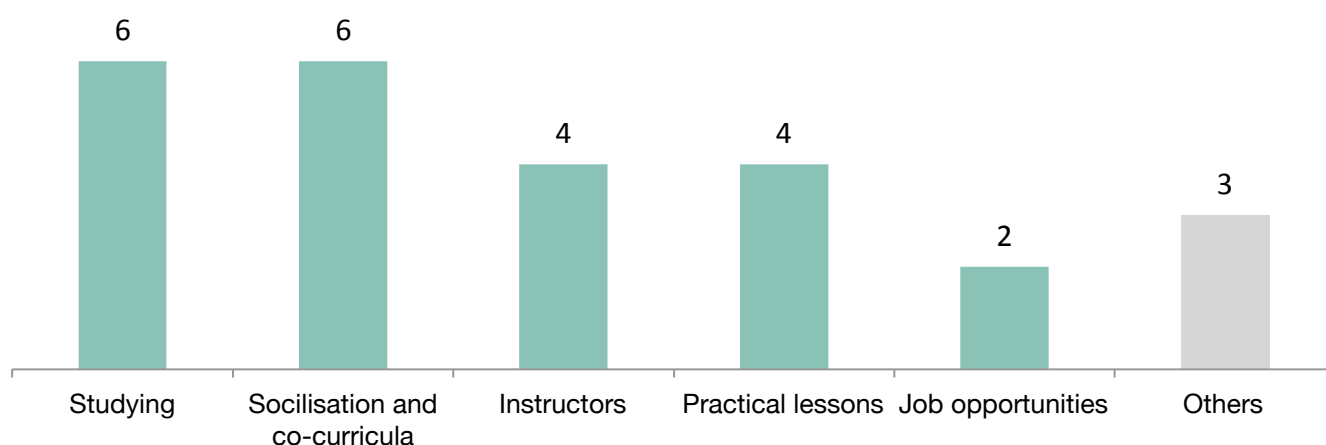
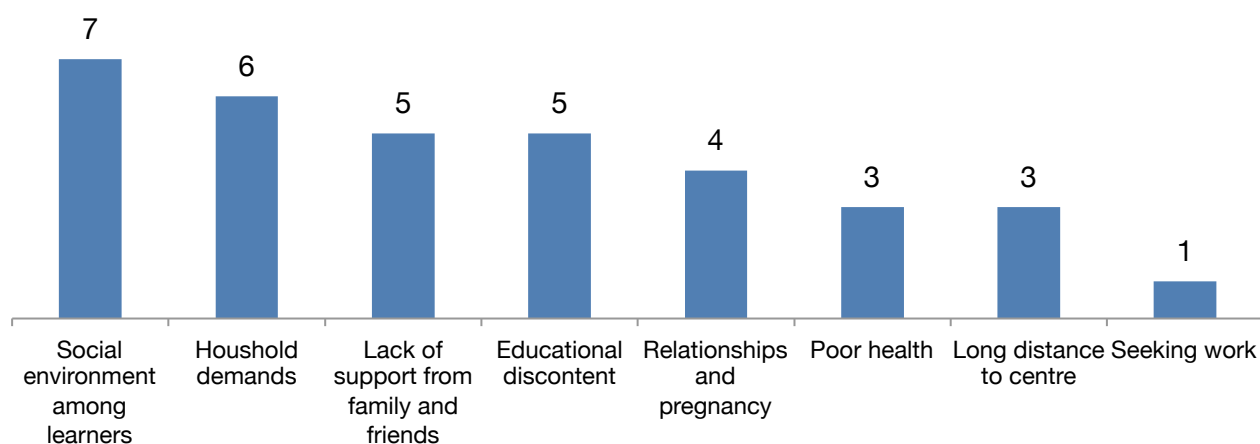


Figure 17: The main reasons for dropout from YEP



Parental and community engagement

YEP instructors recognised the important role that parental and community engagement can play in promoting the YEP centres as well as provide opportunities for learners/trainees to generate income and livelihoods from the new skills acquired. They reported that community leaders were involved in the decision making process within these centres. However, follow up from community leaders and parents was slow. Despite this concern, the engagement of parents and community leaders contributed to up-lifting the spirit of learners in YEP and enhancing the performance of learners in the programme.

Learners voice

Although small working and business groups were formed and nurtured at the end of each YEP round, the research did not collect any information on whether these groups fed back into the governance and policies at the YEP centres. However, learners said their vocational education centres provided opportunities for them to acquire new employable skills, opportunities to socialise, and involvement in extra-curricular activities.

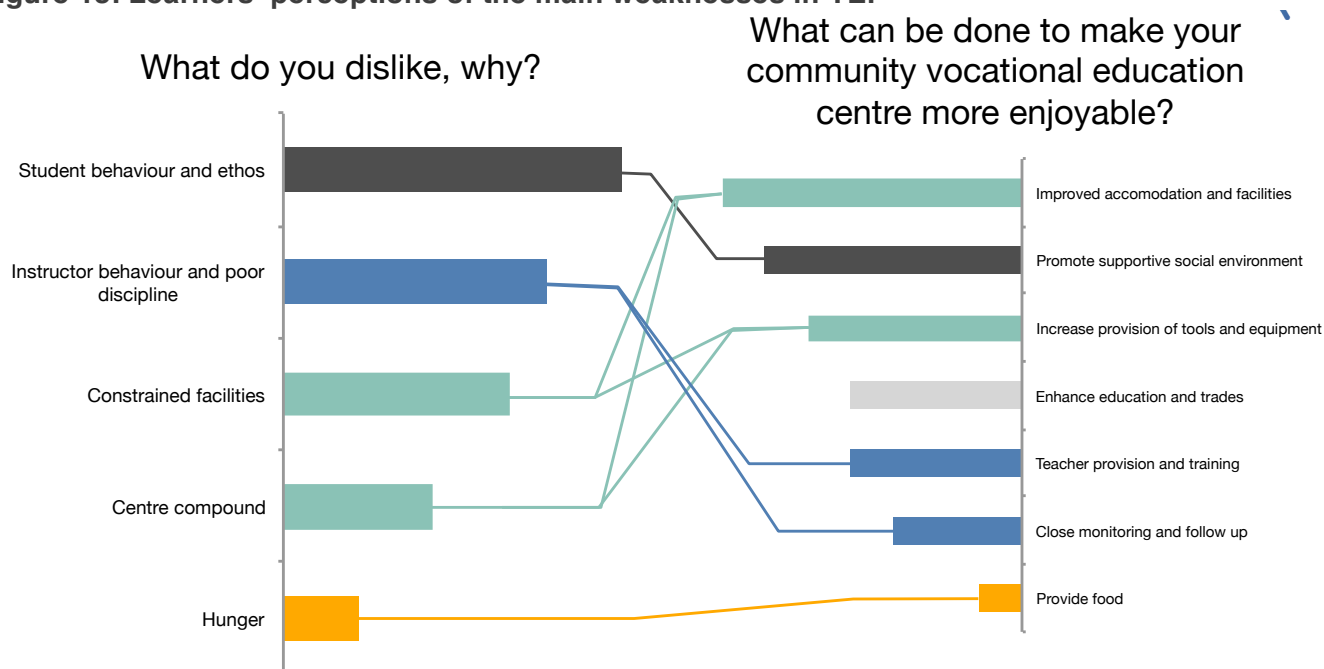
As with ALP, the issue of greatest concern to learners was the behaviour and method of their fellow students. Once again, when asked what actions NRC could take, the limitations of physical

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infrastructure and equipment was given priority. This seems to reflect the same bias to material intervention noted under ALP. Also consistent

with ALP was the low rating of hunger as an influential issue. This seemingly supports NRC's decision to withdraw feeding from YEP.

Figure 18: Learners' perceptions of the main weaknesses in YEP



School environment and ethos

Overall, learners are of the view that YEP has made tremendous differences to their lives. Besides providing them with skills to acquire income and livelihoods, it has made them more socially acceptable and connected, provided them with business skills, and made them more financially independent. Learners felt that YEP contributed to enhancing their confidence and provided them with hope.

Learners emphasised that they dislike displays of poor behaviour and lack of discipline by both the instructors and other learners. They highlighted that some facilities at the YEP centres need improvement. To make YEP more enjoyable they suggested more efforts be made to promote supportive social environment, increased provision of tools and equipment, and closer monitoring and follow-up of learners by centre staff. Despite challenges with social relationships, however, many members of the

community outside of YEP were envious of the close relationships developed between students.

Drop out from YEP was mainly attributed to a combination of social factors, including household demands, lack of support from family and friends, educational discontent, and relationships or pregnancy.

James Ojok lives in Pajule in the district of Pader. In 2012 he registered to pursue a course in Metal Fabrication at the YEP Pajule centre. Prior to enrolling in the YEP programme he was a farmer after completing his primary level education at Agora primary school. The course enabled him to acquire knowledge and skills on new technologies to provide professional services. James is now a welder doing metal fabrication work. He established his own business making enough money to help him sustain his livelihood. He was also able to make lots of friends through the good social network established by YEP.

There were several examples of young women in YEP failing to complete because they had been sought out for marriage after members of the community witnessed them transform under the project. NRC and centre managers determined that it was only appropriate to intervene with the parents or spouse if the girl was a minor (under 18). This was complicated by the act of marriage being seen as a

major positive outcome for families after having previously viewed their own daughters as lacking potential.

4.4 School Construction

The school construction programme was specifically designed to complement the ALP and YEP components of the RAY project. It consisted of:

- construction of 48 ALP classrooms;
- construction of 35 teachers houses (for 70 teachers);
- construction of one and rehabilitation of six YEP Centres (10 classrooms); and
- construction of 38 five stance latrines.

Table 13a: School buildings constructed under RAY

Teachers houses (2-Units each)	35
Classrooms (individual)	58
Latrines (5- stance blocks)	38
Total	131

Table 13b: Distribution of Construction Sites in RAY

	New	Refurbished	Total
Pader	5%	10%	15%
Agago	6%	8%	14%
Lamwo	9%	5%	14%
Kitgum	10%	6%	16%
Gulu	4%	5%	10%
Nwoya	9%	5%	14%
Amuru	12%	5%	17%
Total	55%	45%	100%

The NRC Project Team posited that the sites for construction of classrooms and teachers' houses were identified according to the district priority plan. The School Construction project entailed the construction of classrooms and toilets at primary schools and houses for ALP teachers. Teacher houses were a significant demonstration to attract trained teachers from across the country in support of the returning process. The houses also ensured that teachers are available within the community to provide more contact time between themselves and learners.

NRC provided housing for teachers in schools to a) ensure that teachers are located in the community to provide direct support to learners when they needed help and b) facilitate the recruitment of teachers from communities outside of the district to work in remote rural and urban communities. NRC wanted to add solar panels to enable the teachers' houses to produce electricity; however they were dissuaded by the

DEOs who wanted to avoid setting high standards that could not be maintained by the government.

All stakeholders agreed that the construction of teachers' houses impacted positively on teacher attendance and thereby enhancing quality and efficiency in the delivery of education within the district. In addition, this effort provided opportunities for parents to meet and work with teachers to enhance their children's education. This component also contributed to building cooperation and partnership between parents and teachers by helping to make them aware of their roles and responsibilities in the education process.

NRC applied an innovative methodology to project development and implementation that included Community Contracting as well as conventional contracting approaches for contracting work to construction companies. The innovative community construction methodology provided positive direct benefits to the livelihoods of local residents of the community. The traditional conventional contracting approach provided opportunities for construction firms to work along-side local builders, masons and carpenters from the community to build the classrooms, teachers' houses and other infrastructure/facilities within specific timeframes as indicated by NRC. This approach contributed to a) valuing and appreciation of the local skills base of these communities, b) enhancing the capacity and professionalism of local builders to develop income, c) enhance local ownership of ALP and YEP projects and d) enhancing the livelihoods of individuals/families and the wider community.

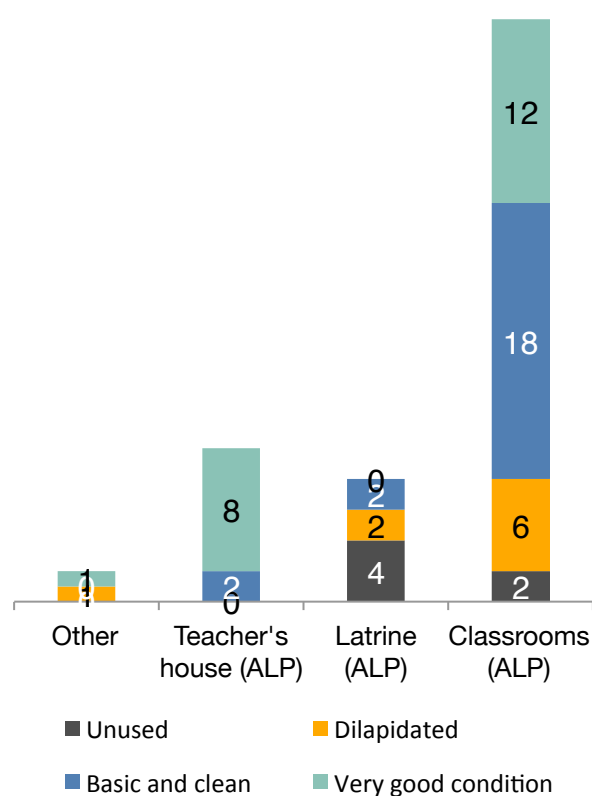
NRC was in the process of implementing coding of ALP community schools and teachers' houses in order for them to become government aided/assisted. However, after recent withdrawal of direct budget support by donors, DEOs have been instructed to halt this process.

The teachers' house component of the School Construction project has contributed to attracting teachers to work in schools in remote communities thus boosting the quality of education delivered within these communities. Due to the high demands for these facilities it is observed that schools have been using their four room houses, which were designed to accommodate two teachers to house four

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teachers. An issue of concern for teachers and school management committees is that many of the teachers' houses were constructed without latrines, with teachers expected to use existing school facilities.

Figure 19: The number of buildings observed and current condition of ALP-constructed buildings and UPE buildings constructed by NRC prior to RAY



Learners expressed their appreciation for this component of the project; however they felt that a) staff quarters need to be constructed within the school compound so that they could access the teachers whenever an urgent need arises⁴³, and b) more buildings for the teachers' quarters/blocks should be constructed. On issues pertaining to their classrooms they said that floors in the renovated classrooms should be constructed with concrete to avoid dust, and more rooms should be built to accommodate YEP learners, specifically those learners who are living far away from YEP centres.

The results from both ALP and YEP surveys, however, suggest that despite calls for more

facilities, the current availability of facilities has not prevented learners from attending classes or gaining an acceptable quality of education. Stakeholders are of the view that if YEP centres are constructed close to ALP Centres that this will increase transition to YEP programmes.

4.5 Organisational findings

NRC worked with the Government of Uganda and Echo Bravo across all districts to implement the RAY initiative in Northern Uganda. RAY was the first experience for NRC Uganda to work in partnership with another organisation. This is part of a global shift towards working in partnership for NRC. Lots of discussion took place between both agencies on the nature, composition and role of partners in the partnership before decision was made on the specific terms of the partnership.

As stated by the NRC, MoES and Echo Bravo officials participated in implementation of the assessment survey. NRC provided mentoring support to Echo Bravo to incrementally take over NRC's roles in the implementation of the RAY project, with a focus on direct implementation in one district.

NRC has a group of educational specialists in Oslo who provide general guidance and expertise to the development of programmes. These experts work with local expertise in individual countries to implement the programmes on the ground. During the RAY development and implementation process the NRC worked with technocrats at the Ministry of Education and Sports (MoES) to achieve the following:

- A draft Non-Formal Education (NFE) policy which is now before Cabinet for approval and would then be dispatched to Parliament for final approval.
- Creation of a division for Special Needs Education & NFE, which is fully operational and now staffed with 3 staff members.
- Validation and approval of the ALP curriculum by the National Curriculum Development Centre (NCDC)
- At the district level, continuous engagement with the district technical teams engaged in the monitoring of ALP & YEP, recruitment and training of teachers and the identification of learning centres/sites.

⁴³ Although no specific protection issues were raised

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Besides working with the MoES and Echo Bravo, NRC had initially intended to collaborate with a range of educational partners/groups in Northern Uganda including the UNICEF back-to-school initiative on the RAY project. However this did not materialise. It is the view of stakeholders that the closure of the RAY programme will have significant consequences for the success of the recovery programmes at district level, in terms of the availability of resources to sustain such initiatives.

Although stakeholders felt that the approach implemented by NRC was successful, they believe that if more time and investment had been committed to understanding the needs of the communities and its partners, the design process would have been in a better position to create a range of flexible programmes which are more tailored to address the educational, cultural development, social and livelihoods needs of the communities.

Negotiations have been held with the local authorities, Echo Bravo and other non-governmental organisations pertaining to the handing over of the ALP, YEP and facilities. However, beyond SMCs, the local communities do not appear to have been involved in these consultations.

Stakeholders have advised that a bottom up developmental approach should be developed and implemented between the community and government on one hand and NRC and its partners on the other hand to ensure the gains achieved through RAY are built on and sustained at the community level. In order to build local ownership and sustainability utilising a human centred design/development process, the ALP and YEP contents and processes need to be re-negotiated with communities to solicit their views and input to enhance these programmes prior to any further work on implementing the RAY (or any component thereof).

During interviews, it was noted that NRC has generated a substantial level of social capital in Acholi sub-region through its history of accompaniment and assistance, even during the peak of the conflict. Both local government and local communities hold the organisation in high regard, and are willing to invest their time and energy into supporting its work. This social capital is a substantial asset that is likely to be lost if

NRC withdraws from Uganda – perhaps missing an opportunity to help communities transition from emergency survival and recovery into meaningful developmental change.

Cost drivers and efficiency

The main drivers of project cost were:

- The school construction component. This was mitigated through extensive use of existing facilities, and refurbishment where possible. However, contracting alone still represented 29% of the overall budget.
- Teachers' salaries. These constituted 16% of the overall budget and the large fluctuations in the number of teachers on salary (due to loss to the formal system) constituted a level of unpredictability.
- The costs of NRC combined (including staff, premises and travel) represented 39.5% of the pre-admin costs – bringing the total cost of NRC's services to over 40% of the budget. The level of flexibility in the budget – to accommodate changes in staff numbers and transport costs – was essential to minimising the level on uncertainty that this heavy weighting of the budget had the potential to create.

If YEP learners, ALP learners, teachers and instructors are all considered to be beneficiaries of RAY, then the project invested approximately \$700 per beneficiary over 3 years (approximately \$233 per beneficiary per year)⁴⁴. This is roughly sufficient to deliver a full community-centred school feeding programme – the main realistic alternative to the strategy that was adopted. It is, however, the view of this evaluation that school feeding would have been insufficient by itself to attract and retain the most vulnerable young people into the formal education system. The coverage of the project would also have been reduced by virtue of needing to provide school meals for UPE students. The strategy that was adopted can thus be viewed as highly efficient, despite missed opportunities for synergies between the components that would have increased efficiency still further.

Monitoring and Evaluation

NRC developed and implemented a monitoring and evaluation (M&E) framework to monitor the

⁴⁴ The budget data used to calculate this does not allow for a clear comparison of ALP vs YEP, and as has been noted the flexibility of the budget allocation proved to be a strength of the project management.

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performance of the project on beneficiaries and the community as a whole. An M&E database was established, but the organisation did not ensure that it was effectively and efficiently maintained by competent expertise. The officials who set up the M&E database for another project had to leave and were not replaced. This affected the operation and performance of the M&E component of the project, and wasted an opportunity to track individual learners through the project.

The logframe and approach to M&E is currently inconsistent with the Managing for Development Results (MfDR) principles under the Paris Declaration: an important reference point for recovery and development orientated programming. The overall project logframe primarily included output indicators, with no clear definition of the expected outcomes – reducing its value as a management, accountability and learning tool. The experience of the Country Office was feeding the global NRC system with information from this logframe, without receiving feedback or analytical support. This, too, missed an opportunity to transform M&E from a data collection exercise into a meaningful management tool.

Despite shortcomings in the M&E system as a whole, education officials at the district level collaborated with the NRC M&E project team to monitor the programmes on the ground

extensively. This qualitative feedback and tracking data does appear to have contributed meaningfully to enhancing the quality of education provided through RAY, to the extent that local stakeholders believe it to be better than the education the district provides.



Section 5. Conclusions and Lessons Learned

These conclusions and lessons learnt have been developed by the evaluation team, and were tested and validated during a meeting with the NRC Uganda country team. The evaluation process included a staff survey, providing NRC programme staff with the opportunity to respond to the issues reported as important by stakeholders, to identify evidence of action, and to suggest lessons for future non formal education programming.

Conclusions are presented here according to the evaluation questions and framework.

1. Context

Within the post-conflict context of Acholi sub-region – with the withdrawal of large amounts of emergency assistance, gaps in the formal education system, and many thousands of disenfranchised youth – the RAY project contained three components that had the opportunity to work together and address critical education challenges.

Whilst there was a significant investment by NRC in the design process for RAY – drawing on district government and NCG – the eventual arrangement and implementation of the components appears to have been primarily influenced by factors other than a full needs assessment of the context. These factors were:

- The availability of funding for education with MFA and a need within NRC to secure its presence before withdrawal;
- Global experience with ALP and a preference for the approach in NRC;
- Previous good experience with YEP in Uganda;
- Previous experience with school construction in Uganda; and
- Lessons learned from Liberia.

The evaluation team considers that the main drivers of this decision-making are rooted in the rapid shift of donor funds away from emergency projects in Acholi after IDP camps officially closed

in 2009/10. Project funding was replaced by donor investment in direct budget support to national institutions. As one of the few international emergency NGOs who choose to stay, NRC was faced with reduced opportunities to fund its work. The MFA resources available to support education represented a major opportunity in this setting – and matched with NRC's assessments of one important area of need. But, if the funding had been for food assistance, then – realistically – the organisation would have been under pressure to implement that instead.

Findings from the evaluation suggest that little has changed in the surrounding context over the past three years to explain project outcomes, other than the project activities. In addition, whilst the original design did not strictly reflect an objective response to the context, flexibility within both the budget and the implementation of RAY meant that the project became more embedded in the context over time. This is reflected in the current universal support from local government, educational institutions and learners.

Lesson 1: flexible budgeting and implementation are as important – if not more important – than the original design process in creating a contextually-embedded project. NRC was well placed in the post-conflict stage to build on its relationships of trust with communities to adapt the project as it was implemented.

2. Effectiveness

ALP exceeded its revised goals in terms of numbers accessing education, although a degree of uncertainty remains around the extent of graduation to secondary school. It is the view of this evaluation that the findings strongly indicate that the majority of ALP students would have had no other way of accessing basic education had it not been for ALP.

The extent to which ALP has provided meaningful long-term changes in children's lives is less clear.

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Whilst achieving MDG2 is both a human right and a core development goal, significant financial, domestic, and cultural barriers continue to threaten the extent to which a child from the group targeted by ALP can continue their education or generate an enhanced income. Furthermore, whilst the educational outcomes in terms of exam performance and literacy seem to have exceeded that provided by UPE, the social outcomes in terms of respect and inclusion are more uncertain.

This is contrasted by YEP, for which there is clear evidence of substantial impacts on both social reintegration and livelihoods. YEP met the target originally intended for it in terms of enrolment, and has provided new sources of livelihoods for 91% of those who completed. It was a much smaller programme than ALP in terms of centres, and so to some extent this can be expected. But, it also highlights the complementarity between ALP and YEP – and the opportunity that existed to create a supportive eco-system of both academic and vocational training. In the end, this was not achieved to any meaningful level, and so a chance was missed to make the project even more effective.

School construction appears to have been effective in its main goal: supporting the achievement of ALP and YEP. Evidence from students suggests that, despite demand for more facilities, the level of building was adequate to ensure the success of the other components, without over-servicing schools. The availability of teachers' houses enabled schools to attract competent and trained teachers from outside of the community as a result of the accommodation offered. These teachers are steadily becoming integrated into the life of the community and were easily available to children when required, thus contributing to enhancing the quality of education delivered within these communities.

Overall, RAY successfully provided access to out of school children in return areas to complete basic primary education and skills training cycles. This is evident by the increase in the number of learners attending and completing primary school and in the increase in the number of young people attending and completing YEP vocational education programme. It is also demonstrated by the increase in the number of young people who are establishing their own business and acquiring livelihoods as a result of the knowledge and skills

acquired from their participation in the YEP centres within respective communities.

Lesson 2: effectively run components need to be implemented together – rather than in parallel – if they are to deliver on the potential effectiveness of combined academic and vocational education. Achieving this when local authorities are targeting the location of centres according to their district plans is a major challenge. There is significant scope, therefore, for including aspects of vocational and life skills training within the ALP curriculum – especially at level 3 (before graduation).

3. Efficiency

NRC collaborated with a range of partners including the MoES, District councils, and Echo Bravo to implement RAY. This is the first project in Uganda in which NRC is collaborating with partners for implementation, resulting in extensive consultations among the various partners on the roles of the partners within the RAY partnership. There are many potential synergies between NRC, Echo Bravo and MoES, but evidence suggests an overall lack of synergy in the project implementation process.

Nevertheless, the chosen strategies were efficiently geared toward meeting the educational and livelihoods needs of return children and young people in Northern Uganda. The strategies were implemented efficiently in terms of time and collaborative working with communities. Whilst this community-level participation was admirable, there were no mechanisms instituted by the project to allow for the learners (ALP) and young people (YEP) to participate in shaping and influencing how the project is run and managed. Not only did this reduce ownership of the project overall, it also missed opportunities for learning and feedback from the primary intended users.

With the absence of figures or estimates on the overall cost to educating a learner through the ALP and YEP and compared with cost for educating a pupil through the formal education system, it is difficult to provide a cost benefit analysis of the RAY contribution to national development. Be that as it may, it is still necessary to highlight the benefits of RAY to the country's national development:

- a) Over 7000 children were provided with the opportunity to complete primary school. These

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children would not normally be accorded the opportunity of a second chance to develop themselves and contribute to the overall development of their country and the region later in life. The same can be said of the young people participating in the YEP trainees.

- b) The country has acquired a cadre of professional teachers who are skilled in developing and implementing alternative education policies, programmes and processes. These new skills, competencies and body of knowledge are available for the continuation of the RAY project and can be transferred to similar areas of national development including literacy development.
- c) HIV/AIDS and other health relating challenges are on the rise in developing countries such as Uganda. These issues have serious consequence for the national development plan and programmes. The skills the young people acquired through the YEP life skills will likely make them more aware of the consequence of these challenges and what they can do to protect themselves and their community from these scourges. They will also be more equipped to share this knowledge with others.

Lesson 3: despite having a higher per-unit cost structure than national counterparts in this context, NRC was still able to deliver efficiency by applying well-chosen strategies at scale. No alternative programming approach is likely to have reached the target group more efficiently, and the weight of NRC presence behind the implementation focused the attention of authorities on the issue of non-formal education. As a result, the policy environment has become much more open to alternative and vocational education than before RAY: paving the way for future projects and programmes.

4. Relevance

All the evidences indicate that the project targeted unmet needs in the post-conflict setting. It also revealed that these needs – and the relevance of RAY to meeting them – are likely to continue for a considerable number of years (at the very least). Considering NRC's experience, policies, and partners it was relevant for the organization to target war-caused educational gaps rather than general weaknesses in the formal education system. Nevertheless, there is a strong case for

both ALP and YEP to have continued relevance even as developmental approaches.

Whilst the outputs of the project were all relevant in terms of their contribution to achieve the project outcomes, it does not appear that they are entirely sufficient to fully address the long-term barriers to accessing education for vulnerable young people (including – for example – household responsibilities, extreme poverty, and experiences of trauma). Some of the features of YEP were relevant to the gaps identified in ALP, and vice-versa. For example, ALP could have benefitted from the inclusion of vocational and life skills studies whereas YEP could have benefitted from the beginning in terms of the childcare and the provision of feeding for babies in childcare provided in ALP.

Beyond the design of each intervention, it must also be considered whether the timeframe of the project is appropriate. Three years is a relatively long project for NRC, which is more accustomed to implementing one-year relief activities. However, it is also considerably shorter than most development programmes that are designed around 5-year cycles. In reality, a 3 year project only equates to two full years of implementation, with set-up, roll-out, and draw-down activities all cutting into the time available. This can be seen in ALP, which only fully came on stream in 2012, and with some centres only operating for one full year at the project close. Based on this and the findings from Liberia, it is the conclusion of this evaluation that 3 years is probably an insufficient time to deliver a non-formal education programme that is as relevant as it can be to the recovery needs of a 24 year civil war.

Lesson 4: the three components of RAY (ALP, YEP and SC) are not just relevant to the post-conflict goal of recovery: they also address structural weaknesses in the formal education systems that exclude most vulnerable groups.

This creates a challenge to NRC to consider the length of time it commits to staying after an emergency, and its role in doing so. If NRC has built the social capital, understanding, and network to meet the human right to education in a post conflict setting, to what extent is it sufficient to limit the objective of education programming to 'mopping up'? If the objective, however, is to provide long-term options for government to meet the educational needs of vulnerable and war-affected children, then is NRC's current

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operational model of direct implementation sufficient – especially for a 3-year project? These issues are now discussed further under *Sustainability* (below).

The NRC Uganda team feel that, in retrospect, improving access and quality of teaching in ALP sites hosted in primary schools should have included support for formal primary schools with teaching-learning materials, desks and training to foster close collaboration. They are convinced that this would facilitate mainstreaming through periodic vertical and horizontal re-entry of learners and smooth hand-over of the project when it comes to the end.

5. Sustainability

If broad development goals are used to evaluate the sustainability of the RAY project, it will appear as if the project has not achieved sustainability objectives. However sustainability in the RAY context is evaluated from the perspective of its connectedness i.e. the need to ensure that activities of a short-term emergency nature are carried out in a context that takes longer-term and interconnected problems into account (Overseas Development Institute, 2006). This concept is shaped by the idea that interventions should support longer-term goals, and eventually be managed without donor input.

Achievements of the project from a sustainability connectedness standpoint include:

1. NRC has in place an exit strategy with timelines in which it plans to hand over the RAY project to government, Echo Bravo and other partner development agencies.
2. The development and implementation process of the project NRC and its partners were allocated with roles and responsibilities during the process.
3. NRC worked with partner agencies to develop the capacity of partner agencies including the MoES, Local Authorities, Echo Bravo and other partner agencies
4. Detailed information on handover of YEP & ALP programmes and facilities to Government departments including MoES, Local/District Authorities and NGOs such as Echo Bravo,
5. Creation of new areas of livelihoods and employment opportunities among affected population as a result of their participation

in the vocation training, life skills and literacy/numeracy skills

6. Enhancement of local capacity and development through the training and deployment of teachers and vocation training instructors.
7. NRC has taken considerable actions to mainstream level 1&2 learners in the third term beginning September 2013 by a) monitoring the progress of learners by providing them with ‘weaning’ activities which will include supplying them with scholastic materials and training by host school teachers on management and handling ALP learners, b) involvement of ALP teachers in providing remedial teaching for ALP learners who are experiencing difficulties coping in formal primary schools, c) involvement of ALP teachers in providing home visits to learners who record absenteeism or low attendance and d) provision of support to level 3 learners until they sit the formal examination.

However, the un-availability of funding to support post-response and follow up work is an area of grave concern for the programme. Echo Bravo stated that the organisation lacks the resources to ensure efficient and smooth transition of YEP & ALP programmes from the NRC. Other critical issues of concerns are a) how would the local community use the existing YEP facilities to build the capacity of marginalised young people? and b) what measures are in place to ensure ALP learners continue schooling after the closure of the RAY project?.

There was little evidence of community participation in the governance and decision making components of the RAY. There is also weak community ownership of the project. NRC needs to put measures and strategies in place to empower and build the capacity of the community to participate and own RAY. This will enable the community to make decisions on the management and operation of the project and cultivate a sense of ownership.

Although there were consultations between NRC, Echo Bravo and the local community during the development and implementation of the project, the communities do not perceive that they have ownership, responsibility or agency for the future of the project activities. Communities were

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primarily engaged to help provide answers to questions the project designers had about needs, rather than to mobilise the community as active partners participating in the project. The issue of cost-sharing has not been breached significantly with communities, and yet they are expected to take on many of the teachers and facilities if ALP students are mainstreamed in 2014 (as is planned).

Although the project is implemented with the community and there are strong community relationships, there is generally low local ownership of the project activities. The community was requested to provide learners for the ALP initiative, young people for the YEP programmes and workers for the school construction programmes. The community thus see the project as an outside provision, partly because no role was defined for them in the project design process, and partly because communities were not mobilised to participate in the decision making processes of the project.

Similarly, at the district level there are strong working relationships between NRC staff and local government official. But the design role of local authorities was relatively minimal until the latter stages of the project. As with YEP, it is in the later stages of ALP that NRC as an organization is beginning to seriously grapple with sustainability and involve partners in negotiating the takeover of centres. In terms of the relationship with Echo Bravo, the NRC Country Office now has a full plan in place to rescue the intention of that partnership to the greatest extent possible by providing capacity development around policies and operations. This is good, and will make a useful contribution. But, it will not make up for the rest of the project time that could have been used to progressively transfer implementation and capacity to Echo Bravo.

Lesson 5: NRC's capability for direct implementation has resulted in a large successfully-run project in a short space of time – but it has also systematically missed opportunities to develop the capacity of partners (including communities). The emphasis on sustainability is strongly developmental, and yet RAY was conceived with the objectives of a recovery project and delivered by a relief organization. These apparent gaps should, therefore, be seen as virtually inevitable. Very few development projects would expect or

claim to make a sustainable impact in 3-years; especially in a highly constrained environment such as Acholi. Whilst there is always room for improvement, it may also be reasonable to consider that *sustainability* is not the right concept for NRC to attach to education operations in post-conflict settings, and that something like *resilience* may offer a more appropriate lens.

6. Human Rights, Gender and Equity

The gender policy implemented in RAY by NRC can be viewed as a direct policy adopted by the organisation to ensure equity in participation and benefits of children and young people in the programmes. For example in YEP, gender roles were considered and used in choosing the skills and courses offered in the YEP programme. The courses became a) shorter and b) linked to the agriculture year to achieve attendance and completion. NRC implemented comprehensive enrolment/retention policies for pregnant/young mothers including provision of sanitary pads to young women.

Efforts were made by NRC through this new offering of courses to broaden the participation of women in traditionally male dominant skills such brick/concrete masonry, carpentry/joinery etc. Gender mainstreaming was reflected in the recruitment of learners in both the ALP and YEP initiatives – with the achievement of a good gender balance. Indeed, some YEP teachers found that there were more female learners attending classes than male learners. In addition, there were high approval ratings by learners in terms of how the programmes addressed their gender needs.

Through YEP there was a concerted effort on the part of NRC to proactively encourage females to take up courses that are traditional male related profession and vice versa. There was a general challenge of stigmatization of the young people who tried to study gendered courses different to their own gender. Efforts were made by the NRC to implement a programme of sensitisation of the community to dispel these issues relating to stigmatisation among learners. Indeed, the entire group targeted by YEP were stigmatised in the community. This, however, changed to admiration when the community saw the outputs and performance of the individual learners and the YEP overall. There is evidence of considerable

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change in the attitudinal of the community toward learners who were found to be continuing to use their skills to generate income and contribute to the overall development of the community.

In an effort to encourage child mothers to attend the ALP programmes, baby care was provided through a daycare hut, babysitters, feeding and hygiene/health education. Many child mothers are heads of household, and had to drop-out of the programmes because they have to participate in the agricultural cultivation process. The shifting of the programme to link the academic calendar to the agriculture was an excellent effort on the part of NRC to address gender equity challenges facing child mothers. Married child mothers often do not have the support of their spouse to attend the programmes. They are frequently denied the opportunity to further their education or to acquire knowledge and skills. RAY relied on individual interventions by NRC staff and school staff, rather than systematic sensitisation of husbands. This approach has experienced success in specific cases, but does not represent a long-term solution to addressing the problem once NRC withdraws its capacity.

There is considerable evidence that ALP L3 and YEP leads to changes in girls' confidence and earning power that makes them more attractive to men (and successfully addressing the widely held view of child mothers as being *"useless"*). However, on the flip side of this, a number of girl students are eloped or get pregnant from young men outside of the project, resulting in being denied the opportunity to complete their studies. Many parents see this marrying off of their daughters as a big achievement and reason to celebrate.

7. Design

NRC was responsible for the design and development of the project. The project was designed using NRC approach to project development, implementation, operation, policies and practice. NRC is the principal agency responsible for the management, implementation and monitoring of the project through NRC office in Uganda. The project was designed based on NRC international model of best practice in providing humanitarian assistance, protection and durable solutions to displaced people. NRC possesses competencies and experience in this area of working in over 20 countries in Asia,

Africa, Latin America, Europe and the Middle East.

After consultation with the various stakeholders, the design process implemented by NRC was as follows:

1. NRC organised a series of consultations among key stakeholders including the Government of Uganda through the Ministry of Foreign Affairs and the MoES, Norwegian Ministry of Foreign Affairs through the Embassy of The Kingdom of Norway in Kampala, and Echo Bravo to assess the feasibility of developing and implementing the RAY project.
2. Consultation between NRC and the Norwegian Ministry of Foreign Affairs through the Embassy of The Kingdom of Norway in Kampala to conceptualize the Recovery for Acholi Youth (RAY) programme.
3. Development and implementation of survey instruments to collect data on the extent of the problem.
4. Consultation with the MoES, District Authorities and Echo Bravo to determine the role of partners in the project process, identify site development cost etc.
5. NRC collaborated with partner agencies to develop full project proposal for submitting to Norwegian Ministry of Foreign Affairs through the Embassy of The Kingdom of Norway in Kampala for funding.
6. NRC worked with the Ministry of Education and Sports, Echo Bravo and other institutions to develop a hybrid curriculum
7. Construction of classrooms, teachers' houses, toilets and other facilities
8. Work with MoES and Echo Bravo to recruit and train teachers and instructors
9. Develop sites for YEP and ALP
10. Staffing of YEP and ALP and the opening of programmes

There are some good practices and lessons learn from the experience of RAY:

- Although NRC has tremendous competencies and experience in implementing humanitarian projects, it ensured that research was carried out to inform and shape the projects and programmes to be developed and implemented.
- NRC used tried and tested models and strategies in providing humanitarian assistance which it gathered over the years from implementing over 20 programmes in 20

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countries across the globe including YEP, ALP, catch up and other alternative education strategies and programmes.

- NRC utilised a consultative approach in engaging and involving a range of stakeholders in the RAY project development. Although there are concerns in terms of the degree of utilisation of this best practice, it is the view of the evaluation that it was used enough to warrant special mention.
- The strategies and approaches utilised by NRC were targeted to specific sectors of the population in Northern Uganda – returning out of school children and unskilled young people. The project focused on addressing critical felt needs utilising community development approaches to fast track children through the primary schools and assist young people to acquire knowledge and skills to enhance their livelihoods and address poverty needs. The project impacted positively on the lives of the individuals, their families and the wider community. Therefore, with additional support/funding, the project possesses the potential to impact on the Northern Region of Uganda.
- The project possesses the capacity for replication of refined design processes in similar communities recovering from disruption in terms of war and natural disasters.
- NRC introduced flexibility by linking the school's calendar with the agriculture calendar to reduce dropout of learners and facilitate attendance in the programme.

The design of the YEP component of the project is found by some stakeholders as being too expensive to replicate and transit to other organisations that wish to take it over. NRC could explore further innovations to reduce the cost and make YEP less expensive for NGOs, District Councils and other organisations to implement..

NRC could explore the following:

- a) building partnerships with training institutions and colleges to enable them to send students on placement/work experience on a sustained basis. The students on placement would be responsible for training of YEP Learners. These trainers would receive credits toward completion of degrees/diplomas
- b) forge cooperation with business houses for them to sponsor the cost of trainers, provide

skilled personnel to conduct training, provide training materials for the YEP modules and cover the cost of trainers over a sustained period,

- c) work with government and development institutions to provide fund to cover salaries for trainers/instructors, materials for training as well as providing contracts to YEP Centre to provide services including school/office furniture etc. .

There was little evidence of community participation in the governance and decision making components of the RAY. There is also weak ownership of the community in the project. NRC needs to put measures and strategies in place to empower and build the capacity of the community to participate and own RAY. This will enable the community to make decision on the management and operation of the project and cultivate a sense of ownership.

The business community can provide potential opportunities for RAY to progress. There is an unexplored option for NRC, Echo Bravo, MoES and district councils to work with the business enterprises and encourage them to provide support such a) internship opportunities to young people, b) jobs for graduates, c) sponsorship for participants, d) provision of experts to offer specialised training and e) mentorship support to learners.

Although there are a large number of trained unemployed teachers in Uganda, NRC implemented a recruitment policy that offered housing and generous employment packages to attract the best teachers and instructors. NRC and Echo Bravo could also have worked with teacher training institutions to get them to recommend top performing trained teachers for employment on the RAY project.

Learners expressed concern about the use of corporal punishment in ALP and YEP programmes. In RAY teacher/instructor training, NRC, Echo Bravo and the MoES raised awareness of alternative forms of discipline other than relying heavily on corporal punishment. However, this requires deep cultural change – and without a strong environment of accountability this is unlikely to be realized (local education authorities, host schools, and – to a much lesser extent project staff – reflected an acceptance of 'this is the way things are here').

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There is little evidence of learners/trainees participation in the decision process and governance of the project. Learners' voice is extremely important in any educational project to shape the content and outcomes. There is urgent need to establish student councils and other entities to encourage the commitment and *"buy in"* of learners into the project.

Despite these gaps, the design of RAY clearly builds on other programmes that preceded it, and decisions were made on the best available

information at that time. The issues identified here should, therefore, be viewed as part of the inevitable process of learning and improvement, and not as fundamental flaws in what was done.

Whilst the original targets for ALP were wildly optimistic, the project has successfully delivered most of its revised objectives. There is also clear momentum in local government in support of non-formal education. Both of these strongly suggest that the design of the project was sufficiently robust to deliver what was required of it.



Section 6. Recommendations

The RAY Programme and NRC in Uganda: Immediate Priorities

Recommendation 1: Work with local district authorities and schools to motivate current ALP students to complete the programme.

To its credit, NRC has clearly informed all communities in advance of the end of support for RAY. This prevented unrealistic expectations but does mean that uncertainty exists around the ALP centres about what happens next. This is starting to affect the morale of some learners, who see no possibility of staying in education once the material support and compressed timetable offered by ALP is withdrawn. Therefore, it is critical for NRC field staff to follow-up and to encourage these learners to complete the full year of studies. This is also an opportunity for NRC to more intimately involve government education staff in championing ALP to communities – and hopefully publicly committing to continue providing some level of support to the most vulnerable learners.

Recommendation 2: Renegotiate the content and process of ALP with communities before exiting.

NRC has achieved significant gains in terms of the ALP curriculum and non-formal education policy in Uganda. There is also a need to more deeply involve communities in shaping the way ALP is implemented in their schools – including starting to take agency over its implementation. NRC can use the remaining period to revisit the ALP design with communities: but should this time facilitate school management committees and parent teachers associations to create the ALP using human-centred design techniques.

Recommendation 3: Secure the legacy of ALP by developing and fundraising a 6 month-1 year extension to RAY in order to transition the project through a better-planned and more progressive draw-down.

If NRC stops support to ALP in December 2013, there is currently a high risk that most centres will simply be absorbed into formal system, without addressing the causes of dropout in the first place and losing much of the momentum behind the

current implementation. The NRC country office is finally on track, having solid and evidence-based plans to build up Echo Bravo. Despite this, Echo Bravo, even with funding, is unlikely to be in a position to smoothly assume management of the project at its current scale and in its current configuration by January 2014.

High demand still exists for the implementation of the ALP in rural areas. This project approach is still viable as a) many areas have not yet benefitted from ALP and b) work to be done on enhancing the quality of education offered. Furthermore, Government has demonstrated willingness to start employing some of the NRC teachers in the formal classroom. In order to protect the legacy of ALP, and prevent the *'blank slate'* effect that happened when YEP ended, there is a strong case for MFA to support a more purposefully designed transition process.

Such a transition process should extend the work planned with Echo Bravo based on the organisation assessment commissioned by NRC. It should also include a transition plan for NRCs local professional staff – either to Echo Bravo, another organisation – or district and national education departments or institutions. This will help to ensure that the skills and competencies gained through the RAY process continue to be utilised to benefit the national development process, policies and programmes.

This recommendation is based on the new work NRC will be doing on school construction, and the strong possibility of the need to respond to the refugee crisis in Bundibugiyi, prior to the exit from Uganda that is still planned. The next best alternative is for the organisation to implement the strategy it has already identified of:

1. support Echo Bravo to monitor the learners mainstreaming process and to focus resources on addressing inefficiencies in the formal system where ALP is located,

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2. ensure learners are supplied with scholastic materials for next year in advance, and

3. second some NRC staff to Echo Bravo to support their work for the last three months of the project

NRC Globally: Longer term considerations

Recommendation 4: Design incentives, partnerships or income generation activities into education programming to support young people into formal primary and secondary education.

NRC's humanitarian mandate and programme policy is to provide support to the fulfilment of basic education goals. Due to the cost of formal education in Uganda, many ALP students are finding it very difficult to mobilise support to complete their primary education or transition to secondary after closure of ALP. Considerations should be given to provide incentives and support for these students to complete primary and transition to secondary education. This does not need to be through direct provision of sponsorship. Other options include including income generating activities within the ALP curriculum, developing partnerships with providers of scholarships, or more explicitly using YEP as a stepping stone through livelihood options.

In terms of income generation, there is scope for more focus to be placed on harnessing the agricultural skills and techniques of young people to develop sustainable livelihoods and food security. Whilst agricultural activities are not the first choice of many young people, having the option to witness the potential income from agricultural processing (for example) whilst undertaking other studies is likely to convince at least some of the participants to consider market-orientated agriculture as an option.

Recommendation 5: Develop a special strategy for child mothers in education programming.

The evaluation found that the vulnerable group most likely to drop out of RAY or to struggle with attendance was child mothers –particularly heads of households. Whilst provision of baby care in education facilities helped, this did not remove the burdens of domestic responsibilities or unsupportive families. A special strategy is needed to consider child mothers at the design stage, outside of the context of the school or centre. For example, in YEP there is a need to

work with child mothers to explore income-generating opportunities that can work around their schedules and meet their immediate income needs. In both ALP and YEP, a specific campaign can be developed to sensitise male partners who are not supportive of the learner continuing her education.

Recommendation 6: Introduce start-up kits and groups into YEP earlier in the calendar

By giving YEP start-up kit at the end of the training, it was found that graduates have no relationship with the tool kit. They do not feel the tools are theirs, and often discard them as soon as they break (or are stolen by others). Start-up kits are viewed as an important incentive to students and are critical to the set up of student businesses. It is therefore recommended that they be given out during the middle of the course of study so that students can learn to use the kit, to maintain and fix tools, and to earn an income during the period they are pursuing their studies.

The development of employment and enterprise groups is also viewed as an important element of any YEP programme. These groups need to be formed earlier in the training so that dynamics can be developed, building partnership and cooperation between prospective business partners.

Recommendation 7: Pursue innovative approaches to reducing the costs associated with providing educational buildings.

Building construction is a major cost driver in both ALP and YEP. There was an attempt to mitigate this by using existing structures and host schools. But, even so, a large part of the RAY budget was invested in structures that cannot be moved if needs change. In addition to extending the strategy of siting buildings within existing institutions, NRC could explore the option of developing a global partnership with an organisation such as Architecture for Humanity. This could explore options for flexible education buildings that could be disassembled and moved, if necessary. With the right building design, it could also prove to be a potential income

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generation and/or learning opportunity for YEP students.

Recommendation 8: Extend the impact of education programmes through local-level partnerships with businesses and other NGOs.

One YEP centre in RAY was set up and run with a partner, Pajule, from the outset (for historical reasons). This was found to be a highly positive experience, and makes the case for more local partnerships to be established at the design and inception stages. It appears that it is more realistic for a small organisation in a location to take over a single centre, than for a national NGO (in this case Echo Bravo) to attempt to take on the role played by NRC. Furthermore, future YEP projects should explore the possibility of linking YEP learners with businesses to a) provide opportunities for internship for students, b) generate funding to finance the programme through sponsorship of the whole programmes or specific aspects of YEP and c) provision of short and long terms employment of students/graduates to enable them to generate income while they learn or full employment when they complete their training.

Recommendation 9: Develop a design process to guide future education programme staff towards creating more flexible and modular options.

There is a need for NRC to have a stronger process for understanding the specific needs of each community and to use this information to create a range of flexible programmes that are based on the development, political, cultural, social and livelihoods context of the community. For example, YEP training could be provided in modular forms rather than as a complete training course. This will provide opportunities for young people to choose the modules that fit their employment needs. It would also enable the young person to specialise in the specific field or fields she/he may want.

A bottom up approach should be developed for implementation by communities, local authorities, and NRC and its partners. Such an approach will help to ensure that gains achieved by education programming are sustained at the community level.

Section 5. Annexes

5.1: Terms of Reference

The full terms of reference for this evaluation are available here:

<https://www.dropbox.com/s/j19wztymitbfele/TOR.docx>

TERMS OF REFERENCE FOR EVALUATION OF THE RECOVERY FOR ACHOLI YOUTH [RAY] PROJECT IN NORTHERN UGANDA

1. BACK GROUND INFORMATION

1.1. The Conflict in Northern Uganda

For 20 years between 1986 and 2006, Northern Uganda was locked in a vicious armed conflict which resulted into a humanitarian crisis of hitherto untold proportions. The toll of the conflict on life and wellbeing of women, men, and children in northern Uganda is still felt today. In September 1996 the government of Uganda put in place a policy of forced displacement of the Acholi into Internal Displacement Camps with prior consideration for basic social services or welfare infrastructure requirements. The aim of the policy was to deny LRA fighters support and replenishment of supplies and manpower from within the population. At the peak of the conflict, Up to 1,800,000 people (94% of the entire population in Acholi sub-region - an area the size of Belgium, or 8% of Uganda's total national population then) were herded into IDP camps where they lived in squalid and life-threatening conditions, depending on meager unreliable humanitarian relief for survival, with no access to livelihood opportunities, education or other basic social services. Fifty percent of IDPs were children under the age of 15 years. Eighty percent of the camps in Acholiland were not accessible without military escort.

Over 25,000 children were kidnapped and forcefully conscripted in the ranks of the warring factions. Children constituted up to 80% of the rebel force. Besides the tens of thousands abducted and abused or killed in battle, every evening up to 45,000 children commuted to spend a night in relative safety of urban areas to avoid abduction by the LRA. Seven hundred and thirty seven (737) schools (60% of northern Uganda's total) were not functioning because of the war, leaving two hundred fifty thousand (250,000) children in northern Uganda receiving no education at all.

The August 2006 signing of **Cessation of Hostilities Agreement** between the Government of Uganda (GoU) and the Lord's Resistance Army (LRA) resulted in an improved political and security situation in Northern Uganda. This has sustained a steady increase in populations returning. Over 97% of IDPs had left the camps by 2012. IDPs returned to areas with rudimentary basic services such as water, health care and education facilities. The rate of return in the villages has outpaced the recovery planning and implementation capacity of government and other service providers. Current and planned efforts notwithstanding, it will take many years to restore the socioeconomic rubric of Northern Uganda.

1.2. Education in Northern Uganda

Since encampment, education remains limited in terms of availability, accessibility, adaptability & acceptability. A large number of children in the sub-region did not enrol at all or dropped out of school due to captivity or other displacement related factors. Many children who did not enrol at all or dropped out are too old to enter the formal school system. Investment in school infrastructure *followed children* to areas where they had fled. As such school infrastructure in return areas is scanty. Schools are far apart or school infrastructure is poor. In many return areas, children sit on the floor due to lack of desks in classrooms. Where NRC has improved infrastructure, classrooms get quickly over-crowded. It is difficult to attract and retain competent and committed teachers in the remote return areas with no basic facilities especially teachers' accommodation

The hidden cost of schooling is overwhelming in post-conflict Acholi sub-region. Children constitute an invaluable source of stopgap labour for households re-establishing livelihood strategies. Notwithstanding the declaration of free primary and secondary education, school development charges debar children from enrolling. Many children keep away from school if they cannot afford the uniform. The opportunity cost of

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Completing primary school with no prospects for post-primary schooling is another deterrent. Children from EVI households drop out because they cannot afford scholastic materials. A recent countrywide survey reported that 16.3% of schoolchildren in northern Uganda do not get midday meal because schools are distant from home. Many youth who did not enrol at all or dropped out are interested in schooling, which will enhance their livelihood skills and capabilities. Years of displacement, conflict and insecurity have compromised education delivery, as well as children's capacity to learn. Local government capacity and education service delivery outreach is constrained.

Among the key barriers to schooling in return areas are the long distances to schools, poor quality of school infrastructure, poor prospects for post-primary education and training as well as central role of children and youth in livelihood strategies of income and labor constrained households. Availability of accessible and affordable school facilities is one of the key considerations in households' decision to undertake return. Disarticulation between children's current age and conventional age at onset of schooling is a key social cause of exclusion among "overage" children who have no prior exposure to the schooling due to displacement or captivity. Prevalent early onset of sexuality heightens propensity to miss out on schooling among girls. Inadequate management systems and physical infrastructure for education services provision compared to the large and steadily growing needs imposed by returning children and youth. Particular attention needs to be paid to enabling access to basic education for children and basic skills training for youth who could not attend school during displacement and captivity. The lucrative prospects of surviving through negative coping strategies and relative ease of access to basic social services in urban areas undermines willingness of youth to return to rural areas.

1.3. NRC's Presence and Activities in Uganda

NRC's decision to intervene in Uganda was occasioned the massive displacement of almost the entire Acholi sub-region population. NRC has been active in Uganda since 1997, providing protection and humanitarian assistance to refugees and internally displaced persons. NRC in Uganda has 2 offices located in Gulu and Kitgum. Gulu also hosts NRC Uganda's Country office. In 2009, a decision was taken to initiate a gradual phase out of the country programme until an ultimate exit at the end of 2013.

1.4. NRC's Education Intervention

NRC's intervention has since the signing of peace agreement in 2006, sought to contribute to the recovery of Northern Uganda, with an overall objective "***of protecting and promoting the rights of the displaced people in humanitarian need by improving living conditions and seeking durable solutions***". The education programme has sought to contribute to the acceleration of voluntary return and attainment of durable solutions by increasing access to and quality of education by;

1. Improving the **availability and quality of basic school infrastructure** including classrooms, classroom furniture and sanitation facilities in return areas
2. Improving the **availability** (attraction, retention and attendance) **of teachers** in hard to reach return areas through construction of **teachers' houses**.
3. Improving **teachers' competency and commitment** through teacher training and allowances
4. Increasing participation by
 - subsidising the households financial burden of children's schooling
 - Implementing non-formal **alternative basic schooling and skills training approaches** to mitigate the effect of widespread demand for children and youth labour in household livelihood strategies

1.5. The RAY Project

In 2010, NRC Uganda secured a three-year funding grant ending December 2013 from the Norwegian Ministry of Foreign Affairs through the Royal Embassy of Norway in Kampala. The grant was secured to implement the Recovery for Acholi Youth project. Recovery for Acholi Youth [RAY] project was intended to ensure access to basic quality and relevant education and skills training for out of school children and youth for future self-reliance, economic recovery, sustainable peace and stability in Acholi sub-region of Northern Uganda. Specifically, the project was intended to "***enable out of school children and youth in return areas to access and complete the basic primary education and skills training cycle***". This is to be achieved through 3 strategies, namely;

1. **Accelerated Learning Program (ALP)**: Enabling out of school children in return areas to access basic education
2. **Youth Education Pack (YEP)**: Enabling out of school youth in return areas to access basic literacy & numeracy, life-skills and occupational skills training

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3. **School Construction (SC):** Improving availability of basic school infrastructure in return areas

The RAY project has been implemented in all the 7 districts of Acholi sub-region targeting youth between 15 and 24 years for YEP and children between 9 and 14 years for ALP.

As a core element of the RAY exit strategy, the project was designed to be integrated with government priorities to guarantee sustainability of impact.

The School construction component phased out at the end 2011; The YEP component phased out at the end 2012; while the (ALP) programme component will close with the rest of the country office at the end 2013.

2. PURPOSE OF THE EVALUATION

NRC would like to obtain an independent opinion of the robustness RAY project in terms of design and implementation in Uganda in order to gauge the project's replicability within and beyond Uganda. The evaluation should also assess the performance of the project against the agreed key deliverables. The findings of this study will be shared with key project stakeholders.

The following research questions are to be evaluated in relationship to the DAC criteria with emphasis on relevance, effectiveness and sustainability. The lines of enquiry will be finalised and further elaborated by the evaluation team in their inception report

1. To what extent has RAY (particularly the ALP and YEP components) responded to the education needs and limitations out-of-school children and youth in the post-conflict Acholi sub region, the government strategic priorities as well as NRC's operational framework (proposals, policy and implementation guidelines)?

- What was the outcome of the YEP program for year 1 and year 2 beneficiaries? (Refer to previous tracer study with Year 1 beneficiaries, and consider conducting a tracer survey with year 2 beneficiaries.)
- How have ALP learners progressed through the primary school cycle (either within ALP itself, or through transitioning into formal education)?
- How have the school construction outputs (*classrooms, buildings, latrines, etc.*) added value (access and quality) to ALP and formal primary education? What are the school's and communities' current plans for the future use of these outputs?

2. What alternative approach or design could NRC have used to achieve greater relevance and impact of the RAY project

- Given the amount of resources available compared to the needs of the target population, would an alternative approach better reached the key objectives?

3. To what extent has the RAY project contributed to sustainable outcomes for the children, youth, teachers, and communities in the Acholi Sub-region? And how is the closure of RAY taking this into account?

- How sustainable is the hand-over strategy for the YEP center? What process should be considered for phase out in regards to the YEP center?
- How will ALP teachers be integrated into the formal school system following the exit?
- How does NRC's exit plan address the needs of current ALP students that will be affected by the project closure – integration into formal school, other? Assess the relevance and benefits/challenges of these plans.

3. SCOPE AND METHODS

3.1. Scope

The evaluation shall cover the entire RAY project including all the three project objectives over the period of 2010 to 2013, and taking cognizance of the fact that NRC will be phasing out of Uganda in December 2013 when the current students who are all in ALP complete the academic year.

3.2. Methodology

The evaluation methodology will include:

1. **Desk study and document review:** The evaluation team shall review project data, proposals, reports, and other documents relevant for the programme

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2. **Field visits / Observation:** The evaluation will review activities in the Acholi Sub-region, the evaluation team will travel to Gulu and Kitgum, and other project sites
3. **Beneficiary Focus Group Discussions:** The evaluation team will meet with beneficiaries and community representatives of the target population, and conduct focus group discussions and interviews
4. **Interviews with stakeholders:** The evaluation team will conduct interviews with NRC staff, Education Authorities, Local Authorities, Implementing Partners, and other key stakeholders

3.3. Evaluation principles:

The views expressed in the report shall be the independent and candid professional opinion of the evaluator. The evaluation will be guided by the following ethical considerations:

- Openness - of information given, to the highest possible degree to all involved parties
- Public access - to the results when there are not special considerations against this
- Broad participation - the interested parties should be involved where relevant and possible
- Reliability and independence - the evaluation should be conducted so that findings and conclusions are correct and trustworthy

4. COORDINATION OF THE EVALUATION

4.1. Evaluation Team

NRC seeks an international consultant or consultancy firm as the team leader. The consultant/consultancy firm must hire national evaluator/resource person(s) as part of the evaluation team. The national evaluator/resource person(s) will be advanced to fluent in the Acholi language. At least one team member shall have a minimum of 5 years of experience in education programme management and proven experience with conducting evaluations. The evaluation team should take into consideration gender balance in its composition.

4.2. Steering Committee

An evaluation steering committee will be established, with the following members:

1. Country Director Uganda
2. Evaluation adviser
3. Education adviser
4. Programme adviser

The Uganda Programme Adviser will act as the Committee Chair and is responsible to facilitate access to information, documentation sources, travel, and field logistics. In case of any changes in the positions at Head Office, the Steering Committee will be adjusted accordingly.

The Steering committee will oversee administration and overall coordination, including monitoring progress.

The main functions of the Steering committee will be:

- to establish the Terms of Reference of the evaluation;
- select external evaluator(s);
- review and comment on the inception report and approve the proposed evaluation strategy;
- review and comment on the draft evaluation report;
- establish a dissemination and utilization strategy.

4.3. Deliverables and Reporting Deadlines

The evaluation team will submit three reports and offer a presentation to NRC. The evaluation team will hold a validation workshop with the NRC staff and key stakeholders in Uganda to discuss the preliminary findings of the study at the end of the field visit.

Inception report (June 3rd 2013): Following the desk review and prior to beginning field work, the evaluation team will produce an inception report subject to approval by the NRC Evaluation Steering Committee. The report will detail a draft work plan with a summary of the primary information needs, the methodology to be used, and a work plan/schedule for field visits and major deadlines. With respect to methodology, the evaluation team will provide a description of how data will be collected and a sampling framework, data sources, and drafts of suggested data collection tools such as questionnaires and interview guides.

Once the report is finalised and accepted, the evaluation team must submit a request for any change in strategy or approach to the Evaluation Steering Committee

Draft report (August 9th, 2013): A draft report will be submitted to the Evaluation Steering Committee, who will review the draft and provide feedback within two weeks of receipt of the draft report

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Final Report (August 30th, 2013): The final Evaluation Report will follow the guidelines in the UNEG Quality Checklist for Evaluation Reports and cover the following areas:

1. An Executive summary with key recommendations (not exceeding five (5) Pages).
2. Report preliminaries, including
 - a. The table of contents, List of tables and other indexed figures (not exceeding two (2) Pages).
 - b. Background to the project, analysis of northern Uganda post-conflict context, NRC mandate, evaluation purpose, objective and scope, and evaluation methodology (not exceeding five (5) Pages.)
3. Main text comprising findings and professional commentary and analysis in respect of the evaluation objectives, lessons-learned, conclusions (not exceeding twenty (20) Pages).
4. Appendices, including evaluation terms of reference, maps, sampling frame, conceptual framework, and bibliography (not exceeding eight (8) Pages).

The report shall be written in English and it should not exceed 40 pages, using Arial 11 point. All material collected in the undertaking of the evaluation process should be surrendered to Evaluation adviser prior to the termination of the contract.

Presentation of findings:

At the end of the field research, the evaluation team will present key findings to NRC management and staff in the field

After the Final Evaluation Report is submitted, the evaluation team will present their findings to NRC

5.2: Stakeholder Listing

A full list of national stakeholders with contact details is available here:

<https://www.dropbox.com/s/sgnuzvgcqu59kz/Contact%20information%20for%20%20-%20ALP%20Evaluation.xls>

5.3: Project Team Listing

NAME	ROLE	DURATION	EMAIL	REMARKS
1. Achilles Kiwanuka	Senior Program Officer, Royal Norwegian Embassy Kampala	2012 - 2013	acki@mfa.no	Royal Norwegian Embassy
2. Anne Nkutu	Pre-project Assessment, Project Design & Project Initiation Support Consultant	2010 - 2011	annenkutu@ncguganda.co.ug	Nordic Consulting Group (NCG)
3. Lamin Manjang	Country Director	2010 - 2013	lamin.manjang@nrc.no	NRC Uganda
4. Shoaib Mohammed	Finance & Admin Manager	2012 - 2013	shoaib.mohammed@nrc.no	NRC Uganda
5. Charles Wabwire	Senior Grants & Reporting Manager	2010 - 2013	charles.wabwire@nrc.no	NRC Uganda
6. Ben Okot	M&E Officer	2010 - 2013	ben.okot@nrc.no	NRC Uganda
7. Robert Mutto	M&E Officer	2010 - 2013	robert.mutto@nrc.no	NRC Uganda
8. William Bongomin	M&E Officer	2010 - 2013	willbongomin@yahoo.co.uk	NRC Uganda
9. Kenneth Okwir	Project Coordinator	2010 - 2012	kokwir@yahoo.com	NRC Uganda
10. Ismail Banduga	Project Coordinator	2010 - 2013	ismail.banduga@nrc.no	NRC Uganda

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11. Patrick Sikana	Project Manager	2010 - 2010	psikana@yahoo.co.uk	NRC Uganda
12. Jonah Rotich	Project Manager	2010 - 2012	jonarotich03@yahoo.com ; jonahbargo@gmail.com	NRC Uganda
13. Enock Mambilli	Project Manager	2012 - 2013	enock.mambilli@nrc.no	NRC Uganda
14. Bob Odoch	Project Officer	2010 - 2013	odochbob@gmail.com ; odoch.bob@nrc.no	NRC Uganda
15. Celestine Ocitti	Project Officer	2010 - 2013	ocitti.celestine@nrc.no ; celestineocitti@yahoo.co.uk	NRC Uganda
16. Francisco Odwogo	Project Officer	2010 - 2013	Sha4fra@live.com	NRC Uganda
17. Jacqueline Lakareber	Project Officer	2010 - 2013	jacquelinelakareber@gmail.com ; jacqueline.lakareber@nrc.no	NRC Uganda
18. Lucy Acan Odoki	Project Officer	2010 - 2013	lacanodoki@yahoo.com ; acan.lucy@nrc.or.ug	NRC Uganda
19. Nancy Lalweny	Project Officer	2010 - 2013	nancylweny@ymail.com	NRC Uganda
20. Obwoya Martin	Project Officer	2010 - 2013	obwoyamartin@yahoo.co.uk	NRC Uganda
21. Patrick Awoii	Project Officer	2010 - 2013	awoiipatrick@yahoo.com	NRC Uganda
22. Victoria Aol	Project Officer	2010 - 2013	victoriaaol@yahoo.com ; aol.victory@nrc.no	NRC Uganda
23. Ochora Ochitti	Senior Project Officer - ALP	2010 - 2013	lita.oochitti@yahoo.co.uk	NRC Uganda
24. Odong Lawrence	Senior Project Officer – YEP	2010 - 2012	lawrenceodong@gmail.com	NRC Uganda
25. Flora Aling	Board of Directors - Member	2010 - 2013	alingflora@yahoo.com	ECHO BRAVO
26. Joseph Asutai	Project Manager	2010 - 2012	asutai@yahoo.com ; asutai@gmail.com	ECHO BRAVO
27. Aliker Martin	Project Manager	2012 - 2013	echobravopc@gmail.com	ECHO BRAVO
28. Monica Lamony	Project Officer	2010 - 2013	monicalamony@yahoo.com	ECHO BRAVO

5.4: Final Evaluation Matrix

#	Old #	Criteria / Sub-questions	ALP Source	YEP Source	SC Source	RAY Source	Secondary sources	
Q1 To what extent has RAY responded to the education needs and limitations of out-of-school children and youth in post-conflict Acholi sub-region, the government strategic priorities, as well as NRC's operational framework (proposals, policy and implementation guidelines)?								
1	1	Context						
1.1	1.1	What were the theories of change used by the project?	Government interviews	Government interviews	Government interviews	NRC staff interviews	Project document review	
1.2	1.2	How did the context change over the course of the project?	Government interviews	Government interviews	Government interviews	NRC staff interviews		
1.3	1.3	What external factors may have influenced the project outcomes?	Government interviews	Government interviews	Government interviews	NRC staff interviews		
2	2	Effectiveness						
2.1	2.1	To what extent did <u>ALP</u> enable out-of-school children in return areas to access basic education?	Learner questionnaire				School data records, mid-term evaluation	
2.2	2.2	To what extent did <u>YEP</u> enable out-of-school youth in return areas to access basic knowledge and skills?		Tracer questionnaire			Tracer study	
2.2.1	<i>new</i>	Self-esteem		YEP Focus Group				
2.2.2	<i>new</i>	Employment		YEP Focus Group				
2.3	2.3	2.3 To what extent did School Construction improve the availability of basic school infrastructure in return areas?			Observation, Government interviews, head teacher interviews			
2.4	<i>new</i>	Relevancy of ALP and YEP curriculum to measure the extent to which it addressed the needs of out of school children and youth.	Learner questionnaire	Tracer questionnaire	Teacher questionnaire			
2.5	5.1	What are the likely impacts of YEP for year 1 and 2 beneficiaries?		Tracer questionnaire			Tracer study	
2.6	5.2	To what extent have ALP learners progressed through the ALP cycle (3 yrs) or successfully bridged into mainstream education?					School data	
2.7	5.3	5.3 To what extent has RAY impacted access and quality?	Teacher questionnaire	Instructor questionnaire	Observation	Government interviews	School data	
2.7.1	<i>new</i>	Gross enrolment					School data	
2.7.2	<i>new</i>	gender ratio					School data	
2.7.3	<i>new</i>	dropout					School data	
2.7.4	<i>new</i>	pass rate					School data	
2.7.5	<i>new</i>	teaching techniques	Teacher questionnaire	Instructor questionnaire				
2.7.6	<i>new</i>	pupil-teacher ratio					School data	
2.7.7	<i>new</i>	pupil-classroom ratio					School data	

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2.7.8	<i>new</i>	community involvement in education	Head teacher interviews				Community focus group	
3	3	Efficiency						
3.1	3.1	Were the chosen strategies efficient?	Government interviews	Government interviews	Government interviews		NRC staff interviews	Project document review
3.2	3.2	Was each component implemented efficiently?	Head teacher interviews	Centre coordinator interviews	Construction firm interviews		NRC staff interviews	Project document review
3.3	3.3	Was the project implemented efficiently?					NRC staff interviews	Project document review
3.4	3.4	What were the overall cost-drivers?						Budget
3.5	7.2	Was the project managed using best practice, including M&E?					NRC staff interviews	Project document review
3.6	<i>new</i>	Was the quality of education provided sufficient?	Teacher questionnaire	Instructor questionnaire				School data
3.7	5.4	Have the components combined to generate wider change?	Head teacher interviews	Centre coordinator interviews			NRC staff interviews	
3.8	<i>new</i>	Did YEP students gain experience through the SC activities?		YEP Focus Group	Construction firm interviews			
4	6	Relevance						
4.1	6.1	Was the project targeted at unmet needs?	Government interviews	Government interviews	Government interviews		NRC staff interviews	Initiation study
4.2	6.2	Were the outputs necessary and sufficient to achieve the desired outcomes (and were they coordinated with other partners to achieve synergies)?	Learner questionnaire	Tracer questionnaire	Observation		NRC staff interviews	M&E data
4.3	7.1	Did the project achieve sufficient coverage, coordination and coherence as part of the national/international response to recovery needs?					Government interviews, Development Partner interviews	
Q2 To what extent has the RAY project contributed to sustainable outcomes for the children, youth, teachers, and communities in the Acholi sub-region? How is the closure of RAY taking this into account?								
5	4	Sustainability						
5.1	4.1	Is there local ownership of the project at component-level? What are communities' plans for facilities?	Government interviews, head teacher interviews	Government interviews			Community focus group	
5.2	4.2	To what extent can any of the components be handed over? <ul style="list-style-type: none"> To what extent is the partner prepared to take over the project beyond NRC exit? To what extent was the partner involved in the implementation of the project? 	Government interviews, head teacher interviews				NRC staff interviews, Partner interviews	
5.3	4.3	Did the project integrate with national policies and programmes?					Government interviews	Mid-term evaluation
5.4	<i>new</i>	Was the project design sufficient to prevent drop-out?	Headteacher interviews, teacher questionnaire	Centre coordinator interviews				School data
5.5	<i>new</i>	Was the length of support provided	Government	Government			NRC staff	

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		sufficient and necessary?	interviews, head teacher interviews	nt interviews		interviews	
5.6	<i>new</i>	ALP learners : what happens to those still in the ALP program? Will they be bridged to formal school? Are those bridged into formal school able to complete the primary cycle once there?	Learner questionnaire				
5.7	<i>new</i>	Teachers: Are teachers able to continue working in the formal education sector after NRC exit?	Teacher questionnaire				
6	8	Human Rights, Gender and Equity					
6.1	8.1	To what extent did the project involve different gender groups as participants?	Learner questionnaire	Tracer questionnaire		Community focus group	M&E data
6.2	8.2	To what extent did the project address needs specific to particular gender groups?	Learner questionnaire	Tracer questionnaire		Community focus group	
6.3	9.1	To what extent did the project involve different socio- economic groups as participants?	Learner questionnaire, Teacher questionnaire	Tracer questionnaire	Construction firm interviews	Community focus group	
6.4	9.2	Who were the main winners and loser from the project?	Learner focus group	YEP focus group		Community focus group	
6.5	<i>new</i>	To what extent did the project address protection issues?	Government interviews, head teacher interviews	Government interviews		NRC staff interviews	Project document review
6.6	<i>new</i>	To what extent did the project consider HIV/AIDS (as per NRC cross-cutting norms)?				NRC staff interviews	Project document review
Q3 What alternative approach or design could NRC have used to achieve greater relevance and impact of the RAY project?							
7	10	Design: these questions will draw on the findings above, international good practice, and generate additional primary data listed below.					
7.1	10.1	What was the design process for the project?				NRC staff interviews	
7.2	10.2	To what extent did the project adhere to NRC's operational framework (policies, proposals, implementation guidelines)?				NRC staff interviews	Project document review
7.4	10.4	What should be done different next time, and why?	All interviews and focus groups	All interviews and focus groups		NRC staff interviews	International experience
7.5	11.1	To what extent is the project replicable and under what conditions?				NRC staff interviews	International experience

5.5: Data collection instruments

L1: ALP Current Learners

L1: Orally administered questionnaire and drawing protocol (ALP - Current)

1. Sex

- male
- female

2. Age.....

3. School.....

4. Community.....

5. What is the main occupation of your female head of household?

- house keeping
- farming/cattle keeping
- casual labour
- petty trade
- job - private business
- job - government or NGO
- not sure

6. What is the main occupation of your male head of household?

- house keeping
- farming/cattle keeping
- casual labour
- petty trade
- job - private business
- job - government or NGO
- not sure

7a. Are you the head of household?

- No
- Yes

7b. If yes, how do you manage your responsibilities whilst at school?

8a. Do you have children?

- No
- Yes

8b. If yes, how do you manage your responsibilities whilst at school?

9. Main language spoken at home

- Luo
- Other.....

10. Who pays for school costs

- parents
- self
- NRC
- sponsorship from another organisation
- other family member
- other person in village
- not sure

11. What would you be doing if you were not in school

- family farm
- own farm- casual work
- petty trade
- job
- looking after children
- caring for other family members
- own business
- nothing
- don't know

12. Do you intend to continue your education

- dropped out
- unlikely to continue
- intend to complete this year
- intend to complete ALP
- intend to complete primary school
- intend to complete secondary school
- not sure

13. From the people you know, what are the main reasons that people drop out of school (girls/boys)

- cost of school items
- hungry
- work is too hard/don't understand
- failed tests/exams

- not interested in academic work
- problems with social life at school
- problems with a teacher
- bad facilities (classrooms, toilets)
- other work to do (family)
- other work to do (paid)
- pregnancy/baby
- marriage
- Other _____

14. When did you start in ALP?
 2013 2012 2011 2010 2009 2008

15. What describes your situation best
- ALP Year 1
 - ALP Year 2
 - ALP Year 3
 - Completed ALP
 - Completed ALP and returned to school
 - Moved to YEP
 - Left ALP

16. If you had not attended ALP, would you have still gone to school? *1 = not at all relevant, 4 = very relevant*

Relevance curricula	1	2	3	4
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17. How useful have the ALP classes been for your education?
1 = not at all useful, 4 = very useful

Usefulness of ALP classes	1	2	3	4
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18. In the last 3 years, have you received any support from other organisations

- yes - for education
- yes - for something else
- no

19. Do you have a library in your school that you can visit?
 Yes

No

20. How often do you use the books in your school's library?
1 = never, 2 = rarely, 3 = sometimes, 4 = often

1	2	3	4
---	---	---	---

21. Do you have enough furniture in your classroom for all students and teacher to sit on? (chairs, desk and benches)

- Yes
- No

22. How many periods/lessons of actual teaching do you have in a typical school day?

1 2 3 4 5 6

23. Are you happy with the methods your teacher use to teach you? *1 = not happy, 4 = very happy*

1	2	3	4
---	---	---	---

24. How important do you consider the following activities when your teacher is teaching your reading? 1-4

Listening to someone reading aloud	1	2	3	4
Silent reading	1	2	3	4
Learning new vocabulary from a text	1	2	3	4
Pronouncing or sounding words	1	2	3	4
Reading comprehension	1	2	3	4
Taking books home to read	1	2	3	4
Reading materials in the home	1	2	3	4

25. Do your parents or guardians sign your homework?

- Yes
- no

26. How important do you view each of the following goals of reading to be? 1-4 where 1-less important and 4-very important

Making reading enjoyable	1	2	3	4
Extending your vocabulary	1	2	3	4
Improving your word skills	1	2	3	4
Improving your reading comprehension	1	2	3	4
Developing a lasting interest in reading	1	2	3	4

27. Do you have to pay to take class tests? (Please tick only one box)

- never
- sometimes
- always

28. How often does your teacher give you written test in mathematics? (Please tick only one box)

- never
- once per year
- once per term
- 2 or 3 times per term
- 2 or 3 times per month
- every week

29. Does your teacher usually meet with your parents or guardian in your class to discuss your school work? (Please tick only one box)

- never
- once per year
- once per term
- once per month

30. Do you think enough is being done to in your school to address you needs as a male or female student?

- Yes
- No

31. Draw for me a road map of the trend you have taken since you joined ALP and where you think you will be in future.

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L1: ALP Drop Outs

L1: Orally administered questionnaire (ALP – dropped out)

1. Sex

- male
- female

2. Age.....

3. School.....

4. Community.....

5. What is the main occupation of your female head of household?

- house keeping
- farming/cattle keeping
- casual labour
- petty trade
- job - private business
- job - government or NGO
- not sure

6. What is the main occupation of your male head of household?

- house keeping
- farming/cattle keeping
- casual labour
- petty trade
- job - private business
- job - government or NGO
- not sure

7. Are you the head of household?

- No
- Yes

8. Do you have children?

- No
- Yes

9. Main language spoken at home

- Luo
- Other.....

10. Do you intend to continue your education

- unlikely to continue
- intend to complete this year

- intend to complete ALP
- intend to complete primary school
- intend to complete secondary school
- not sure

11. From the people you know, what are the main reasons that people drop out of school (girls/boys)

- cost of school items
- hungry
- work is too hard/don't understand
- failed tests/exams
- not interested in academic work
- problems with social life at school
- problems with a teacher
- bad facilities (classrooms, toilets)
- other work to do (family)
- other work to do (paid)
- pregnancy/baby
- marriage
- Other _____

12. When did you start in ALP?

2013 2012 2011 2010 2009 2008

13. If you had not attended ALP, would you have still gone to school?

Relevance curricula	1	2	3	4
---------------------	---	---	---	---

14. How useful have the ALP classes been for your education?

Usefulness of ALP classes	1	2	3	4
---------------------------	---	---	---	---

15. In the last 3 years, have you received any support from other organisations

- yes - for education
- yes - for something else
- no

16. How important do you view each of the following goals of reading to be? 1-4 where 1-less important and 4-very important

Making reading enjoyable	1	2	3	4
Extending your vocabulary	1	2	3	4
Improving your word skills	1	2	3	4
Improving your reading comprehension	1	2	3	4
Developing a lasting interest in reading	1	2	3	4

17. What is your main occupation now?

.....

18. What are the main reasons that you dropped out of ALP?

i)

ii)

iii)

19. What could have been done to help you stay on school?

.....

L1: ALP Graduates

L1: Orally administered questionnaire (ALP to Secondary)

1. Sex

- male
- female

2. Age.....

3. School.....

4. Community.....

5. What is the main occupation of your female head of household?

- house keeping
- farming/cattle keeping
- casual labour
- petty trade
- job - private business
- job - government or NGO
- not sure

6. What is the main occupation of your male head of household?

- house keeping
- farming/cattle keeping
- casual labour
- petty trade
- job - private business
- job - government or NGO
- not sure

7a. Are you the head of household?

- No
- Yes

7b. If yes, how do you manage your responsibilities whilst at school?

8a. Do you have children?

- No
- Yes

8b. If yes, how do you manage your responsibilities whilst at school?

9. Main language spoken at home

- Luo
- Other.....

10. Who pays for school costs

- parents
- self
- NRC
- sponsorship from another organisation
- other family member
- other person in village
- not sure

11. What would you be doing if you were not in school

- family farm
- own farm- casual work
- petty trade
- job
- looking after children
- caring for other family members
- own business
- nothing
- don't know

12. Do you intend to continue your education

- dropped out
- unlikely to continue
- intend to complete this year
- intend to complete ALP
- intend to complete primary school
- intend to complete secondary school
- not sure

13. From the people you know, what are the main reasons that people drop out of school (girls/boys)

- cost of school items
- hungry
- work is too hard/don't understand
- failed tests/exams

- not interested in academic work
- problems with social life at school
- problems with a teacher
- bad facilities (classrooms, toilets)
- other work to do (family)
- other work to do (paid)
- pregnancy/baby
- marriage
- Other _____

14. When did you start in ALP?
 2013 2012 2011 2010 2009 2008

15. What describes your situation best
- ALP Year 1
 - ALP Year 2
 - ALP Year 3
 - Completed ALP
 - Completed ALP and moved to Secondary
 - Moved to YEP
 - Left ALP

16. If you had not attended ALP, would you have still gone to school?

Relevance curricula	1	2	3	4
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17. How useful have the ALP classes been for your education?

Usefulness of ALP classes	1	2	3	4
---------------------------	---	---	---	---

18. In the last 3 years, have you received any support from other organisations

- yes - for education
- yes - for something else
- no

19. How important do you consider the following activities when a teacher is teaching your reading? 1-4

Listening to someone reading aloud	1	2	3	4
------------------------------------	---	---	---	---

Silent reading	1	2	3	4
Learning new vocabulary from a text	1	2	3	4
Pronouncing or sounding words	1	2	3	4
Reading comprehension	1	2	3	4
Taking books home to read	1	2	3	4
Reading materials in the home	1	2	3	4

20. How important do you view each of the following goals of reading to be? 1-4 where 1-less important and 4-very important

Making reading enjoyable	1	2	3	4
Extending your vocabulary	1	2	3	4
Improving your word skills	1	2	3	4
Improving your reading comprehension	1	2	3	4
Developing a lasting interest in reading	1	2	3	4

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L2: Focus Group protocol (ALP)**L2: Class discussion protocol (ALP)**

1. What do you like about your school, why?
.....
.....
.....
2. What do you dislike, why?
.....
.....
.....
3. What can be done to make your school more enjoyable?
.....
.....
.....
4. What influenced your decision to take part in ALP?
.....
.....
.....
5. Has ALP been an important experience for you?
.....
.....
.....
6. What are some of those experiences?
.....
.....
.....
7. What do you think could be some of the reasons that led others to drop out of ALP class.
.....
.....
.....

L3: Orally administered simplified tracer questionnaire (YEP)

L3: Orally administered simplified tracer questionnaire (YEP)

1. Sex

1	Male	2	Female
---	------	---	--------

2. Age.....

3. Main language spoken at home

- Luo
- Other

4. Community Vocational Education Centre.....

5. Community name.....

6. What is the main occupation of your female head of household?

Please tick one

- | | |
|---|--|
| <input type="checkbox"/> house keeping | <input type="checkbox"/> job - private business |
| <input type="checkbox"/> farming/cattle keeping | <input type="checkbox"/> job - government or NGO |
| <input type="checkbox"/> casual labour | <input type="checkbox"/> not sure |
| <input type="checkbox"/> petty trade | |

7. What is the main occupation of your Male Head of Household?

Please tick one

- | | |
|---|--|
| <input type="checkbox"/> house keeping | <input type="checkbox"/> job - private business |
| <input type="checkbox"/> farming/cattle keeping | <input type="checkbox"/> job - government or NGO |
| <input type="checkbox"/> casual labour | <input type="checkbox"/> not sure |
| <input type="checkbox"/> petty trade | |

7a. Are you the head of household?

- No
- Yes

7b. If yes, how do you manage your responsibilities whilst at school?

8a. Do you have children?

- No
- Yes, my own children
- Yes, siblings to look after

8b. If yes, how do you manage your responsibilities whilst at school?

9. Which trade did you study at YEP?

- | | |
|--|---|
| <input type="checkbox"/> Carpentry & Joinery | <input type="checkbox"/> Brick Laying & Concrete Practice |
| <input type="checkbox"/> Catering & Cooking | <input type="checkbox"/> Motorcycle Repair |
| <input type="checkbox"/> Hairdressing & Manicure | <input type="checkbox"/> Metal Fabrication |

10. What level of education did you have before YEP
- none attended secondary
 attended primary completed secondary
 completed primary
11. What would you be doing if you had not attended YEP?
- family farm looking after children
 own farm caring for other family members
 casual work own business
 petty trade nothing
 job don't know
12. Do you intend to continue your education?
- dropped out Intend to do more vocational training
 unlikely to continue not sure
 intend to complete primary school Other
 intend to complete secondary school
13. When did you join YEP
- 2012 2009
 2011 2008
 2010
14. How long were you involved with YEP?
- less than one year
 1 years
 More than 1 year
15. Why did you join YEP?.....
16. How useful have the YEP classes been in helping you to acquire employment and livelihood skills? Use the scale below of 1-4 where 1 less useful and 4 highly useful
- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|
17. Did you change the trade you were studying during the year?
- Yes
 No
- 18a. In the last 3 years, have you received any support from other organisations
- Yes
 No
- 18b. If yes, what was it for
- for education or training
 for something else

19. Did you have enough furniture in your classroom for all students and instructor to sit on?
(Chairs, desk and benches)

- Yes
- No

20. Which of the following list of teaching resources did you have in your Community Vocation Training Centre? (Please tick one box on each line.)

- Training manuals
- Training machinery
- Toolkits for students
- Training tools and equipment
- Books on how to set-up businesses
- Mentorship support programmes

21. How many subjects were you instructed on in a typical day?

1	2	3	4	5	6
---	---	---	---	---	---

22. Were you happy with the methods your instructors used to teach you? *Use the scale below of 1-4 where 1 less happy and 4 very happy*

1	2	3	4
---	---	---	---

23. Did your main instructor use any of the following methods? *Please tick*

- Introducing the background and career opportunities to students before providing instruction.
- Taking students on field trips to meet with professional and observe them in the field.
- Provides opportunities for students to practice within a classroom setting.
- Instruct students on how to use tools and equipment in a protected way.
- Students work on specific projects/assignments.

24. How often did you receive a written test/assignment on your Vocational subject?
(Please tick only one box.)

- Never
- Once per year
- Once per term
- Two or three times per term
- Two or three times per month
- Once or more per week

25. Which of these goals of Literacy (reading and writing) is most important?(Please tick one box).

- Making reading enjoyable
- Extending your vocabulary
- Communicating with customers
- Improving your reading comprehension
- Developing a lasting interest in reading

26. How often did your instructor give you an assignment in social skills?(Please tick only one box.)

- Never
- Once per year
- Once per term
- Two or three times per term
- Two or three times per month
- Once or more per week

27. Did your Instructor usually meet with your parents or guardian in at the Centre to discuss your work? (Please tick only one box)

- Never
- Once per year
- Once per term
- Once per month or more

28a. Do you think enough was being done in your Community Vocation Training Centre to address your needs as a male or female student?

- Yes
- No

28b. If yes, how?.....

29. Are you employed or receiving livelihoods from the skills acquired at the Community Vocation Training Centre

- Yes – self employed (own business)
- Yes – employed
- Yes – part time
- No

30. What are your main sources of livelihood?

.....

31. Do you feel that your social situation changed because of your involvement with YEP?

- I have more respect from my peers
- I get more trouble from my peers
- I have a positive feeling about future
- I am more worried about the future
- Community respects me more
- Community stigmatizes me
- Nothing changed

L4: Focus Group protocol (YEP)

L4: Focus Group protocol (YEP)

1. What do you like about your community vocational education centre, why

.....
.....
.....
.....
.....

2. What do you dislike, why

.....
.....
.....
.....
.....

3. What can be done to make your community vocational education centre more enjoyable?

.....
.....
.....
.....
.....

4. What difference did YEP make for you?

.....
.....
.....
.....
.....

5. What are the main reasons that people drop out of YEP?

.....
.....
.....
.....

- a. Females
- b. Males.....

L5: Case studies protocol (YEP)

L5: Case studies protocol (YEP)

- i. Name.....
- ii. Year undertook YEP.....
- iii. Location.....
- iv. Trade studied.....
- v. Background before YEP.....
.....
.....
.....
.....
- vi. Experience of YEP.....
.....
.....
.....
.....
- vii. What he/she is doing now.....
.....
.....
.....
- viii. What significant change it has made in their life.....
.....
.....
.....
.....

Take a Photo of the learner or group in front of their business or at work

FINAL PROJECT EVALUATION

T1: ALP questionnaire

T1: ALP questionnaire

1. School
2. Number Classes Taught.....
3. Number of Pupils in Class.....
4. No lessons per week.....
5. Length of typical lesson in minutes.....
6. What is your sex (please tick only one box)?
 - Male
 - Female
7. What is your age? (Please tick only one box)
 - Under 20 years
 - 20 – 29 years
 - 30 – 39 years
 - 40 – 49 years
 - 50 years and over
8. What were you doing before teaching with ALP?
 - not working
 - volunteering as a teacher
 - working as a teacher
 - working as something else
 - studying
9. How likely is it that you will be able to stay in formal employment when ALP finishes?
1 = very unlikely, 2 = unlikely, 3 = probably, 4 = certainly

1	2	3	4
---	---	---	---
10. How many years of academic education have you completed? (Please indicate the number of years in each box. Please exclude the years you were repeating, if any.)
 - Years of primary education
 - Years of secondary education
 - Years of post secondary academic education
11. How many years of teacher training have you received altogether?
 (Please tick only one option)
 - I did not receive any teacher/instructor training
 - I had a short course of less than one- year duration
 - I had a total equivalent of one year of teacher/instructor training
 - I had a total equivalent of two years of teacher/instructor training
 - I had a total equivalent of more than two years of teacher/instructor training
12. How many years altogether have you been teaching?
 (Please round to '1' if it is less than 1 year).....
13. How many in –service courses have you attended during your teaching career?
 (Please write '0' if you have attended no courses).....
14. How useful were these courses in helping to improve your skills as a teacher?
 - Not useful
 - Useful
 - Very useful

15. How many of the following do you have in your classroom or teaching area? (Please write '0' if you do not have any)

- Sitting places for students (no chairs or benches)
- Writing places for students? (no desk or tables)

16. Which of the following list of teaching/instructing resources do you have in your classroom or teaching area? (Please tick one box on each line.)

- | | |
|---|---|
| <input type="checkbox"/> A usable chalk board | <input type="checkbox"/> One or more bookshelves |
| <input type="checkbox"/> Chalk | <input type="checkbox"/> A classroom library or book corner |
| <input type="checkbox"/> A wall chart of any kind | <input type="checkbox"/> A teacher's table |
| <input type="checkbox"/> A map of Uganda | <input type="checkbox"/> A teacher's chair |
| <input type="checkbox"/> A world map | <input type="checkbox"/> An atlas |
| <input type="checkbox"/> A map of Africa | <input type="checkbox"/> An English Dictionary |
| <input type="checkbox"/> A cupboard | <input type="checkbox"/> Computers |

17. If you have computers, do you use them in your teaching/instruction?

- YES
- NO

18. How many hours do you spend in a typical school week working on lessons preparation and marking for this school? (Please write the number in the boxes below.)

Hours each week

19. How important do you consider the following students activities to be in the teaching of Literacy (reading)? (Please tick one of the boxes on each line, 1 = not important, 4 = very important)

i.	Listening to someone reading aloud	1	2	3	4
ii.	Silent reading	1	2	3	4
iii.	Learning new vocabulary from a text	1	2	3	4
iv.	Pronouncing or sounding words	1	2	3	4
v.	Reading comprehension	1	2	3	4
vi.	Taking books home to read	1	2	3	4
vii.	Reading materials in the home	1	2	3	4

20. Do you ask parents or guardians to sign to show that the students have completed their home literacy assignments? (Please tick only one box)

- Yes
- No

21. How often do you give your students a written test in literacy? (Please tick only one box.)

- | | |
|--|---|
| <input type="checkbox"/> I do not test the pupils | <input type="checkbox"/> Two or three times per month |
| <input type="checkbox"/> Once per year | <input type="checkbox"/> Once or more per week |
| <input type="checkbox"/> Once per term | |
| <input type="checkbox"/> Two or three times per term | |

22. How often do you give your students a written test in numeracy (mathematics)? (Please tick only one box)

- | | |
|---|--|
| <input type="checkbox"/> I do not test the pupils | <input type="checkbox"/> Two or three times per term |
| <input type="checkbox"/> Once per year | <input type="checkbox"/> To or three times per month |
| <input type="checkbox"/> Once per term | <input type="checkbox"/> Once or more per week |

23. Do you use the following approaches when teaching? (Please tick)

- Introducing the background of a passage before reading it.
- Asking questions to assess text comprehension

- Asking questions to deepen understanding
 - Using materials you have created yourself
 - Reading aloud to the class
24. How often do you give your students a written test on Reading and language (English and Local Language)? (Please tick only one box.)
- I do not test nor give assignments to students
 - Once per year
 - Once per term
 - Two or three times per term
 - To or three times per month
 - Once or more per week
25. How often do you give your students a written test on Numeracy (Mathematics)? (Please tick only one box.)
- I do not test nor give assignments to students
 - Once per year
 - Once per term
 - Two or three times per term
 - Two or three times per month
 - Once or more per week
26. How often do you usually meet with the parents of the pupils in class to discuss students' progress? (Please tick only one box)
- Never
 - Once per year
 - Once per term
 - Once per month or more
27. What percentages of parents meet with you annually to discuss students' progress? (Please tick one box)
- Less than 25 percent
 - Between 26 and 50 percent
 - Between 51 and 75 percent
 - Over 75 percent
28. Do you ensure that efforts are made in your class to address the gender needs of students?
- Always
 - Most of the time
 - Sometimes
 - Never
- 28b) Please explain how the above is being done?

29. Are you satisfied with the quality of your classroom and the teaching materials available to support your work?
- No
 - Yes
30. Does the school report for each student include a specific section for comment on their progress on all subjects/course? (Please tick one box)
- No
 - Yes
31. On how many occasions did a local education officer visit you in your classroom in this school? (Please write '0' if there is no visit by the Inspector. If you were not teaching in this school for one or more of the years given, please write 'NA' for not applicable in the appropriate space.)
- 2011 [.....]
- 2012 [.....]
- 2013 [.....]
32. Which of the following things does the DIS/DEO do?
- Comes to advise

- Comes to criticize
 - Suggests new ideas
 - Clarifies educational/vocational objectives
 - Explains curriculum content
 - Recommends new instruction materials
 - Provides information for self-development
 - Contributes very little to my classroom teaching/instruction
 - Makes suggestions on improving teaching/instruction methods
 - Encourages professional contacts with teachers in other Schools
33. How often does your Head advise you on your teaching of subjects? (Please tick only one box)
- Never
 - Sometimes
 - Often
34. There are many things that improve teachers' satisfaction with their work. How important do you think each of the following is? (Please tick one box on each line) 1 = not important, 4 = very important

Your travel distance to school.	1	2	3	4
Quality of your school building	1	2	3	4
Quality of classroom furniture	1	2	3	4
Level of instructor's salary	1	2	3	4
Quality of classroom supplies (e.g., books, paper, pens)	1	2	3	4
Quality of management and administration	1	2	3	4
Good working relationships with other staff members	1	2	3	4
Good relationships with local community	1	2	3	4
Expanded opportunities for promotion	1	2	3	4
Opportunities for professional development through further study and or training.	1	2	3	4

35. Please answer YES or NO to each of the following statements (as appropriate to your teaching):

I give students a problem and ask them to work it (by themselves)	Yes	No
I then ask them to work the problem on the Blackboard and or do a practical demonstration.	Yes	No
I ask other students, if the working on the blackboard and or the demonstration is correct or incorrect.	Yes	No
If the working or model is correct, I ask pupils to explain or show why it is so (correct).	Yes	No
If the working and or demonstration are incorrect, I ask pupils what is wrong and to suggest what can be done to get an acceptable answer.	Yes	No
I encourage students to give different/alternative ways of working and or demonstrate the same problem.	Yes	No
I encourage students to say with reasons which way they consider is the best.	Yes	No
I ask questions to deepen students understanding of the concepts involved.	Yes	No

36. Is the project contributing to improving the delivery of basic education at the community level?
 1 = not at all, 2 = not much, 3 = a little bit, 4 = a lot

1	2	3	4
---	---	---	---

- 37. What do you view as the main strengths of the ALP programme?
 - i.
 - ii.
 - iii.
- 38. What do you view as the main weaknesses of the ALP programme?
 - i.
 - ii.
 - iii.
- 39. What recommendations would you like to put forward to improve the ALP in the future?
 - i.
 - ii.
 - iii.

FINAL PROJECT EVALUATION

T2: YEP questionnaire

T2: YEP questionnaire

1. Number of Classes Taught

2.a Average Number of Pupils in Class b. No lessons per week c.Length of typical lesson in minutes

3. What is your sex? (Please tick only one box)
 Male
 Female

4. What is your age? (Please tick only one box)
 Under 20 years
 20 – 29 years
 30 – 39 years
 40 –49 years
 50 years and over

5. What were you doing before teaching with YEP?
 Not working Working as a teacher Studying
 Volunteering as a teacher Working as something else

6a. Were you able to stay in formal employment when YEP finished?
 Yes no

6b. If yes, what is your job?

7. How many years of academic education have you completed? (Please indicate the number of years in each box. Please exclude the years you were repeating, if any.)
 Years of primary education
 Years of secondary education
 Years of post secondary academic education

8. How many years of teacher/instructor training have you received altogether? (Please tick only one box)

I did not receive any teacher/instructor training	<input type="checkbox"/>
I had a short course of less than one- year duration	<input type="checkbox"/>
I had a total equivalent of one year of teacher/instructor training	<input type="checkbox"/>
I had a total equivalent of two years of teacher/instructor training	<input type="checkbox"/>
I had a total equivalent of more than two years of teacher/instructor training	<input type="checkbox"/>

9. How many years altogether have you been teaching /instructing?
(Please round to '1' if it is less than 1 year)
Years.....

10. How many in –service courses have you attended during your teaching/instructor career? (Please write '0' if you have attended no courses)
Courses.....

11. How useful were these courses in helping to improve your skills as a teacher/instructor? 1-4
Note: If you teach in more than one classroom, please answer questions 9 and 10 for the largest class you teach/instruct.

1	2	3	4
---	---	---	---

12. Which of the following list of teaching/instructing resources did you have in your classroom or teaching/instruction area? (Please tick one box on each line.)

<input type="checkbox"/>	A usable chalk board
<input type="checkbox"/>	Chalk
<input type="checkbox"/>	A wall chart of any kind
<input type="checkbox"/>	A map of Uganda
<input type="checkbox"/>	A world map
<input type="checkbox"/>	A map of Africa
<input type="checkbox"/>	A cupboard
<input type="checkbox"/>	One or more bookshelves

<input type="checkbox"/>	A classroom library or book corner
<input type="checkbox"/>	A teacher's table
<input type="checkbox"/>	A teacher's chair
<input type="checkbox"/>	An atlas
<input type="checkbox"/>	An English Dictionary
<input type="checkbox"/>	Computers
<input type="checkbox"/>	Training tools and equipment

<input type="checkbox"/>	Training manuals
<input type="checkbox"/>	Training machinery
<input type="checkbox"/>	Toolkits for participants
<input type="checkbox"/>	Books on how to set-up businesses
<input type="checkbox"/>	Mentorship support programmes

13. If you have computers, do you use them in your teaching/instruction?
 YES NO

14. How important do you consider the following students activities to be in the teaching of Literacy (reading)? (Please tick one of the boxes on each line)

- | | |
|--|--|
| <input type="checkbox"/> Listening to someone reading aloud | <input type="checkbox"/> Reading comprehension |
| <input type="checkbox"/> Silent reading | <input type="checkbox"/> Taking books home to read |
| <input type="checkbox"/> Learning new vocabulary from a text | <input type="checkbox"/> Reading materials in the home |
| <input type="checkbox"/> Pronouncing or sounding words | |

15. Did you use the following approaches when teaching vocational and livelihoods skill? (Please tick)

<input type="checkbox"/>	Introducing the background and career opportunities to students before providing instruction.
<input type="checkbox"/>	Taking students on field trips to meet with professional and observe them in the field
<input type="checkbox"/>	Provides opportunities for students to practice within a classroom setting
<input type="checkbox"/>	Instruct students on how to use tools and equipment in a protected way
<input type="checkbox"/>	Students work on specific projects/assignments

16. How often did you give your students a written test/assignment on the Vocational skills they were learning? (Please tick only one box.)

- | | |
|---|---|
| <input type="checkbox"/> I do not test nor give assignments to students | <input type="checkbox"/> Two or three times per term |
| <input type="checkbox"/> Once per year | <input type="checkbox"/> Two or three times per month |
| <input type="checkbox"/> Once per term | <input type="checkbox"/> Once or more per week |

17. How often did you give your students a written test or assignment in social skills such as HIV/AIDS? (Please tick only one box)

- | | |
|---|---|
| <input type="checkbox"/> I do not test nor give assignments to students | <input type="checkbox"/> Two or three times per term |
| <input type="checkbox"/> Once per year | <input type="checkbox"/> Two or three times per month |
| <input type="checkbox"/> Once per term | <input type="checkbox"/> Once or more per week |

18. Did you ensure that efforts are made to address the gender needs of students in the class?
1 = never, 2 = sometimes, 3 = as much as possible, 4 = all the time

1	2	3	4
---	---	---	---

Please explain the above?

.....

19. Are you satisfied with the quality of the Community Vocation Training Centre and the skills offered to students?
 No Yes

20. On how many occasions did any local government officer visit you in your classroom in this school? (Please write '0' if there is no visit by the Inspector. If you were not teaching in this school for one or more of the years given, please write 'NA' for not applicable, in the appropriate space.)

2011.....
2012.....

21. There are many things that improve teachers' satisfaction with their work. How important do you think each of the following is? (Please tick one box on each line)

Your travel distance to school.	1	2	3	4
Quality of Community Vocation Centre building	1	2	3	4
Quality of classroom furniture	1	2	3	4
Level of instructor's salary	1	2	3	4
Quality of classroom supplies (e.g., books, paper, pens, manuals, tools, machinery etc.)	1	2	3	4
Quality of Community Vocation Centre management and administration	1	2	3	4
Good working relationships with other staff members	1	2	3	4
Good relationships with local community	1	2	3	4
Expanded opportunities for promotion	1	2	3	4
Opportunities for professional development through further study and or training.	1	2	3	4

22. Please answer YES or NO to each of the following statements (as appropriate to your teaching/instruction):

I give students a problem and ask them to work it (by themselves)	Yes	No
I then ask them to work the problem on the Blackboard or do a practical demonstration.	Yes	No
I ask other students, if the working on the blackboard or the demonstration is correct or incorrect.	Yes	No
If the working or model is correct, I ask pupils to explain or show why it is so (correct).	Yes	No
If the working or model is incorrect, I ask pupils what is wrong and to suggest what can be done to get an acceptable answer.	Yes	No
I encourage students to give different/alternative ways of working the same problem or demonstration.	Yes	No
I encourage students to say with reasons which way they consider is the best.	Yes	No
I ask questions to deepen students' understanding of the concepts involved.	Yes	No

23. Did the project contribute to improving employment and livelihoods of students and the community
1 = Nothing, 2 = A bit, 3 = Quite a lot, 4 = A lot

1	2	3	4
---	---	---	---

24. What do you view as main strength of the YEP programme?

- i.
- ii.
- iii.

25. What do you view as the weakness of the YEP programme?

- i.
- ii.
- iii.

26. What recommendations would you put forward to improve the Youth Education Pack (YEP) in the future?

- i.
- ii.
- iii.

I1: Performance data collected from school

See I3

I2: Observation protocol

I2: Observation protocol

How many classrooms reported as constructed by NRC during RAY.....

How many other classrooms.....

Use a scale of 1-4 where 1 = unused, 2 = dilapidated, 3 = basic and clean, 4 = very good condition.

To what extent is the building in good condition? 1-4		Condition			
		1	2	3	4
Building 1 <input type="checkbox"/> Classroom <input type="checkbox"/> Teacher's house <input type="checkbox"/> Latrine <input type="checkbox"/> Office <input type="checkbox"/> Other	Who is using the building? <input type="checkbox"/> ALP <input type="checkbox"/> UPE School <input type="checkbox"/> Other..... <input type="checkbox"/> Not in use				
Building 2 <input type="checkbox"/> Classroom <input type="checkbox"/> Teacher's house <input type="checkbox"/> Latrine <input type="checkbox"/> Office <input type="checkbox"/> Other	Who is using the building? <input type="checkbox"/> ALP <input type="checkbox"/> UPE School <input type="checkbox"/> Other..... <input type="checkbox"/> Not in use				
Building 3 <input type="checkbox"/> Classroom <input type="checkbox"/> Teacher's house <input type="checkbox"/> Latrine <input type="checkbox"/> Office <input type="checkbox"/> Other	Who is using the building? <input type="checkbox"/> ALP <input type="checkbox"/> UPE School <input type="checkbox"/> Other..... <input type="checkbox"/> Not in use				
Building 4 <input type="checkbox"/> Classroom <input type="checkbox"/> Teacher's house <input type="checkbox"/> Latrine <input type="checkbox"/> Office <input type="checkbox"/> Other	Who is using the building? <input type="checkbox"/> ALP <input type="checkbox"/> UPE School <input type="checkbox"/> Other..... <input type="checkbox"/> Not in use				
Building 5 <input type="checkbox"/> Classroom <input type="checkbox"/> Teacher's house <input type="checkbox"/> Latrine <input type="checkbox"/> Office <input type="checkbox"/> Other	Who is using the building? <input type="checkbox"/> ALP <input type="checkbox"/> UPE School <input type="checkbox"/> Other..... <input type="checkbox"/> Not in use				

Who owns the school land?

.....

Is there a land dispute over land occupied by the buildings?

- Yes
- No
- Resolved

Who looks after the buildings?

.....

Who is using the building?

- ALP
- UPE School
- Other.....
- Not in use

Who pays for maintenance?

- PTA
- School budget
- SMC
- Teachers
- NRC
- Other.....

Take a photograph and record Latitude and Long coordinates in decimals

I3: Head teachers interview and institutional questionnaire

I3: Head teachers interview and institutional questionnaire

1. Job Title.....
2. Name of School Community Vocation Centre.....
3. ALP or YEP
 - ALP
 - YEP
4. What is your sex?
 - Male
 - Female
5. What is your age?
6. How has the community and school changed in general over the past 3 years?
.....
7. What other support has the school/centre received in the past 3 years?
.....
8. How active is the community in the life of the school/centre?
.....
9. What did the project help with?
.....
10. What were the main challenges faced by the project?
.....
11. Did NRC construct any building here? What change did these create?
.....
12. Where the students stigmatized for participating in the project?
.....
13. Were you visited much by NRC staff? What were these visits like? What did they do?
.....
14. To what extent did the project support girls and children who are differently-abled to participate?
.....
15. What were the good ideas and lessons learned from the project?
.....
16. If you are going to implement this project in a similar district like Acholi what would you do differently?
.....

FOR ALP Only

	2011		2012		2013	
Girls enrolled Level 1						
Boys enrolled Level 1						
Girls enrolled Level 2						
Boys enrolled Level 2						
Girls enrolled Level 3						
Boys enrolled Level 3						

	2011		2012		2013	
Girls dropped out Level 1						
Boys dropped out Level 1						
Girls dropped out Level 2						
Boys dropped out Level 2						
Girls dropped out Level 3						
Boys dropped out Level 3						

	2011		2012		2013	
Girls passed P7						
Boys passed P7						
Girls mainstreamed						
Boys mainstreamed						

FINAL PROJECT EVALUATION

P1: Partner interviews

P1: Partner interviews

- 1. Name.....
- 2. Job Title.....
- 3. Organisation.....
- 4. YEP Centre.....
- 5. What is your sex?
 - Male
 - Female
- 6. When did your organization take over the YEP Centre?
.....
.....
- 7. What made your organization want to get involved?
.....
.....
- 8. How was this project handed over to you?
.....
.....
- 9. What are the activities happening in the Centre now?.....
.....
.....
- 10. What is your plan for sustainability?
.....
.....
- 11. What lessons have your learnt that would help make a future NRC YEP project more sustainable?.....
.....
.....

Please capture a photo of the centre (with young people studying if they are there)

Lat/Long GPS coordinates in decimal

P2: Government interviews

P2: Government interviews

- 1. Name.....
- 2. Job Title.....
- 3. What is your sex?
 - Female
 - Male
- 4.a What involvement and role has local government had with RAY?.....
- 4b
 - School Construction
 - YEP
 - ALP
- 5. What was the project trying to achieve, and why?.....
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.....
.....
- 6. How has the project helped?
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.....
.....
- 7. What were the main challenges?
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.....
- 8. Have the components of the project (ALP, YEP and SC) worked together?
.....
.....
- 9. Are other organisations in your area supporting non-formal education?
.....
.....
.....
- 10. Was the project relevant? Is it still relevant?
.....
.....

.....
.....
.....
11. Did NRC let you know that they will be exiting? When?
.....
.....
.....
12. What is the plan for supporting ALP/RAY after NRC leaves?
.....
.....
.....
13. What was the level of involvement and participation on the community in the design, development and participation of the project?
.....
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.....
.....
14. What were the good practices and lessons learned from the RAY project?
.....
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.....
15. If you are going to implement a similar RAY project what aspect of the project would you like to see done different and why?
.....
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.....
.....
.....

C1: Community focus group protocol

C1: Community focus group protocol

1. List number of women and men
.....
.....
.....
.....
- Community leaders
 Parents
 Others
2. What do you know about the RAY project
.....
.....
.....
3. Did your children participate – how
.....
.....
.....
4. Did you participate – how
.....
.....
.....
5. What is the best way that you think parents should participate.
.....
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.....
6. What are the main changes that you see as a result of the project?
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7. What changes has your household experienced?
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8. In what other ways is the local area changing - how does this affect your children?
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9. What was it like to work with NRC?
.....
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.....
.....
10. What will happen when NRC leaves?
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.....
11. Are you willing to share with the government the responsibility of running RAY projects when NRC leaves? How?
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.....
.....
.....

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5.7: Background Note on International Perspectives on ALP

In recent years there has been a growing interest in the international community pertaining to developing education innovations regarding conflict prevention and peace building. Education is viewed as a long term strategy for conflict prevention, especially if the concepts and practice of education for peace can form the basis for a new curriculum, text books and teacher development and training (CIDA, 1999).

Research has shown that innovations in Education can contribute to laying the foundations to lasting peace and serve as an important method for proposing recommendations (Arsizzone, 2001; Baxter and Ikobwa, 2005, Salomon, 2005).

Peace education can be taught both through formal and non-formal education. Life skills such as conflict resolution, gender-sensitive behaviour and appreciation of diversity often form part of the curriculum (Sinclair 2004). Reconciliation is viewed as an important component of peace education.

The formal schooling debates continue on whether to integrate peace education as a subject or include it as a separate entity in the schools' curriculum. Supplementing non-formal programmes can increase the impact for school programmes (Obura 2002).

Accelerated Learning Programme (ALP) and 'catch-up' education programmes are some of the most important and widespread initiatives that are specific to conflict affected countries (Nicolai, 2009).

ALP programmes can run for several years to support completion of primary school while 'catch-up' education programmes have a duration of a year, and are aimed at integrating students back into the formal school system.

Learning within an ALP education process is completed within a shortened time frame with an assumption that the older children and young people will learn at a faster pace.

ALP programmes are frequently donor funded, short term in nature and focused on access, retention and completion (Nicholson, 2002:8).

Over the years ALP programmes have been implemented in Southern Sudan, Sri Lanka, Uganda, Afghanistan, Angola and other countries with moderate degrees of varying success.

In Liberia, non-formal, informal and vocational or technical education programmes were found to be the areas where the greatest innovations have taken place (Women's Commission, 2006).

It is important to explore the extent to which 'participative pedagogy' is infused in the various ALP programmes. Participative pedagogy begins with the fact that we are

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living in a society and time where current technologies are reshaping the ways we interact with one another and the world around us⁴⁵.

One of the unique trends in our current environment is how users, not only consume content they deem useful, but are also the generators of it. In a classroom setting this has not taken hold in the same way as in our daily lives.

However, instead of being merely consumers of information, students in the ALP programmes can become active generators of insights and material surrounding the topics being discussed. This is what participative pedagogy embodiment is all about i.e. students take an active versus a passive role in their learning process both in and out of the classroom.

In Afghanistan, after implementing the ALP, two complementary Policy recommendations were drawn from the educational experience. It is important to note that these recommendations also have significance and relevance beyond the context of Afghanistan. They are as follows:

1. Ensure support for flexibility, complementary models of education provision which build on Community Initiatives and engagement and are aligned with the Ministry of Education policies and objectives, as strategic intervention from the earliest stages of a crisis.
2. Innovation of equality teaching and learning in the complementary models should be supported, nurtured and carefully evaluated in order to provide examples of effective strategies that will inform national policy and programme development.

In the case of Afghanistan, the ALP model was developed into a small-scale community-based education programme, such that teacher meetings, classroom based training and the results achieved were shared with education officials, policy makers and practitioners in order to inform and enhance the quality of national and government led programmes.

In Sierra Leone a Complementary Rapid Education Programme for Schools (CREPS) was introduced towards the end of the Civil war (1992-2002). The aim of the programme was to provide education, of three years instead of six, for older children who were unable to access education or whose education was disrupted as a result of the war.

The CREPS was placed with the Ministry of Education, Science of Technology (MOEST) from the beginning, with the active support of UNICEF and the Norwegian Refugee Council (NRC). The CREPS supervision was the responsibility of the MOES while UNICEF and NRC provided Financial and Technical assistance/support.

Technical support in Sierra Leone included the training of head teachers and teachers, the provision of school resources such as text books, exercise books and equipment, as well as supporting the monitoring and evaluation in the primary school, and provision of vehicles and motorcycles to the project.

CREPS was largely viewed as a success. The programme achieved increases in enrolment for boys and girls over the six-year-period. By 2002, the programme had

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recorded an overall enrolment of near 22,000 children between the ages of 10-16 yrs. A significant proportion of this enrolment was girls.

Records also show a high level of performance in the national primary school examinations (NPSE), estimated between 75-100% success rates. While CREPS has recently been phased out, its contribution to education access and continuity for a large number of over aged children following the war was significant (Mansaray, 2006).

Save the Children has identified four critical elements that are important for the role of education in peace building, reconstruction and conflict prevention. These elements include 1) inclusion of access, with free primary schools and schools located close to homes, 2) Safety and protection, with schools safe from attacks and places where human rights are respected, practiced and adhered to, 3) relevance, using a non-biased curriculum relevant to children and their context and 4) accountability, with school management guarding students' welfare while taking the opinions of children, parents and community into considerations (Save the children, 2008).

There is compelling evidence that Education can respond positively to address conflict and recovery. An example of an education programme response that links directly to impact of conflict is the 'catch-up' education programme implemented for children in Angola. The programme was designed for children to enter primary school after their education was interrupted by the protracted conflict.

The Accelerated Learning Programme of Primary schools for older students and the 'Catch-up' education programme could also be useful as an innovation for marginalized groups especially street children or for working with children in countries that are not affected by conflict.

Although not exclusive to conflict environment, these programmes have proven that they are effective models for reaching older children who have missed out on education due to their association with armed forces or armed groups, those disrupted by conflict, and those who have been displaced.

ALP had been instituted in Afghanistan, Angola, the DRC, Liberia, Southern Sudan and Uganda. With ALP there may be a greater focus on life skills and vocational training than might be undertaken in conventional education.

The expectation is that the capacity and expertise developed in these countries as a result of the implementation of these emergency interventions would be retained and used to build the national capacity to continue this work when external assistance is stopped, as in the case of Uganda.

5.8 Lessons from the NRC Country Office

Based on ten issues that were identified in the evaluation findings as being of strong importance to learners, RAY project staff identified key lessons learned that they believe will contribute to better quality programming in the future. These have been slightly edited to enhance readability.

Modern teaching methods and teachers' behavior

- Providing psychosocial support training for teachers to address issues of brutalization among learners, and tackle violent disruptive behavior without resorting to corporal punishment.
- Hiring existing qualified teachers to ensure that the right people deliver the right content. ALP and YEP are concepts that formerly trained teachers can comprehend easily with additional training. Doing this saved a lot of time at the start-up phase of ALP.
- Refresher and orientation trainings are important for quality education, including feedback
- Involving technical people in the Local Governments in offering support to teachers is essential in order to raise the credibility (and awareness) of non-formal education, and provide a long-term base of support.
- Close supervision of the application of knowledge imparted in the training of teachers to provide them with continuous feedback and learning..
- Organising exchange visits for teachers to schools that are a role models to enhance the sense of community and share problem-solving ideas.
- Involving other stakeholders - especially Ministry of Education - from the beginning (planning stage) to ensure acceptance and integration in national planning.

Providing clean and safe water and sanitation facilities

- Where schools do not have their own water source, getting clean and safe water for the pupils while in school becomes difficult and takes a lot of their time. Schools should have their own water points on the school compound.
- As the common maxim goes "water is life": some communities are so disadvantaged that clean and safe water becomes part and parcel of any intervention
- Technical verification exercise by district water engineers.
- With the experience in Northern Uganda most of the schools that ALP are located in are in hard to reach areas with few or no classrooms, teachers' houses and clean water. So there is need for NRC to have a kind of consolidate approach under its education project (complete package) which provides for safe water among others. This will make the impact more felt than spreading the interventions to cover a bigger area at a lower intensity. Provision of safe water has not been part of the Education Project.
- Future ALP programs should take into consideration provision of clean, safe drinking water as well as construction of latrine facilities at all centers. This will help to promote the health of children.

Ensuring availability of teachers, including their regular attending classes

- Early recruitment and deployment: start up training well before posting the teachers.

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- Constructing teacher housing enhances availability of teachers because qualified teachers easily show willingness to teach even in locations far away from their homes.
- Joint monitoring by key stakeholders and feedback is very important as it minimises teacher absenteeism and ensures prompt actions.
- The availability of teachers needs to be critically analysed prior to the establishment of the schools. Where the findings show non-availability of teachers, appropriate compensation measures need to be offered to those who may want to relocate to the school sites. This will ensure their regular attendance.
- I would recommend for employing teachers who are inspired and motivated to teacher without much supervision. Most teachers employed by NRC lack motivation, inspiration and determination. This is evidenced in the need for NRC staff to frequent the centres to ensure good attendance
- Immediate recruitment, training and deployment of teachers.
- It is very important to work together with the government (district) officials in the recruitment, training, monitoring and supervision of the teachers as education custodians within the district from the beginning for ownership and taking responsibilities.
- In areas where there is a high turn over of teachers, efforts should be made to keep some teachers on reserve so that they are posted in case a vacancy falls.
- Joint monitoring of teachers compliance should be adopted and encouraged

Addressing the attitude and behaviour of communities and students in formal education towards RAY learners

- Community sensitization should be part of RAY type projects and should be done through out the phases of the project. A holistic sensitization should be done. There is a need to look at how to make sensitization meetings attractive to the communities to attend. This will go a long way to address their attitude and behaviours. Because if someone is not motivated to come and attend your sensitization, then who will you sensitize and how will to address issues?
- Anything non-formal is commonly looked at as inferior in many communities. The necessary frameworks for authentication need to be brought on board right from the inception of such a programme.
- There is need to have constant sensitization of the communities about ALP and YEP. Local authorities should be involved as much as possible. Create an MoU of the participation and involvement/roles of different stakeholders.
- Continued sensitization and involvement of parents (community) in the education of the learners is very important for sustainable learning both in school and outside school since these learners stay within the same village. Good to have regular meetings on issues as they arise during implementation.

Support for family and work burdens at home

- Agree clear roles with the parents, more mobilization and sensitization to the communities.
- Agreeing with the community on what is expected of them at home for the children to study and often reminding them through parents meetings is vital in a project like RAY. It could also be good to lobby other organisations offering economic empowerment programs to target such communities to enhance their ability to support the children.

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- Strategies for sustainability of such support need to be clearly defined right from the start. Families may need to be supported through livelihood intervention to be able to continue supporting their children in school.
- A lot has to be done to the direct beneficiaries, most of the ALP learners are already over burdened by domestic chores, and so there is need to subsidize them with other IGAs that would boost their morale to attend schools and plan for continuity after primary level.
- Involvement of the learners in designing a learning calendar and timetable that caters for their seasonal farming needs, domestic chores and other burdens. This includes arrival time to school and departure time from school.
- To have allowance for days off to attend to their personal issues.
- Education project to work with other NRC core projects in identifying EVIs within the education settings and recommending them for other support not provided for by the project (education) but can support and improve on the learning of children.
- The local authorities need to come up with a bylaw that will condition parents to provide the basic scholastic support to their children. This by law should be enforced seriously.
- Community sensitization is the only way learners can be supported from the family side.
- Involve local leaders & offer incentives

Meeting the full costs of education

- A program like ALP can only be successful if full costs of education are met. The main reason for many learners dropping out of school is education cost related e.g. inability to afford scholastic materials and other hidden costs like parents, teachers association fees intended to supplement monies from government. If the full cost of education is met there should be strict selection criteria in place because some able parents may want to take advantage.
- NRC met what is considered as basic needs, what remains is one of the biggest challenges: how will these learners progress with their post primary education. Otherwise, after bringing them from the village and supporting them to finish primary level, there is a high risk of them dropping out again.
- A bit of cost sharing to instil spirit of ownership and value within the community.
- In spite of all the support NRC provided there is importance of the encouraging parents/communities to always uphold their responsibilities i.e. provision of lunch to learners, uniforms, etc to minimize the over dependency syndrome, which is not sustainable.

Extra curricula activities, socialisation and sport

- Participation in competitive co-curricula activities, support the host schools with game/sports equipment, and training for teachers.
- Establishing ALP centers in host schools and collaboration with the host school administration enables the ALP learners to benefit from a range of activities within the host school.
- Provision of sport equipment should be part of the support the organisation provides and there should be monitoring of usage and participation of learners in sports as well. Provide uniforms for sports/games.
- Extra curricula activities – like sport - help the learners easily overcome the traumatic experiences they have gone through. Extra curricula activities are one of the most important components of education; which is mostly

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neglected at the expense of classroom teaching. Attention and consideration needs to be put into these activities for holistic education and development of the children.

- Invest more time in the co-curricular activities with guidance from instructors. Others should also endeavour to provide games and sports facilities to the children.
- Games and sports promote socialization, good interaction and behavioural change amongst learners (ALP and non ALP learners)
- NRC used to encourage competition between different learning centres.

Sexual health and relationships

- Inclusion of HIV/AIDS in the syllabus, more sex education and sensitization about HIV/AIDS, more sanitary materials to girls.
- Synergies with other organisations to complement in areas you have no core intervention programs in is very important. Possible areas of collaboration and the specific partners and consequent agreements should be done at the stage of project initiation for continuity and accountability.
- The world today has changed and issues of sexual health and relationships are not considered subjects to health specialist and doctors. We all need to come up and design deliberate action plans to incorporate this discipline into our intervention domain
- Peer learning: sex education at school through resource persons.
- Help them to check on their status.
- There is need to provide other stakeholders who deal mainly on health and sexual health training to provide in depth training to both our teachers and learners and provision of these training materials to ALP centres.

Opportunities to generate income

- Start up tool kits are necessary when providing vocational skills training to economically disadvantaged youth because they can not take off in their trades studied with the knowledge acquired only.
- Deliberate campaigns to other stakeholders to support YEP groups in terms of offering them contracts for certain works, tax waivers, and continuous follow ups. Constant monitoring of groups after they have established their businesses helps them improve a lot
- Market assessments need to be thoroughly undertaken if the trades established need to offer opportunities for income generation.
- ALP beneficiaries faced the biggest challenge and dilemma in financing their education beyond primary level. So there was a need to look into how to lean towards IGA that would help these learners progress to secondary education with ease.
- Continue with the follow up monitoring upon graduation.
- Involve groups of learners in decision making on issues that encourage their learning and well being out side the school. This makes it much easier to control learners being absent most of the time.
- Through school practice, esp. carpenters, they made furniture and later sold them to generate income.

Gaining literacy

- More books in the local language.

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- Functional literacy is vital to such categories because without basic writing and reading skills the groups fail to keep records for their transactions and even communicating effectively with customers is aided by this skill.
- Developing literacy skills should always form part of YEP and ALP because this enhances their capacity to communicate with others.
- More time should be given for literacy in the teaching timetable.
- They are able to learn based on the good delivery.
- Promotes good cooperation and interaction within the community.
- Continue with these subjects but also integrate with some business related subjects. This will give the children various options to take as they continue with their education.
- Employ effective monitoring learning achievement system.