"A FINAL EVALUATION FOR THE PROJECT PROMOTING CIVIC AND POLITICAL PARTICIPATION OF YOUTH AND WOMEN IN THE INFORMAL SECTOR"

UNDEF-FUNDED PROJECT

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Final Report

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Bharam Namanya
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List of Acronyms

ACFODE	Action for Development
ACHPR	African Charter on Human and Peoples Rights Advancement of Women
CDA	Common Development Agenda
CDO	Community Development Officer
CPAP	Country
CAO	Chief Administrative Officer
CBO	Community-Based Organizations
CSOs	Civil Society Organizations
DGF	Democratic Governance Facility
DLO	District Labour Officer
DP	Democratic Party
EASSI	The Eastern Africa Regional Support Initiative for the
EC	Electoral Commission
FDC	Forum for Democratic Change
FGD	Focus Group Discussion
FOWODE	Forum for Women in Democracy
ICCPR	International Convention on Civil and Political Rights
IEC	Information Education and Communication
ILO	International Labour Organization
IS	Informal Sector
IP	Implementing Partner
ISW	Informal Sector Worker
JEEMA	Justice Forum
JLOS	Justice, Law and Order Sector
KII	Key Informant Interviews
LC	Local Council
MDGs	Millennium Development Goals
MoLG	Ministry of Local Government
MP	Member of Parliament
NDP	National Development Plan
NGO	Non- Governmental Organizations
NRM	National Resistance Movement
NYP	National Youth Policy
PDC	Parish Development Committees
PLA	Platform for Labour Action
PWD	Person with Disability
PWDCs	Persons with Disability Council
RDC	Resident District Commissioner
SDIP	Social Sector Development Investment Plan
UBOS	Uganda Bureau of Statistics
UDHR	Universal Declaration on Human Rights
UNDAF,	United Nations Development Assistance Framework
UNDEF	United Nations Democracy Fund
UNDP	United Nations Development Program
UYONET	Uganda Youth Network
WC	Women's Council
YC	Youth Council

Executive Summary

Since 1986, Ugandan politics has been shaped and dominated by the movement system of government. The Constitution of Uganda 1995 (article 269), suspended all activities of the political parties and formalized the movement system only subject to change by a referendum as articulated in article 70 of the same constitution. However, Article 69 accorded Ugandans a right to choose and adapt a political system of their choice in free and fair elections/referenda.

In 2005 Uganda held a referendum that affirmatively decided the return to multiparty political system hence the opening up of political space. Since then, Uganda has had two national elections under the multiparty system, in 2006 and 2011.

Uganda also follows a decentralized policy whereby a range of political, executive and legislative powers have been devolved to Local Governments. Local councils are elected at village, parish, sub-county and the district levels. The Local Governments (Amendment) Act 2010 was enacted to align elections at these levels with the multiparty system. Women and youth in the informal sector should thus exercise their civic duty and meaningfully participate in the political process at various levels. However, many Ugandan do not clearly understand their civic and political rights and particularly the underpinnings of multiparty party political dispensation and relevant laws.

It is against this background that PLA initiated a project **"**Promoting Civic and Political Participation of Women and Youth in the Informal Sector". Funded by United Nations Democracy Fund (UNDEF), the project was implemented in four districts of Amolatar and Dokolo in Lango sub-region and Kaliro, Bugiri and Iganga in Busoga Sub-region with the United Nations Development Programme in Uganda as the Executing Agency. The main goal of the project was to educate informal sector women and youth on their civic and political rights and in particular create awareness on the multiparty political dispensation and relevant laws, provide a forum for networking and building political leverage through consultations and dialogue between women and youth groups and elected local and national politicians. The overall objective of this evaluation was to assess achievement of the set objectives, and to identify and document lessons learnt, best practices and design issues that could be used to model/shape future projects.

Methodology: The evaluation utilised cross-sectional design and applied both qualitative and quantitative methods of data collection. The scope of the evaluation covered project relevancy, efficiency, effectiveness, project results/impact; issues of sustainability, lessons learnt and intended results of the project. The evaluation covered the period April 2010 to March 2012 when the project was operational. The geographical coverage of the evaluation was the sampled project area of implementation namely Dokolo, Kaliro and Iganga districts. 241 respondents were reached through face-to-face interviews, key informant interviews and focus group discussions. Respondents included; local community members - women and youth in the informal sector, and leaders at local governments of programme targeted districts and sub-counties as well as UNDP and PLA staff.

Key Findings:

Relevance of the project: Overall respondents indicated the **project was relevant** and met the expectations of the beneficiaries. From FDGs and key informant interviews respondents felt that the project was needed among the women and youth in informal sector. They also argued that before the project their participation in leadership and public events was minimal. Furthermore the respondents revealed that the project allowed discussions on development and political issues thus providing a foundation for the youth and women to contest for political leadership and participate in elections at various levels.

Project efficiency: The findings indicate that the project was implemented within the planned period and all activities under each objective were implemented. In addition, there was sufficient human resource in number and skills to implement the planned interventions at PLA secretariat. Use of peer educators enabled the project to leverage human resource to facilitate implementation of the interventions.

Quarterly project review meetings with peer educators at the community levels to receive progress reports were held. The Board of Directors for PLA provided oversight to the project during their quarterly meetings. UNDP provided technical support to the project by reviewing and facilitating the approval of work plans and budgets, disbursing funds to implementing partner (IP) and reviewing accountabilities from the IP, as well as overall submission of annual and quarterly progress reports to UNDEF.

Effectiveness of the Project:

The evaluation team explored the understanding of the of the project beneficiaries to enlist activities that had been implemented under the project. In all the key informant interviews, FGDs held respondents were able to clearly mention the activities they had been involved in. The women and youth peer educators mentioned the capacity building trainings, sensitization workshops, they had attended/or participated in and they were able to articulate the topics covered during the trainings. Respondents further reported that they listened to radio talk shows and even participated in calling in to the shows.

Further, findings reveal a significant role played by the trainings and sensitization in increasing the capacity, interest and inspired more women and youth to participate in the political leadership, decision-making processes at parish level and community meetings. The project facilitated increased numbers of women and youth expressing an interest to join politics or continue in politics, and provided an opportunity through experience sharing and learning among the women and youth peer educators across the district. The evaluation further found out that there were rapid action teams of peer educators comprised of women and youth from the informal sector who were established and equipped with knowledge, tools, and skills for use in educating fellow youth and women on civic and political rights. Women and youth in the informal sector and their communities were educated through the multiplier effect of peer education and interactive radio talk shows in local languages on their civil and political rights. The project encouraged women and youth in the informal sector to take up leadership positions and engage in political party activities.

Project impact (intended changes /results).

The goal of the project was to educate informal sector women and youth on their civic and political rights and in particular create awareness on the multiparty party political dispensation and relevant laws and provide a forum for networking and building political leverage through consultations and dialogue between women and youth groups, and elected local and national politicians. In assessing project impacts, results of quantitative survey and information provided by the respondents during key informant interviews and FGDs were used. The quantitative survey results took into consideration the baseline survey results and compared them with evaluation results to highlight the project outcomes and impact

Comparative analysis of project results

Study indicators	% at Baseline	% at Evaluation
Level of knowledge of concept of political participation	2	55.2
Level of knowledge of concept of democratic governance	8	40.7
Level of knowledge of concept of decision making	4	42
Level of knowledge about national days/holidays for women, youth and PWDs among	12	44
Level of knowledge levels about and the roles of WCs, PDCs, YCs & PWDs among ISWs	39	49
Level of awareness that one had to be a citizen to participate in voting	32	56
Level of awareness that one had to be a registered voter to participate in voting	35	48
Level of participation in contesting elective political positions (LCI-V) among ISWs	12	33.5
Level of participation/attendance of LC and PDC planning meetings at community level	18	34

According to the table above, the findings indicate that the project had significant change on the levels of knowledge and awareness on key concepts of the project interventions.

Qualitative results revealed that all Local government officials in the three districts were registering greater participation and interest from the women and youth. They participated in political activities decision-making meetings, community meetings (Baraza), and national events. This implies that such engagement in planning meetings creates space for women and youth participation in political processes at community level, and bridge the gap between ISWs women and youth Local leaders and government departments at district level.

Project impact (un-intended changes /results):
Key un-intended impacts /changes /results of the project included; institutional capacity of PLA for effective project delivery. The project interventions contributed to infrastructural development of PLA Secretariat through streamlining the organization's operations to ensure adherence to minimum standards and corporate governance. The findings also revealed that, one project peer educator group for instance in Dokolo District had evolved into a Community Based Organization (CBO).

Sustainability:
The respondents were able to identify components of the project that could be sustained. Key aspects of sustainability are Knowledge and skills on citizens' rights and civic responsibilities passed to women and youth peer educators groups. Thus confidence built among women and youth, attitude of women and youth towards participation in elective political and civic leadership improved, and a sustained knowledge base that would continue to stimulate debates in the community about political and civic responsibilities and obligations was built. The following strategies were identified to be critical in ensuring project sustainability:

- Strengthened institutional and technical capacity of PLA to attract funding which has positioned PLA to leverage more funding and indeed more partners have since come on board and these include; DGF, ILO & Women Trust.

- Partnership with Local Government such as like Amolatar and Dokolo which have offered office accommodation to PLA to coordinate the interventions and community services departments are using the peer educators to sensitize the citizens on development programmes like NAADS, and CDD.

- Knowledge and skills building of informal women and youth workers in advocacy, lobbying, project planning are very strong components of sustainable skills building efforts as these skills will facilitate the women and youths' engagement with leaders and partners in more transparent approach.

- Participation of women and youth in leadership and decision making in local councils, community groups, and parish planning committees is expected to continuously influence the way government leaders develop and implement the policies, and development programmes/projects in their communities and will enable them influence and drive the pro-poor and informal sector development agenda.

The Key lessons learnt:
- The program implementation timing should have been before the elections to enable the target beneficiaries participate effectively in elective processes of 2011. Most of the project interventions were implementation after 2011 general elections.

- There was limited involvement of political leadership at the design and introduction of the project at district level. Political power leveraging is critical for successful implementation of interventions that promote political participation and human rights, interventions focusing on these areas tend to be sensitive.

The main challenges encountered:

- The baseline stage, suffered a delay because the political leadership in the districts misunderstood it to be partisan. Therefore, more consultations between the RDC's Office, and President's Office were held before the baseline could proceed.

- Change in program de**s**ign, and mode of delivery required peer educators to move in the field to sensitize women and youth without facilitation (transport, allowances etc) for these extended activities.

- Limited time for project activity delivery to build the capacity of women and youth towards changing their attitudes in regard to participation in political and civic processes.

- Geographical spread of the project across five districts in two regions affected quality of delivery and support supervision including follow-up of trainings and sensitization done by peer educators.

Overall, the evaluation consultant concludes that the performance of the project was effective and efficient, had the desired outputs /changes, and was relevant in the local and country context.

- The project addressed the problem for which it was developed. It was able to increase the visibility of women and youth in informal sector needs in the country and built their capacity and skills to enable them participate in the political and civic processes in their community.

- The intended objectives and outputs of the project were achieved both by way of implementing targets and by way of intended results/effects. The project activities as set were adequate to realize the outputs and they contributed to the effectiveness of the project.

- The project was in line with defined needs of the beneficiaries. It was justified and relevant in the country context and in the context of the UNDP's Country Programme Action Plan (CPAP) and the implementing institution, PLA. The project also contributed to UNDAF outcome that seeks to improve the capacity of selected Government Institutions and Civil Society for good governance and the realization of Human Rights attainment of Millennium Declaration and Goals by 2014.

- The effectiveness of the programme was adequate, and the impact of interventions on the targeted beneficiaries was commendable. Generally, youth and women in the informal sector have low levels of awareness on civil and political participation. The programme's focus on those two groups was therefore prudent and timely, particularly in view of current national efforts to deepen democracy and strengthen citizen's participation in political and economic governance.

- The project's achievements are premised on adequate planning at inception. A baseline survey was at the start of the project, generated findings of great importance in guiding programme interventions.

- The project registered both intended and un-intended impacts/changes and all changes documented were generally positive. The project changes had a multiplier effect in society and provided some opportunities that would be sustained after the expiry of the project.

- Key sustainable aspects of the project are the knowledge and skills gained by the target beneficiaries. Although continuation of activities will not be possible without additional funding, knowledge as a sustainable benefit in society with its multiplier effect cannot be under estimated.

Key Recommendations

To UNDP/UNDEF:

1. While the project is rated successful, the project coverage was limited to only five districts of Iganga, Bugiri, Kaliro, Amolator and Dokolo. The evaluation team therefore recommends that UNDP and UNDEF

consider increasing the coverage of districts by developing other similar projects in other regions of Uganda[1] and build in the design strategies for replication of good outputs and impacts to scale up the experience. It will also be necessary to consider bringing on board other CSOs working on civic education to ensure more geographical coverage of interventions.

2. The design requires involvement of many leaders and clear conceptualization of the intended results. Again this requires more time to actualize. To have sustainable impact, the project interventions should ensure they cover large geographical area and intensity of the interventions within the areas of operation.

3. Consider supporting interventions under the governance programme which have deliberate focus on marginalized and population in informal sector to change their attitudes and contribute to the governance agenda in the country. Women and Youth participation in governance, civic processes and structures provides a great opportunity for their entry into participation in development and improve their abilities capacities to elect leaders who are accountable to the citizens.

To Government

1. There is considerable need for empowerment of citizens at the local community level. There is need for widespread investment in community outreach and awareness raising, with a major focus on civic education on rights and responsibilities, as an essential foundation for building demand for not only government services but also for government accountability. This calls for a sustained effort in community organization, mobilization, and development of local leadership, with particular attention to promoting leadership and participation of citizens in development, planning and implementation. Thus government, in partnership with civil society, should consider investing in civic education with a view to building civic competence within communities and citizenry, to raise level of awareness of the population about political, legislative and civic matters.

To Platform for Labour Action:

1. PLA should establish strategic alliance with community, CSOs, Local Governments, and national institutions (Electoral Commission and Uganda Human Rights Commission) in implementation of future programmes. Working with national and local institutions increases the reach of the interventions and strengthens credibility and sustainability of the programmes.

2. Design and implement a follow-up project to focus on post elections, especially to track the promises made by various leaders regarding women and youth concerns.

3. Future projects should have a follow-up and exit strategy. The strategy should clearly articulate the roles and responsibilities of beneficiaries, leaders and local partners such as Local government and these should be known to stakeholders prior to and during implementation to ensure sustainability of projects benefits.

[1] Uganda has traditionally 4 regions of Central, Eastern, Northern and Western. The PLA project targeted eastern and Northern regions. Also considering that each region has more than 10 districts, the coverage can still be described as minimal.

Chapter One: Background to the Evaluation

1.0 Introduction:

The United Nations Development Programme (UNDP) in Uganda commissioned this evaluation. The overall purpose of the exercise was to undertake the final evaluation for the project "Promoting Civic and Political Participation of Youth and Women in the Informal Sector" implemented by Platform for Labour Action (PLA).

1.1 Background Information

Outlined in this section of the report are the situational analysis of civic and political environment in Uganda and the development context of the project.

The National Resistance Movement (NRM)came into power in January 1986 and henceforth prohibited the then existing political parties from active engagement in open political activities such as recruitment of members, opening and operating branch offices, holding public rallies, or holding delegates conference. In October 1995, the Constituent Assembly enacted a constitution for Uganda, which contained article 269, which re-enforced the restrictions that were imposed on political parties in January 1986. After the promulgation of the constitution, the NRM transformed itself into the movement political system articulated in article 70 of the Constitution. In 1997, the Parliament of Uganda enacted the Movement Act No. 7 of 1997 whereby every adult Ugandan was conscripted into the movement through his or her Local Council. By the same law all Members of Parliament, all Resident District Commissioners, all District Chairpersons, all Chairpersons of the Sub-County Councils, or Town Councils, all Chairpersons of County Councils and all members of City Councils, all members of City Division Councils, all members of Municipal Councils and all members of Parish Councils by law became members of the various movement organs.

Article 69 of the 1995 Constitution accorded the people of Uganda a right to choose and adapt a political system of their choice in free and fair elections/referenda by which Ugandans would choose whether they would continue to be governed under the movement political system or under the multiparty political system or any other democratic and representation political system. The largely boycotted referendum of 2000 decided that Uganda should retain the Movement Political System. The 2005 referendum affirmatively decided the return to multiparty political system hence the opening up of political space. Uganda has now had two national elections under the multiparty system-in 2006 and 2011.

Uganda also follows a decentralized policy and administrative arrangement whereby a range of political, executive and legislative powers have been devolved to Local Governments. Local councils are elected at the village, parish, sub-county and the district levels through universal suffrage as in the case of national Presidential and Parliamentary Elections. The mandate of organizing all types of elections in Uganda is vested in the Uganda Electoral Commission.

1.2 Platform for Labour Action (PLA)

Platform for Labour Action (PLA) is a national civil society organization that was founded in 2000 by a group of women activists. This was in response to the absence of an appropriate voice to address the rights of vulnerable and marginalized workers. PLA's target groups are vulnerable, marginalized and undocumented workers, majority of who are women, youth and children in the informal sector. This includes children in exploitative forms of work, children at risk of exploitation, informal sector workers infected and affected by HIV/AIDS, women, youth, low income earners (below 150,000 Uganda Shillings or U$ 60 per month), and other groups defined as vulnerable and marginalized.

PLA operates under a multidisciplinary Board of Directors supported by a fully-fledged Secretariat and three field offices in Lira, Wakiso and Iganga districts. The Executive Director, who is supported by senior management team and program staff, manages the Secretariat. PLA also collaborates with existing national structures for the

implementation of its activities, including local governments, Non-Governmental Organizations (NGOs) and PLA affiliated and other Community-Based Organizations (CBOs). PLA has been working with vulnerable and marginalized workers since 2000 and her current programs include; research information and education, provision of legal aid services, HIV/AIDS prevention and impact mitigation through peer-to-peer approaches and mobilization into groups and networks, and development of community action plans and trainings.

1.3 Background to the project:

"Promoting Civic and Political Participation of Women and Youth in the Informal Sector", a project implemented by Platform for Labour Action with support from United Nations Democracy Fund (UNDEF) for a period of two years (April 2010 to March 2012). The project covered the districts of Amolatar and Dokolo in Lango sub-region and Kaliro, Bugiri and Iganga in Busoga Sub-region with the United Nations Development Programme in Uganda as the Executing Agency.

The main goal of the project was to educate informal sector women and youth on their civic and political rights and in particular create awareness on the multiparty political dispensation and relevant laws and provide a forum for networking and building political leverage through consultations and dialogue between women and youth groups, and elected local and national politicians. The project also sought to generate baseline data on participation in political and civic processes of women and youth in the informal sector. This evaluation was carried out as one of the requirements of the United Nations Democracy Fund that to assess the extent of project implementation and impact on the ground.

This project was designed within the framework of UNDAF, CPAP and NDP. It has been contributing towards the United Nations Development Assistance Framework and the Country Programme Action Plan Component 1 on Accountable Democratic Governance, Outcome 1.1 that provides that selected institutions at national and sub-national levels have the capacity and deliver credible elections respectively. The NDP 2010/11-2014/15 recognizes that democracy and the rule of law constitute a major pillar of a modern society, and that Uganda needs to consolidate and enhance democratic principles and practices so far attained to provide a solid foundation for the country's transformation into a modern and prosperous society. Promotion of multiparty dispensation under this project is one way of promoting democracy and rule of law in the country. The NDP further recognizes that CSOs have an important role to play in the development process. The total budget of the project was USD 250,000.

During the lifespan of the project, a baseline study was undertaken using both qualitative and quantitative methods of data collection in the five districts. In addition, IEC materials were developed and disseminated; women and youth trained as peer educators and advocates; advocacy strategy and action plan for engaging local leaders and political parties developed; and radio talk shows aired out and community awareness sessions conducted.

1.4 Objectives of the Evaluation

The general objective of the evaluation was to assess achievement of the set objectives, and to identify and document lessons learnt, best practices and design issues that could be used to model/shape future projects.

Specifically, the evaluation was tasked to address questions in relation to effectiveness, relevance, sustainability, project design and efficiency as well as impact. In detail, it looked at:

a. **Relevance:** the degree to which the project was justified, relevant (given the country context), and appropriate to the needs and the situation at the national and global level;

b. **Efficiency:**- the overall project performance, the outputs in relation to the inputs, the financial management and implementation timelines;

c. **Effectiveness of the project:** Did the project achieve the intended objectives? This reviewed the activities, outputs and outcomes as detailed in the project document;

d. **Impact** of the project (both positive and negative) on the society and the effects; and

e. **Sustainability:** What was the prospect of the sustainability of and reliability of the projects interventions after UNDEF support?

In addition to the above, the evaluation focused on: analysis of the challenges to the project and lessons learned from managing them. It highlighted the lessons learnt from the achieved project results, provided recommendations that would be required for refining further UNDEF's future project support; analyzed the overall impact of the project in targeting gender and marginalized groups; and analyzed the good practices/success stories and the added value of UNDEF funding

Chapter Two: Methodology

2.0. Introduction

This chapter presents the methodology employed to carry out this evaluation. It highlights methods of data collection, tools used, study respondents, data analysis and quality control.

2.1 Evaluation Approach

This evaluation used multiple sources of evidence to obtain comprehensive and in-depth findings, as well as control the errors implicit in any chosen research method, support sound analyses, arrive at practical conclusions, and make accurate inferences. The evaluation applied mainly qualitative and quantitative methods of data collection.

2.2 Evaluation design and geographical scope

The evaluation utilised a descriptive cross-sectional design and applied mainly qualitative and quantitative methods of data collection. The scope of the evaluation covered project relevancy, efficiency, effectiveness, project results/impact; issues of sustainability, lessons learnt and intended results of the project. The evaluation covered the period April 2010 to March 2012 when the project was operational. The three districts of Dokolo, Kaliro and Iganga were purposely sampled taking into account available resources and timeframe.

2.3 Study participants

The respondents for the evaluation were purposely selected from various target groups that included the local communities (women and youth in the informal sector), local governments of the targeted districts and politicians both at district and sub-county levels. Others included UNDP staff that was responsible for the project and implementing partners' (PLA) staff. The individual survey respondents were randomly selected from the lists of names of ISWs in different sub-groups in the project sites. The lists were obtained from the peer group leaders while the key informants were purposely selected due their knowledge or prior engagement with the project.

2.4 Sampling process

Using Morgan and Krejcie (1970), a mathematical table determining a sample size from a given poulation, a total of 205 beneficiaries were randomly selected from 440 about half of the baseline study population of 826 (PLA, November 2011). Table below summaries the study population, sample size and sample selection techniques used.

Table 1: Sampling Process and techniques

Category	Study Population	Sample size	Method of data collection	Sampling techniques
Women and youth	440	205 188 (Actual)	Morgan& Krejcie tables	Radom sampling
Peer educators		12x3x 2= 72	FGD	Purposive sampling
Local leaders (female Youth councilors, local officials, LG technical staff		4 x 3 districts =12	KIs	Purposive
Project staff		5	KII	Purposive sampling
UNDP		2	KIs	Purposive sampling
		1	Case study	Purposive sampling

Based on the sample size of 205 indicated in the table above, 68 youth and women respondents were randomly selected in each of the three districts to participate in the evaluation study using the survey questionnaire. During the study, 188 respondents were interviewed and the evaluation team was unable to interview 17 respondents due to failure to contact them thus representing the response rate of 91.7% well above the recommended two thirds (67%) by Amin (2005).

2.5 Planning and Debriefing Meetings

The approach also involved planning and debriefing with the client. During these meetings, the consultant shared the data collection tools with UNDP, and ensured that comments were incorporated into the tools prior to data collection.

2.6 Data collection methods and tools

Both quantitative and qualitative participatory data collection methodologies were employed. These included surveys among Informal Sector Women and Youth, Key Informant Interviews (KI), Focus Group Discussions (FGDs) and document review.

2.6.1 Quantitative methods and tools

Individual survey interviews: using this method beneficiary lists were obtained from the informal sector administrators or subsector leaders and peer educators, in the evaluation areas. Using pre-determined intervals from the lists of names of Informal Sector Workers in different sub-sectors in both urban and peri-urban settings including the youth and women in the informal sector. Respondents included the following:

- **Food sellers:** those selling raw, cooked, semi- or fully processed foods.
- **Non-food sellers:** those selling commodities such as clothes, soap, paraffin, matches, crockery, bags, books, pens, whether in shops or as mobile hawkers.
- **Service providers:** tailors, touts, barbers, porters, taxi operators and motorcyclists ferrying, people at a fee (boda-boda), shoe shiners, telephone booth operators and salon attendants.
- **Soft manufacturers:** craftsmen/craftswomen, weavers, and those involved in light carpentry and pottery.
- **Hard ware manufacturers:** hardware welders, those making steel doors, windows and gates, coffins, furniture and other metalwork, and quarry operators.
- **Digging groups:** those involved in group/cooperative-rotational digging activities for themselves and for other non-group members in the rural areas.
- **Urban farmers:** those engaged in limited farming at their residences in urban areas, such as those engaged in rearing poultry and other livestock in urban areas.

2.6.2 Qualitative methods and tools

Document review: Key project documents, work plans, progress, annual reports and baseline report were reviewed to analyze achievement of indicators, targets and objectives within set timelines and budget. A review checklist was applied in reference to project work plans to evaluate status of implementation of key project outcomes. It also provided data on appropriateness of the project concept and design, its effectiveness, efficiency, relevancy and impact.

Key informant interviews were conducted with key identified target respondents such as project coordinators, PLA, donor (UNDP), Women and Youth councilors, local government technical staff and political leaders.

Focus Group Discussion: An FGD guide was used to collect information from the identified respondents. These included; women and youth who were acting as peer educators/advocates. These respondents were interviewed to understand their perceptions, best practices and what worked well since they were involved in the implementation of the project interventions.

Table 2: Summary of qualitative methods

Category of respondents	Sex	Kaliro	Iganga	Dokolo	Total
A) Focus group discussions	Male	-	5	4	9
	Female	10	-	11	21
Total Focus groups participants					***30***
B) Keyinformant interviews					
Key informant interviews LG Staff		1	2	5	8
Key Informant interviews - policy makers		1	4	1	6
Project staff (District level)		1	1	1	3
Project staff (PLA Secretariat)					5
UNDP					1
Total key informants					***23***

While the study envisaged to conduct six FDGs in the three districts for both male and female, only four (4) FDGs were conducted; the variance was due to the nature of the respondents occupation (motorcycle rider, food vending) that would not allow them to participate in FGDs allocated and thus preferred to participate in face to face interviews at workplace.

Case study: to bring to human life impact of the project intervention, a case study was documented from selected project beneficiaries in community to give their detailed experience on interventions they were involved in and what changes had been created in their lives. A Case study guide was used with key themes that provided information on effectiveness and impact of the project from the beneficiaries' perspective. With guidance from peer educators, at least one beneficiary was identified, thus 01 case study was recorded verbatim.

2.7 Data analysis

For consistency and data quality control, investigators reviewed all filled questionnaires. Data was entered using Statistical Package for Social Scientist (SPSS). A team of highly trained and experienced data entrants were hired to facilitate data entry. Rules for security and confidentiality of the data were observed. There were no of individual names on the questionnaires. No other person was allowed to access the data apart from the data manager and the investigators.

Since the study was mainly descriptive, frequency distribution tables were the main forms of presentation and analysis tools for the evaluation to explain project accomplishments. Qualitative data was transcribed, coded and analyzed according to themes; namely relevancy, effectiveness, efficiency, impact and sustainability.

2.8 Data Quality control

At least one investigator supervised data collection in each of the three districts. In addition, the investigator conducted spot checks against some of the filled questionnaires at every research site. Debrief meetings were held with data collectors at the end of each day to review questionnaires and record any incidents/events occurring during data collection.

2.8.1 Hiring and training of research assistants

In each district, one supervisor, three quantitative and one qualitative data collectors were hired. The criteria for selection of field staff (research assistants) included fluency in spoken and written local languages and English. Other criteria for selection of research assistants were prior experience in conducting quantitative research and having tertiary level of education. Gender balance in selection of the field research assistants was observed. To enable the field staff conduct the assignment competently and efficiently, a half-day training session covering

basic research methodology, study goals/objectives and tools was held in each of the districts. The quantitative data collection tools were pre-tested on selected respondents to ensure content validity and reliability before actual data collection.

2.9 Ethical consideration

The evaluation followed "Ethical Guidelines for Evaluation" (UNEG 2007). In FGDs, it was emphasized to the participants that all quotes to be used and information collected from the sessions would only be presented in a form that guarantees the anonymity of the participants. Informed consent was sought and obtained before sessions began.

2.10 Management of the assignment/Implementation arrangements

Consultant team leader with support from another co-consultant conducted the evaluation. Seven research assistants supported the two. Though the evaluation was fully independent, to facilitate the evaluation process, the consultant worked closely with the UNDP Team Leader in charge of the Democratic Governance Programme and reported weekly on the progress of the assignment.

The Implementing partner project focal person both at national and district level provided support in identifying the peer educators who then facilitated the mobilization and location of respondents.

2.11 Limitations to Evaluation Findings

Mobilization of respondents was also affected by expectations of respondents. The respondents claimed that other researchers have been providing them with facilitation such as lunch, transport refund or allowance whenever they participated in an interview. This resulted in respondents refusing to be interviewed unless they were assured of facilitation, which facilitation was not budgeted for.

2.12 Presentation of findings

The evaluation report structure was guided by UNDP evaluation report format and quality control checklist as provided in the terms of reference for this assignment.

Chapter Three: Evaluation Findings

3.0 Introduction:

This chapter presents the findings from the evaluation of the project "Promoting Civic and Political Participation of Youth and Women in the Informal Sector implemented by Platform for Labour Action (PLA)". . As already alluded to, the evaluation addressed questions in relation to relevance, efficiency, effectiveness, impact and sustainability of the project processes and systems at different levels.

In addition, the chapter presents the background description of respondents' interviewed and their response to the evaluation questions. Background characteristics of the respondents were considered to include; district, age, sex, marital status, residence, education level, and occupation. Furthermore, the findings are presented according to respondents' understanding of the project interventions, key concepts such as democratic governance, participation, leadership, civic responsibility and engagement as well the impact the project created.

3.1 Categories of respondents interviewed

A total of 188 informal sector (women and youth) respondents were reached during evaluation through individual interviews in the three districts of study. The respondents were randomly selected from the following sub-sectors; foodsellers, non-food sellers, service providers, soft manufacturers, hard manufacturers, and digging groups/ farmers.

3.1.1 Socio-demographic characteristics of the evaluation respondents

In the quantitative survey of 188 respondents, 62 (33%), 61 (32.4%) and 65 (34.6%) of respondents were from Kaliro, Iganga and Dokolo districts respectively; the distribution by gender were 75 (39.9%) and 113 (60.1%) male and female respectively. Of these 118 (62.8%) were from urban and Peri-urban areas while only 70 (37.2%) were from the rural areas. More than half of the respondents (51.6%) were between 20-29 years old. Most of the respondents 110 (58.5%) were married and 43 (22.9%) were single. Respondents were engaged in various informal occupations such as food selling, non-food sellers (selling commodities like, clothes, soap, paraffin etc.) service providers (tailors, touts, barbers, motorcyclists etc.) software manufacturers (weavers, craftsmen/women, pottery etc., hard manufacturers (furniture and metal workers, welders etc.), digging groups and urban farmers (rearing of poultry and livestock). Majority were reported to be engaged in non-food selling 48 (25.5%) followed by 42 (22.3%) software manufacturers. The majority of the respondents, 159 (84.6%), reported having attended school. In addition, majority had completed vocational 42 (26.4%) and those who had attended primary but never completed and those that had completed primary school were majority 37 (23.3%) and 39 (24.5%) respectively. This implies majority of the people who engaged in informal sector have lower education levels. This could also mean that these people lack the minimum qualifications for contesting for leadership at high level like Member of Parliament or Local Council Five as chairpersons or councillors.

Table 3.1 Socio-demographic characteristics of the evaluation respondents

Characteristics		Frequency	Percent
District			
	Iganga	61	32.4
	Kaliro	62	33.0
	Dokolo	65	34.6
	Total	**188**	**100.0**
Age			
	20-24 years	42	22.3
	25-29 years	55	29.3
	30-34 years	36	19.1
	35-39 years	24	12.8
	Others specify	31	16.5
	Total	**188**	**100.0**
Sex			
	Male	75	39.9
	Female	113	60.1
	Total	**188**	**100.0**
Marital Status			
	Married	110	58.5
	Divorced	7	3.7
	Separated	15	8.0
	Single	43	22.9
	Widowed	13	6.9
	Total	**188**	**100.0**
Residence			
	Rural	70	37.2
	Urban	118	62.8
	Total	**188**	**100.0**
Education			
	Yes	159	84.6
	No	29	15.4
	Total	**188**	**100.0**
Education Level			
	Attended and never completed primary	37	23.3
	Completed primary	39	24.5
	Never completed 'O' level	11	6.9
	Completed 'O' level	10	6.3
	A -LEVEL	20	12.6
	Vocational training	42	26.4
	Total	**159**	**100.0**
Occupation			
	Food seller	16	8.5
	Non food seller	48	25.5
	Service providers	32	17.1
	Software manufactures	42	22.3
	Hard ware manufacturers	12	6.4

	Digging group	17	9.0
	Urban farmers	10	5.3
	Others specify	11	5.9
	Total	**188**	**100.0**

Source: Primary Data

This evaluation was guided by the objectives set in the terms of reference which were based on the project objectives. Accordingly, the findings are structured along four objectives with the attendant sub-themes elaborated below;

3.2 Relevancy of the project

Project relevance is defined as "The *extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs; global priorities and partners' and donors' policies".* In establishing project relevance, the initial rationale was analyzed in relation to the challenges faced by the beneficiaries at that time and the changes created by the interventions. The project intended to educate informal sector women and youth on their civic and political rights and in particular create awareness on the multiparty party political dispensation and relevant laws and provide a forum for networking and building political leverage through consultations and dialogue between women and youth groups, and elected local and national politicians. All these interventions were expected to result into improved knowledge of women and youth in informal sector on their civic and political rights thereby enabling them to participate in political dispensation and were also expected to result in increased meaningful engagement with government and other stakeholders.

The project was designed to contribute to the outcome 1.4, which sought to bring about an inclusive people-centered electoral process in Uganda and build the capacity of the Electoral Commission (EC) to administer credible elections that are perceived as such. It relates to the national goal of Strengthening Good Governance, security, and UNDAF outcome that seeks to improve the capacity of selected Government Institutions and Civil Society for good governance and the realization of Human Rights that lead to reducing geographic, socio-economic and demographic disparities in attainment of Millennium Declaration and Goals by 2014. This outcome was designed against recognition that there were gaps in civic education, voter education, voter register, code of conduct during electoral campaigns and media access by political parties. Key among its indicators of achievement by 2014 is the number of institutions, whose capacity has been built to contribute to the delivery of credible elections (including management of elections, voter and civic education and monitoring elections and the electoral process).

With the project interventions, a number of achievements have been documented as elaborated in both qualitative and quantitative evaluation results which point to the relevance of the project among the intended beneficiaries. Some of the pointers to project relevance included improved women and youth participation in national and lower level political elections, increased access to information, improved coordination and learning among youth and women in informal sector across groups among others. PLA secretariat has been strengthened to effectively support community based groups and fundraise for other programme aimed at improving the status of informal workers and women.

> ***"*** *Youth and women are very much used during elections, at the moment trainings, awareness activities have increased knowledge on requirements for various political officers" KII Kaliro*
> *"Few people are participating, even people selling tomatoes should participate in electing their leaders, political participation is not only for the elites" KII Iganga*

Overall, respondents indicated the **project was relevant** and met the expectations of the beneficiaries. From FDGs and key informant interviews respondents felt that the project was needed among the women and

youth in informal sector. They also argued that before the project their participation in leadership and public events was minimal. Both key informant and FGD respondents revealed that the project allowed discussions on development and political issues thus facilitating improvement on people's knowledge and participation as opposed to 98% and 96% of respondents who were not aware of concepts political participation and decision making respectively at baseline. The project created a foundation for the youth and women to stand for political leadership and participation in the elections at various levels. Some women were able to compete within their work places (markets) as leaders, and engaged in the general national elections due to the knowledge gained. The targeted beneficiaries were prepared through improving their knowledge on their roles and responsibilities in political and civic participation as noted by an FGD respondent;

> *"Before the PLA sensitization, awareness meetings and radio programmes, men believed that women should be staying home and keeping the family, but now we are doing better than some of them in our business…we would not be allowed to do business in the market, we are now the majority in the markets"* Women FGD, Dokolo District.

Furthermore, the project interventions popularized the roles of leaders in communities especially youth and women, initially women were not active in democratic and leadership issues.

The findings reflect concurrence among the evaluation respondents that the project interventions were relevant because it was implemented at the time when the women and youth in ISW needed it. It was further, noted from discussions with respondents that previously the people did not know their rights such as: one has to be a citizen, above 18 years of age, in order to stand for elections. In addition, one has a right to support a political party of their choice. The evaluation however, established that with the project interventions through the training of peer educators and sensitization on the rule of law and freedom of speech that was facilitated by experienced facilitators; there was change of attitude and behaviour among the women and youth towards their rights and participation in politics. This facilitated some of them feeling free to belong to any party and others were able to stand for elections. The expressions below further elucidate the quantitative findings where respondents stated thus;

> *"I know that I am a citizen and can stand for any post in elections so long as I have the necessary qualifications….I am ready to compete in the next elections but I lack funds" Woman KI, Dokolo district.*

> *"When, I became one of the Peer educators under this project, this is when I understood that a wife has a right to support a party of her choice…..since then, I belong to my own party and my wife has hers and we are still living happily" Male Youth Peer Educator, Dokolo Town Council.*

From the above expressions, it can be concluded that the intervention also facilitated addressing the gender misconceptions and change of attitude towards women participation in politics and leadership at all levels.

> *"Project interventions enabled beneficiaries to know that a vote for instance is power, they were empowered to analyze who would be their candidate and women now know that they do not have to follow their husbands' party lines as it used to be" KI Iganga Local Government.*
>
> *"Civic rights were not known; for instance attending meetings, knowing their citizenry obligations other than putting blame on leadership of their communities" Dokolo Town Council Official*

The political landscape at the design of the project made it appropriate in that there was need to have unity among citizens as they prepare to engage in elections. Multi-party politics are still young and there were no interventions targeting the informal sector. In addition, it was agreed among respondents, that targeted areas are sparse for existing institutions that promote civic education. Most of the civic education programs focus on elites leaving out the informal groups.

3.2.1 Respondents' Awareness of Project interventions

The researcher asked whether the respondents have ever heard about civic and political project working with informal sector of women and youth implemented by PLA in the last two year. Findings revealed that 144(75.5%) agreed to the statement that they heard ever heard about civic and political project working with informal sector of women and youth implemented by PLA as opposed to 44(24.5%) who reported that they were not aware of this project.

Table 3.2 Respondents' Knowledge of Project Interventions

Response		Frequency	Percent
	Yes	144	75.5
	No	44	24.5
	Total	**188**	**100.0**

Source: primary data

3.2.2 Respondents' awareness of specific project Interventions

When asked about what kind of interventions were implemented by the project, out of 144 respondents 95(50.5%) mentioned peer education training, 63(33.5) training for women and youth 46(24.5%) mentioned radio talk shows, 37(19.7%) noted that they were aware of awareness creation at parish level while 29(15.46%) noted that the project had distributed IEC materials. On average, 25.4% were aware the activities implemented by PLA in their community.

Table 3.3 Respondents' awareness of specific project Interventions

	Activity	Frequency (%)
	Peer educator training	95(50.5)
	Women & Youth training	63(33.5)
	Radio talk shows	46(24.5)
	Awareness creation at parish	37(19.7)
	Distribution of IEC materials	29(15.4)
	Others specify	17(9.0)

N= 188

Source: Primary Data

3.2.3 Respondents' Knowledge of key Concepts

The main goal of the project was to educate informal sector women and youth on their civic and political rights and in particular create awareness on the multiparty party political dispensation and relevant laws. With this background, the evaluation considered the key concepts (democratic governance, participation, leadership and civic responsibility and engagement). The evaluation wanted to establish whether the concepts were understood by the project beneficiaries after two years of implementation.

3.2.3.1 Respondents' understanding of Democratic Governance

Findings revealed that over 100(53.2%) conceptualized democratic governance as having free, peaceful, and fair elections. 99(52.7%) noted that it meant freedom of speech and 91(48.4%) expressed their understanding as freedom of expression of political views. Furthermore, 78(41.5% understood it to mean having freedom of association and for 61(32.4% it means the existence of multi-parties. Additional characteristics mentioned by FGD members include, non-segregation, equality, non-nepotism in conducting public affairs. Overall, 40.7% expressed the understanding of the concept as compared to 92% who had expressed lack of understanding of the concept at the time of the baseline.

Table 3.4 Respondents' understanding of Concepts

Evaluation indicator		Frequency (%)
Respondents' understanding of Democratic Governance		
	Free, Peaceful, and fair elections	100(53.2)
	Freedom of speech	99(52.7)
	Freedom of expression of political views	91(48.4)
	Freedom of association	78(41.5)
	Representation	65(34.6)
	Existence of multi- parties	61(32.4)
	Change of leadership	42(22.3)
	Others specify	26(13.8)
Respondents' understanding of Participation		
	Meetings	109(58.0)
	Elections	86(45.7)
	Leadership positions	74(39.4)
	Representation in decision making bodies and structures	60(31.9)
	Others specify	31(16.5)
Respondents' understanding of Leadership		
	Mobilizing people	102(54.3)
	Contesting for leadership position	74(39.4)
	Lobbying for the community	65(34.6)
	Feedback meetings	64(34.0)
	Resource Mobilization	53(28.2)
	Others specify	37(19.7)
Respondents'' understanding of Civic responsibility and Engagement		
	Elections	78(41.5)
	Voters registration process	71(37.8)
	Participation in decision making structures at all levels	67(35.6)
	Contesting for leadership positions	53(28.2)
	Knowledge of National events for participation	49(26.1)
	Others specify	26(13.8)

Source: Primary Data **N= 188**

3.2.3.2 Respondents' understanding of Participation

The evaluation team was interested in finding out how the concept of participation was perceived by the respondents in the districts of the study. In the context of this evaluation, participation was conceived as taking on political leadership, attending meetings, participating in elections as voters, campaigns, and representation in

decision making at public forum and being a member of public body. Findings revealed that 109(58.0%) conceptualized participation as attending meetings, 86(45.7%) understood it as participating in elections, 74(39.4%) took participation as taking on leadership positions while 60(31.9%) understood it as representation in decision-making. Overall, 55.2% had full knowledge of participation as compared to the baseline results, which showed that 98% of the respondents had reported that they lacked full understanding of the concept. The findings therefore, imply that the project interventions had a positive impact in improving the beneficiaries understanding and knowledge of the concept.

3.2.3.3 Respondents' understanding of Leadership

The evaluation team was further interested in finding out how the respondents conceived the term leadership. In the context of this evaluation, leadership was conceived to mean, contesting for a leadership position, either political or civil, mobilizing people for community work, providing feedback during the meetings, as well as lobbying the community to take responsibility of the community work. The evaluation results revealed that 102(54.3%) conceptualized leadership as mobilizing people for community work, 74(39.4%) understood leadership as contesting for leadership position and 65(34.6%) took leadership as lobbying for the community. Results also indicate 64(34.0%) understood leadership as providing feedback during meetings, while 53(28.2%) agreed that leadership is seen as the resource mobilization. Overall, 38.1% of the respondents could at least mention one characteristic of leadership and majority referred to leadership as mobilizing people for community work.

> *" To me leadership means, one being transparent and accountable to the people who are entrusted with responsibility to lead them…….failure to adhere to this principle, one should not be called a leader"* Women FGD, Dokolo district.

3.2.3.4 Respondents' understanding of Civic Responsibility and Engagement

The evaluation team also investigated the respondents' understanding of the term civic responsibility and engagement. Civic responsibility and engagement was contextualized as contesting for leadership position, participating in voter registration process, electing leaders, engaging in community decision making structures, and having knowledge of national events such as elections, and celebrations like Independence Day. According to the results, 78(41.5%) agreed that civic responsibility and engagement means participating in elections and 71(37.8%) conceived it as participation in voter registration process, while 67(35.6%) indicated it meant participating in decision making structures at all levels. 49(26.1%) noted that civic responsibility and engagement means having knowledge of national events in which one has to participate in. From the FGDs respondents noted that engaging in peace making process, conflict resolution, and having a right to vote for the candidate of your choice constituted their understanding of the concept.

Conclusion:

From the above results, one can conclude that the respondents knowledge of the key concepts that the project interventions emphazised, had improved significtly as compared with their level of knowledge at the time of baseline.

3.3 Effectiveness of the Project Implementation Process:

3.3.1 Introduction:

Effectiveness is defined as *the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance*. It should be able to integrate within the existing organizational system structures and processes with sufficient flexibility in addition to responding to the changes in the environment in which the system will operate.

3.3.2 Analysis of Achievement of Expected Results

The evaluation team explored the understanding of the project beneficiaries to enlist activities that had been implemented under the project. In all the key informant interviews, FGDs held, and survey results indicate that respondents were able to clearly mention the activities they had been involved in. The women and youth peer educators mentioned the capacity building trainings, sensitization workshops, they had attended/or participated in and they were able to articulate the topics covered during the trainings. The majority further reported that they listened to radio talk shows and even participated in calling in the shows.

Respondents were asked if the interventions had made an impact on their performance in political participation. In addition, they were asked if they had improved their understanding of some of the concepts such as democratic governance, leadership and civic responsibility., Majority of the FGDs concurred that after the trainings and radio talk shows they had their knowledge and confidence improved. They argued that this has facilitated their ability to articulate their points of view during the meetings and also enabled them engage leaders in feedback meetings as well PDC and budget conferences.

> ***"****As the chair of our market, I am a product of competences built by the project" Dokolo Town Council Market chairperson.*

During the Focus group discussions with the Peer educators, members were able to mention the topics covered during the trainings with regard to participation of women and youth in political processes and civic responsibilities. These included; democracy, gender and its impact on civic and political participation, election procedures, roles of citizens in leadership, qualities of a good leader and the roles and responsibilities of a citizen in elections. According to the consultant, the beneficiaries' ability to enlist activities of the project is an indication that the set activities of the project were indeed implemented as planned by the project. Although the project was reported to have started late, the review of the project results framework that was conducted by the consultant revealed that all set activities had been accomplished as per set targets.

Further, findings reveal a significant role played by the trainings and sensitization in increasing the capacity, interest and inspiring more women and youth to participate in the political leadership and decision-making processes at parish level and community meetings. The project did not only facilitate increased numbers of women and youth expressing an interest to join politics or continue in politics, but also provided an opportunity through experience sharing and learning among the women and youth peer educators across the district. It is the consultant's conclusion, that the project objective on building the capacity of women and youth to enable them to effectively participate in awareness creation on the multiparty party political dispensation and relevant laws was achieved. This is further, supported by a number of youth and women who have become leaders mostly in the associations where there are members; an indication that they have taken initiative to implement the knowledge and skills obtained from the program.

> *"To day I know about five peer educators who have taken leadership of community programs like water, NAADS and savings and credit groups" Program Coordinator Nambale Sub-county Iganga District.*

The program built confidence of youth and women. For instance, youth would not challenge elders; elders would not allow young people to speak, saying that young people know nothing.

> *"Peer educators called LC 5 to address the issue of water. There was only one borehole being used by the hospital, school and mosque. This matter caused conflict. The LC5 came and instructed the councilor to forward the issue to the district" (KII Kaliro)*

The evaluation found out that there were rapid action teams of peer educators comprised of women and youth from the informal sector who were established and equipped with knowledge, tools, and skills for use in educating fellow youth and women on civic and political rights. Women and youth in the informal sector and their communities were educated through the multiplier effect of peer education and interactive radio talk shows in local languages on their civil and political rights. In addition, the project encouraged women and youth in the informal sector to take up leadership positions and engage in political party activities.

The evaluation established that the use of peer educators as an implementation strategy was suitable because it enabled the project reach more people at their places of work especially in markets, and petty trade given that they would allocate little time for political related activities. The selection of peer educators was strategic in that a criterion for selection was developed and all different categories of informal workers were represented on the peer educator groups. Use of peer educators' identification criteria helped to identify the right people and this increased attention from the community because they trust the people selected. It should also be noted that, use of peer educators enhanced project ownership and use of local resources that are critical for sustainability of interventions' results.

The following were mentioned as key factors that facilitated the achievement of the project objectives;

- The commitment of the project peer educators in the districts in partnership with district project coordinators. These facilitated the mobilization of the trainees and made linkages with district community based services, youth office, political party leaders and Resident District Coordinator's office as well as work place leaders.

- The Project established partnership with Local Government departments. This strategy helped in better coordination of activities and dissemination of information to beneficiaries, but also establishing sustainable linkages with on-going local government interventions such as NAADS and CDD.

- Baseline data is in place was used to inform the planned activities such as development of the course for training peer educators and development of information and education materials, as well as awareness raising messages and radio talk shows. The baseline data identified awareness and knowledge gaps on civic and political participation of women and youth in the informal sector as a hindrance to their development. One of the recommendations of the baseline is a work based peer education strategy of informal sector workers on their civic and political rights and civic responsibility that takes care of the working structure of informal sector workers who are always on the move and struggling for survival. The baseline study sharpened the strategies especially awareness raising and provided data for benchmarks that would be used to assess impact and evaluate the project.

The evaluation also explored from respondents the appropriateness of the strategies used. The respondents mentioned the following as the strategies used during the project implementation.

IEC Materials especially the T-shirts, posters and leaflets that were produced and distributed. Feedback on these materials indicates that the peer educators and the local leaders view it as a useful tool to educate communities on all aspects of participation and inclusion in democracy. In addition, handbooks/ manuals were printed in two local languages and used to train peer educators, who in turn are using them as reference materials to create awareness in their communities. The information and education materials have proved to be useful tools in promoting civic and political participation of women and youth in the informal sector. The T-shirts provided to the peer educators played a duo role of demanding for inclusion and participation of women and youth under

multiparty dispensation and as a form of identification of the civic peer educators which enabled them to carry out their work without being questioned by the authorities. The use of posters has been viewed as a useful tool to educate communities on all aspects of participation and inclusion in democracy. The peer educators are using the posters not only to create awareness in their communities but also to call for participation and educating communities on the meaning of democracy and inclusion.

Radio Talk shows

In all the districts, the talk shows were aired in the two local languages of Lusoga, Langi; and in the English language. The women and youth from the informal sector have had an opportunity to phone in the radio talk shows, and what is emerging is appreciation of the fact that as women and youth they can take up leadership positions in the available structures and use them to voice out issues affecting women and youth in the informal sector. The radio talk shows provided a forum for women and youth from the informal sector to debate nationally with the elected and appointed leaders such as the Resident District Commissioners, Chairperson Local Council V and the Members of Parliament from the project sites.

Workshops and Seminars

Informants revealed that the workshops and the seminars were appropriate channels for delivering the information to the women and youth. PLA strategy to involve good trainers, and use of peer educators further created more awareness in the community supplemented by radio talk shows.

> For me the workshops were useful because you get information from experts and learn from each other (Female youth councelor –Nambale sub county- Iganga District)

Project reports indicated that about 533 peer educators were trained and through peer education, 64,376 women and youth, informal sector workers and community members were reached with information on civic and political rights.

The table below presents the summary of performance by result area of the project.

Table 3.5: Achievement of Key project targets

Planned Activities	Outputs	% achievement	Outcomes
Conduct a baseline	Baseline data in place.	100%	Knowledge & skills of informal sector women & youth strengthened & are ready to take part in multi-party democracy 27000 informal sector women and youth reached with awareness messages on civic & political rights Number of women and youth in informal sector
1,000 copies of the PLA hand book printed in two local languages (Langi and Lusoga)	PLA hand book reviewed, revised and translated into local languages.	100%	
Train 600 women and youth as human rights advocates/ peer educators over a three day course in five districts of Uganda.	533 women and youth were trained as human rights advocates/ peer educators	89%	
Develop advocacy strategy and action plan for engaging local leaders and political parties	Advocacy strategy and actions plans for Engaging local leaders and political parties in place.	100%	
Produce 5000 information education and communication materials	3800 information and education materials	76%	

(2000 posters, 2000 leaflets, 1000 T-shirts).	printed and distributed		expressing desire to take up leadership positions at all levels Number of women and youth in informal sector registering to vote and participating in elections
Conduct monitoring of use and effect of IEC materials	monitoring use of IEC materials conducted and a tool was developed and is in place	100%	
Conduct 22 radio talk shows on local radios in English and local languages	47 Radio talks shows aired on local radios in English and local languages.	214%	
Conduct a monitoring radio talks shows.	Monitoring Radio talk shows was undertaken by a Monitoring firm and reports are in place.	100%	
Conduct 50 community awareness sessions at the parish level.	85 Community awareness sessions were undertaken including peer education small groups seminars in which 64,376 community members were reached with awareness messages.	170%	
Conduct 8 quarterly field visits by PLA head office	Five quarterly field visits were made by the head office	63%	
Conduct field visits and hold review meetings with peer educators.	30 quarterly review meetings with the peer educators were held throughout the project period. 5 meetings were held per project site.	100%	
Procure project equipment (computer and furniture)	1 conference table and 13 conference chairs, 2 workstations, One computer set with accessories were procured.	100%	
Provide TORs to project staff	Key staff are in place with job descriptions	100%	
Average score		**100.9%**	

***Source: secondary Data; End of project Narrative Report, PLA*.**

3.4 Efficiency

3.4.1 Introduction

Efficiency of an intervention is *the determinant or a ratio of the out puts from a process activity in relation to the resource inputs, as measured by the volume of output achieved for the input used*. The intervention could be described as efficient if all stages, maturity, delivery, initiation and implementation are accomplished within the constraints identified at its beginning, in terms of workforce, cost, time and objectives. This evaluation analyzed the duration of implementation of the projects, the human resources requirements, the cost, the strategies employed during implementation and the set objective over the project period.

3.4.2 Measure of Efficiency

Project Implementation Duration

The project was implemented within the planned period. From the evaluation, it was evident that although all activities were implemented during the project period, duration was not sufficient in delivering on the desired objectives because it was implemented in places that were far apart and had small reach as compared to the target audience needs.

Project performance: All planned activities under each objective were implemented. In the opinion of the consultant, it is commendable that PLA, despite late starting project implementation, was able to implement all activities set in the results framework within the project period. This is an indication of its ability to absorb funds and its competence to implement projects. However, it was noted that the monitoring and evaluation component was not well funded by the project. Quarterly review meetings at both national and project operational levels were not held and yet these would be useful in reviewing the achievements, operational challenges and suggest strategies for addressing them.

Human Resources for Implementing the Project:

In terms of organizational leadership, activity implementation and financial management, the evaluation was satisfied that PLA Secretariat had the human resources required to implement the project interventions; they were adequate in number and skills. There were 7 staff on the project that included; Executive Director, 1 project manager, 2 project officers, 1 project assistant, 1 administration and 1 finance staff that supported the project. District coordinators and focal persons who managed coordination at the district level supported the national project team. Furthermore, the use of peer educators enabled the project to leverage human resource to facilitate implementation of the interventions in areas where the project staff could not reach. From the evaluation, the skills and competencies of the human resource cannot be underestimated given the achievements documented notwithstanding some challenges such as late conduct of the baseline survey.

Cost: From document review, it is indicated that the total project cost was $250,000 contributed by UNDEF; $242,500 was received by PLA. However, a total of $ 218,679.26 was utilized for project interventions, which shows 98.2% burn out rate. The balance was to be utilized by UNDEF and UNDP to facilitate the execution of the project. The quotation below illustrates this assertion;

> *"The fundin**g** we got from UNDEF through UNDP were enough to enable us achieve the results…however, sometimes disbursements were delayed but we managed to do our best in the circumstances" One of the staff at PLA office*

Financial Management: Project funds were transmitted by UNDEF to UNDP who then disbursed it to PLA. The project funds were banked onto PLA bank account and handled by the organization's Accountant in accordance to laid down financial regulations of PLA. To facilitate implementation of activities at the district level, PLA directly supported the implementation process and ensured accountability of these funds. Activity reports were prepared as expected on completion of designated activities. However, from evaluation, the respondents faulted this strategy since it affected the principle of ownership of interventions by the local coordination offices and communities. The funding and planning was done in Kampala without empowering the local coordination offices.

In terms of institutional development, it was reported that by implementing civic and political participation project, it contributed to building capacity and planning of PLA.

> *"PLA never used to conduct procurement plans but through implementing the project, it learnt this is very vital and now does so" PLA Headquarter Staff*.

The Executive Director had mandate to give overall guidance to the project and monitor project activities and the use of funds. The project team held quarterly review meetings with peer educators at the community levels and received progress reports. The PLA Board of Directors provided oversight function to the project during their quarterly meetings. Interviews with various project respondents agreed that UNDP undertook its execution role well. The evaluation team found out that specifically UNDP was able to execute its role by reviewing and facilitating the approval of work plans and budgets and ensured disbursement of funds to IP. They also reviewed accountabilities from the IP, as well as overall submission of annual and quarterly progress reports to UNDEF.

Technical Support: To promote efficiency of the project UNDP, on behalf of UNDEF, was supposed to provide technical support to the project by way of guidance in design and review of annual and quarterly plans, design and finalization of project documents, and orientation on financial reporting. However, due to changes in project focal persons at UNDP, there was no participation of UNDP staff in project activities such as visits to project implementation sites and routine monitoring that would have provided them an opportunity to appreciate the situation on the ground. Particularly, UNDP staff never participated in quarterly project review meetings organized by the PLA in the districts. Conversely, UNDP organized meetings for implementing partners which provided an opportunity to PLA team to share and learn their experiences with other Implementing Partners and used this forum to get feedback from UNDP. The project team also noted that they were supported in building their financial and procurement systems. It is important to note that with such support, it significantly contributed to achievement of the observed results of the project.

3.5 Project Impact

One of the critical objectives of this evaluation was to assess the impact of the project (both positive and negative) on the society. The evaluation variables included, (a) participation of respondents in elections either as voters or candidates, in the last two years, (b) what leadership positions they contested for, (c) reasons for failure to contest, (d) willingness to contest in future, (e) knowledge of the requirements for participating in elections, (f) participation in decision making, (g) knowledge of national events, (h) knowledge of planning and governance structures (i) the roles these structures play in management of society.

3.5.1 Participation in leadership process

The intention of the consultant was find out the impact of interventions by establishing whether the respondents have ever participated in any of the elections as voters in the previous two years during implementation of the project. Results showed that majority 130(69.1 %) had participated in parliamentary

elections, 123(65.4%) participated in the local council elections and 110(58.5%) and 68(36.2%) reported that they had participated in women and youth council elections respectively.

Furthermore, 60(31.9%) agreed that they had participated in the association/group election, whereas 34(18.1%) reported that they had engaged in PWDs elections and 45(23.9%) mentioned that they participated in other elections such as Presidential and district women parliamentary elections. These findings therefore are an indication that the project interventions such as radio talk shows, peer education training and sensitization had impact on ISWs' decisions to engage in elections.

Table 3.6 Respondents' participation in elections in the last two years

		Frequency (%)
	Parliamentary	130(69.1)
	Local council	123(65.4)
	Women council	110(58.5)
	Youth council	68(36.2)
	Association /Group	60(31.9)
	PWDs council	34(18.1)
	Others specify	45(23.9)

Source: Primary data N= 188

3.5.2 Contesting for elective positions in the last elections

When respondents were further asked whether they contested for any leadership position during the last elections, 63(33.5%) agreed to have contested for any leadership position as opposed 125(66.5%) who said they did not contest in the last elections. Results from qualitative information indicate that those who contested for elective positions mainly tried at LCI level and within group associations as opposed to more challenging positions like LCIII, and LCV levels.

Table 3.7 Respondents' contest for any leadership position in the last elections

Opinion		Frequency	Percent
	Yes	63	33.5
	No	125	66.5
	Total	188	100.0

Source: primary data

3.5.3 Reasons why respondents did not contest for leadership positions in the last elections

Respondents who did not contest were asked to give reasons why they did not contest, 70(37.2%) said they did not have required qualifications, 60(31.9%) were not interested while 51(27.1%) reported that they lacked financial ability, and 17(9.0%) said they were not aware. The findings show that people were aware that having the required education qualification is a key condition for one to contest for any post during elections. Furthermore, results show that people still consider that one has to have money in order to contest for leadership position. This calls for investment in civic education to change this wrong attitude among the citizens towards commercialization of elections and leadership.

Table 3.8 Reasons why respondents did not contest for leadership positions

Reason		Frequency (%)
	Lack of required qualifications	70(37.2)
	Not interested	60(31.9)
	Lack of financial ability	51(27.1)
	Lack of awareness	17(9.0)
	Others specify	26(13.8)

Source: primary data N= 188

3.5.4 Willingness to participate in future elections

The consulant wanted to find out from those who had not contested whether they would be willing in future to participate in elections. Findings indicated that 114(60.6%) agreed that they would be willing to participate in future elections for any leadership position as opposed to 74(39.4%) who said they would not participate in future.

> *"I can now stand for any position/office, I belief that any one can contest provided you have the requirements" KII Nambale sub county- Iganga district.*

Table 3.9 Willingness to participate in future elections

Opinion		Frequency	Percent
	Yes	114	60.6
	No	74	39.4
	Total	188	100.0

Source: Primary data

3.5.5 Awareness of requirements for participating in electoral process

The consultants wanted to find out whether respondents were aware of requirements for participating in electoral process. According to results, majority 154(81.9%) reported to be aware of the requirements for participating in electoral process as opposed 34(18.1%) who said they were not aware of these requirements. When asked about specific requirements that would enable one to participate in electoral process, 121(64.4%) mentioned that education qualifications were a pre-quisite and 105(55.9%), agreed that one has to be citizen. Additionally, 90(47.9%) noted that one has to be a registered voter and 34(18.1%) were aware that one had to be aged 18 years and above. Overall results show that respondents were aware of the requirements and there has been an improvement in their knowledge as opposed to baseline findings, which indicated for instance that, 68% lacked awareness that one had to be a citizen and 35% were not aware that one had to be a registered voter.

Table 3.10: Knowledge of requirements for participating in electoral process

Opinion		Frequency (%)
	Yes	154(81.9)
	No	34(18.1)
Awareness requirements		
	Education qualification	121(64.4)
	One has to be a citizen	105(55.9)
	Registered voter	90(47.9)
	Being above 18 years	34(18.1)

	Others specify	30(16.0)

Source: Primary data **N= 188**

3.5. 6 Participation in decision-making process in the community

Participation in decision making in the community is one of the critical elements of civic responsibilities. In this regard, the consultant was interested in finding out whether the respondents had ever participated in a decision-making process in their communities and what process was. Results revealed that majority 123(65.5%) and 101(53.7%) had participated in the decision-making through their village/group/association planning meetings and women and youth programs respectively. While a quarter 47(25.0%) noted that they participated in the decision making by petitioning leaders about problems that affected both women and youth in their communities. 45(23.9%) engaged in protection of women and youth, while 30(16.0%) mentioned that they had participated in other processes such as church meetings, and health campaigns.

Table 3.11: Participation in decision making in the community

Decision making parameters		Frequency (%)
	Village /group/ association planning meetings	123(65.4)
	Women and youth programs	101(53.7)
	Petitioning community , district and national problems affecting Women & Youth	47(25.0)
	Protection of women & youth	45(23.9)
	Others (Specify)	30(16.0)

Source: Primary data **N= 188**

3.5.7 Respondents awareness of national events

The respondents were asked to mention which national events they were aware of. Results revealed that 146(77.7%) were aware of the women & youth days. 78(41.5%) of the respondents were aware of the national elections such as Presidential and Parliamentary elections, 62(33.0%) mentioned that they were aware of the women & youth council days, 44(23.4%) showed that they were aware of the PWDs days and 76(40.4%) revealed that they were aware of other events such as the Independence day, Labour, Women's day and World AIDS Day. While the baseline had asked the respondents, correct dates of the national events for instance 80% had reported that they had no knowledge of correct date of Women's day, 88% were not aware of the youth day and 95% did not have knowledge about the correct day of PWDs national day. The evaluation inquired about specific national events/days and overall, 43.2% of respondents were aware of at least one national event/day.

When respondents were asked whether they had participated in any of the national events/days, 130(69.1%) agreed to have participated as opposed to 58(30.9%) who reported that they had never participated in the above events. Qualitative results mainly from women FGDs showed that for those who participated in the events, they engaged in activities such as marching, sweeping and cleaning the markets, demonstration of the products at the venue of the event. Participating in the national events is critical in providing the citizens with opportunity to have more information regarding the theme of the day, facilitate their interaction and networking with leaders and other partners.

Table: 3.12 Respondents awareness of and participation in national events/days

National events/days		Frequency (%)
	Women & youth days	146(77.7)
	National Elections	78(41.5
	Women & youth council elections	62(33.0)
	PWDs days	44(23.4

	Others specify	76(40.4)
Participation national events		
	Yes	130(69.1)
	No	58(30.9)
	Total	**188**

Source: Primary data **N= 188**

3.5.8 Respondents awareness of planning and governance structures and their roles

The evaluation team was also interested in understanding whether the respondents knew any planning and governance structures that existed in their districts. It was found that majority 116(61.7%) and 94(50.0%) knew women and youth councils respectively. 50(26.6%) were aware of parish development committees, 57(30.3%) mentioned others such as Local council one, church committees, savings and credit committees. Furthermore, when respondents were asked about the roles these structures play, 118(62.8%) revealed that they act as citizens' representatives, 102(54.3%) played the role of planning, 69(36.7%) noted that they were responsible for legislation while 31(16.5%) reported other roles ranging from conflict resolution, resource mobilization and service delivery like safe water in the community. Comparing these results with baseline findings, 60% had reported that they were not aware of the PDCs and their roles, 60% of women ISWs did not know the roles of women councils while 48% of youth ISW were not knowledgeable of correct roles of youth councils. The conclusion can, therefore, be drawn that, there is likelihood that project interventions had improved the beneficiaries' knowledge of the roles of the planning and governance structures in their communities.

Table 3.13 Respondents awareness of planning and governance structures and their roles

Awareness		**Frequency (%)**
	Women councils	116(61.7)
	Youth councils	94(50.0)
	Parish development committees	50(26.6)
	Others (specify)	57(30.3)
Roles played by planning and governance structures		
	Planning	102(54.3)
	Representing citizens	118(62.8)
	Legislation	69(36.7)
	Others (specify)	31(16.5)

Source: Primary data **N= 188**

3.6 Project intended d unintended impact

The goal of the project was to educate informal sector women and youth on their civic and political rights and in particular create awareness on the multiparty party political dispensation and relevant laws and provide a forum for networking and building political leverage through consultations and dialogue between women and youth groups, and elected local and national politicians. In assessing the project impacts, the evaluation was mainly based on the results of quantitative survey and information provided by the respondents during key informant interviews and FGDs. The quantitative survey results took into consideration the baseline survey results and the project selected benchmark information for design and monitoring of project interventions. The significant changes as elaborated by the beneficiaries were construed to reflect project impacts as discussed hereunder in form of positive or negative, intended or un-intended changes attributable to the project.

3.6.1 Project intended impacts /changes /results:

In all five districts, 533 out of 600(88.8%) women and youth targeted were trained as human rights advocates/peer educators. The training covered a range of topics which included; democracy, gender and its impact civic and political participation, election procedures, and advocacy.

The evaluation findings show that respondents were able to report greater participation by women and youth in political processes. More women and youth participated in elections, decision-making processes by attending the planning meetings at parish and village levels. Others were now members of group's executive committees in the workplaces, farmers' forum, and in churches. Others reported willingness to participate in future elections.

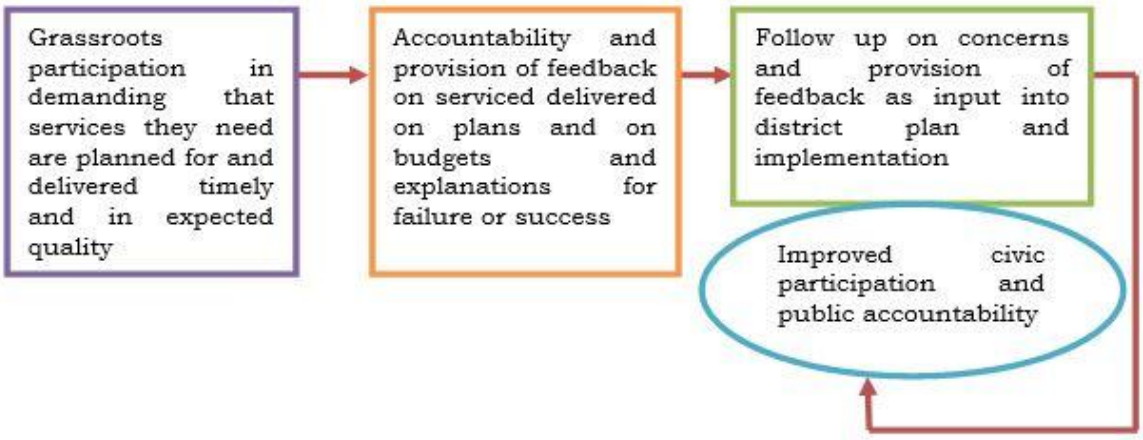
> *"I am now chairperson of our market…-I competed with 5 people who were more educated than me but with little education, I defeated them because of the training and confidence I gained from PLA peer educators training… I was able to identify the problems the market workers were facing and I used these as my campaign points" (Woman Peer Educator, Dokolo Town Council)*

However, lack of academic qualifications and funds were some of the reasons reported by respondents that blocked majority of them from standing for elective political offices in future.

> *"With PLA peer educators training on our rights to participate in politics…I tried my luck, succeeded and I am now the Vice chair of local council II ------these days through our interaction with youth, I encourage them to try because its their right" (Youth Peer Educator, Dokolo Town Council)*

All Local government officials reported that they were actually registering greater participation and interest from the women and youth not only for political participation but also for participating in decision making meetings, baraza (community meetings), and national events. The Barazas are community meetings initiated by the President and adopted in 2009 to create space for citizen to advocate for improved service delivery. Barazas aim at driving a process where the communities at the grassroots are facilitated and mobilized to participate in matters that relate to local service delivery through feedback and accountability. The Barazas are interactive fora that bring together key public service providers from the central government and local government as well as the private sector and the general public to discuss matters relating to service delivery. They also provide opportunity to share public information for effective monitoring of public services provision. Through these Barazas communities are able to demand for public accountability and transparency in public service delivery and decision-making.

Conceptualization of a Community Driven Accountability under Barazas



Furthermore, it was reported that women and youth were using these Barazas organized by Resident District Commissioner's Office to hold the local leaders accountable. To substantiate the above, the key informant made the following observation:

"we are registering high levels of turn up for meetings by people in informal sector to our Barazas we organize quarterly…people are confident to ask questions and demand for answers" (Local Government Official, Dokolo District).

Findings indicate that women and youth at various levels are aware of their roles and responsibilities in multiparty politics. By consensus, the respondents agreed that more women and youth were increasingly becoming aware of the influence and contribution they have in the national politics and local governance processes. The women and youth were now attending sub-county and district budget conferences and this has helped them advocate with local governments to focus on women and youth concerns especially in the informal sector that range from better sanitation in markets to access to credit to expand their businesses. All the women and youth leaders interviewed noted that there were more women and youth willing to engage their local leaders in demanding for better services in their communities.

Key informants from both local governments and peer educators acknowledged that with regard to engaging in meetings with local leaders, there are more women and youth in informal sector who are now accessing the income generation activities than before the project interventions. They attributed this to the trainings and skills building in proposal development and business development that were included in the trainings by the project.

"*We have formed farmers forum which has lobbied the district and are accessing the Community Demand Driven (CDD) funds in our Sub-Counties" KI.Nambale sub-county, Iganga District*

The evaluation established that the project used various strategies that played an instrumental role in improving the capacity and knowledge of participating women and youth in the project. One of the successful strategies used was undertaking radio talk shows that hosted different leaders from both local and district levels. It was noted that the project had aimed at conducting 22 radio talk shows; however, 47 radio talk show programs were held during the project period. The talk show programs were conducted in both local languages and English. From respondents' response, the talk shows were very interactive and had an opportunity to phone in the radio talk shows, by listeners to give their views on topics of discussion. Peer educators were able to organize and mobilize their fellow informal sector women and youth to listen to the radio talk show programs and asked for clarification on various issues presented by local leaders. The radio talk shows also provided a forum for women and youth from the informal sector to debate nationally with the elected and appointed leaders such as the Resident District Commissioners, Chairperson Local Council V and the Members of Parliament from the project areas. During these talk shows the women, youth and informal sector representatives presented position papers highlighting their priority needs. Radio talk shows provided avenues through which duty bearers publically committed to addressing challenges of informal sector workers. The expression from the FGD respondent, Nambale Sub-county, Iganga, district illustrates this;

"We were confused about the youth fund… the participation of RDC rectified the youth fund program and the criteria to benefit" Youth Councilor Nambale, Iganga District.

Furthermore, the evaluation revealed that institutional capacity of PLA for effective project delivery was built. The project interventions contributed in infrastructural development of the Secretariat through streamlining the organization's operations to ensure adherence to minimum standards and corporate governance. For instance, the PLA was able put in place administrative instruments such as procurement policy and reviewed their financial manual. The built internal capacity and working environment enabled project staff to efficiently undertake both narrative and financial reporting to the donor.

The findings indicate that, the project did not only facilitate internal capacity building but also enabled the PLA to build strategic alliances and the capacity built enhanced its ability to leverage more resources for women and youth interventions. Two projects "Legal Aid to Vulnerable and Marginalized Workers being implemented in Amolata, Bugiri, Dokolo, Iganga, Kaliro, Kampala, Lira and "Women's Rights Project" are some of the interventions which will further build on what was implemented under **"**Promoting Civic and Political Participation of Women and Youth in the Informal Sector".

3.6.2 Project Un-intended Impacts /Changes /Results

While the main purpose of the project was mobilizing women and youth to engage in political processes, the project interventions also under took to build skills in advocacy and advocacy strategic action planning. This resulted in additional social and political changes in the targeted communities.

Another result was in the area of advocacy strategy and action plan for engaging local leaders and political parties. In this aspect, 6 workshops with informal sector peer educators in the six project sites were held and advocacy strategies were developed. Peer educators were able to develop six position papers indicating the challenges affecting their civic and political participation, one for each project site, and were able to engage with their local, district and national leaders. Some problems indicated by peer educators included; poor transportation for their goods and produce, health centers, consistent load shedding. Commitment from leaders to address their challenges was secured. As a result, feeder roads in Kaliro, Bugiri, and Amolatar have been improved, electricity is now consistent in Bugiri and informal sector workers are able to listen to radio programs while at work since some service providers have electricity at their work places.

Before the project, women and youth were working as individuals; but with the project, teams were formed and this strengthened group relations and partnership building among peer educators and leaders as well as between communities and their leaders. For instance, the Peer Educators Group in Dokolo Town Council has formed itself into a CBO, which was being registered to promote the rights of informal sector workers. According to the FGD, the group already has established governance team with chairperson who is a female, vice chairperson a youth and secretary as youth. Additionally, the project has attracted political support in all the areas of operation and the Resident District Commissioners have commended the intervention and called for its scaling up. Furthermore, the local governments have offered to host the office of PLA to facilitate the scale-up and continuation of the project interventions.

Informal sector women and youth are actively participating in parish development committee meetings, and village meetings in which they contribute positively on matters concerning their needs in the community e.g. good road network and are actively monitoring government projects to ensure there is accountability. Peer educators have worked with the Resident District Commissioners, and political party leaders in their communities to monitor NAADS, and mobilize youth informal sector workers to form groups so as to benefit from the youth funds given by the government to enhance their economic development as illustrated by the case study below:

Case Story

My name is Ivan Kiyuba. I am 24 years of age. I deal in second hand clothes for both men and women.

At first I was reluctant to participate in this project. I started to actively participate in the project in 2012. Before then, I did not know my rights and my roles in the community. I did not know that as a voter I could an ask leaders to account for our taxes.

Since then, I know youth rights, the meaning of democracy and I participate in youth group activities. I am the secretary for the group called Togayanga Ekyezingire Youth Development Association.

I have mobilized the youth to form this association and we are 30 members now. The association is registered at all levels within the district. I have mobilized the group and we accessed 20 piglets for the group under CDD program at district.

Today my roles are clear to me, thanks to the PLA programme, I participate in leadership activities in my association and community, demand for accountability from leaders and I know I have a right to speak out.

We had security issues in our market a few months ago and through the peer educator we invited the District Police Commander, the RDC and DISO and we spoke out to them. The DPC accepted to conduct night patrols.

From the program, I have gained knowledge on democracy; and skills on how to fight poverty. Above all am confident of myself and I can stand for any leadership position.

Ivan Kiyuba in his Shop, Kaliro District

I would recommend for continued sensitization of youth especially those in organized groups in order to have positive impact in the community and lobby for financial resources to increase access to credit and loans for organized youth groups

3.7 Sustainability

The evaluation team explored how the project benefits and development effects would be sustained after the project completion and funding by UNDEF ends. The respondents were able to identify components of the project that could be sustained. *Sustainability is defined as the continuation of benefits from a development intervention after major development assistance has been completed. It is the probability of continued long-term benefits.* The resilience to risk of the net benefit flows over time. The evaluation examined sustainability under the following aspects:

a) Ability of the:

- Community beneficiary to sustain the benefits
- PLA's having integrated project activities into other current interventions
- How the district local governments have taken up the project activities
- Community resource persons' ability to continue supporting beneficiaries

b) Knowledge and skills of citizens' rights and civic responsibilities passed to women and youth peer educators groups during the trainings: The peer educators interviewed emphasized that the knowledge gained was theirs for keeps and it was something they could continue to use in their political and civic initiatives. Communities that benefited from the awareness and skills building reported that they were empowered with knowledge. In the survey and FGDs, it was clearly stated that this knowledge is and was already being utilized in the community.

c) Accrued benefits of the project to include confidence built among women and youth, improved attitude of women and youth towards participation in elective political and civic leadership, participating in politics and

sustained knowledge base that would continue to stimulate debates in the community about political and civic responsibilities and obligations.

3.7.1 Sustainability Strategies

The evaluation noted some strategies, which are likely to contribute towards project sustainability, and these include;

a) **Capacity of PLA to attract funding:** The project strengthened PLA's institutional systems and technical capacity of the Secretariat to carry out similar interventions. This has positioned PLA to leverage more funding and indeed more partners have since come on board and these include; DGF, ILO & Women Trust. These partners are largely supporting human rights promotion, governance and accountability. Two projects "Legal Aid to Vulnerable and Marginalized Workers being implemented in Amolata, Bugiri, Dokolo, Iganga, Kaliro, Kampala, Lira districts and Women's Rights Project are some of those which will be building on what was implemented under **"**Promoting Civic and Political Participation of Women and Youth in the Informal Sector" for sustainability.

b) **Partnership with Local Government:** Some local Governments like Amolatar and Dokolo have offered office accommodation to PLA to coordinate the interventions and community services departments are using the Peer educators to sensitize the citizens on development programmes like NAADS, and CDD. This contribution has triggered and strengthened collaboration with other partners, NGOs and local governments.

c) **Knowledge and skills:** The evaluation revealed that the project implemented a number of knowledge and skills building interventions, and that women, and youth leaders are already utilizing these skills. Capacity building of informal women and youth workers in the areas of advocacy, lobbying and project planning are very strong components of sustainable skills building efforts. These skills in advocacy and lobbying will facilitate the women and youths' engagement with leaders and partners in more transparent approach. This will promote continued collaboration and co-operation for service delivery and increased participation of women and youth in political and civic processes.

d) **Participation of women and youth in leadership:** Qualitative data showed that some women and youth are in leadership positions at both community and district level a for instance NAADS focal point in Nambale Sub-county, General Secretary for Togayanga Ekyezingire Youth Development Association in Kaliro District and two chairpersons for local market vendor groups and a church in Dokolo Town Council. Their participation in decision making in local councils, community groups, and parish planning committees is expected to continuously influence the way government leaders develop and implement policies, and development programmes/projects in their communities. The increasing number of women and youth in informal sector becoming leaders and participating in leadership positions will enable them to influence and drive the pro-poor and informal sector development agenda. In addition, some members are delegates to District Farmers' Associations. Peer educators were reported to continue mobilizing and sensitizing groups and it was noted that some peer educators are members and leaders of various organized groups.

3.8 Lessons Learnt

These are defined as *generalizations based on evaluation experiences with projects, programs, or policies that abstract from the specific circumstances to broader situations.* Frequently, lessons highlight strengths or weaknesses in preparation, design, and implementation of a project that affect performance, outcome, and impact.

- Much as the program achieved its objectives, follow-up interventions would be critical in facilitating participation of youth and women from informed view in future.

- The timing of program implementation should have been before the elections to effectively enable the target beneficiaries participate more effectively in elective processes of 2011. Most of the project implementation was done during and after 2011 general elections.
- It was learnt that there was limited involvement of political leadership at the design and introduction of the project at district level. Political power leveraging is critical for successful implementation of interventions that promote political participation and human rights, interventions focusing on these areas tend to be sensitive and therefore require harnessing and balancing political will but ensuring that the project keep focused on intended objectives.
- Empowerment is critical to change of peoples' attitudes. In this regard, people in informal sector could hardly compete for any leadership position. They thought leadership positions were meant for people with high education levels and those in offices only.
- Building strategic alliances with other partners (Central Government, CSOs and Local Governments) is key in ensuring sustainable civic education.

Lessons learnt from the project that can be applied in similar settings in future:

- Supporting institutions with relevant and wide mandates provides an opportunity for future sustainability of the results. PLA as CSO that targets groups (which are vulnerable, marginalized and undocumented workers, majority of whom are women, youth and children in the informal work sector), has a number of comparative advantages, including its experience to provide a sustained platform and support to women and youth in informal sector for continued advocacy and engagement. These key attributes can be very useful in enhancing its advocacy role for marginalized youth and women between government, women, youth organizations/leaders and other partners;

- The participation in political, governance as well as civic processes provides an entry point for women and youths' in informal sector participation in economic processes.

3.9 Challenges Encountered in Project Implementation

The respondents interviewed during qualitative interactions, enumerated various challenges, which affected implementation of the project interventions as indicated below;

- The beginning of the project, at baseline stage, suffered a delay because the political leadership in the districts misunderstood it to be partisan. This misconception led to holding more consultations between the RDC's Office, and President's Office before the baseline could proceed.

- The project was designed from PLA headquarters in Kampala. It did not allow time for community members to participate; for example, IEC materials were produced in Lusoga yet many of the target beneficiaries could read or preferred Luganda to Lusoga.

- Change in program design. Iinitially the requirements for awareness were workplace based but this was later changed to require peer educators to move in the field and sensitize the women and youth; and yet there was no facilitation (transport, allowances etc.) for these extended activities.
- Two years is a very short time frame for a project that was to build the capacity of women and youth towards changing their attitudes on participation in political and civic processes that have for long been dominated by educated, older population and men.

- Geographical spread of the project across five districts in two regions. This affected quality technical support supervision by PLA Secretariat project team including follow-up on trainings and sensitization done by peer educators.

Chapter Four: Conclusions and Recommendations

4.0 Introduction

This chapter presents the conclusion and recommendations arising from the evaluation findings. The recommendations were made in light of the challenges and sustainability facilitating factors that were identified in this evaluation.

4.1 Conclusions:

- The project addressed the problem for which it was developed to address. It was able to increase the visibility of women and youth in informal sector needs in the country's development agenda. Through training and awareness creation, the project built the capacity and skills of women and youth that enabled them to participate in political and civic processes in their communities.

- The intended objectives and outputs of the project were achieved by way of both realizing the intended targets and intended results/effects. The project activities as set were adequate to realize the outputs and they contributed to the measure of effectiveness of the project.

- The project was in line with defined needs of the beneficiaries. It can thus be said that it was justified and relevant in both the Country context as well as the context of the executing agency UNDP and the implementing institution, PLA. From the point of view of UNDP, the project contributed to outcome 1.1, which sought to bring about an inclusive; people centered electoral process in Uganda and build the capacity of the Electoral Commission (EC) to administer credible elections that are perceived as such. By extension therefore the project contributed to the national goal of Strengthening Good Governance, security, and UNDAF outcome that seeks to improve the capacity of selected Government Institutions and Civil Society for good governance and the realization of Human Rights that lead to reducing geographic, socio-economic and demographic disparities in attainment of Millennium Declaration and Goals by 2014. It was also relevant and in line with the strategic mandate of PLA that focuses on the promotion of rights of vulnerable and marginalized segments of the population who include women and youth in informal working environment and thus rightly placed the women and youth in informal sector needs on the both district and national agenda.

- This programme was commissioned on 1st April 2010, and completed on 30th March 2012. A review of the programme annual work plans and progress reports, complemented with interviews with officials from Platform for Labor Action (PLA), the implementing partner, established that the programme was well executed and it met its overall objective.

- The effectiveness of the programme was adequate, and the impact of interventions on the targeted beneficiaries (youth and women in the informal sector), was significant. Generally, youth and women in the informal sector have low levels of awareness on civil and political participation, and the survivalist nature of their businesses, cannot earn them enough to attend trainings (through seminars) on civil and political participation. The programme's focus on those two groups was therefore prudent and timely, particularly in view of current national efforts, some of which are espoused in the NDP, to deepen democracy and strengthen citizen's participation in political and economic governance.

- The project's achievements are premised on adequate planning at inception. A baseline survey was commissioned at the start of the project, whose findings were of great importance in guiding programme intervention.

- The project did not only register intended changes but it also registered un-intended impacts/changes and all changes documented were generally positive. The project changes had a multiplier effect in society and provided some opportunities that would be sustained after the expiry of the project.

- Key sustainable aspects of the project include the knowledge gained by the target beneficiaries. Although continuation of activities will not be possible without additional funding, knowledge as a sustainable benefit in society with its multiplier effect cannot be under estimated. Other women and youth will be inspired by their colleagues and begin to seek opportunities for acquiring similar skills and knowledge.

  Overall, the evaluation consultant concludes that the performance of the project was effective and efficient, had the desired outputs /changes, and was relevant in the local, national and country context.

4.2 Recommendations for Future Improvements:

From the evaluation, the following are recommended for improving future and current efforts on improving ISWs women and youth participation in political and civic processes:

To UNDP/UNDEF:

1. The project implemented in Uganda can be rated as a successful program and can be shared by UNDEF with other implementing partners focusing on women and youth working in informal sector outside Uganda for duplication.

2. While the project is rated successful, the project coverage was limited to only five districts of Iganga, Bugiri, Kaliro, Amolator and Dokolo. The evaluation team therefore recommends that UNDP and UNDEF consider increasing the coverage of districts by developing other similar projects in other regions of Uganda[2] and build in the design strategies for replication of good outputs and impacts to scale up the experience. It will also be necessary to consider bringing on board other CSOs working on civic education to ensure more geographical coverage of interventions.

3. UNDEF/UNDP could consider providing funding for periods longer than two years. Projects implemented within two- year periods often pose a challenge of accurately attributing impact to its interventions Projects of this nature require longer time spans of about three or more years to generate significant impact.

4. The design requires involvement of many leaders and clear conceptualization of the intended results. Again this requires more time to actualize. To have sustainable impact, the project interventions should ensure they cover large geographical area and intensity of the interventions within the areas of operation.

5. Consider supporting interventions under the governance programme which have deliberate focus on marginalized and population in informal sector to change their attitudes and also contribute to the governance agenda in the country. Women and Youth participation in governance, civic processes and structures provides a great opportunity for their entry into participation in development and improve their abilities capacities to elect leaders who are accountable to the citizens.

[2] Uganda has traditionally 4 regions of Central, Eastern, Northern and Western. The PLA project targeted eastern and Northern regions. Also considering that each region has more than 10 districts, the coverage can still be described as minimal.

To Government:

1. There is considerable need for empowerment of citizens at the local community level. Although the project attempted to build the capacity of the citizens in targeted areas, it was limited in reaching out to the majority due to limited resources. Overcoming this challenge will require widespread investment in community outreach and awareness raising, with a major focus on civic education on rights and responsibilities, as an essential foundation for building demand for not only government services but also for government accountability for its actions or inactions. This calls for a sustained effort in community organization, mobilization, and development of local leadership, with particular attention to promoting leadership and participation of citizens in development, planning and implementation. It is recommended, therefore, that Government, in partnership with civil society, should consider investing in civic education with a view to building civic competence within communities and citizenry as one of its obligations to its people, to raise level of awareness of the population about political, legislative and civic matters. This would empower them to hold their leaders accountable and also to understand their civic and political obligations.

To Platform for Labour Action

1. The evaluation team recommends that PLA should establish strategic alliance with community, CSOs, Local Governments, and national institutions (Electoral Commission and Uganda Human Rights Commission) in implementation of future programmes. Working with national and local institutions increases the reach of the interventions and strengthens credibility and sustainability of the programmes.

2. Design and implement a follow-up project to focus on post elections, especially to track the promises made by various leaders regarding women and youth concerns.

3. Future projects should have a follow-up and exit strategy. The strategy should clearly articulate the roles and responsibilities of beneficiaries, leaders and local partners such as Local government and these should be known to stakeholders prior to and during implementation to ensure sustainability of projects benefits.

4. In view of resource limitations, project activities should be intensively focused in a specific geographical area to ensure maximum project outcomes, i.e. in future PLA should re-focus activities to few districts to enable the program to reach more women and youth in the selected districts. It will increase intensity of project activities in the areas of operations and scale up to other districts can be done when the project has effectively and successfully accomplished set objectives in a given district.

Annex 1: Comparative analysis of project impact

Study indicators	% at Baseline	% at Evaluation
Level of knowledge of concept of political participation	2	55.2
level of knowledge of concept of democratic governance	8	40.7
Level of knowledge of concept of decision making	4	42
Level of knowledge about national days/holidays for women, youth and PWDs among ISWs	12	44
Level of knowledge levels about and the roles of WCs, PDCs, Ycs & PWDs among ISWs	39	49
Level of awareness that one had to be a citizen to participate in voting	32	56
Level of awareness that one had to be a registered voter to participate in voting	35	48
Level of participation in contesting elective political positions (LCI-V) among ISWs	12	33.5
Level of participation in and attendance of local council and PDC planning meetings at community level	18	34

Annex 2: Documents reviewed

1. UNDAF 2010-2014
2. CPAP 2010-2014
3. UNDEF Project Evaluation Guidelines, Fourth Round
4. UNDEF/PLA Project document, April 2010
5. Baseline Report, PLA, November 2011
6. Project Annual Work plan Budget Sheet 2010 & 2011
7. Project quarterly work plans and progress reports
8. Activity reports from Field Coordinators and Peer Educators
9. Project Final Narrative Report 2012

ANNEX 3: List Key Informants and FDG Respondents

No	Name	Sex	Title	District	Contact
1	Mpiya Steven	M	CDO- sub county	Nambaale-Iganga	
2	Butereevu Kaamu	M	Chairperson -youth	Nambaale -Iganga	
3.	Asha Namuwanga	F	Female youth councilor	Nambaale- iganga	
4.	Sam Musota	M	PLA coordinator	Nambaale-Iganga	0777085999
5	Fridah Bangi	F	Female youth councilor	Northern division -Iganga	
6	Lubega Wangwa	M	RDC	Iganga	
7	Masitulah Kawama	M	PLA coordinator	Iganga municipality	0779841712
8	Bakatonda Good	M	Motor cyclist	Iganga municipality	
9	Bakalil sakwa	M	Coblla	Iganga Municipality	
10	Mukisa steven	M	Motor cyclist	Iganga municipality	
11	Sabani Bikopo	M	Motor cyclist	Iganga Municipality	
12	Magola Kevin	M	Cloths seller	Iganga Municipality	
13	Mirembe Sarah	F	Woman Councillor	Iganga Municipality	
14	Charles Wandera	M	PLA coordinator	Kaliro	0750434676
15	Salamu Betty	F	Secretary gender	Kaliro	
16	Jumire Nelson	M	Probation officer	Kaliro	
17	Babirye Amina	F	Cloths seller	Kaliro	0772869501
18	Namuagasa Lwanga	F	Food seller	Kaliro	0778451769
19	Namala Harriet	F	Food seller	Kaliro	0789787350
20	Nambozo Aisha	F	Food seller	Kaliro	0753631177
21	Kataike Joy	F	Food seller	Kaliro	0759096386
22	Magoba Sylivia	F	Food seller	Kaliro	0787041138
23	Naigaga Madina	F	Food seller	Kaliro	
24	Kiribaki Rose	F	Food seller	Kaliro	0782071146
25	Tabingwa Scovia	F	Food seller	Kaliro	0772877153
26	Kagweri Jamira	F	farmer	Kaliro	0782992048
27.	Odongo Denis	M	Tailoring	Dokolo	0777778848
28	Eyoku Chris	M	A builder	Dokolo	0781477389
29	Safia Eton	F	Digging Group	Dokolo	0777787780
30	Opige Francis	M	Digging Group	Dokolo	07777852280
31	Amony Eunice	F	Tailoring	Dokolo	0772001299
32	Eunice Akabo	F	Digging Group	Dokolo	
33	Akullo Mirriam	F	Tailoring	Dokolo	
34	Abor Daniel	M	Digging Group	Dokolo	
35	Betty Okwir	F	Food Seller	Dokolo	0784115458
36	Filda Adyango	F	Food Seller	Dokolo	0778906101
37	Mary Ameso	F	Food Seller	Dokolo	0778927918
38	Jolly Alaba	F	Food Seller	Dokolo	0778684892
39	Esther Angwoch	F	Digging	Dokolo	
40	Grace Nyanga	F	Food Seller	Dokolo	0777568628
41	Jennifer Egau		Food Seller	Dokolo	0784406253

42	Susan Ajang	F	Project Coordinator, PLA	Dokolo & Amolatar	
43	Orit Dennis Engwedu	M	Asst.CDO, Town Council	Dokolo	0776555061
44	Judith Amuge	F	CDO	Dokolo	
45	Ocaa Jackson	M	CDO/Probation Officer	Dokolo	
46	Ben Anyama	M	RDC	Dokolo	0772541807
47	Frdrick Odongo	M	Speaker	Dokolo	0772388517
48	Emily Awili	F	CDO-Gender & Culture	Dokolo-Town Council	0772835830
49	Isaac Arinaitwe	M	Prog.Officer	PLA	0782769571
50	Alex Nyambinga	M		PLA	0782892570
51	Grace Mukwaya Lule		Asst. Executive Secretary		0312260196
52	Lilian Keene Mugerwa		Executive Director		0312260196
53	Annet Mpaburungi		Team Leader, Governance Prog.	UNDP	

Annex 4: Data collection instruments

Quantitative Survey instruments- Individual Survey questionnaire
Section 1: Respondents Background Information

No.	Questions and Filters	Coding Categories	Skips
01	How old are you? **CIRCLE APPROPRIATE AGE RANGE**	20-24.....1 25-29.....2 30- 34.....3 35-39……4 Others (specify)……9	
02	Sex of the respondent?	Male.....1 Female.....2	
03	Marital status	Married……1 Divorced……2 Separated……3 Single……4 Widowed……5	
04	Residence	Rural……1 Urban……2	
05	Have you ever attended school?	Yes…… 1 No…… 2	➔07
06	What is the <u>highest level</u> of education you attained? **<u>PROBE FOR SPECIFIC LEVEL</u>**	Never attended.....1 Incomplete primary.....2 Complete primary.....3 Incomplete O-level.....4 Complete O-level.....5 A-level.....6 Vocational training.....9	
07	What is your Occupation **<u>CIRCLE ONLY ONE CATEGORY</u>**	Food sellers……1 Non-food sellers……2 Service providers……3 Soft ware manufacturers……4 Hard ware manufacturers……5 Digging groups……6 Urban farmers……7 Others specify……9	

Section 2: Background information on the project

No.	Questions and Filters	Coding Categories	Skips
08	Have you ever heard about civic and political project working with informal sector (women & youth) by PLA **CIRCLE Appropriate Answer**	Yes……1 No……..2	➔10
9	If yes, what activities do you know have been implemented in the community by PLA **CIRCLE ALL MENTIONED**	Peer educator training……1 Women and youth training ……2 Distribution of IEC materials….3 Radio talk shows ……..4 Awareness creation at parish….5 Others specify……9	

Section 3: Understanding of concepts

No.	Questions and Filters	Coding Categories	Skips
10 a)	What do you understand by the following Concepts? Democratic Governance **CIRCLE ALL MENTIONED**	Existence of multi-parties……..1 Freedom of association……..2 Freedom of expression of political views……3 Representation……..4 Freedom of speech…….5 Free, peace and fair election……..6 Change of leadership……7 Others specify……..9	
10 b)	Participation **CIRCLE ALL IF MENTIONED**	Leadership positions ……..1 Meetings……..2 Elections ……3 Representation in decision making bodies/structures……4 Others specify……9	
10 c)	Leadership **CIRCLE ALL IF MENTIONED**	Contesting for leadership position…..1 Mobilizing people……..2 Feedback meetings……..3 Resource mobilization……4 Lobbying for the community……..5 Others specify……..9	

10 d)	Civic responsibility and Engagement **CIRCLE ALL MENTIONED**	Contesting for leadership positions….1 Voter registration process……2 Elections……..…3 Participation in decision making structures at all levels……4 Knowledge of national events for participation……..5 Others (specify).....9	

Section 4: Impact of interventions:

No.	Questions and Filters	Coding Categories	Skips
11	What elections have you participated in the last two years? **CIRCLE ALL IF MENTIONED**	Parliamentary……..1 Local Council ……2 Women Council ……..3 Youth Council……4 PDWs Council ……..5 Association/group……6 Others specify……..9	
12 a)	a) Did you contest for any leadership position in the last elections?	Yes ……..1 No……..2	
12 b)	If yes, What position did you contest for?	MP ……..1 Chairperson……..2 Councilor……..3 Secretary ……4 Individual member……5 Others specify……9	
12 c)	If No, why didn't you contest? **CIRCLE ALL IF MENTIONED**	Lack of required qualifications...1 lack of awareness……..2 Not interested……...3 Lack of financial ability……4 Others specify……9	
12 d)	Would you be willing in future to participate in the elections?	Yes……..1 No……..2	
12 e)	If not why? **CIRCLE ALL IF MENTIONED**	Lack of required qualifications……..1 Not aware……2 Not interested……3 Lack of financial ability……4 Other specify……9	
13 a)	Are you aware of requirements for participating in electoral process?	Yes……1 No……2	
13 b)	If yes, what are these requirements? **CIRCLE ALL IF MENTIONED**	One has to be a citizen……..1 Registered vote……..2 Education qualification……3 Being above 18 years……4 Others specify……9	

14	In what ways have you participated in decision making processes in your community? **CIRCLE ALL IF MENTIONED**	Village /group / association planning meetings……..1 Awareness creation on women and youth programs……..2 Petitioning community, district and national leadership on problems affecting women and youth…….3 Protection of women and youth…4 Others specify……9	
15 a)	What national events are you aware of?	National elections……..1 Women and youth council elections……..2 Women and youth day……3 People with disability days……4 Others specify……9	
15 b)	Have you participated in the above events?	Yes……1 No……2	
15 c)	If no, why have you not participated?	Not aware……1 Lack of money……..2 Others specify……9	
16 a)	What planning and governance structures do you know?	Women Councils……1 Youth Councils……..2 Parish Development Committees…3 Others specify……..9	
16 b)	What roles do the above structures play?	Planning……1 Representing citizens……..2 Legislation……3 Others specify……9	
THANK YOU			
Record the time the interview ENDS		___ ___ : ___ ___ AM/PM	

Annex 5: PROJECTS' REVIEW CHECKLIST

1.0. GENERAL INFORMATION
Respondent:
Designation:
Date of review:
2.0: ACHIEVEMENTS AGAINST SET OBJECTIVES & IMPACT OF PROJECT
2.1 Review work plan to rate extent of achievement of objectives – document objectives/activities in work plan, take into account measurable indicators and document status of achievement.
2.1.1 Establish the planned results areas with targets
2.2 Review if achievements are in line with project objectives and document any diversions
3.0. PROJECT CONCEPT AND DESIGN
3.1 Review project grant agreements with UNDP/UNDEF, establish compliance to the agreements.
3.2 Document project implementation strategy used. Analyze appropriateness, effectiveness and possible alternatives.
3.3 Managerial arrangements:
Personnel of the Implementing partner
Presence of a board of directors/management committee
Financial accounting arrangements; separation of financial powers
Disbursement of funds for project activities
Procedures for accounting for funds received
Monitoring and evaluation (M&E) activities of the project
Compliance to reporting requirements
External support supervision visits received from UNDP Country Office/Representatives of UNDEF
4.0 SUSTAINABILITY & RELEVANCY
4.1 Review processes and systems in place to enhance sustainability; document.
4.2 Review the channels/types of information communication materials used.
REVIEWER'S COMMENTS:

Annex 6: KEY INFORMANT INTERVIEW SCHEDULE (Staff of implementing partner and UNDP)

1. Background information
a) IP name:
b) Respondent's name & Designation:
2. In your opinion has the project achieved its objectives? Can you highlight some of your major achievements? What factors facilitated these major achievements? (Probe for achievement of intended outcomes).
3. What has been the project's contribution to the lives of your beneficiaries either directly or indirectly and the community in which they live? (Probe for intended and unintended impacts on gender and marginalized groups)
4. Please gauge with examples the relevancy of this project. Was the project justified and appropriate in your opinion?
5. The resources inputted in this project, did they deliver the expected results? (Probe for optimal use of availed resources in view of deliverables of the project)
6. In your opinion did the project meet the needs/expectations of the beneficiaries? Please substantiate your answer with examples/scenarios.
7. The strategy used to implement the project, was it the most appropriate? (Explore communication channels/types used. Also explore their relevancy & usability)
8. To what extent did the project establish processes and systems that are likely to support the continued implementation of the project?
9. Were the involved parties willing and able to continue the project activities on their own (Probe for partnerships built)?
10. Are the project outcomes likely to be sustainable? If not, why not? Which remedial actions would have been good to take?
11. What challenges/constraints did you face in implementing this project?
12. What lessons can you report on? Are there any good practices/success stories that you can highlight?
13. What aspects of the project interventions could you recommend for replication? What are the sustainability possibilities of these interventions after UNDEF funding? (Probe if the KI was to implement the project all over again, what could they focus on?)
14. Do you have any recommendations for improvement of future funding from UNDEF?

Thank the Key Informant (KI)

Annex 7: KEY INFORMANT INTERVIEW SCHEDULE (Local leaders- Youth Leaders, Women & Local Council Leaders)

1. Background information: Respondent's name & Designation
2. What activities/interventions of the *Civic and Political Participation of women and Youth in the informal sector"* project can you mention?
3. Can you say that your awareness/competence in decision making has been improved as a result of interventions of this project? (Probe for result areas: Able to participate in meetings, analyse proposed meeting agenda and gather information, can analyse existing policies, can analyse plans and budgets)
4. What changes/impacts in your leadership role can you attribute to the interventions of the project?
5. Did the project meet your needs/expectations? (Explore answers given)
6. Were the project strategies used appropriate?

a. IEC materials: relevancy and usability
b. Radio messages and spots
c. Use of workshops/meetings

7. What aspects of these project interventions do you think will be sustained after PLA project interventions?
8. Are there lessons you have learnt that you could like to share with us?
9. In your opinion what could have been done better under this project?
10. Any other comments

Annex 8: FGD GUIDE

1. What interventions have you received from the project? (Probe for activities provided as per the objectives of the project).
2. Can you name any benefits that you, your families or the community has got as a result of the interventions provided by this project? (Probe for any impacts, whether positive/negative, intended/un-intended, in the short and long term).
3. Can you say these services met your expectations? (Probe extent to which the services provided met the needs of the community and aspects of relevancy)
4. What comments can you make on the strategy used by PLA to run this project? (Probe beneficiaries' perception of appropriateness of project concept and design)
    a. IEC materials: relevancy and usability
    b. Radio messages and spots
    c. Use of workshops/meetings
5. What challenges/constraints can you identify as beneficiaries of the interventions provided by the project?
6. What do you think are the prospects of sustainability or replication of these project interventions? (Also probe for best practices and lessons learnt)
7. Do you have suggestions for improvement?

Thank you

Annex9: CASE SERIES: INTERVIEW GUIDE

1. Situation before the intervention
2. Benefits from the project
    - Ask for mention of services received
    - Probe for benefits to individual/family and community
3. Impact/changes attributable to project
    - Establish transformations in lives/situation after intervention
- Seek for whether needs were met and consequences of this
4. Ask for mention of desired Vis a Vis received report/recommendations

Thank you

Annex 10: Terms of Reference

Consultancy to Conduct a Final Evaluation for the Project Promoting Civic and Political Participation of Youth and Women in the Informal Sector, Kampala, Uganda

Closing Date: Monday, 29 October 2012
CONSULTANCY TO CONDUCT A FINAL EVALUATION FOR THE PROJECT PROMOTING CIVIC AND POLITICAL PARTICIPATION OF YOUTH AND WOMEN IN THE INFORMAL SECTOR

Location: Kampala, UGANDA Application Deadline: 29-Oct-12 Additional Category Democratic Governance Type of Contract: Individual Contract Post Level: National Consultant Languages Required: English Starting Date: (date when the selected candidate is expected to start) 12-Nov-2012

Duration of Initial Contract: 21 Working Days Expected Duration of Assignment: 21 Working Days

Background: Introduction:

Promoting Civic and Political Participation of Women and Youth in the Informal Sector, a project funded by United Nations Democracy Fund (UNDEF) was implemented over a period of two years (April 2010 to March 2012) in the districts Amolatar and Dokolo in Lango sub-region and Kaliro, Bugiri and Iganga in Busoga Sub-region by Platform for Labour Action with the United Nations Development Programme in Uganda as the Executing Agency. The main goal of the project was to educate informal sector women and youth on their civic and political rights and in particular create awareness on the multiparty party political dispensation and relevant laws and provide a forum for networking and building political leverage through consultations and dialogue between women and youth groups, and elected local and national politicians. The project also sought to generate baseline on participation of women and youth in the informal sector. This evaluation is being carried out as one of the requirements of the United Nations Democracy Fund. As part of the project design, the final evaluation will be conducted by an independent Consultant/Expert to assess the extent of project implementation and impact on the ground.

The project was designed within the framework of UNDAF, CPAP and NDP. It has been contributing towards the United Nations Development Assistance Framework and the Country Programme Action Plan Component 1 on Accountable Democratic Governance, Outcome 1.1 which provides that selected institutions at national and sub-national institutions have the capacity and deliver credible elections respectively. The NDP 2010/11-2014/15 recognizes that democracy and the rule of law is a major pillar of a modern society and that Uganda needs to consolidate and enhance the democracy so far attained to provide a solid foundation for transformation into a modern and prosperous society. Promotion of multiparty dispensation under this project is one way of promoting democracy and rule of law in the country. The NDP further recognizes that CSOs have an important role in the development process. The project total budget was USD 250,000.

During the lifespan of the project, a baseline study was undertaken using both qualitative and quantitative methods of data collection in the five districts; IEC materials were developed and disseminated; women and youth were trained as peer educators and advocates; advocacy strategy and action plan for engaging local leaders and political parties; radio talk shows aired out and community awareness sessions conducted.

Development Context of the Project:

The National Resistance Movement came to power in January 1986 and henceforth prohibited the then existing political parties from active engagement in open political activities like recruitment of members, opening and operating branch offices, holding public rallies, or holding delegates conference. In October 1995 a Constituent

Assembly enacted a constitution for Uganda which contained article 269 which re-enforced the restrictions that were imposed on political parties in January 1986. After the promulgation of the constitution the national resistance movement transformed itself into the movement political system articulated in article 70 of the constitution. In 1997, the Parliament of Uganda enacted the Movement Act No. 7 of 1997 whereby every adult Ugandan was conscripted into the movement through his or her Local Council. By the same law all members of parliament, all Resident District Commissioners, all District Chairpersons, all Chairpersons of the Sub-County Councils, or Town Councils, all Chairpersons of County Councils and all members of City Councils, all members of City Division Councils, all members of Municipal Councils and all members of Parish Councils by law became members of the various movement organs.

Article 69 of the 1995 Constitution accorded the people of Uganda a right to choose and adapt a political system of their choice in free and fair election/referenda by which Ugandans would choose whether they would continue to be governed by the movement political system or the multiparty political system or any other democratic and representation political system. The largely boycotted referendum of 2000 decided whether Uganda should retain the movement political system. The 2005 referendum affirmatively decided the return to multiparty political system hence the opening up of political space. Uganda has had two national elections under the multiparty system, in 2006 and 2011 respectively. Uganda also follows a decentralized policy whereby a range of political, executive and legislative powers have been devolved to Local Governments. Local councils are elected at the village, parish, sub-county and the district.

Duties and Responsibilities

Purpose of the Evaluation:
This Terminal evaluation is intended to assess achievement of the set objectives, and to identify and document lessons learnt, best practices and design issues that can be used to model/shape future projects.

As an integral part of the project cycle, the evaluation will analyze effectiveness, efficiency, relevance, impact and potential for sustainability of the project. It will also identify factors that have affected project implementation and facilitated or impeded the achievement of the objectives and attainment of results. Findings from the evaluation are expected to be used by UNDEF, UNDP, the Government of Uganda, Civil Society Organizations, local communities, women and youth in the informal sector who were the main beneficiaries of the project.

Scope of the Evaluation:

The evaluation will cover project design, implementation, project results, resource utilization; issues of sustainability, lessons learnt and intended results of the project. The evaluation will cover the time period April 2010 to March 2012 when the project was operational. The geographic coverage of the evaluation will include the project area of implementation namely Amolatar, Dokolo, Bugiri, Kaliro and Iganga. The target population for the evaluation will be the local communities (women and youth in the informal), local governments of the targeted districts and politicians both local and national, technical officers, Platform for Labour Action and other national level actors.

Objectives of the Evaluation:
The evaluation will address questions in relation to Effectiveness, Relevance, Sustainability, Project design and Efficiency as well as Impact. In detail, it will look at:
Relevance: This will assess the degree to which the project was justified and relevant given the country context and appropriate to the needs and the situation at the national and global level. The extent to which the project objectives and performance continue to remain germane (useful) to the country needs;

Efficiency: This will be the analysis of the overall project performance, the outputs in relation to the inputs, and management arrangements for implementation of the project. Assessment of how economically the project converted inputs into outputs;
Effectiveness of the project: Did the project achieve the intended objectives - This will be a review of the activities, outputs and outcomes as detailed in the project document. The evaluation will assess the achievement of indicators and review the work plan, planned duration and budget of the project;
Impact: the evaluation will assess the impact of the project (both positive and negative) on the target audiences and the effects. The changes in people? lives intended or unintended to which project interventions can be shown to have contributed;
Sustainability: What is the prospect of the sustainability of and replicability of the project interventions after UNDEF support? The likelihood of continued, long-term benefits from the project's interventions.

In addition to the above, the evaluation will also:
Analyze the challenges to the project success and lessons learned from managing them;
Highlight the lessons learnt from the projects; the results achieved, the process followed and the recommendations that may be required for refining further UNDEF's future project support as well as UNDP programming;

Analyze the overall impact of the projects in targeting gender and marginalized groups;
Analysis of the good practices/success stories if any;
Analyze the added value of UNDEF funding;
Impact of institutional and management arrangements on project achievements.
The information from this evaluation will be used where necessary to improve on design, implementation and management of other future projects and programming considerations.

The Evaluation Methodology/Approach:
In general, the evaluation approach will comprise a desk review, field work, qualitative and quantitative data analysis among others. The approach should elaborate the sources of data, sample and sample frame for the source of data, data collection procedures and instruments, performance standards, stakeholders? Participation, ethical considerations and major limitations of the methodology used. The consultant(s) are expected to be abreast with the objectives, indicators, baseline information, historical developments, institutional and management mechanisms, project activities and any already documented 'lessons learned' of the project. The consultants will develop a detailed appropriate approach/ evaluation methodology to address the above evaluation questions. The evaluation methodology will be agreed upon by UNDP and the Project Steering Committee during the inception report, and will include:

Review of documents related to the project such as project document, quarterly and annual progress reports, monitoring reports, field visit reports etc
Data collection approaches and tools, focusing on structured interview with partners who are knowledgeable about the project. This will include: Executing and Implementing Agency personnel, Project Manager, UNDP Project Personnel, members of the Project document, Project Closure Review Meeting, project beneficiaries, opinion leaders e.t.c.
Data analysis techniques, including a table indicating how the consultants will obtain answers for all evaluation questions.
Duties and Responsibilities of the Consultant:

The consultant is responsible and accountable for the production of the agreed products and timely submission to UNDP Country Office. He or she shall submit the final evaluation report to the UNDP Team Leader in Governance for certification of completion of work.

In addition to the above, the consultant is responsible for the following:

Review of documentation to be provided by the project (implementation/evaluation reports)
Conducting fieldwork and interview of stakeholders, national and local government officials, communities and stakeholders to generate authentic information and opinions.
Writing and compilation of the information and reports as needed.
Presentation of key findings highlighting achievements and constraints, and making practical recommendations to decision makers and stakeholders.
Finalization of the Terminal Evaluation Report.

Expected Deliverables:

An acceptable Inception Report with clear indications of understanding of the terms of reference, the deliverables and detailed methodology 3 days from the date of signing the contract.
Field work debriefing before draft report writing 5 days from the date of presenting the inception report. Report Outline provided; the draft evaluation report shall be presented to stakeholders in the targeted districts, Project partners and other stakeholders for review not later than 18 days after start of the assignment. Comments and feedback from all stakeholders should be incorporated into the final version of the report, 10 days from the date of field work debriefing PowerPoint Presentation for UNDP and stakeholders to tally with presentation of an acceptable evaluation draft Acceptable Final Evaluation Report of a maximum of 45 pages, MS word font 12, Times Roman (excluding annexes), using the attached report format, including 5 bound hard copies and 1 soft copy, 3 days from the date of presentation of the draft evaluation report

Reporting:

The consultant team will work under the overall guidance and leadership of the UNDP Country Director. They will liaise on a day to day basis with the relevant UNDP Programme Officer and will also work closely with the Team Leaders of the Accountable Democratic Governance Unit and the Management Support Unit.

Remuneration:

The consultant's payment shall be based on the financial proposal developed for this consultancy;

Payment shall be made in three installments of;
20% down payment upon submission of an acceptable inception report
50% upon submission of an acceptable draft report; and
30% final payment upon submission of the approved final report incorporating recommendations from the stakeholders and/or the validation meeting

Reference Materials:

Project Document for Promoting Civic and Political Participation of Women and Youth in the Informal Sector;

The UNTFHS guidelines;
Quarterly and Annual Project Reports;
Field Visit Reports
Monitoring Reports
Baseline survey on civic and political participation of Women and youth in the informal sector
The Project Evaluation Report Format;
UNDP Quality Criteria for Evaluation Report;
Ethical Code of Conduct for Evaluation in UNDP;
The Evaluation Policy of UNDP;
United Nations Evaluation Group Standards for Evaluation in the UN (2005);

Norms of Evaluation in the UN system;
Any other relevant documents (recommended by UNDP)
The selected consultant will be expected to adhere to a code of conduct (Statement on Ethics), and conduct him/herself according to the expected ethical standards.

Competencies Composition and Skills of the Consultant:
The evaluation will be undertaken by a national consultant with expertise in conducting project evaluations in the political governance area. The consultant shall work closely with the relevant UNDP Programme Officer and report weekly (by telephone) on the progress of the consultancy to the UNDP Team Leader, Governance Unit or any designated officer.

The consultant must be independent of both the policy-making process and the delivery and management of assistance to the project. He or she should not have been engaged in the activities to be evaluated, or responsible in decision-making roles for the design, implementation or supervision of the project. The consultant is expected to be impartial and will present a comprehensive and balanced appraisal of the strengths and weaknesses of the project and activities being evaluated.

Required Skills and Experience
Qualifications:
Education:
PhD or Master's Degree or equivalent in governance, International Relations, Political Science, development studies, Economics or related social sciences.
Experience:

- 10 years of relevant experience in evaluations at the national and international levels in Uganda, East Africa on international development issues.
- 10 years experience in political governance.
- Substantive knowledge of participatory M&E processes is essential, and experience with CBOs/community development processes, and country experience in Uganda are advantages.
- Experience in the review/evaluation of technical assistance projects, if possible with UNDP or other UN development agencies and major donors, is required.
- Excellent English writing and communication skills.
- Demonstrated ability to assess complex situations in order to analyze critical issues succinctly and clearly and draw forward-looking conclusions.
- Experience in leading small multi-disciplinary, multi-national teams to deliver quality products in high stress, short deadline situations

Language Requirements: Fluency and excellent command of written and spoken English is a necessity.
Application Procedure:
Applicants are requested to apply online at http://jobs.undp.org by 29th October, 2012. Applicants are required to submit an application and proposals, which include the following:

Job Proposal:
Letter of Interest.
Explanation as to why you consider yourself suitable for the assignment.
A brief methodology on the approach and implementation of the assignment.
Personal CV:
Highlighting past experience in similar projects.
Work references - contact details (e-mail addresses) of referees.
Financial Proposal:
Financial proposal indicating consultancy fee, lump sum fee or unit price together with any other expenses related to the assignment.

A lump sum fee will be paid against the completion of specific, measurable deliverables as identified in 'Key Deliverables' UNDP applies a fair and transparent selection process that will take into account the competencies/skills of the applicants as well as their financial proposals. Qualified women and members of social minorities are encouraged to apply.
A detailed work plan and estimated timeline for completion of the assignment;
Please note that the system will only allow you to upload one document, therefore all the technical and financial proposals are to be attached to the CVs and uploaded together at once(in a single WORD Document).

UNDP is committed to achieving workforce diversity in terms of gender, nationality and culture. Individuals from minority groups, indigenous groups and persons with disabilities are equally encouraged to apply. All applications will

Annex 11: CV of Consultants.

Name: Namanya Bharam
Duty Station: Kampala
Address: P.O Box 21771 Kampala- Uganda
Contact: 000256-77-2-463143
Email: bharam_namanya@yahoo.com
Gender: Male
Date of Birth: 21st June 1966
Nationality: Ugandan

Competence Summary

Bharam Namanya has over 15 years experience of working with UN agencies, government and CSOs in managing development programmes and projects and in undertaking independent evaluations. Over the years he has developed in-depth understanding of the national and regional development context and the UN mandates of development and humanitarian work. Having been a staff of UNFPA, UNDP, and currently as Executive Director of a National Coordination NGO, he has developed expertise in managing and implementing development programmes along with in-depth understanding of result based management, partnerships, networking and coordination mechanisms in the country and the region.

Areas of Expertise:

1. Independent evaluation experience (within the context of UN agencies)
2. Practical experience of joint programming within UN context and managing joint programmes of UN System and other Partnerships
3. In-depth understating of the socio-economic and political context of Uganda and ability to work with Public and non public sectors
4. In-depth understanding of civil society partnership building, networking and coordination.

Consultancy Experience:

- **Team Leader:** Assessment of Current Coordination mechanisms for HIV and AIDS interventions in Education Sector, Ministry of Education and Sports with from School Health & Reading Program, USAID funded Programme, January 2013
- **Team Leader:** Assessment and institutionalization of Governance and Accountability Mechanisms in HIV&AIDS Response in Uganda", UNASO with Support from UNDP March 2013.
- **Team leader:** Mid-tern Review of EAC Regional HIV and AIDS Multisectoral Strategic Plan (March 2012)
- **Team leader**: Terminal Evaluation of UNDEF-Funded "Uganda Youth Empowerment Project in 10 districts in Uganda, UNDP (September 2011).
- **Team leader:** End of program Evaluation – UNDP/UNDEF funded projects: UCOBA Human rights – children and women project, Soroti and Kumi districts (June 2010) and Grassroots Women Leaders in Democracy (GWLD) Project implemented by Forum for Women in Democracy (FOWODE), UNDP, May 2010.
- **Co-investigator,** "DOCUMENTING PLAN UGANDA'S COMMUNITY BASED CHILD PROTECTION SYSTEM" Plan Uganda, December 2010
- **Mid-term evaluation of SIMAVI** –Netherlands Reproductive Health and HIV/AIDS supported interventions in Uganda and Kenya, 2007 and facilitated review of the changing trends of peer education programming for in Sub-Saharan Africa, 3rd to 8th November 2007 at Park Villa Hotel in Bungoma, Kenya.
- Documentation of best Practices under GOU/UNFPA 2000-2005 Programme, Population Secretariat, January 2006.

- Knowledge, Attitudes and Practices of Ugandan Men regarding Gender, HIV/AIDS and Family Health Issues, September 2005. Findings used to design HIV/AIDS prevention Youth programme (YEAH), funded by USAID.
- Situation analysis of current status of operationalization of Adolescent Sexual and Reproductive Health Policy in Uganda, Uganda Reproductive Health Advocacy Network (URHAN) December 2005.

Consultancies supervised:

- End of Project Evaluation of Uganda Network of AIDS Service Organizations (UNASO): "Strengthening Coordination of HIV and AIDS Organizations in Uganda" funded by Civil Society Fund: January 2011
- Baseline Survey: Access to anti retroviral treatment (ART) in Uganda, December 2010, Funded by Oxfam GB
- End of Programme Evaluation of Uganda Network of AIDS Service Organizations (UNASO) Grant Management Scheme for Capacity Building to NGOs/CBOs funded by the American Jewish World Service Project: January 2010.
- Assessment of access to treatment, care and prevention services by HIV and AIDS infected people in districts of Kabarole and Kasese, March 2010,
- Macro-economic assessment of impact of HIV/AIDS in Uganda, 2007-2008
- Assessment of Local Governments' capacity in mainstreaming of HIV and AIDS, 2008.
- Assessment HIV and AIDS mainstreaming in Sectors and Local Government Budget Framework Papers FY 20008/09 (November 2008 to Jan 2009)
- Development of National Guidelines on HIV/AIDS mainstreaming in planning and budgeting processes at national and districts level, 2007.
- Development of National HIV and AIDS Mainstreaming Policy, 2008
- Review and documentation of National laws and Policies related to Adolescent ASRH in Uganda 2002, conducted by Paradigm Consult Ltd, Kampala.
- Attitudes of Cultural Leaders towards cultural practices that expose Adolescents to teenage pregnancies, early marriages and HIV/AIDS in three Kingdoms of Tooro, Bunyoro and Busoga, 2002/2003.
- Policy Makers' knowledge, attitudes and Practices related to ASRH policies/laws and their allocation of resources to ASRH interventions, 2003, conducted by MISR.
- Documentation of Perspectives on Islamic tenets related to Adolescent Sexual and Reproductive Health, March 2003, conducted by Uganda Muslim Supreme Council.
- Media coverage of adolescent sexual and reproductive health in Uganda, 2003, conducted by Department of Mass Communication, Makerere University.

Experience of working with Civil Society Organizations:

Bharam is currently working as Executive Director for the National Coordination Umbrella Organization with a membership of over 2000 CSOs, (international, national and District Based Organizations). He provides overall leadership to coordination of CSO engaged in HIV and AIDS in Uganda. The Organization also spearheads the implementation of Public Private Partnership Policy in the context of health sector.

Experience of working with UN Agencies:

He has worked with Multilateral (UN), Regional and National Organizations in collaboration with Multilateral (UN), Bilateral Organizations and Public sectors, Civil Society and Faith-Based Organizations. He has hands on experience in programme design management, monitoring and evaluation. Has 10 years experience working with UN funded projects at national and district levels.

May 2009 to November 2009: EAC/UNAIDS HIV and AIDS Advisor- Short term assignment East African Community: Hired by UNAIDS Regional Office for East and Southern Africa, provided technical assistance to EAC Secretariat in the establishment of the EAC HIV and AIDS Unit and operationalization of 5 year EAC Regional HIV and AIDS Multi-sectoral Strategic Plan. Reviewed and aligned the EAC HIV/AIDS Strategic Plan with Member State National HIV/AIDS Strategic Plans including the coordination mechanisms.

2008-2009- UNDP Country office: Chaired the Change Facilitation in country office staff team that successfully led revision of 13 business processes. The team reported directly to the UNDP Representative and Headquarter (New York) Change Management Consultants. This resulted in improved operations including establishment of Management Support unit responsible for Monitoring and Evaluation both programmatic and Financial.
2006-2009: As team member of the UN Country team;

- Participated actively in the development and implementation of Joint UN HIV/AIDS programme of support to Government and Civil Society funded by Irish Aid, DFID and respective UN Agencies in Uganda.

2006-2009: As member of UN Programme team, participated in evaluation of 2005-2009 UN Development Assistance Frameworks and actively participated in drafting UN Development Assistance Framework (2010-2014).
2007-2008: Provided technical support to the evaluation of PEAP in relation to HIV/AIDS and also supported development of issues paper on HIV/AIDS that informed the development of the National Development Plan (NDP).

•Initiated and managed two year Project to support Ministry of Finance, Planning and Economic development and Uganda AIDS Commission undertake Macro-economic assessment of HIV and AIDS Impact in Uganda. The timely study was instrumental in positioning HIV as a developmental issue. It provided empirical HIV and AIDS information to feed into the National Development Plan (NDP) developed whose theme is Growth Employment and Prosperity for all.

Partnerships: Represented UNDP and participated actively in the development partners and donors' coordination meetings including Joint UN HIV/AIDS programme of support and regional meeting on HIV/AIDS mainstreaming in PRSPs. Together with UNDP regional Service Centre based in Johannesburg, provided technical assistance to the East African Community member States on HIV/AIDS mainstreaming in deployment planning at sectoral and national level.

2001 to March 2005: As Program Technical Officer, Policy & Advocacy African Youth Alliance Project (AYA), UNFPA

- Designed, implemented and managed the Advocacy Component of AYA Project which was a regional joint Programme in four African Countries of Botswana, Tanzania, Ghana and Uganda between UNFPA, PATH and Pathfinder International, provided technical and financial assistance to 10 sub-projects at national, district and community levels.
- Developed advocacy action plans and M&E frameworks to track project changes, developed communication strategies based on baseline survey, trained sub project staff in advocacy, budgeting, resource mobilization and reporting, documented best practices and shared with stakeholders in media, conferences and seminars and managed and supervised 20 staff implementing the project.
- Designed Faith-based institutions partnership policy and advocacy strategy for ASRH and family planning, this partnership resulted into integration of ASRH faith institutional plans, harmonization of canon law on age of marriage with Uganda constitution 1995 and development of curriculum for teaching colleges. In addition, organized, coordinated and managed evaluation and supervision missions for the Projects.

April 1999 to Dec. 2000: As a National Program Officer with United Nations Population Fund (UNFPA) Country Office:

- Conducted appraisals for Country Programs and Sub-programs to ensure consistency with national and sectoral policies and available resources, developed, implemented and managed technical assistance plan for sub-projects, supervised research consultants, monitored and conducted annual program reviews for advocacy and PDS projects.
- In addition, organized, coordinated and managed evaluation and supervision missions for the Projects

Experience of working with Government:

National Program Officer, Population Secretariat, Ministry of Finance, Planning and Economic Development (August, 1997 –April, 999): Coordinated and monitored national and CSO responses on population and development, prepared work plans, budgets and program reports, Monitored budget expenditures and worked with district population officers to achieve programs objectives.

Other assignments:
January 2000-July, 2001, 2007: Part-Time Lecturer, Makerere University
Lectured and examined post graduate students at the Institute of Statistics and Applied Economics, Institute of Public Health and Department of Social Worker in population and development areas

November 2010 – May 2011: Team member of the TWG on Institutional Review of Uganda AIDS Commission. The exercise covered the operations of the UAC Board, the Secretariat and the Partnership framework for HIV and AIDS Response. TWG was responsible for providing technical guidance to the Consultants that undertook the exercise.
May 2011 – November 2011: Chaired the Systems strengthening Component of the National Strategic Plan Mid-tern Review TWG. The TWG was responsible for providing the technical guidance to the Consultant that was undertaking the assignment.

Paper authored and presented:

- •Country Experience: Risk Management in GLOBAL FUND, Regional Meeting for East, Indian Ocean, and West African Region, Kigali, October 2011,
- Community Systems Strengthening Framework, Ugandan Experience, East African Region CSO Meeting, Dar es Salaam, July 2011
- Effective Partnership; Adding Value and Avoiding Duplication: First Meeting of the Forum of EAC Partner States' National AIDS Commissions/Councils, Mwanza Tanzania, 16th – 18th March 2011

•The State of Uganda Population Report 2007: Internal Migration and Displacement; Development Implications for Reproductive Health Access, Human Rights with a focus on Northern Uganda
•The State of Uganda Population Report 2003: Situation of Adolescent Reproductive Health in Uganda.
•International Conference on AIDS and STIs in Africa (ICASA) 2003, Nairobi: Partnership with faith based institutions in HIV/AIDS prevention among young people,
•American Public Health Association 131st Annual Meeting & Exposition in San Francisco, CA 2003: Partnership with male cultural leaders for ASRH, Family Planning and prevention of HIV infection among young people. A case of Uganda.
Qualifications:
1997: Makerere University, Kampala, Uganda: M.A (Demography)
1996: Makerere University, Kampala, Uganda: P.G.D (Demography)
1993: Makerere University, Kampala, Uganda B.A (Sociology) Upper Second
Additional training:

- Planning for HIV/AIDS in Sub-Saharan Africa, Health Economics, HIV/AIDS & Research Division (HEARD), University of Kwa-zulu-Natal, 2006
- Monitoring and Evaluation, Health Economics, HIV/AIDS & Research Division (HEARD), University of KwaZulu-Natal, 2006
- Human Rights-Based Approach to Programming, UNFPA, 2005
- Evidence-based Program management, September 2002, UNFPA, Kampala.
- Effective rapid presentation skills building for population, reproductive health and development, Policy II Project, 2001, Entebbe
- Trainer of trainers: Advocacy for population development and reproductive health, 2000, Jinja
- Technical Skills:
- Proficient in use of statistical packages such as EPINFO, SPSS,
- International Computer Driving License (ICDL) including Operating Systems

- excellent management, teamwork, leadership, and analytical and creative skills
- Completed Prince2 course.

Other competencies

Language Proficiency:

Language	Writing	Speaking	Reading
English	Excellent	Excellent	Excellent

REFEREES

Mr. Sam Ibanda
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CURRICULUM VITAE

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Email: kgorretti@yahoo.com

KEY ACHIEVEMENTS

Worked with the Government of Swaziland, National AIDS Commission to vet national HIV/AIDS database and prepared the country's the United Nations Global HIV and AIDS Report 2012. Developed policy briefs on Financing Female HIV Prevention Based Approaches and Reintegration of Young Mothers in Education Systems in 2012. Worked as M&E consultant at AMICAALL –Uganda to develop the organization Strategic Plan 2013/2017 in 2012, worked as M&E consultant at DATA CARE- Uganda on alignment of national OVC M&E indicators and OVCMIS in 2011, Evaluated and documented Plan International Child Protection System approaches and lessons learnt in post conflict and non conflict areas in Uganda 2010. Coordinated the Joint UN Social Support Working Group (HIV/AIDS/OVC), reviewed UN agencies work plans, budgets and reports and consolidated the groups' working documents for onward submission to UNAIDS, Worked with the Ministry of Gender, Labor and Social Development (MGLSD) in Uganda and coordinated the review of national OVC and Child Labour policies and program plans, to develop an integrated Child protection and OVC coordination structures and referral mechanisms at sub national and community levels 2009, coordinated the assessment of the national OVC Management Information System (MIS) and supervised OVC MIS Operationalization in 26 districts and at national level while at UNICEF-Uganda between 2009-2010. Worked with 20 sub grantees and built their capacity to design, implement and manage an integrated HIV/AID project in northern Uganda while working CARE International between 2006-2008; I have Conducted and supervised both quantitative and qualitative studies related HIV, Health, child protection, OVC, Gender, advocacy and livelihood programmes in Uganda, Malawi and Senegal.

EDUCATION

Master of Institutional Leadership and management: with research, the contribution of R*ehabilitation programs and to the Reintegration of Ex-juvenile offenders in Uganda*	Uganda Management Institute –Kampala Uganda(2011/2013)
Certificate HIV/AIDS planning and Management; with research, *Documentation of perceptions of OVC and Caregivers on HV/AIDS, OVC and health policies and plans in Uganda*	School of Public Health – Makerere University – Kampala Uganda) (October 2005- September 2007)
Master of Arts Demography with Research , *factoring hindering condom use among adolescent in eastern and central Regions in Uganda*	Makerere University Institute of Statistics and Applied Economics- Kampala Uganda) September 2000-March 2002
Post Graduate Diploma Demography (Class Two-Upper Division):	Makerere University Institute of Statistics and Applied Economics- Kampala Uganda) September 1999-June 2000
Bachelor of Arts (Economics and Geography-Second Class- Lower division)	Makerere University Faulty of Arts- Kampala Uganda) September 1996-June 1999

PROFESSIONAL EXPERIENCES (CONSULTANCIES)

- **Co-Investigator :** Assessment of HIV/AIDS coordination Mechanisms in Educational sector, January 2013

- **Consultant M&E**: Development of AMICAALL –Uganda Strategic Plan 2012/13-2016/17, Uganda October 2012
- **International M&E consultant**: Facilitated data vetting, quality assurance and finalization of the Swaziland Country Progress Report 2012 United Nations General Assembly Special Session on HIV/AIDS – Swaziland March 2012
- **Team Leader:** Documentation of Child protection System in Post Conflict and Stable situations: ***What lessons are learnt?*** Plan International in Uganda, December 2010
- **Team leader;** Design Organizational HIV/AIDS/OVC Program Sustainability Exist Strategy - TAAPA/ UNASO, Uganda July 2010
- **Co- Investigator**: End of program Evaluation – UNDP/UCOBA Human rights – children and women project , Soroti and Kumi districts – Eastern Uganda, June 2010
- **Team leader: "*Credit for reducing Vulnerability*"(**2008) – Empowering communities through Micro financing in Ntungamo district Western Uganda– Supported by RUSCA
- **Team leader**: Trained and supported 10 CSO implementing HIV/AIDS/ OVC Micro Enterprise programs in Strategic and M&E Plan development UNASO, Uganda May 2007
- **Co- Investigator**: End of program Evaluation "Strengthening and Scaling-up HIV/AIDS/ OVC Programme" Malawi and Senegal, CARE/HACI/ USAID, April 2008
- **Team leader**: Baseline Organization needs assessment of 10 CSOs implementing HIV/AIDS/ OVC Micro enterprise programs in Northern Uganda, UNASO, March2007

PROFESSIONAL EXPERIENCE (WORK)

April 2011- September2011: Care Uganda, SUNRISE OVC Project, International AIDS Alliance/ Ministry of Gender Labour and Social Development
Position: Monitoring and Evaluation Consultant - OVC MIS

Monitoring and Evaluation:

- Supported the processes of developing project M&E tools for sub grantees at national and lower levels
- Supported the development project M&E framework including the project mini data base
- Led the national assessment on gaps and challenges on operationalizing national OVC MIS in 80 districts
- Led the redesign the national OVCMIS to mirror the new national plan of interventions for OVC
- Led the review of the OVCMIS training manual and rollout OVCMIS in targeted 80 districts and 13 municipalities
- Provided technical assistance to Technical Service Organizations (TSO) to operationalize web based OVC MIS at district level
- Led the review and interface of the key OVC line sectors to link OVC MIS to other line sectoral MIS like Health, Education, Water and Agriculture.

July 2009 – May 2010: UNICEF
Position: OVC /HIV/AIDS Consultant - Strengthening Capacity of MGLSD to Manage OVC response.

Planning and Management

- Provided technical support to the planning, Implementation and management of the national OVC/child protection/HIV/AIDS response plans and frameworks in Uganda in collaboration with department of children and youth Affairs MGLSD, in collaboration with national and international agencies with estimated budget of US $3.5M

- Developed a national roadmap which provided guidelines on the actual development process of the national OVC strategic and M&E plan 2011/15.
- Led the review team of OVC and Child Labour policies and program plans, to facilitate the overall harmonization process of multiple Child protection, OVC coordination structures and referral mechanisms at national and district levels
- Provided technical support and participated in the development process of the National OVC/Child protection coordination mechanisms and referral guidelines.
- Participated, collaborated and worked together within UNICEF to develop Sectoral (SAFE) programme action plan and prepared program monitoring and evaluation indicators, tools and conducted annual and Sectoral to track performance
- Initiated grant disbarment, monitored budgets and provided technical support to government in financial management based on UNICEF accounting procedures.

Coordination and resource mobilization:

- Coordinated the Joint UN Social Support Working Group (HIV/AIDS/OVC), reviewed UN agencies work plans, budgets and reports and consolidated the groups' working documents.
- In collaboration with MGLSD staff at National OVC Implementation Unit – MGLSD developed OVC national resource mobilization framework and advocacy strategy to increase resource investment and visibility of OVC/child protection national programs.
- Developed a three year, two million US Dollar UNICEF/USAID grant to strengthen capacity of Government to manage and coordinate OVC/child protection program performance at national and sub national level implemented in fiscal year 2010/12 by the MGLSD

M&E and Capacity Building

- Assessed the functionality of the national OVC Management Information System (MIS) and the findings were used to operationalize OVC MIS in 26 districts and at national level.
- Led the national M&E technical working team to review OVC/child protection service utilization indicators and tools
- Developed the national guidance concept paper on harmonization process of OVCMIS with HMIS, EMIS and others to reduce duplication in OVC data collection, analysis and reporting.

November 2007- October 2008: CARE International in Uganda

Position: Program Coordinator - Strengthening and scaling up HIV/AIDS/OVC/Child protection Integrated Recovery Project in Northern Uganda

Management:

- Provided technical, financial and management oversight to one year HIV/AIDS/Child protection/Early Childhood Development Integrated Recovery project in post conflict areas of Northern Uganda targeting children, youth, women and elderly persons with estimated budget of US$ 600,000
- Built capacity of 10 NGOs and CBOs in Northern and Eastern Uganda on International, National laws, policies, programs and strategies on HIV/AIDS/OVC/Child protection,
- Worked with project sub grantees to develop, Plan, implement and manage an integrated OVC /HIV/AIDS/child protection project with components of reintegration & psychosocial support, violence against children, education, Early Childhood Development, vocational and apprentice training, health systems strengthening & referral and food security to provide holistic services to vulnerable children.

Monitoring &Evaluation:

- Supported sub grantees to design, implement and manage an integrated HIV/AIDS/child protection M&E system and trained CSOs in data collection, analysis, report writing techniques and use of data in planning and decision making.

- Coordinated all program reviews, external and internal assessments in Uganda and ensured key findings and recommendations were integrated within the program.
- Developed a community integrated HIV/AIDS/OVC evidenced based documentaries which was disseminated during African technical exchange forums in Kenya and Uganda
- Prepare M&E program reports and annual performance reports

Financial Management:

- Developed and monitored program budgets and supported sub grantees to effectively utilize, manage and provide accountability for program funds.
- Conducted sub grantees assessment, proposal review and selection processes and ensured all donor program and financial reporting periods and conditions are adhered to.

Program innovation and synergies:

- Initiated the development in collaboration with relevant district sectors like health, education, police and agriculture implemented organization exist sustainability strategies and plans to ensure program benefits are sustained at communities and households without donors support.
- Put in place social mapping/network techniques with community support to select beneficiaries, viable economic enterprises, health and support mentors which enhanced community ownership, active participation, accountability and sustainability of project benefits

November 2005- October 2007: CARE International in Uganda
Position: Organization Development Specialist - Hope for African Children Initiative project.

Policy & Management:

- Designed an organizational capacity building and HIV/AIDS/child protection/OVC in IDPs for integrated early recovery program implemented by 10 civil society organizations in the Northern and Eastern Uganda of estimated budget of 700,000 US $
- Designed and implemented a life skills RH/HIV/AIDS/child protection transport corridor project in Busia district Eastern Uganda targeting vulnerable children, young mothers, child commercial sexual workers, track divers and policy leaders to influence behavior change.
- Worked with the Ministry of Education to develop a framework to guide the early childhood development interventions in Uganda.

Organizational capacity building and program design:

- In collaboration with education department guided by the education policy in Uganda, supported the establishment 4 EDC centers around IDPs schools with components health, child protection, economic strengthening, water and sanitation and Nutrition which resulted into Care International ECD 5*5 Model
- Assessed and developed organizational capacity building framework and M&E plan to track capacity changes among 10 organizations, 30 community units and human resource in six areas of organization development, OVC/ HIV/AIDS programming and sustaining community programs
- Mentored, coached and trained 35 staff and 70 board members from 10 organizations implementing HIV/AIDS/ OVC/child protection programs using non and on site approaches to strengthen capacities in to improve service delivery and reduce vulnerability among households and communities
- Trained 10 implementing partners to develop and implement organization strategic and M&E plans which were aligned to national child protection/OVC/HIV/AIDS priority areas.
- Developed and implemented resource mobilization and partnership strategy as result mobilized over 1 billion Uganda Shillings from local donors to support HIV/AIDS/OVC community interventions.

Research and Publications:

- Documented and published community programming models, developed documentaries on beneficiary perceptions on Uganda national OVC/HIV/AIDS/health policies and programs on children and caregivers, lessons learnt to inform program design, planning and policy change at national, districts and implementing partners.
- Developed and speared headed the implementation of the advocacy plan on children and caregivers perceptions across line sectors.

March – October 2005: **The AIDS Support Organization (TASO) in Uganda**
Position: **Regional Project Officer**

- In cooperation with health sector at sub national levels developed, implemented an HIV/AIDS, child & youth health friendly services mainstreaming strategy into 5 government supported hospitals and 5 health centers targeting children, youth and people infected and affected by HIV/AIDS in central region Uganda.
- Designed and successfully implemented hospital systems strengthening plan in areas of strategic planning, resource mobilization, Monitoring and evaluation, HIV/AIDS counseling & management, budgeting, leadership and partnerships, grant management and accountability.
- In Partnership with district and hospital leadership, developed and rolled out a community advocacy strategy for increased uptake of health and HIV/AIDS services, stigma and discrimination against children, youth and people infected and affected by HIV and AIDS.
- Managed program budgets and supported hospital to utilize and account for the funds

2002-2004: **International Care & Relief - Uganda**
Position: **Advocacy & Rights Officer- Adolescent Sexual Reproductive Health and Rights project**

- Rolled out the Adolescent Sexual Reproductive Health and Rights- Advocacy project in 50 schools in Eastern Uganda, formed and trained over 80 multi- sectoral advocacy teams as result districts enacted by-laws that allowed reintegration of girl child in school and 50 schools integrated sex education in school development plans.
- Conducted operations research, analyzed national data on sexual reproductive health and rights, and documented evidence based advocacy issues and these informed the development of 5 district and 50 sub county advocacy action plans.
- Documented, published and disseminated adolescent health laws and policies, keys gaps and recommendations and this resulted into integrated of adolescent sexual reproductive health, rights and HIV/AIDS issues into district, sub county and school development plans
- Worked in collaboration with finance department to disburse funds and prepared financial reports

RELEVANT TRAININGS

2011: Certificate; Wide role of Volunteer. VSO International, Nairobi Kenya
2007: Certificate: Quality Assurance Standards for OVC programming, Ministry of Gender Labour and Social Development, Uganda
2007: Certificate: HIV/AIDS and Human Rights- School of Public health – Makerere University, Uganda
2006: Certificate: Organization development and strategic management, IIRR, Uganda
2006: Certificate: Monitoring and evaluation, HEARD- Durban South Africa,
2006: Certificate: Participatory planning, monitoring and evaluation, Mild May International, Uganda

PAPERS/PUBLICATIONS

PUBLICATIONS:

- Mbabazi Kiiza Gorretti (2007) Children and Caregiver's perceptions on Uganda National HIV/AIDS/OVC/Health policies and programs in Northern & Eastern Uganda, HACI/CARE/SPH-CDC
- Mbabazi Kiiza Gorretti (2006) Assessing Organizational capacity needs among selected NGOs in Northern & Eastern Uganda: improving effectiveness in HIV/AIDS/OVC programming, HACI/CARE, Uganda

- M. Kiiza Gorretti (2006) A tool for Community Organizations to effectively engage in central government planning processes, HACI/CARE, Uganda
- Mwebembezi A. and Kiiza M.G (2003) Hand book on National Laws and Policies related to Adolescent Sexual and Reproductive Health in Uganda, Build Africa, Uganda
- Mwebembezi A. and Kiiza M.G(2003) Monitoring Hank book for Sub National units, sub county and school advocacy teams on Adolescent sexual reproductive Health and Rights, Build Africa, Uganda
- Mbabazi Kiiza Gorretti. (2002) Factors hindering condom use among Adolescents in Uganda: A case of Central and Eastern Uganda, MA in Demography thesis.

DOCUMENTARIES DIRECTED AND DEVELOPED:

- **"*Credit for reducing Vulnerability*"(**2008) – Empowering vulnerable communities through Micro financing in Ntungamo district Western Uganda– Supported by RUSCA
- ***"Principle Voices"*** (2007), Evaluating National HIV/AIDS/ OVC/Health policies and programs among in and out school and Caregivers in Lira, Katakwi and Tororo districts – Supported by CARE/HACI/SPH
- ***"We will survive"*** **(**2007), Documenting children perceptions on relevance, effectiveness and efficient of HIV/AIDS/OVC interventions of CSOs in communities among In and Out of school – Supported by HACI/ SPH
- ***"Right from the start"*** **(**2006), Documenting changes of ECD/OVC/young mothers Transport Corridor integrated project in Busia district Eastern Uganda – Supported by HACI/USAID.

ADDITIONAL SKILLS

- Proficiency in Windows, Excel, Microsoft Access, SPSS, EPI INFO, and Microsoft Word, Internet Use of participatory approaches in program development and Monitoring and evaluation
- Public presentation skills

LANGUAGES

English (Spoken: fluent; Written: fluent)

REFERENCES

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