



Joint End Term Evaluation

**The Economic Empowerment of Youth with Disabilities in Uganda and Improving Livelihoods for Youth with Disabilities in Uganda**

February 2021

## Joint End of Term Evaluation Report

# The Economic Empowerment of Youth with Disabilities in Uganda and Improving Livelihoods for Youth with Disabilities in Uganda

Project numbers: 22031 and 22033

### Submitted by Independent Consultant

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### Front cover image:

Ahaisibwe Mungu Rabbi setting up the knitting kit donated to her by Sightsavers, at a shared knitting shop in Masindi town, Uganda. © Sightsavers/Ambrose Watanda

**Project partners:** National Union of Disabled Persons of Uganda (NUDIPU), Uganda National Union of the Blind (UNAB) and National Union of Women with Disabilities of Uganda (NUWODU).

**Key stakeholders:** Ministry of Gender, Labour and Social Development; Ministry of Education and Sports; district local authorities of Buliisa, Hoima, Kiryandongo, Masindi and Nwoya districts; Vocational Training Institutions; Organisations of Persons with Disabilities (OPDs), youth with disabilities, employers and financial institutions.



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- Family members (parents, caretakers and guardians) of the youth with disabilities and community members that participated in the evaluation.
- Local Government technical and political leadership- Masindi, Buliisa, Hoima, Kiryandongo and Nwoya districts
- Vocational Training Institutions/trainers
- Financial Institutions- Banks, Microfinance Institutions and Savings and Credit Cooperative Organisations (SACCOs)
- Employers

It is hoped that this study will provide valuable information to enable Sightsavers, OPDs, District Local governments, Vocational Training Institutions, financial Institutions, employers and all stakeholders involved in service delivery to further improve the design and implementation programs that address the specific needs of youth with disabilities.

As is clear from the above, many individuals and organizations have made significant contributions to this evaluation; any errors and omissions, however, are the responsibility of the Evaluation Team.



**Justus Atwijukire**

Lead Consultant

Kampala, November 2020

# List of acronyms and abbreviations

CAO	Chief Administrative Officer
CDO	Community Development Officer
CSOs	Civil Society Organisations
DAC	Development Assistance Committee
DCDO	District Community Development Officer
DPO	Disabled Peoples Organisation
EADF	East Africa Development Fund
EDF	European Development Fund
EE	Economic Empowerment
EU	European Union
FAL	Functional Adult Literacy
FGDs	Focus Group Discussions
KII	Key Informant Interviews
LoP	Life of a Project
MEAL	Monitoring, Evaluation, Accountability and Learning
MFIs	Microfinance Institutions
MGLSD	Ministry of Gender, Labour and Social Development
NAADS	National Agricultural Advisory Services
NDP	National Development Plan
NLCF	National Lottery Community Fund
NGO	Non-Governmental Organisation
NUDIPU	National Union of Disabled Persons of Uganda
NUSAF	Northern Uganda Social Action Fund
NUWODU	National Union of Women with Disabilities of Uganda
OPDs	Organisations of Persons with Disabilities
OWC	Operation Wealth Creation
RAs	Research Assistants
VSLA	Village Savings and Loans Association

SDG	Sustainable Development Goals
ToRs	Terms of References
UNAB	Uganda National Association of the Blind
UNHS	Uganda National Household Survey
UNICEF	United Nations Children Education Fund
UWEP	Uganda Women Entrepreneurship Program
VTIs	Vocational Training Institutions
YLP	Youth Livelihood Program
YWDs	Youth with Disabilities

# Executive Summary

## Background Information

Sightsavers in partnership with Organisations of Persons with Disabilities (OPDs) National Union of Disabled Persons of Uganda (NUDIPU), Uganda National Union of the Blind (UNAB) and National Union of Women with Disabilities of Uganda (NUWODU) and 5 district local governments implemented two projects in Uganda on improving livelihoods and economic empowerment of youth with disabilities in Uganda.

The economic empowerment of youth with disabilities in Uganda project started in August 2016 and was funded to the sum of €909,730 by the European Union and the National Lottery Community Fund (NLCF) for four years. The project's goal was to support youth with disabilities to gain employable skills; increase their opportunities for employment and access to financial services. The project was implemented to build the capacity of (OPDs) and their youth committees, to advocate for the needs and rights of youth with disabilities. The second project improving livelihoods for young people with disabilities started in August 2017 for a three-year period and was funded by the National Lottery Community Fund to the sum of £399,971.

The two projects aimed at providing 500 (450 Economic empowerment and 50 Improving livelihoods) youth with disabilities with vocational and/or business and soft skills training and 790 youth with financial literacy skills. These include 700 youth with disabilities under the Economic Empowerment project and 90 youth with disabilities under the Improving livelihoods for youth with disabilities in Uganda project. As the projects came to an end, Sightsavers commissioned an end term evaluation to establish achievements of the projects against objectives and outputs as detailed in the project documents.

## Evaluation approach

The evaluation was guided by the specific evaluation questions jointly developed and drawn along the six OECD Development Assistance Committee (DAC) evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability. A result-oriented evaluation approach was used to measure the extent to which the project objectives and interventions were achieved.

The process was highly participatory involving key project stakeholders (Sightsavers, OPDs, District Local Governments, Employers, Vocational Training Institutions (VTIs), ) at each stage of the evaluation process including the evaluation design, identification of evaluation questions, deciding the scope and targeted audience for the evaluation; data collection and validation of the evaluation findings.

The evaluation used a range of evaluation methods and tools, namely: focus group discussions with project participants, family/community members and OPDs; key informant interviews with Vocational training institutes, employers, financial institutions and project leaders. The evaluation used the most significant change technique to document change stories and conducted direct observations in vocational training institutes to assess



adaptations and improvement in accessibility. In addition, the evaluation secured, and analysed secondary data provided by the project.

## Main findings

The analysis of both primary and secondary data clearly indicates that the two projects largely met the intended objectives and impacted positively on the lives of the youth with disabilities, their families and community. Overall, the evaluation rates the performance of the projects as ‘satisfactory’ because there was strong evidence that the projects met most of the project objectives and indicators. However, there were areas for improvement especially in access to formal financial services, policy influence in favour of youth with disabilities and the sustainability of the business enterprises.

## Project performance rating against the six evaluation criteria

### Relevance

Rating 

The overall rating on relevance criteria is **excellent** based on the following;

- The objectives of the projects were in line with the National Development Plan (NDP) 2015/16-2019/20 focus of enhancing human capital development and increase employment creation through fast tracking skills development and harnessing the demographic dividend.
- The projects were in line with government economic and skills development programs, notably the Youth Livelihoods Program (YLP), Uganda Women Entrepreneurship Program (UWEP), the Emyoga<sup>1</sup> program and Northern Uganda Social Action Fund (NUSAF) among others.
- Access to vocational skills training and employment opportunities for the youths with disabilities were among the strategic priorities for the National OPDs.

### Effectiveness

Rating 

The evaluation rated as **satisfactory** the extent to which the project objectives and indicators have been achieved.

- 30.4% and 37% respectively had accessed waged employment or were in self-employment. Most of the youth with disabilities were in self-employment. 38% and 37% respectively reported having marketable skills achieved through vocational training. 58% and 61% of the participants monitored under the Economic Empowerment and Improving livelihoods projects respectively who sought for a financial service received the service. Half of those who received the financial services were satisfied with the service.

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<sup>1</sup> “Emyoga” is a government program for skilling Ugandan youths who have no skills.

- 77% and 74% of the targeted participants for the Economic Empowerment project and Improving livelihoods project were supported (financially or otherwise) by their families to undertake training.
- 95% of the Economic Empowerment project participants and 73% of the Improving livelihoods project participants were participating in saving groups.
- Strengthened the OPDs capacity to enable the economic empowerment of youth with disabilities.
- 74% ( $\frac{76}{103}$ ) of the participants under the economic empowerment project and 71% ( $\frac{5}{7}$ ) of the participants under the Improving livelihoods project who tried to access government livelihoods programs succeeded.
- However, the outbreak of COVID-19 and other bottlenecks affected some youths from starting their own business enterprises and some closed their businesses.

## Efficiency

Rating 

The evaluation concluded that the projects were implemented with minimal costs and that resources (both financial and human resources) were effectively managed to achieve the projects' targets, and therefore gets a rating of **excellent**. This rating was attributed to the following factors:

- The projects were implemented with minimal costs and resources (both human and financial) were effectively managed to produce the desired results.
- Recruitment and stationing of staff in the region to implement the project ensuring availability of the staff to effectively implement and monitor the project with minimal costs.
- 452 out of the targeted 450 youth with disabilities under the economic empowerment project and 50 out of the targeted 50 youth with disabilities under the Improving livelihoods project were provided with vocational skills.
- 452 (100%) and 90 (100%) of youth with disabilities targeted under the Economic Empowerment and Improving livelihoods projects respectively were provided with start-up kits and or Income Generating projects.
- 755 youth with disabilities were provided with business skills and financial literacy. These include 684 under Economic Empowerment project and 71 under the Improving livelihoods project.
- 666 (95%) of the targeted 700 youth with disabilities under Economic Empowerment project and 66 (73%) of the targeted 90 youth with disabilities under the Improving livelihoods project joined savings groups.

The evaluation established that the projects contributed significantly to the impact on youth employability and access to employment, and therefore gives a rating of **satisfactory**. The projects:

- Equipped youth with disabilities in the 5 districts with employable skills through vocational training enabling them to access waged employment or start their own enterprises. 38% and 37% of the participants monitored under the Economic Empowerment and Improving livelihoods projects respectively reported having marketable skills achieved through vocational training.
- Increased access to incomes for 30.4% and 37% of the youth with disabilities under the Economic Empowerment and Improving livelihoods projects who accessed waged employment or were in self-employment as a result of skills acquired. This has enabled them to meet their basic needs without external support and to be independent.
- Recognition, respect and inclusion of youth with disabilities in development programs, family and community functions. Over 74% (76/103) of the participants under the economic empowerment project and 71% (5/7) of the participants under the Improving livelihoods project who tried to access government livelihoods programs succeeded.
- Increased access to financial services (savings and loans) by youth with disabilities. 58% and 61% of the participants monitored under the Economic Empowerment and Improving livelihoods projects respectively, had obtained at least one financial product from a formal or non-formal financial institution by the end of the project. 77% and 74% of the targeted participants for the Economic Empowerment project and Improving livelihoods project were supported (financially or otherwise) by their families to undertake training.
- Strengthened the OPDs capacity to enable the economic empowerment of youth with disabilities.

## Sustainability

The evaluation gives a rating of **satisfactory** for this evaluation criterion. The decision is based on the potential for sustainability and threats to sustainability observed during the evaluation.

- Skills training and provision of start-up kits enabling youths to start their business enterprises
- Strong partnerships with OPDs, government and Vocational Training Institutions (VTIs) fostered by the project
- The positive change in attitudes and practices of key stakeholders has potential for sustainability.
- Availability and accessibility of mainstream government livelihood and economic empowerment programs



The extent to which the project has coordinated with other similar initiatives, and the degree to which the project design and implementation is internally coherent was rated as **excellent**. The basis for this rating includes:

- The projects were in line with European Development Fund (EDF) program 2014-2020, sustainable development goals especially goal 1,5,8, 10 and 11, Uganda's National Development Plan 2015/16-2019/20 objectives of enhancing human capital development and increasing employment creation through fast tracking skills development and harnessing the demographic dividend.
- The National Lottery Community Fund —NLCF project worked collaboratively with people with disabilities and other East Africa Development Fund (EADF— grant holders through biannual partner learning meetings
- In the region, the EC project also worked with VSO and Total to support vocational training of Youths with disabilities who missed enrolment and also enabled some youth who trained in welding to access international certification.

## Conclusions

The projects were largely successful and met most (10/12) output indicator targets. The projects enabled youth with disabilities to acquire vocational skills and start-up kits to start their business enterprises which increased incomes of the youths, enabled them to meet their basic needs and to improve their livelihoods and those of their family and community members. The youth joined informal/village savings and loans associations (VSLA) where they save money and have access to loans. The two projects contributed to the change in family and community negative attitude and practices towards youth with disabilities and fostered social change and acceptance of youths in the community and general development programs. Lastly, the projects were successful in strengthening the capacity of local ODPs to continue advocating for the rights of youth with disabilities, access to government mainstream programs and to manage similar projects in future. The adaptations made by the VTIs (and to some extent local government) have benefited and will continue to benefit youth with disabilities.

## Lessons Learnt

- A strong and formal partnership with local government and key institutions is important for building synergies and sustainability of the programs targeting people with disabilities: The project identified, engaged and interested key stakeholders into project activities to promote ownership and leverage on different opportunities offered by the partners for building synergies and sustainability.
- The approach of strengthening family support systems for youth with multiple sensory impairment or severe disability ensured ownership and proper management of the projects given to youth with disabilities by family members which is a strong pillar for the sustainability of the projects.

- The focus on individual needs of youth with disabilities was a very good approach. Through this approach, the youths were placed in appropriate training programs such as VTIs, Home based training or apprenticeship. This ensured that all youths especially the most vulnerable (youth with multiple sensory impairments) were enrolled and supported.
- The Inclusion of youth with disabilities into mainstream savings groups makes the groups more sustainable and cost effective as opposed to forming their own groups. Due to fewer numbers of youth with disabilities in the parish or subcounty, forming exclusive savings groups for youths with disabilities makes it expensive for them because of the need to travel long distances to save or attend meetings. Mainstream savings groups cover a smaller geographical area hence making it easy for the youth with disabilities to participate effectively. The mainstream groups also foster social inclusion and acceptance of the youth by other group members and communities.

## Recommendations

The evaluation recommends that:

1. Future projects should ensure that other categories of youth with disabilities benefit from the projects. The two projects largely benefitted youth with physical disabilities with 47% of all project participants. This can be done using a quota system or engaging all other OPDs.
2. Involve the vocational training institutions in the Industrial/internship placement of the trainees to enable them to monitor the trainees and support them to learn. The VTIs can also follow up youth with disabilities to continuously assess their performance.
3. Periodic review of the performance of the vocational training institutions involved in the project on their capacity to equip youth with disabilities with the needed skills.
4. Extend the vocational skills training duration for some courses like carpentry and plumbing which require more time as provided for in the Directorate of Industrial Training guidelines. The duration for some courses should be flexible depending on the course and the disability related learning needs of the trainees.
5. Build strong and formal Partnership with formal financial institutions to develop financial packages for the youth with disabilities.
6. Provide career guidance and encourage female youth with disabilities to enrol to male dominated courses such as mechanics, welding, carpentry among others to widen their employment opportunities.
7. Engage and sign memorandum of understanding or any formal agreement with parents/caregivers and youth with disabilities on their role in supporting youth with disabilities to complete the training and start their own business enterprises. It's against these commitments that it becomes easy to hold the parents accountable if they ever became non supportive. The projects should also increase monitoring and support visit to families to ensure that their commitments are met.



A past participant of Sightsavers' economic empowerment programme in Uganda, teaching braille to a visually impaired pupil.

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# Introduction and background

## 1.1. Background

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Sightsavers is an international non-governmental organisation that works with partners in developing countries to treat and prevent avoidable blindness and promote equality for people with visual impairments and other disabilities. Sightsavers' focus in Uganda is to promote social inclusion and tackle Neglected Tropical Diseases (NTDs).

Although the 2016/2017 Uganda National Household Survey (UNHS) indicated a significant reduction in the number of people living in poverty in Uganda, the economic situation of persons with disability remain appalling. People with disabilities in Uganda especially youth are among the poorest of the poor due to social exclusion, isolation and neglect. These factors affect them in accessing education, services, resources and employment hence chronic poverty.

Since 2009, the Government of Uganda and development partners have introduced several programs to improve the wellbeing of vulnerable people in Uganda including youth with disabilities. Some of the programs include disability grant, youth livelihood program (YLP), Uganda women entrepreneurship program (UWEP) and Northern Uganda social action fund (NUSAF III). However, these programs except the disability grant are not easily accessible to youth with disabilities.

Sightsavers received two grants from the European Union in 2016 and from the National Lottery Community Fund (NLCF) in 2017 to implement two projects on improving livelihoods and economic empowerment of youth with disabilities in Uganda. The projects focused on skills development and access to livelihood opportunities for youth with Disabilities in the mid-western (Buliisa, Hoima, Masindi and Kiryandongo districts) region and Nwoya district in Northern Uganda.

The two projects were implemented in partnership with the National Union of People with Disabilities in Uganda (NUDIPU), the National Union of Women with Disabilities of Uganda (NUWODU), the Uganda National Association of the Blind (UNAB) and their district level associations and the district local governments.

Following the successful implementation of the project, Sightsavers commissioned an external evaluation in September 2020.

## 1.2. Purpose of evaluation

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The end term evaluation was to establish achievements of the projects against objectives and outputs as detailed in the project documents. Specifically, the evaluation was aimed at understanding the key successes and challenges in the implementation of the two projects and identify learning and any further cross-cutting or organisational level lessons and specific recommendations for future project designs.

The evaluation built on, and incorporated, findings from the mid-term review, behaviour change communication (BCC) learning workshop findings, as well as the related Monitoring Evaluation and Learning (MEL) and research activities.

The evaluation and the report structure follow that set out by Sightsavers in the Terms of References (ToRs) using the seven evaluation criteria: relevance, effectiveness, efficiency, impact, sustainability, replicability and coherence.

### 1.3. Project description

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Sightsavers implemented two projects on improving livelihoods and economic empowerment of youth with disabilities in Uganda. The economic empowerment of youth with disabilities in Uganda project started in August 2016 and was funded to the sum of €909,730 by the European Union and the National Lottery Community Fund (NLCF) for four years. The project's goal was to support youth with disabilities to gain employable skills; increase their opportunities for employment and access to financial services.

The project was implemented to build the capacity of Organisations of persons with disabilities (OPDs) and their youth committees, to advocate for the needs and rights of youth with disabilities and to call on and rally for accountability with duty bearers (District Local Governments) on policy commitment and disability related framework that has been put into place.

The overall objective of the action was “economic empowerment of female and male youth with disabilities in Buliisa, Hoima, Masindi, Kiryandongo and Nwoya districts in Uganda”. The project was intended to achieve the following specific objectives:

1. Increased number of female and male youth with disabilities in the five project districts with employable skills.
2. The environment in the project districts is more conducive to the economic empowerment of youth with disabilities.
3. OPDs strengthened to enable the economic empowerment of youth with disabilities.

This project was a follow on to the Connecting the Dots: investing in youth with disabilities for enhanced access to employment in four districts of rural Uganda which ended in August 2016.

On the other hand, the “Improving livelihoods for youth with disabilities in Uganda project” commenced operations in August 2017 and was funded by the National Lottery Community Fund to the sum of £399,971 over a three-year period. The project was intended to build on the strengths of the Economic Empowerment project to achieve the intended objectives.

The two projects aimed at providing 790 youth with disabilities with vocational and/or business and soft skills training including financial literacy skills. These include 700 youth with disabilities under the Economic Empowerment project and 90 youth with disabilities under the improving livelihoods for youth with disabilities in Uganda project.

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The projects were implemented in the districts of Masindi, Buliisa, Kiryandongo and Hoima in Bunyoro Region and Nwoya district in Acholi region. Kiryandongo and Hoima districts hosts refugees.

## 1.4. Methodology and ethical considerations

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### 1.3.1. Evaluation approach

This summative evaluation focused on establishing whether the two projects (Economic Empowerment of Youth with Disabilities in Uganda & Improving Livelihoods for Youth with Disabilities in Uganda) achieved their intended objectives/outcomes.

The evaluation was guided by the specific evaluation questions jointly developed and drawn along the six OECD Development Assistance Committee (DAC) evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability. A result-oriented evaluation approach was used to measure the extent to which the project objectives and interventions were achieved.

The process was highly participatory involving key project stakeholders (Sightsavers, OPDs,) at each stage of the evaluation process including the evaluation design, identification of evaluation questions, deciding the scope and targeted audience for the evaluation; data collection and validation of the evaluation findings.

Understanding that Sightsavers had already collected quantitative data on most of the indicators, the primary data collection for this evaluation mainly focused on establishing the process of change; why and how the project results were achieved or not achieved. This was done using qualitative methods including Focus Group Discussions (FGDs), Key Informant Interviews (KIIs), Observations and Most Significant Change (MSC) Technique.

The evaluation focused on the intended results but also document unintended positive or negative outcomes of the project to the targeted participants, documented innovations and any deviations from the original project plan that could have positively or negatively affected the achievement of results.

The evaluation was conducted in all 5 project districts (Nwoya, Buliisa, Hoima, Kiryandongo and Masindi). The key targeted groups include;

1. Youth with disabilities who have benefited from the project
2. Parents/family members
3. Community members- Local council 1 community members where youth with disabilities live.
4. Employers
5. Organisations of Persons with Disabilities (OPDs) at national and district level.
6. District local government officials- Community Development Officers
7. Vocational training Institutes/Artisan trainers

8. Financial institutions (banks and microfinance institutions) and Savings and Credit Groups
9. Project implementers (Sightsavers)

### 1.4.2. Evaluation design

The evaluation used qualitative methods to generate enough information on the project indicators and to determine the relevance, coherence, efficiency, effectiveness, impact and sustainability of the project results. The evaluation was specifically to look beyond the indicators and assess changes that were not captured by the log frame. In addition, the consultants conducted an analysis of the already collected quantitative data (Baseline, endline and annual progress data) on the project participants and an extensive literature review of the project documents and reports to understand the design, implementation modalities and achievements of the project. The qualitative methods used included Key Informant Interviews (KIIs), Focus Group Discussions (FGDs) Observation and the adapted Most Significant Change (MSC) technique.

### 1.4.3. Ethical considerations

The evaluation was conducted in line with the ethical guidelines and safeguarding procedures relating to evaluators/researcher–human subject relationship, Sightsavers safeguarding policy and code of conduct. The key ethical considerations and how this evaluation met the set standards are described below.

**Informed consent:** All participants involved in the evaluation were given information about the purpose of the evaluation and how the data collected will be used prior to seeking their consent. Study participants were informed that participation was voluntary and that they had the right to refuse to participate or to withdraw from the evaluation at any time without loss of any services or benefits entitled to them. Each participant was given a copy of the consent/assent form translated in local languages used in the communities and a Research Assistant read the form verbatim. Participants were given a chance to ask questions during and after reading the consent form and the Research Assistant answered all the participant's questions. After agreeing to participate, the respondent would sign a consent form.

The informed consent forms contained numbers of relevant authorities where cases of misconduct and violation of the rights of study participants could be reported. The contact details for the safeguarding lead in Uganda was shared and the participants informed of where to further report the safeguarding issues on Sightsavers website

<https://www.sightsavers.org/how-were-run/our-approach-to-safeguarding/>.

All members of the evaluation team completed an ethics training course prior to data collection.

**Confidentiality and privacy:** All the evaluation team kept strictly confidential all the data collected. The data records were kept without any household or individual identification information such as names. No personal identifiers such as names were used in any reports

or publications. The Consultant and Research team adhered to Sightsavers Safeguarding Policy and code of conduct for representatives during training, data collection, analysis and report writing.

**Only assess relevant components:** The evaluation team only assessed the components that were of relevance to this evaluation.

**Training of Research Assistants:** Experienced and trustworthy Research Assistants were identified and trained for two days on how to conduct the evaluation. These were knowledgeable of the local languages (Runyoro, Acholi and Kiswahili). All the Research Assistants completed a UNICEF ethics training certificate course and signed the Sightsavers Code of Conduct for Representatives. In addition, the protection of human subjects was included on the agenda during the training.

**Consideration of the needs of people with disabilities, adaptations and accommodations:** The Evaluation Team considered the needs of youth with disabilities as key in the success of the evaluation. The Team engaged Sightsavers to provide for reasonable accommodation to meet the needs of youth with disabilities. Some of the provisions included;

1. Hiring Sign Language Interpreters
2. Catering for helpers and guides during FGDs and Validation meeting
3. Organising FGDs in physically accessible structures and proximity to the community.
4. Involvement of the family members/relatives in circumstances where the persons with disabilities did not know professional sign language. In addition, any youth who preferred to have the presence of their parents, caregivers or a friend during the interviews/documentation of change stories were permitted.

#### 1.4.4. Data collection methods

Several tools and techniques were used to collect evaluation data. These included;

1. **Review and analysis of secondary data:** The evaluation team analysed secondary data on the project participants to understand the performance of the project across the key quantitative project indicators. In addition, the evaluation team reviewed the project documents, MEAL documents, implementation plans, monitoring reports, project annual reports, mid-term review report, gender assessment report and other documents generated by the project.
2. **Focus Group Discussions (FGDs):** Twenty-five (25) FGDs were conducted in the five project districts. These included 10 FGD for youth with disabilities, 5 FGDs for Parents/family members, 5 FGDs for Community members and 5 FGDs for OPDs at district level.
3. **Key Informant Interviews (KIIs):** This was undertaken with VTI trainers, Employers, government officials, financial institutions, OPDs at national level and Sightsavers staff. A total of 33 KIIs were conducted.

4. **Direct observation:** This included observations of 6 Vocational Training Institutions (VTIs) to assess compliance with accessibility standards for youth with disabilities.
5. **Most Significant Change technique:** The evaluation used an abridged version of the Most Significant Change (MSC) technique that involved generating and analysing personal accounts of change and deciding which of these accounts were the most significant and why. Thirty (30) change stories across the three domains of change as indicated in the Sightsavers Empowerment and Inclusion Strategic Framework- theory of change were collected, reviewed and validated by the key stakeholders. The Evaluation Team engaged the key stakeholders to identify project participants with stories of change to share. These stories were collected during the evaluation, reviewed and presented to the key stakeholders for validation and vetting.

#### 1.4.5. Analysis and production of the evaluation report

The qualitative data from Focus Group Discussions and Key Informant Interviews were transcribed then organized and analysed to draw conclusions on the objectives of the evaluation. Themes and sub themes were generated using the evaluation objectives and project indicators to inform the data analysis. The analysis was done using ATLAS.ti.

The Most Significant change stories were reviewed, validated and vetted in a district meeting involving District Local Government Officials, Disabled Persons Organisations, Sightsavers Project Team and the Evaluation Team held on 13<sup>th</sup> November 2020. In the first round, the participants formed five groups and each group reviewed between five to six stories documented in each district and selected one story which was presented to the plenary for further discussion. During the plenary, additional information and justification for the five selected stories was given and documented. Using the preset criterion, the meeting selected the two most significant change stories for consideration.

Quantitative data from the project (secondary data shared) was entered into Excel sheets and analysed as percentages and frequencies. Secondary quantitative data obtained from project documents were also tabulated and presented graphically for interpretation.

The final analysis involved triangulation of data from both quantitative and qualitative data under each of the evaluation questions with findings and conclusions from the midterm review, annual project reports, the report from the stigma and discrimination SBC learning workshop and other project documents; and, finally, correlated with the feedback from the key stakeholders during the district meeting to review and validate the change stories.

#### 1.4.6. Limitations of the evaluation

- The outbreak of COVID-19 and its impact on the lives of the participants especially youth with disabilities could have influenced (and continues to do so) the responses. The lockdown imposed by the government to prevent the spread of COVID-19 affected the businesses and employment opportunities for youth with disabilities hence influencing their opinions and feedback on the impact of the project. This was minimized by triangulation of data from the evaluation and secondary data documented prior to the outbreak of COVID-19.

- The evaluation did not conduct extensive policy reviews to understand the impact of the projects on the policy change and implementation in favour of youth with disabilities. The information on policy change contained in this report is largely the feedback from the key respondents.
- There was potential selection bias for FGD participants due to the COVID-19 restrictions. The participants were selected from within the same locality to avoid long travels and exposure to COVID-19. The selection of respondents for each category was based on those available for the interviews. To minimize the bias, attempts were made to ensure that all categories of people were represented.

### 1.4.7. Report structure

This evaluation report is structured basing on the evaluation objectives and the evaluation questions. The report is also guided by the Development Assistance Committee (DAC) criteria for evaluating development assistance to establish the relevance, coherence, efficiency, effectiveness, impact and sustainability of the project interventions.

## Results

This chapter presents the main findings of the evaluation based on the six evaluation criteria as specified in the Terms of Reference and their specific lines of inquiry. For each of the Evaluation Criteria under consideration, the consultant shall give a rating on the extent to which the criterion has been met. The Evaluation Criteria Rating is explained in Appendix 1.

### 2.1 Relevance

### Rating



The evaluation examined the extent to which the economic empowerment and livelihood projects design and interventions met the needs and priorities of the target groups (youth with disabilities, Disabled Peoples Organisations and the Government). Right from the design of the project, key stakeholders were consulted to agree on the critical areas of the project and interventions.

Sightsavers held consultations with key stakeholders including youth with disabilities, DPOs and the district local governments among others. Data from the evaluation indicated that the two projects were highly relevant. The project responded appropriately to the priorities of the youths with disabilities of Uganda, and the government of Uganda (GoU) policies and programs and gets a rating of **excellent**. Indicated below are the key findings which form the basis for this rating.

- The objectives of the projects were in line with the National Development Plan (NDP) 2015/16-2019/20 focus on enhancing human capital development and increase employment creation through fast tracking skills development and harnessing the demographic dividend.

- The projects were in line with government economic and skills development programs, notably the YLP, UWEP, the Emyoga program and Northern Uganda Social Action Fund (NUSAF) among others.
- Access to vocational skills training and employment opportunities for the youths with disabilities were among the strategic priorities for the National OPDs.

### 3.2.1. Alignment of the projects with local and international development policies and priorities on disability and employment

Evidence from the desk review and stakeholder interviews indicates that the objectives and interventions implemented by Sightsavers had a high degree of relevance with national and international policies on vocational skills development, access to employment opportunities and improving livelihoods for the vulnerable people with a rating of **excellent**.

At national level, the objectives of the projects were in line with the National Development Plan (NDP) 2015/16-2019/20 focus on enhancing human capital development and increased employment creation through fast tracking skills development and harnessing the demographic dividend.

The National policy on disability in Uganda (2006) and the Uganda National Youth Policy (2016) acknowledges that Youth with Disabilities in Uganda face extreme conditions of poverty, limited opportunities to access education, health, employment opportunities and most potential employers do not give chance to Persons with Disabilities to compete for employment even where they have the necessary qualifications and experience.

The goal of the National Youth policy is to provide a framework for harnessing the full potential of the youth for improved productivity and equitable socio-economic and political development. The projects contributed to the realization of the government strategy by skilling 790 youth with disabilities and enabling them to start their own business enterprises or access employment opportunities.

The projects were in line with government economic and skills development programs, notably the youth livelihoods program, the women's entrepreneurship program, the Emyoga program and Northern Uganda Social Action Fund (NUSAF), among others.

At international level, the projects were aligned to the United Nations Convention on the Rights of People with disabilities; which 'recognizes the right of Persons with Disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to people with disabilities.

The projects were in line with the Sustainable Development Goals especially 1, 5, 8, 10 and 11<sup>2</sup>. Improving livelihoods and social inclusion of young Persons with Disabilities in Uganda contribute to the efforts towards the achievement of those goals.

### 3.2.2. Extent to which project design and implementation was in line with the critical needs and priorities of youth with disabilities in Uganda

The evaluation established that the project adequately addressed the needs and priorities of the youth with disabilities in Uganda with a rating of **excellent**. The baseline survey for the Economic Empowerment project conducted among youth with disabilities (cohort 1-3) indicated that only 33 (f=8, m=25) of the 428 youth with disabilities were employed / self-employed for six months or more prior to the vocational training<sup>3</sup>.

Most (92%) of the youths with disabilities interviewed were not working at all prior to the training. However, at the end of the project, the situation had greatly improved. 112 (30.4%) of 368 Youths with disabilities who were monitored and followed up accessed employment or started their own business enterprises. This, however, was below the life of the project target of 360. Under the livelihood project, 17/46 (37%) youth with disabilities were employed/self-employed at end of the project.

The project did not only equip youth with disabilities with relevant skills but also provided start up kits and grants to enable them to start enterprises. The project evaluation established that 99 % of the participants trained were given start up kits/grants to enable them to access jobs or to start their own enterprises.

This was attributed to the capacity of the project to equip them with the necessary skills, start-up kits and grants that enabled youth with disabilities to start their own businesses and meet their household basic needs. This was confirmed by the beneficiaries during the Focus Group Discussions as indicated in the quote below:

Sightsavers showed me the future, I had no hopes of getting a skill. I was in the village, not schooling and no one to help me. Sightsavers picked me up, took me to the Institution where I was taught tailoring. After training, I was given a tailoring machine and from then I started earning some money for myself. —FGD Youth with disabilities, Male participant - Masindi District

The project monitoring data indicated that 80% and 74% of the youth with disabilities under the Economic Empowerment and Improving livelihoods projects monitored and followed up were employed/self-employed. These include those who were employed/self-employed for less than seven months.

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<sup>2</sup>SDGs-1- No Poverty; 5-Achieve gender equality and empower all women and girls; 8- Decent work and economic growth; 10-reduced inequality and 11-sustainable cities and communities.

<sup>3</sup> The project definition of employment refers to youth with disabilities who have been employed for six or more months prior to the baseline or endline evaluation.

### 3.2.3. Extent to which project design and implementation was in line with the Organisations of Persons with Disabilities strategies in Uganda

The evaluation established that the projects to a larger extent were in line with the strategies and priorities of the OPDs with a rating of **Satisfactory**. Strengthening the youth structures and access to vocational skills training and employment opportunities for the youths with disabilities were among the strategic priorities for the National OPDs. Most OPDs did not have strong youth structures but when the projects started, the youth structures were strengthened. Sightsavers ensured that the youth associations and parent support networks were formed.

We as leaders could not have reached everywhere and accessed every youth with disabilities wherever they were. We did not even know them but working with Sightsavers helped us a lot. —FGD with OPDs in Masindi district

The goal was to see that visually impaired persons benefit from the project which was achieved. The project built the capacity for our branches in Hoima, Kiryandongo, Buliisa and Masindi. Most our branches in other districts remain idle but these branches were active as a result of the project. They also advocated for the rights of visually impaired persons. They had facilitation to organise meeting.—KII National OPD

It was however noted that some of the expectations especially from the National OPDs were not met. The national OPDs expected the projects to provide facilitation for their meetings and transport to support the implementation of the project and strengthen the capacity of the youth wings which was not done. Secondly, OPDs exist to advocate for the rights of persons with disabilities in Uganda, however, no deliberate efforts and resources were made to support OPDs to influence policies and programs. Much support was given to District level structures with limited support to the National OPDs as reported by one of the KIIs from a national OPD.

The projects did not have much focus on advocacy at National level. There was no deliberate effort to fund national advocacy strategy. Much was invested at district level, yet policy is much influenced at national level. —KII National OPD

## 2.2. Effectiveness

Rating



This section attempts to assess progress made towards the achievement of the projects' objectives and expected results as described in the project Theory of change and log frames. The section analyses the extent to which the 3 main pathways of change according to the theory of change were achieved and the contributing factors affecting the achievement of the intended results. The evaluation rated as **satisfactory** the extent to which the project objectives and indicators have been achieved. Specific achievements of project objectives and results are described below.



- 30.4% and 37% respectively had accessed waged employment or were in self-employment. Most of the youth with disabilities were in self-employment. 38% and 37% respectively reported having marketable skills achieved through vocational training. 58% and 61% of the participants monitored under the Economic Empowerment and Improving livelihoods projects respectively who sought a financial service received the service. Half of those who received the financial services were satisfied with the service.
- 77% and 74% of the targeted participants for the Economic Empowerment project and Improving livelihoods project were supported (financially or otherwise) by their families to undertake training.
- 95% of the Economic Empowerment project participants and 73% of the Improving livelihoods project participants were participating in saving groups.
- Strengthened the OPDs capacity to enable the economic empowerment of youth with disabilities
- 74% (76/103) of the participants under the economic empowerment project and 71% (5/7) of the participants under the Improving livelihoods project who tried to access government livelihoods programs succeeded.

### 3.4.1. Pathway 1 – Outcome 1: Increased number of female and male youth with disabilities in five project districts with employable skills

#### Access to wage-based and self-employment

The evaluation rated access to wage-based and self-employment for youth with disabilities as **satisfactory**. The analysis of secondary data for the economic empowerment project indicated that 38% of the 368 youth with disabilities monitored had accessed employment or started their own business enterprises. The project monitoring data indicated that more male (68) participants were in employment compared to the female (44) participants.

Under the Economic Empowerment project, 88% of the male participants monitored by the project were employed compared to 71% of the female participants. Similarly, under the Improving livelihoods project, 83% of the male participants monitored were employed compared to 64% of the female participants. Although the evaluation did not investigate more on this, the feedback from family and community members who participated in the evaluation indicated that some of the female youths opted to get married while others kept the start-up kits because of a lack of capital to secure premises and buy materials.

*The project should support youths who are through with the training with not only tools and items to use but also some capital to start working. This is because most youths are not having enough money to support themselves. For instance, I have never used the materials I was given; they are kept at home because I have no money to start my own business. —FGD female youth with disability - Masindi District*

On the form of employment, 77% of the youth with disabilities under the Economic Empowerment project employed were in self-employment while 23% were in waged

employment. Under the Improving livelihoods project, 82% of those employed were self-employed and only 18% were wage earners. (See Table 1 on the following page.)

However, the proportion of those who were employed or in self-employment for more than six months was significantly lower at 31% (Male 36%, Female 25%) for the Economic Empowerment project. Under the Improving livelihoods project, 74% of the 46 participants monitored were employed. Those in employment for more than six months were 37%.

The outbreak of COVID-19 and the delay to provide training and start up kits especially for cohort 3 under the Economic Empowerment project could have affected the achievement of results with only 17% of the participants in wage or self-employment for more than six months compared to 32% and 46% in cohort 1 and 2 respectively.

Secondly, the flooding in the region especially in Buliisa district has affected some of the youths who had established businesses along the River Nile. Like all other residents, some youths lost their start-up kits and others could not access their premises which affected their businesses. Lastly, the negative attitude of the community members and employers on the capacity and potential of the youth with disabilities could have also contributed to their unemployment as reported by youths who participated in the FGD:

Good jobs are offered to able bodied people, because people think we are not able to do work well. So, we miss on these opportunities. Some under look what we do saying that we have not acquired the right skills and knowledge. —FGD youth with disability, Buliisa district.

**Table 1. Access to employment for youth with disabilities**

Project	Category	Variables	Female	Male	Average
<b>Economic Empowerment Project</b>	Employment status	Employed	126 (71%)	168 (88%)	294 (80%)
		Not Employed	51 (29%)	23 (12%)	74 (20%)
		<b>Total</b>	<b>177 (48%)</b>	<b>191 (52%)</b>	<b>368 (100%)</b>
	Type of employment	Wage employment	19 (15%)	49 (71%)	68 (23%)
		Self-employment	107 (85%)	119 (82%)	226 (77%)
		<b>Total</b>	<b>126 (43%)</b>	<b>168 (57%)</b>	<b>294 (100%)</b>
<b>Livelihoods Project</b>	Employment status	Employed	14 (64%)	20 (83%)	34 (74%)
		Not Employed	8 (36%)	4 (17%)	12 (26%)
		<b>Total</b>	<b>22 (48%)</b>	<b>24 (52%)</b>	<b>46 (100%)</b>
	Type of employment	Wage employment	1 (7%)	5 (25%)	6 (18%)
		Self-employment	13 (93%)	15 (75%)	28 (82%)
		<b>Total</b>	<b>14 (41%)</b>	<b>20 (59%)</b>	<b>34 (100%)</b>

**Table 2. Projects performance against key indicators for pathway one**

Outcome Indicators	Project	Baseline	Life of Project Target	Life of Project Achievement			Performance rating
				Gender		Total	
				Male	Female		
<b>Impact: The economic empowerment of female and male youth with disabilities in Buliisa, Hoima, Masindi, Kiryandongo and Nwoya districts in Uganda</b>							
1. No of female and male youth with disability project participants who become employed/self-employed during the course of the project (>6 months)	EE	33	360	68	44	112	
	NLCF	1	72	9	8	17	
<b>Outcome: Increased number of female and male youth with disabilities in five project districts with employable skills.</b>							
1.1 No of female and male youth with disabilities who report they have marketable skills achieved through vocational training.	EE	0	450	77	62	139	
	NLCF	0	50	10	7	17	

**Note:** The life of the project achievement for indicator 1 and 1.1 is based on the number of participants monitored which is 368 for the Economic Empowerment project and 46 for the Improving livelihoods project and not the total number of project participants.

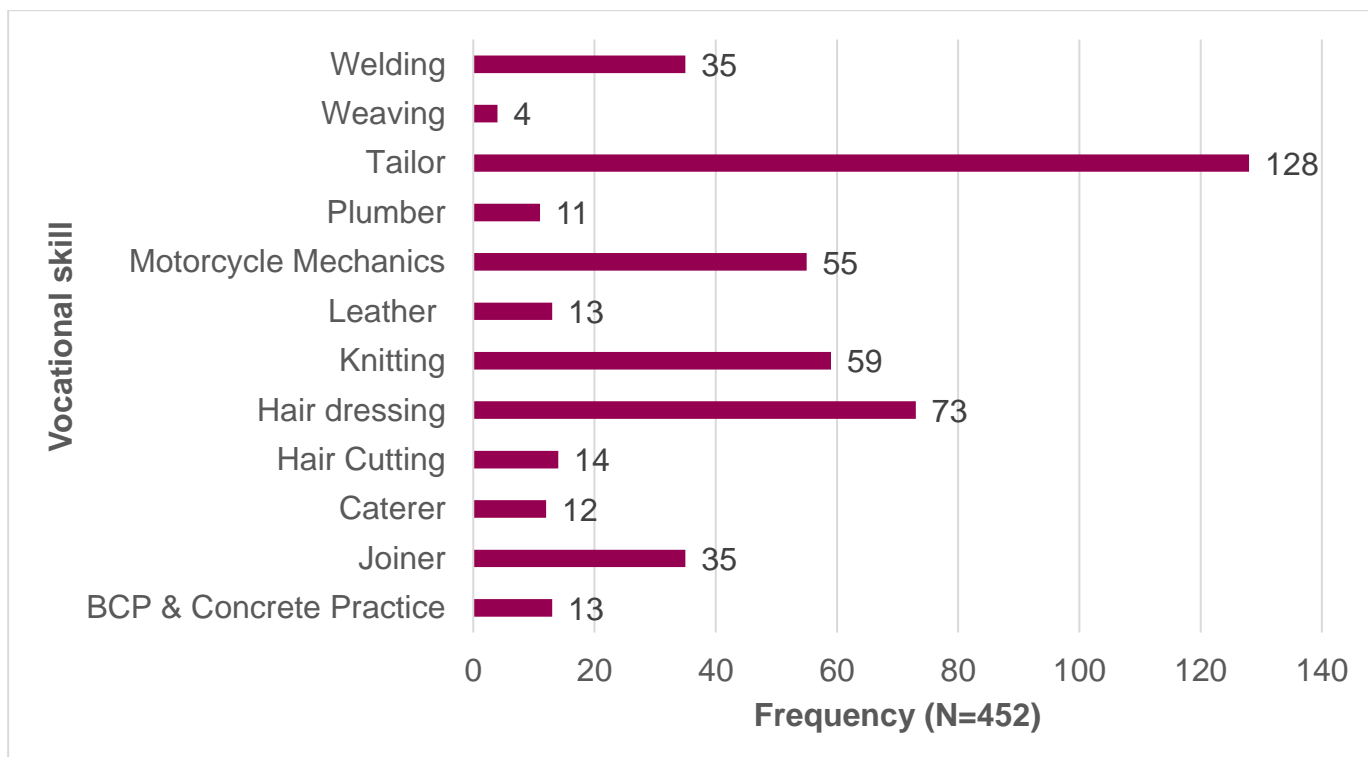
### **Increased number of female and male youth with disabilities with employable skills**

The evaluation rated the acquisition of employable skills by youth with disabilities as **satisfactory**. The evaluation considered this result fully realised and most of the output indicator targets fully met.

The economic empowerment of youth with disabilities in Uganda trained 452 (226 Male) and 226 Female) in various vocational skills including Building & Construction, Knitting, hair dressing/cutting, mechanics, leather & shoe making, tailoring and plumbing among others.

Of those who were trained, 448 (99%) received their start up kits to start their own enterprises or access employment. Only 4 (1%) had not received their start up kits because they had either migrated or could not be traced.

**Figure 1. Vocational skills undertaken by youth with disabilities**



The evaluation established that tailoring, hair dressing, knitting and mechanics were the most preferred vocational courses. Tailoring, hair dressing and knitting constituted 58% (260 of 452 youths with disabilities trained) of the training skills obtained. Most male youth with disabilities preferred traditionally male dominated courses such as mechanics, building and construction and welding while women preferred hair dressing, tailoring and knitting.

Of the 226-female youth with disabilities trained, 210 (93%) studied tailoring, hair dressing and knitting. Very few women (2%) enrolled and completed a training course in male dominated courses such as welding and plumbing. Courses such as building and concrete practice (BCP), carpentry, motorcycle mechanics and Leather & Shoe making were undertaken by men only.

In terms of disability, 44% of the youth who were trained had a physical disability, followed by youth with hearing impairment (23.5%) and visually impaired (13.5%). The least represented categories of disabilities included youth with Albinism (0.2%), speech impairment (0.7%), and persons with short stature 2.4% each.

The analysis of participants data for both Economic Empowerment and Improving livelihoods projects revealed that the distribution of the selected project participants was not proportionate to the number of youths per disability category in Uganda. The national statistics indicate that the majority (52%) of the persons with disabilities in Uganda have

difficulty seeing (visually impaired) followed by those with difficulty in remembering (43%)<sup>4</sup>. However, most of the beneficiaries for both projects were youth with physical disabilities. This reflects further marginalization of some disability categories especially those with mental or sensory impairments in society.

Deliberate efforts need to be taken to ensure that future development projects benefit equally youth with different disabilities. Projects need to use the available data on the disability categories to determine the quota system and engage all OPDs to equitably identify the participants before actual project implementation.

**Table 3. Distribution of participants by disability for the Economic Empowerment project**

<b>Disability category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Albino</b>	1	0.2%
<b>Epilepsy</b>	20	4.4%
<b>Hearing Impairment</b>	100	22.1%
<b>Intellectual Disabilities</b>	27	6.0%
<b>Short stature</b>	9	2.0%
<b>Multiple Disabilities</b>	31	6.9%
<b>Physical</b>	203	44.9%
<b>Speech Impairment</b>	5	1.1%
<b>Visual Impairment</b>	56	12.4%
<b>Total</b>	<b>452</b>	<b>100.0%</b>

As regards to the Improving livelihoods for youth with disabilities in Uganda project, 90 youth with disabilities were trained. These included 50 who completed vocational training, 30 who completed an on-the job training scheme and 10 who were engaged in home-based opportunities. Most of the trained youth under the livelihood project were female (57%) while 43% were male.

Like the Economic Empowerment project, most (44.4%) of the participants for the Improving livelihoods project were youth with physical disability, followed by youth with hearing impairment (16.7%) and visually impaired 11.1%.

<sup>4</sup> Uganda Bureau of Statistics 2016, The National Population and Housing Census 2014 – Main Report, Kampala, Uganda

**Table 4. Distribution of participants by disability for the Improving Livelihoods project**

Category of Disability	Frequency	Percentage
Albino	1	1.1%
Down syndrome	3	3.3%
Epilepsy	2	2.2%
Hearing Impairment	15	16.67%
Intellectual	5	5.56%
Mental	2	2.22%
Multiple Disabilities	6	6.67%
Physical	40	44.4%
Short Stature	1	1.1%
Speech Impairment	4	4.4%
Visually Impaired	11	12.2%
<b>Total</b>	<b>90</b>	<b>100%</b>

The vocational training enabled youth to start their own business enterprises and others to access employment where they can earn income.

The biggest challenge was unemployment where majority of the youth with disabilities were unemployed. The Sightsavers economic empowerment and livelihood projects imparted practical vocational skills which have enabled many of the youth with disabilities to either start self-employment or get employed by employers. — FGD family and community members- Nwoya District.

All youth with disabilities were selected for the training. For example, people with cerebral palsy like us were also considered, some most vulnerable youths who could not help themselves would get a brother or sister to acquire the skills. We also had home based training for the youth who could not go to school, after training they were equally given the tools to use. — FGD with OPDs Buliisa.

Some of the youth with disabilities have exceptional skills. For instance, one of our visually impaired graduates of the project who I am employing is extremely skilful and I rate his skills level as excellent. He produces three sweaters in a single day which is rare. — Employer, Nwoya District

However, it was noted that the three months of vocational training was not enough for some specific training courses and categories of youth with disabilities. During the focus group discussions, three youth with disabilities reported that they did not acquire the necessary skills to enable them to deliver quality service to their clients or perform well when employed. This, however, could be attributed to the high expectations of the youth with disabilities from the training.

A few of them expected to learn all the designs and hair styles which may not possible for a certificate course.

The course was my preferred choice, the duration to me was not enough since it did not give us ample time to learn a variety of hair styles, would have preferred 6 months. The internship was also not helping much since we were treated as those who know, not as learners. —FGD Female youth with disabilities, Nwoya district.

There were enough provisions to cater for our needs as people with disability, therefore, there was no big problem. However, the time frame was too short to learn everything about tailoring. — FGD with Male youth with disabilities, Kirangdongo District.

This was also noted by one of the employers who reported that youth with disabilities come from vocational training institutions with limited skills.

Most of the time, the youth come with limited skills, so that is why after internship they decide to stay and perfect their skills. I think this is due to the short training time of 3 months. It needs to be expanded to at least 6-12 months. —KII Employer, Masindi district.

His practical skills were very basic when he joined but he is fast learner. He can now handle customers on his own with minimal help from me which is very good. —G Employer, Hoima district.

The employers recommended for periodic assessment of the trainees, the extension of the training period to more than 3 months and to periodically review the performance of the vocational training institutions involved in the project on their capacity to equip youth with disabilities with the needed skills.

### **Training of youth with disabilities in business development skills**

In addition to Vocational training, the two projects trained youth with disabilities in business development skills including financial management. A total of 759 (383 Female and 376 Male) project participants were trained.



The training was beneficial to the youth with disabilities in fostering the culture of prudent financial management practices including saving as reported by the youth and other stakeholders during the evaluation.

This project improved my financial skills. I was trained while at the Institute how to save and invest money in more constructive areas and not just spending. I learnt to budget for the money I get, to buy items or materials, transport, personal requirements and other expenses. I can now save some money from whichever little money I receive from construction. —FGD youth with disabilities, Nwoya District.

The project has greatly improved my financial status. I now manage my business knowing that me and the business we are two different persons. If I need money from the business, then there must be proper way of getting it, but I must return it back sometime with interest to make the business grow. —FGD youth with disabilities, Kiryandongo District.

### 3.4.2. PATHWAY 2a – Outcome 2: The environment in the project districts is more conducive to economic empowerment of youth with disabilities – Financial Inclusion

The projects were intended to facilitate greater access to a range of financial services that would enable youth with disabilities to initiate, expand and sustain their entrepreneurial activities.

The evaluation rated as **satisfactory** the extent to which the environment in the project districts were more conducive to the economic empowerment of youth with disabilities. The evaluation assessed this based on the participants access to financial services and satisfaction while accessing financial resources.

The evaluation data indicated that 63% and 63% of the participants monitored tried to access financial services under the economic empowerment and Improving livelihoods project respectively.

Of those who tried to access the financial services, 93% of the participants under the economic empowerment project) and 96% of the participants under the Improving livelihoods project accessed the financial services.

However, the satisfaction levels for financial services was very low. Slightly half of the participants who accessed financial services were satisfied with the services received.

Under the economic empowerment project, 49% of the participants who received the financial services were satisfied compared to 54% of the participants under the Improving livelihoods project.

**Table 5. Access to financial services**

Access to financial services	Economic Empowerment project	Improving livelihoods project
Tried to access financial service	63%	63%
Succeeded in accessing financial service	93%	96%
Satisfied with the financial service received	49%	54%
% of the total participants monitored/followed up who accessed a financial service	58%	61%

**Note:** These calculations are based on the participants monitored and followed up by the project (Economic Empowerment-368 participants and Improving livelihoods project-46 participants)


On access to financial services, the evaluation established that most of the youth with disabilities (86% and 73%) under the Economic Empowerment and Improving livelihoods project respectively were in informal/village savings and loans associations (VSLAs) where they save money weekly or monthly and have access to loans.

A few of the youth with disabilities interviewed (participated in the Focus Group Discussions) as part of the evaluation indicated that they had accounts with formal financial institutions like banks although the evaluation did not establish the actual number. These financial institutions provided opportunities for the youth to access financial services easily.

If you need a loan from the bank, you just go and fill forms, present the collateral security and get a loan. In fact, big banks are even better than our own groups in the villages, because for them, when we go to the banks, we don't even line up. They take special care of us and give us attention until we leave the banks. —FGD-Male youth with disabilities, Hoima district

I am in an informal saving group, where we meet and save money (2000/=) weekly, and everyone can request for a loan and pay it back with interests. I have equally gotten the loans and serviced them well. The interest rate for this saving group is 10% per month. —FGD-Female youth with disabilities, Nwoya district

**Table 6. Access to financial support by youth with disabilities**

Outcome Indicators	Project	Baseline	Life of Project Target	LOP Achievement			Performance rating
				Gender		Total	
				Male	Female		
2. No. of youth with disability project participants that have obtained at least one financial product from formal and non-formal financial institutions in five districts by the end of the project	EE	46	700	118	96	214	
	NLCF	5	90	17	11	28	
2.1 % of project participants who report satisfactorily accessing financial resources	EE	34%	N/A	54%	44%	49%	
	NLCF	22%	N/A	50%	64%	54%	
2.2 No. of youth with disabilities, project participants in the project area reporting that they are supported (financially or otherwise) by their families to undertake training	EE	306	360	151	134	285	
	NLCF	20	72	18	16	34	

It was however noted that, the projects did not have a strong partnership with formal financial institutions to foster collaboration and provision of financial services to youth with disabilities. Although the projects signed memorandum of understanding with financial institutions and one of the banks (Standard Chartered Bank) provided free training to the youth with disabilities, there were no deliberate efforts to engage the financial institutions to develop appropriate products needed by youth with disabilities.

During the evaluation, it was noted that some of the banks were not aware of the memorandum of understanding signed between the bank and Sightsavers especially where there was change of management. This strategy needs to be strengthened further to make formal financial services more accessible to youth with disabilities.

In terms of saving, the evaluation established that 95% of the economic empowerment project participants and 73% of the Improving livelihoods project participants were participating in saving groups. However, participants were not saving consistently while a few had stopped saving due to limited earning. This was attributed to the outbreak of COVID-19 and subsequent lockdown and other eventualities like floods especially in Buliisa district.

### 3.4.3. PATHWAY 2b – Outcome 2: The environment in the project districts is more conducive to the economic empowerment of youth with disabilities

The evaluation rated the performance of the projects on this pathway as **satisfactory**. Through this pathway, the projects intended to create a more conducive environment for youth with disabilities to run their businesses and participate in livelihood activities through reducing stigma and discrimination they face at different levels and lead to youth with disabilities being recognised as successful entrepreneurs and productive members of the community.

Specifically, the projects were to foster a positive change in the attitude of families, communities and employers towards youth with disabilities, increase the purchase of goods and services provided by youth with disabilities by the local community and recognition of the work and capacity of the youth with disabilities by informal and formal sector employer and community members.

To achieve this, the projects designed a series of interventions to foster a positive change in attitudes towards youth with disabilities within families, employers in the private sector, and the wider community. Some of the behaviour change related activities included Market activations, Career fairs, potential employers and business managers' learning visits to Vocational Training Institutions, employer breakfast meetings and family learning exchange visits, radio drama and spots among others.

The learning sessions enabled the participants (youth with disabilities, employers, parents, community members, DPOs etc.) to explore perceived changes of awareness, attitudes, acceptance and recognition of different stakeholders towards youth with disabilities in their community and workplace while the career fairs, provided a perfect avenue for the youth to market their products and to acquire more customers.

The sessions also provided an opportunity for the youth to raise their self-esteem because of positive feedback from community members towards their products and commitment from the parents, communities and Organisations of Persons with Disabilities to support them. Through the career fairs, the parents, communities and OPDs became more motivated to support the youth. The post sessions indicated that some of the youth who had showcased their finished sweaters such as youth under Charity Pope in Nwoya district received orders for more. This was further confirmed during the focus group discussions with youth with disabilities.

The level of marginalisation and segregation against us has really gone down. Most people now look at us normal members of the community. We are no longer considered a curse. —FGD-Female youth with disabilities, Nwoya district.

The parents of youth with disabilities were participating well in activities of youth with disabilities. Some parents have allocated land and space to put their business, others lobbied space for their youth to put their equipment such as tailoring machines to start their business. —KII, National OPDs.

To further foster community acceptance and inclusion of youth with disabilities in the community's general development programs, the projects encouraged youth to join mainstream groups for example Operation Wealth Creation community groups. The projects also encouraged groups established by youth with disabilities to include non-disabled youths in their groups. This was also done during the training and apprenticeship where youth with disabilities were trained with other non-disabled youths which improved their social interaction and cohesion. They were able to share their experiences and learn from their colleagues who did not have any disability.

The evaluation established that 77% of the 368 monitored participants for the economic empowerment project and 74% of the 46 monitored participants for the Improving livelihoods project were supported (financially or otherwise) by their families to undertake training. It was noted that some parents were unable or unwilling to support their youth with disabilities to access training, start business enterprises. Some look at youth with disabilities as Sightsavers children while others due to poverty, don't have the capacity to provide for their youth with disabilities.

Some parents have not been supportive to these youth with disabilities and this has affected their learning and access to employment since some of them are not willing or able to get for their youth with disabilities places to work. But with constant sensitization they can change. —KII, District Local government.

However, with constant sensitization and follow up, parents, caretakers and families will continue to appreciate the need to support their youth with disabilities to establish and sustain their business enterprises.

#### **3.4.4. PATHWAY 3 – Outcome 3: Organisations of Persons with Disabilities ability to facilitate economic employment, ability to do rights training, advocacy and engagement at national and local level**

The evaluation rated as “satisfactory” the projects' interventions in strengthening the Organisations of Persons with Disabilities (OPDs) for economic empowerment of youth with disabilities. Sightsavers worked with OPDs at national including NUDIPU, UNAB, NUWODU and their district branches to implement the two projects. The projects supported OPDs to establish youth associations and parents' networks where they were not existing to cater for the interest of youth with disabilities.

Capacity building sessions were organized for the leadership of OPDs to strengthen their capacity on leadership, lobbying and advocacy, planning and implementation of the projects. Through the above interventions, OPDs capacity have been strengthened through funding/equipment; democratically elected leadership put in place for better governance, youth wing strengthened and their participation in OPDs and national politics and events enhanced. Through the monitoring made using the empowerment framework revealed that 88% of the OPD leaders were reporting increased capacity to facilitate the economic empowerment of youth with disabilities in the five project districts.

The evaluation established that 19% that is, 68 out of the monitored youth with disabilities under the economic empowerment project and 11%, that is 5 youth with disabilities from the Improving livelihoods project benefited from government economic and livelihoods programmes. The projects supported OPD leaders to conduct 30 policy dialogues and 25 advocacy engagements.

As a result, Masindi district local government was influenced to revise the guidelines for accessing the youth livelihood program, women and special/disability grant to include youths with disabilities. It was noted that the mandatory requirement for all the groups applying to benefit from government programs to include youth with disabilities has provided an opportunity for youth with disabilities to benefit from local government programs.

This is demonstrated by the success rate for the youth with disabilities who have tried to access any Government implemented livelihoods programme. For example, 68/99 (67%) of the participants under the economic empowerment project and 5/7 (71%) of the participants under the Improving livelihoods project who tried to access government livelihoods programs succeeded. The advocacy capacity built went a long way to influence Kiryandongo district to pass a resolution to support a sign language training for one Community Development Officer who will do sign language interpretation during Council meetings for inclusion as well as all district youth councils resolving to include a youth with disability as a representative for youth with disabilities.

The local OPDs (NUDIPU, UNAB, NUWODU) supported the identification of vulnerable individuals (youth) for enrolment into the project, participated in project monitoring and follow ups. With support from the projects, the OPDs trained 662 youth with disabilities on economic empowerment and economic rights. These included 596 under the economic empowerment project and 66 under the Improving livelihoods for youth with disabilities in Uganda project. The partnerships between OPDs, parents' networks and youth groups created unity and strengthened their capacity to reach more youths in the 5 districts. The project also increased the visibility of the OPDs.

We as leaders could not have reached everywhere and accessed every YWDs wherever they were. We did not even know them but the work Sightsavers enabled us to reach them. Secondly there has been visibility of different OPDs as highlighted by some of the OPD members who participated in the evaluation. —FGD with OPDs in Masindi district

I am the chairperson of the blind and I tell you when these projects came, we made an MOU with them and when it came to choose the YWDs to benefit, almost each youth had a chance of being considered. Youth with seeing difficulties were also allowed to participate in the training because the needed tools such as Braille were in place. —FGD with OPDs in Hoima district

Our advocacy work has helped YWDs to receive money from the government programs such as disability grant. In Pakanyi a group of youth received 12 million from Uganda Wildlife Authority. The council passed a resolution that, no government program shall be passed without the

inclusion of PWDs. If it is UWEP, it must have at least three people with disabilities. If it is a youth group, at least four. It is a by-law here at Masindi District Local Government. —FGD with OPDs in Masindi district.

With the capacity building, the Masindi District association of the blind was able to apply for Abilis Foundation funding and succeeded. The Association was also able to lobby for an office from Masindi Local Government. The Youth wing of UNAB board formed groups and benefited from youth livelihood programs of the government in 2018 and 15 million from Abilis Foundation in 2018 which enabled them to start a car washing project.

However, it was noted that one of the OPDs (Hoima District association of the blind) had leadership and financial management gaps which resulted in losing the funding.

## 2.3. Efficiency

## Rating



To assess the efficiency of the projects in achieving the set targets, the evaluation focused on how Sightsavers management systems, partnerships, coordination structures and monitoring and evaluation enabled appropriate accountability and efficiency in the implementation of the two projects. The evaluation concluded that the projects were implemented with minimal costs and that resources (both financial and human resources) were effectively managed to achieve the projects' targets within the projects' life span, and therefore gets a rating of **excellent**. This rating was attributed to the following factors:

- The projects were implemented with minimal costs and resources (both human and financial) were effectively managed to produce the desired results.
- Recruitment and stationing of staff in the region to implement the project ensuring the availability of the staff to effectively implement and monitor the project with minimal costs.
- Involvement of key stakeholders in the decision making, planning, monitoring and evaluation of the project ensured that all partners are accountable.
- Engaging local governments and financial institutions to provide additional support to the youth to enhance their enterprises and livelihoods
- 452 out of the targeted 450 youth with disabilities under the economic empowerment project and 50 out of the targeted 50 youth with disabilities under the Improving livelihoods project provided with vocational skills.
- 452 (100%) and 90 (100%) of youth with disabilities targeted under the Economic Empowerment and Improving livelihoods projects respectively were provided with start-up kits and or Income Generating projects.
- 755 youth with disabilities provided with business skills and financial literacy. These include 684 under the Economic Empowerment project and 71 under the Improving livelihoods project.

- 666 (95%) of the targeted 700 youth with disabilities under Economic Empowerment project and 66 (73%) of the targeted 90 youth with disabilities under the Improving livelihoods project joined savings groups.

### 2.4.1. Project Management

One of the strategies used by Sightsavers was to recruit and station staff in the region to implement the project. This ensured the availability of the staff to effectively implement and monitor the project but also reduced program costs related to the facilitation of staff from Kampala to the region regularly. The review of the project outputs clearly indicated that most of the planned activities were implemented, and targets achieved within the allocated budget and time frame.

The project management structure was very effective. There was a technical lead for each project, monthly review meetings, line management meetings, annual plans and reviews with the stakeholders including local governments, OPDs. These provided checks and balances in the project implementation.

Each partner brought in their own experience and speciality in the implementation of the project. For example, NUWODU supported the inclusion of gender issues in the planning and implementation of project interventions, UNAB provided expertise in mobilising and involving youth with visual impairment while NUDIPU supported the advocacy efforts and knowledge in the formation of the savings group.

The projects held biannual partner learning meetings for grants holders where they would meet and have discussions on how the projects were moving; share progress and challenges and how to address them. The OPDs (NUWODU, UNAB, NUDIPU) were part of the project steering committee and would sit quarterly to review reports make plans.

There was involvement of all stakeholders in the project implementation. This helped in the implementation of the project because all partners would be involved in deciding what needs to be done and how. We worked as a team and supported each other to achieve the project objectives. —KII, National OPD

However, it was noted that the projects had fewer staff and could not effectively reach all the districts and project beneficiaries periodically. Secondly, Sightsavers did not give the OPDs full control to plan, implement and manage the projects. Hence, the OPDs were not strengthened enough to implement similar projects in future.

Sightsavers staff were too few to reach in all the places. At times, they take long to reach other places. They are only two people working in more than 4 districts and at times they go away for many weeks and if people need them, they are nowhere to be found. —KII, Masindi District

Sightsavers acted as an implementer at the same time as a donor. They were involved in procurement of equipment/tools, identification and transportation of the participants, training etc. These responsibilities should



have been given to OPDs and Sightsavers does the monitoring and technical support. —KII, National OPD

## 2.4.2. Achievement of set targets within the available resources

The project achieved all its output targets under the five outcomes. The project aimed at improving the life chances and household income of 790 Youth with Disabilities by supporting them to establish individual enterprises or enter waged employment. At the time of the evaluation, the project had met most of the outputs exceeding the targets in some of the outputs.

**Vocational and Business skills training and provision of start-up kits/grants:** The projects provided vocational training to 452 youth with disabilities under the Economic Empowerment project and 50 youth with disabilities under the Improving livelihoods project and 755 youth with disabilities provided with business skills.

Relatedly, the Improving livelihoods project enabled 30 youth with disabilities to acquire skills through on the job training. On the provision of start-up kits, 100% and 100% of the youth with disabilities trained under the Economic Empowerment and Improving livelihoods projects respectively received the start-up kits. However, the evaluation noted delays in the distribution of start-up kits due to procurement delays and the lockdown as a result of COVID-19 outbreak in the country.

The Improving livelihoods project also provided soft skills training including life skills, leadership skills, self-esteem; conflict management, decision making; sexual reproductive health to youth with disabilities.

**Access to financial services:** The Economic Empowerment Project provided financial literacy to 684 youth with disabilities of which 666 (97%) joined a savings group. Under the Improving livelihoods project, 71 youth with disabilities were provided with financial literacy skills of which 66 (93%) joined a saving groups.

**On strengthening the capacity of OPDs to facilitate the economic empowerment of youth with disabilities in the five districts,** the two projects achieved the life of project target. The Economic Empowerment project trained 100 members of the OPDs while the Improving livelihoods project trained 94 members. The number of OPDs members trained by the Improving livelihoods project exceeded the life of the project target of 80.

**Table 7. Projects performance on the output indicators**

Indicators	Project	Baseline	Life of Project Target	Life of Project Achievement			Performance rating
				Gender		Total	
				Male	Female		
<b>OUTCOME 1: Increased number of female and male youth with disabilities in five project districts with employable skills.</b>							
<b>OUTPUTS - Youth with disabilities receive training in vocational and business skills</b>							
1.1.1. No. of female and male youth with disabilities who have completed vocational training	EE	0	450	226	226	452	
	NLCF	0	50	24	26	50	
1.1.2. No. of youth with disabilities trained in business development skills	EE	0	700	343	341	684	
	NLCF		50	31	40	71	
1.1.3: Number of youths with disabilities project participants provided with assistive devices	NLCF	0	46	21	25	46	
1.1.4: Number of youths with disabilities enrolled in an on-the job training scheme	NLCF	0	30	10	20	30	
1.1.5: Number of youths with disabilities engaging in home-based opportunities	NLCF	0	10	5	5	10	
1.1.6: Number of youths with disabilities receiving additional training in soft skills	NLCF	0	500	237	251	488	
<b>Outcome 2 - The environment in the project districts is more conducive to economic empowerment of youth with disabilities</b>							
2.1.1: No. of youths with disabilities participating in saving groups	EE	0	700	349	317	666	
	NLCF		90	30	36	66	
	EE	0	700	343	341	684	

Indicators	Project	Baseline	Life of Project Target	Life of Project Achievement			Performance rating
				Gender		Total	
				Male	Female		
2.1.2: No. of youths with disabilities trained in financial literacy	NLCF		90	31	40	71	

**Outcome 3 – Organisations of Persons with Disabilities ability to facilitate economic employment, ability to do rights training, advocacy and engagement at national and local level**

3.1: No. of youths with disabilities trained by OPDs on economic empowerment and economic rights	EE	0	700	371	336	707	
	NLCF		90	32	34	66	
3.2 No. of OPDs members reporting increased capacity to facilitate the economic empowerment of youth with disabilities	EE	0	150	71	66	137	
	NLCF		80	46	42	88	

**Output Indicators for Outcome 4: Disabled people's organisations capacity to engage with local and national government to promote skills and employment of youth with disabilities is strengthened.**

4.1.1: No. of OPDs members receiving capacity building training.	EE	0	100	52	48	100	
	NLCF		100	63	49	112	
4.1.2 No. of policy dialogue sessions between OPDs and policy makers	EE	0	30			30	
4.1.3 No. of advocacy and other engagement forums on youth with disabilities economic empowerment organised at local and national levels.	NLCF	0	20			25	

### 2.4.3. Involvement of partners in decision processes and project implementation

The projects involved national and district level partners in the decision-making processes, project implementation, monitoring and evaluation. All the National level OPDs (NUDIPU, NUWODU and UNAB), district level OPDs and local governments all accepted that they were consulted during the design of the project, implementation and monitoring. This ensured that key stakeholders were involved in the project implementation, community mobilization/sensitization, identification and selection of the participants and provision of start-up kits. This ensured transparency and ownership of project interventions and results.

The involvement was throughout the entire project life cycles right from planning and budgeting for all the aspects of the Sightsavers economic empowerment and livelihood projects. I was involved at the beginning in conducting assessment and the team comprised of technical staff and medical team within and without the district. —CDO Nwoya DLG

As OPDs we would advise and monitor youth with disabilities to ensure that they make a good life when they start using the tools. The CDOs, Local Government officials were all involved in monitoring YWDS and allocating them for internship with artisans. Start-up kits were given out and we followed them up. —FGD with OPDs Kiryandongo district.

The livelihood project worked in partnership with Sense International to assess the needs of the project participants and provide training in communication and activities of daily living such as feeding, brushing and bathing among others.

However, a small number (16 youth with disabilities) from the livelihood project did not receive the start-up kits or the income generating activity due to the procurement delays. Delays in the distribution of the start-up kits were also reported by the youth under the economic empowerment project.

The weakness which I have seen with the project is the delay to provide kits. You may have been trained, but because of the delay, you may forget what you learned. Like for me they trained me in soap and jelly making among other things, so they may bring materials when I can no longer mix them or make the soap. So, one may resort to selling the things. — FGD with YWDs, Hoima district

Skills gained was not enough because I was trained in sowing skirts and blouse, shorts and other simple tailoring but others such as “Gomasi” I had not yet learned. Therefore, I continue to learn from other experience person while giving them some payment for the learning fees. —FGD YWDs, Kiryandongo District.

Despite the above challenge, the projects were largely successful in equipping youth with employable skills. The project strengthened the linkages between OPDs and local government to enable the youth to benefit from existing government programmes, financial services and other economic empowerment opportunities.

The evaluation measured the impact of how the projects enabled the economic empowerment of female and male youth with disabilities in the target districts. The evaluation established that the projects contributed significantly to the impact on youth employability and access to employment, and therefore gives a rating of **satisfactory**.

The projects provided practical skills to young people with disabilities, engaged the employers, family and community members to address issues around stigma and discrimination towards youth with disabilities creating a lasting impact in the lives of individual youth with disabilities, their families and communities.

The project had three indicators to measure impact i.e. access to employment for individual youths with disabilities; access to financial services from formal and non-formal financial institutions and youth with disability project participants benefitting from government economic and livelihoods programmes in the five districts.

In addition to the three impact indicators provided in the project log frame, the evaluation identified and noted the social and economic changes (positive or negative) experienced by young women and men and their families as a result of the project; change in family, community and employers' attitudes and practices towards youth with disabilities and policy change or adaptations made by VTIs, Financial Institutions and government/district local government to facilitate the inclusion of persons with disabilities in service delivery.

As noted, the projects:

- Equipped youth with disabilities in the 5 districts with employable skills through vocational training enabling them to access waged employment or start their own enterprises. 38% and 37% of the participants monitored under the Economic Empowerment and Improving livelihoods projects respectively reported having marketable skills achieved through vocational training.
- Increased access to incomes for 30.4% and 37% of the youth with disabilities under the Economic Empowerment and Improving livelihoods projects who accessed waged employment or were in self-employment as a result of skills acquired. This has enabled them to meet their basic needs without external support and to be independent.
- Recognition, respect and inclusion of youth with disabilities in development programs, family and community functions. 77% of the participants under the economic empowerment project and 71% of the participants under the Improving livelihoods project who tried to access government livelihoods programs succeeded.
- Increased access to financial services (savings and loans) by youth with disabilities. 93% and 96% of the participants monitored under the Economic Empowerment and Improving livelihoods projects respectively who sought a financial service received the service.
- 68% and 61% of the youth with disability project participants monitored under the Economic Empowerment project and Improving livelihoods projects respectively had

obtained at least one financial product from formal and non-formal financial institutions in five districts at the end of the project.

- 77% and 74% of the targeted participants for the Economic Empowerment project and Improving livelihoods project were supported (financially or otherwise) by their families to undertake training.

Strengthened the OPDs capacity to enable the economic empowerment of youth with disabilities.

### 2.4.1. Access to employment opportunities for youths with disabilities

The evaluation rate the contribution of the projects on access to employment opportunities for youth with disabilities as **excellent**. Uganda is one of the countries with the highest number of unemployed youths. The 2014 census results indicate that 58 % of Ugandans were not working for reasons other than pursuing studies. The unemployment rate increases to 65 % for the age category 20-24 years at a time when most people are expected to be graduating from universities. This means that most of the youths from universities and other tertiary institutions have a problem accessing employment. This situation is worse for youth with disabilities most of whom lack formal education and vocational skills training to enable them to access employment.

The two projects have been successful in increasing employment opportunities for youth with disabilities in the 5 districts by equipping them with vocational and business skills and start-up kits to enable them access employment or start their own businesses. The evaluation established that 99% of the youths with disabilities trained under the Economic Empowerment project and 68% of those trained under the Improving livelihoods project received the start-up kits to initiate their own business enterprises or access employment opportunities.

The Economic Empowerment project monitoring data from a cohort of 368 youths that were followed indicated that 294 (80%) of the youths with disabilities had accessed waged employment or started their own businesses compared to only 33 at the baseline study. Similarly, the Improving livelihoods project monitoring data indicates an increase in access to employment by youth with disabilities from 1 at the baseline to 34 (74%) at the end of the project. This clearly demonstrates the contribution of the project in enabling the youths with disabilities in the 5 districts to access employment opportunities.

Through access to waged or self-employment, incomes of some youth with disabilities increased enabling them to meet their basic needs without external support and to be independent. Some (13/69) of the youth with disabilities who participated in the evaluation indicated that their incomes increased which has earned them respect in the families and communities where they live. The evaluation established that most of the youths interviewed were hopeful and expressed commitment and passion to succeed.

Before Sightsavers came, I was seated at home with no skill, no job and thus no source of income. I was only fetching water for people, abused and insulted, demeaned and disrespected so much. I was known by everyone that I fetch water and most people would not pay. I was finding it difficult to

meet my personal needs. I am now having contracts and making money and able to meet my requirements and help my family. — YWD FGD Female participant, Nwoya District.

I was earning very little from peasant farming where I used to earn UGX 100,000 per season (Approximately USD \$ 27 in 6 months). But after gaining training from Sightsavers in hair dressing I am now able to earn on average UGX 30,000 (about USD \$8) per day which is about UGX 200,000 (USD \$ 54) per month and still continue to earn from the farming activities. — FGD for YWDs, Kiryandongo District.

The feedback from the interaction with family and community members indicated that youths were contributing greatly to their wellbeing and those of their families. This has improved the self-esteem of the youth, enabled them to gain respected and recognition from both family and community members.

The female youth with disabilities who have been supported by Sightsavers are looking good and doing well, they have smart phones and they are able to look after themselves because they have been given start up kits and some have been attached to garages to start work. Some were given driers and they have booming saloons which give them a lot of money at least many get between UGX 70,000-100,000 thousand (USD \$ 19-27) a week. — FGD, family and community interview-Masindi district

He completed training and straight away he was called at the district to work, they contractor called him to start building an office block and he was paid UGX 240,000 (USD \$ 64) after completion of that work, he was very happy, from that day he started getting jobs around town, because he does good work he has so many clients. In a month he earns around UGX 180,000 to 250,000 (USD \$ 48-67). He can buy food at home; he can buy whatever he wants. He is saving some of his money with his friends. He has also bought some 4 goats; I am so happy because after the training his life has never been the same. — FGD, family and community members, Nwoya district

Through the adapted Most Significant Change technique, the evaluation documented 30 change stories from the project participants in five districts which demonstrated the impact of the project on the lives of youth with disabilities. The documented change stories were reviewed, validated and vetted at a stakeholders meeting held in Masindi district on 13<sup>th</sup> November 2020. The stakeholders included Youth with disabilities, District local government officials, OPDs and project implementers. The review and vetting of the change stories was based on the following criteria:

- Demonstrates behaviour change related to project objectives and results.
- Demonstrates that the projects contributed to change beyond the storyteller
- Demonstrates that the projects met the need of the participants
- Demonstrates that the projects included marginalized people

- Demonstrates a change that will affect long-term effect at household or and community level
- Demonstrates self-reliance

In the first round, 30 change stories were reviewed by five groups each group reviewing between five - six stories. From the 30 reviewed stories, five change stories were selected based on the above criteria. In the second round, five change stories were projected and readout in the plenary. At this point, additional information on the change stories was provided by the stakeholders who were familiar with the individuals/change stories. After the review, three change stories were selected. At the third and final round, two change stories were selected instead of one because of the two projects that were evaluated and the need to balance gender. In addition to the criteria used, the stakeholders who participated in the validation and selection of the most significant change stories reported that the stories represent the impact of the two projects on the lives of youth with disabilities that participated in the projects.

## Joseph (name changed)

Nwoya District. Supported by the Economic Empowerment Project





I was born with my perfect sight but lost it when I was in P.6 and dropped out of school due to this disability. The life before Sightsavers' intervention, was so difficult for me in that I could not afford to get money and buy the basic needs for my life.

Being visually impaired (totally blind), no one would think of offering me work. Even my wife left me because I was not able to meet the family requirements and left behind our young child that added more misery.

Sightsavers called for a meeting for youths with disabilities at the district in 2018 which I attended. We were informed of the on-going project and how it was going to support us gain skills to enable us to earn a living.

We filled application forms and luckily, I was called and taken to the Vocational Training Institute, Gulu district where I was trained knitting. The training took 3 months and additional 3 months for internship training. After training, I got a certificate and start-up tools and started working.

That was the end of the road to suffering, I started getting contracts from schools to make for them sweaters. There was one big contract I remember I got in early 2020 where I produced sweaters worth 570,000ugx (about USD \$152) for one customer.

I have since become self-reliant economically, gained a name and respect in community, married again and now have a family. I can now help my mum with money, and I am able to meet my personal and family expenses.

I have acquired the necessary skills to make sweaters. The skill I got is amazing that whoever I work for appreciates. I have got a contract from an organization called ZOA where I am training 13 children per day for a period of three months and they are paying me for this service. I have a permanent skill which is a permanent job to me.

I am assured of earning money because the products I make are mainly bought by schools which assures me of market. I have now gone into farming from the money I get out of knitting as alternative source of income.

I now have four pigs and three goats, and I am going to buy more. I am planning to start my own business and start training youths with disabilities in knitting, construct a permanent house for my family.

Due to my ability and what I have been able to do, I was elected the chairperson of the persons with disabilities in my village and I now freely participate in our community's decision making. I sometimes help friends with loans and pay me back without interests. Therefore, I am now respected as a person who contributes to the community not 'useless' as many were perceiving me before.

## Robinah (name changed)

Masindi District. Supported by Improving Livelihoods project



Robinah has multiple disabilities which include severe difficulty to walk, difficulty seeing and difficulty talking. Before Sightsavers' intervention, she used to move by crawling on the ground because she did not have an assistive device, she had lost hope and what she only hoped for was a radio to listen to different programs and people.

Her mother could not manage to meet her needs and those of other children at home after separating with their father because of her disability. The family could not afford to buy some necessities such as salt, soap and clothes.

People at home and in the village had no respect for her and this made her miserable and lonely. Robinah was in a terrible State and had jiggers (*Tunga penetrans*) in the feet, elbows and her nails were getting out.

The family members were mistreating her because of being dirty and helpless and kept her in a store that was extremely unhygienic.

In 2017, the Chairperson of Persons with Disabilities for Masindi District threatened to take the mother to police for neglecting her daughter.

“I gave her mother two weeks to have done something and when I went back, I found that the girl was improving. I advised her to use grease jelly to treat the jiggers in the feet and the hands which she did. I think if Sightsavers had not come, this girl would have died.”

—Chairperson persons with disabilities, Masindi district

In May 2019 Sightsavers identified and trained her from home and later gave her three piglets and a wheelchair to ease her movements. The piglets included one boar and two sows. The two female produced, and some piglets were sold to install a solar system to light their house at night and charge the phone and to meet Robinah’s basic needs.

“We now have five pigs and the staff of Sightsavers keep checking on us. As a family, we can now get necessities for our home such as clothes, food, salt, soap and medical care. Robinah has what she needs, and she is now able to save in a box whenever she gets some money from piglet sales. As a single parent I find it easier to stay with a person who can contribute to the family expenses as I also do my income generating activities such as goat rearing and growing of food crops. Now, our neighbours give my daughter much respect as a person who understands and can contribute something to our village. When she speaks, people try to listen to understand what she’s talking about but in the past, they would not bother paying attention.”

—Robinah’s mother

Some people who rear pigs in the village bring them for mating and they pay a piglet for the service. This will increase on the number of pigs for her family but also help the community with improved breeds.

The wheelchair from Sightsavers has enabled her to move freely from place to place which she never used to do. Robinah has access to a radio, she’s now independent and hopeful that her life will continue to improve.

#### **2.4.2. Access to financial services by youth with disabilities**

The project enhanced the capacity of the youth with disabilities to earn, save and access financial services to enable youth with disabilities to initiate, expand and sustain their entrepreneurial activities. The feedback from youth with disabilities and financial institutions that participated in the evaluation indicated that financial services were available and accessible. The most accessed sources of financial services for savings and loans were VSLAs. A few of the youth with disabilities interviewed (participated in the Focus Group Discussions) as part of the evaluation indicated that they had accounts with formal financial institutions like banks although the evaluation did not establish the actual number. Other sources of financial services mentioned included mobile money and friend and relatives.

The analysis of project monitoring data indicated that <sup>214</sup>/<sub>368</sub> (68%) and <sup>28</sup>/<sub>46</sub> (61%) of the youth with disabilities project participants monitored under the Economic Empowerment project and Improving livelihoods projects respectively had obtained at least one financial product from formal and non-formal financial institutions in five districts at the end of the project. The evaluation established that 95% of the economic empowerment project participants and 73% of the Improving livelihoods project participants were involved in saving especially in informal/village savings and loans associations (SACCOs) where they save money weekly or monthly. This could be attributed to the improvement in individual earnings, financial literacy and business skills provided by the projects.

The projects improved access to financial services through engaging financial institutions and providing financial literacy skills to the project participants. The evaluation data indicated that 93% of the participants under the economic empowerment project) and 96% of the participants under the Improving livelihoods project who tried to access the financial services received the service.

Banks now have agents everywhere; we don't have a problem of distance. Also, the VSLAs and Saccos are everywhere, it is a matter of deciding on what institution you want to use. Our local saving groups are cheaper since they don't have many charges compared to banks and Saccos. —FGD Female Youth, Nwoya district

For us we have mostly used our own village savings groups because they are easily accessed. We can save and access loans when time comes, they don't require collateral security in order to lend us money. — FGD with Male youth with disabilities, Hoima district.

The financial institutions indicated that they recognise and provide services to youth with disabilities. The DFCU, Post Bank and Centenary Bank all indicated that they had clients who are youth with disabilities. Post Bank, one of the financial institutions indicated that they provide special attention to people with disabilities including giving them priority to be served first and are accessible.

We have provision that recognise youth with disabilities at the time of opening accounts and accessing products where questions on disability are asked while filling out the forms. if they come, we give them special attention, so they are served within the shortest time possible and they leave the bank. Our banks are accessible, have ramps on doors and people who use wheelchairs and walking aids can easily enter the bank. —KII Post Bank, Nwoya district.

With available financial services from both formal and informal financial institutions, youth with disabilities have options and opportunities to access the services needed.

It was however noted that access to formal financial services was limited. The project had envisaged that youths would easily access financial services, borrow money and grow the business. However, a very small number of youths accessed the loans from formal financial institutions. This was attributed to the limited engagement of the financial institutions by the projects to design and provide specific financial services to youths with disabilities. Although

the projects had a memorandum of understanding with eight financial institutions and held a breakfast meeting with them, this was not enough. It required constant engagement for them to appreciate the need to provide appropriate and accessible financial services to youth with disabilities. Secondly, youths with disabilities were not consistent in savings and some stopped saving. This was attributed to limited earning as a result of COVID-19 and other eventualities like floods (refer to section 2.5 on sustainability for details).

### **2.4.3. Access to government economic and livelihoods programmes by youth with disabilities**

The evaluation established that the projects advocated for social inclusion and consideration of youth with disabilities in the government economic and livelihoods programs. The projects influenced local governments to revise the guidelines for accessing the youth livelihood program, women and special/disability grant to include youths with disabilities. It was noted that the mandatory requirement for all the groups applying to benefit from government programs to include youth with disabilities provided an opportunity for youth with disabilities to benefit from local government programs. This is demonstrated by the success rate for the youth with disabilities who tried to access the government implemented livelihoods programme. For example, 76/103 (74%) of the participants under the economic empowerment project and 5/7 (71%) of the participants under the Improving livelihoods project who tried to access government livelihoods programs succeeded.

In addition, evaluation data indicated that eight groups of youth with disabilities had accessed government economic and livelihood programs. Through advocacy and engagement with local governments, the youths were linked to the existing government programs for further support. Some individuals and groups benefited from Operation Wealth Creation (OWC), Disability Grant, YLP, UWEP and NUSAF program among others. The groups include; Purango women group in Nwoya district which received financial support from NUSAF; Pakanyi, a group of youth with disabilities in Masindi district which received UGX 12 million from Uganda Wildlife Authority; Masindi disabled women's Association in Masindi benefited from the disability grant; two groups in Biiso, Buliisa district benefited from the disability grant; Kiryapunu PWDs Association in Masindi District was provided with a grinding mill from the Youth Livelihood Project; Bwijanga disabled youth community group and Miirya shinning disabled youth group in Masindi district benefited from the special grant; 17 youth with disabilities in Hoima district benefited from "Emyoga" government program. The youth wing of the UNAB board also benefited from youth livelihood programs of the government in 2018 and 15 million from Abilis Foundation in 2018 which enabled them to start a car washing project.

The feedback from Community Development Officers indicated that youth with disabilities are given priority in accessing government programs. The youth livelihood program (YLP) guidelines requires that for a group to benefit, at least 2 of the 15 members should be youth with disabilities which has created a sense of inclusion. This has ensured that youth with disabilities benefit from government programs. In Buliisa district, it was reported that 8 groups of youth benefited from the youth program and some of the members are youth with disabilities.

I benefited from Operation wealth creation, we formed a group of youth and the government through the operation wealth creation gave us bicycles to mobilize other youths and also gave us the maize grinding mil. —FGD Male YWDs, Masindi district

We are glad some of our youths have already benefited from the government programs. We advocated for programs like “Emyoga”, youth livelihood program, UWEP, disability fund, special grant, National Agricultural Advisory Services (NAADS) and in these some youth with disabilities have benefited. We have more 20 youth with disabilities who have benefited from the special program. —FGD with OPDs, Buliisa district

The projects strengthened the relationship between the district local government structures and the networks of parents, OPDs and youth with disabilities structures. This strong linkage enabled the youth with disabilities to access resources to expand and sustain their business enterprises.

#### **2.4.4. Family, community and employers’ attitudes and practices towards youth with disabilities**

The family, employers, community and other stakeholders play a key role in the involvement and participation of Persons with Disabilities in the social economic development of the country. Persons with disabilities experience negative attitudes, structural barriers and unfavourable policies and procedures which hinder their effective participation. However, the projects encouraged youth with disabilities to join mainstream groups as well as including non-disabled youth in groups established by youth with disabilities. This was intended to foster social change and acceptance of youths with disabilities in the community as equal economic actors. The feedback from the youth with disabilities who participated in the learning workshop and final evaluation reported a positive change in attitudes and practices from the family members, employers and general community members towards youth with disabilities.

Initially, we were taken as if we are not humans. But now, people with disabilities influence change, contribute to the business sector and participate in decision making. Even the different organizations encourage people with disabilities to apply for job adverts. This shows the inclusion of people with disabilities and positive attitudes from employers. —FGD Male youth with disabilities, Nwoya district

Community members are very positive towards people with disabilities. This is seen in the interactions we have with other members of the community, the value they put in us and the respect they give us. —FGD Female youth with disabilities, Masindi district

The community is now sensitized about the perception they have towards persons with disabilities. It is known that being disabled has nothing to do with disability and this is evident in the skills the youths have, and the work

they do which is even better than those without disabilities. —FGD Family and community, Kiryandongo district

Due to the change in community attitudes and practices towards Youth with disabilities and the confidence acquired by the youths, some of them have taken up leadership positions in the district local government and the community groups. This clearly demonstrates the trust and confidence the community and family members have towards the youth with disabilities.

Youth with disabilities are now able to take on leadership roles in the communities without fear like in Masindi here, they have been elected as leaders for youth counsellors for persons with disabilities at subcounty and district level. —FGD Family and community interview, Masindi district

One of the ‘unintended impacts’ of the project was the increase in the number of women going into marriage as opposed to pursuing their career first. The feedback from the youth and community members indicated that the projects improved the value of youth with disabilities especially women. The vocational training and exposure provided to female youth with disabilities opened marriage opportunities for most of them. This, unfortunately, affected negatively the project as some of the youth decided to get married and abandoned their trades.

The project increased exposure of the youth to the outside world. Some of the youths were kept indoors for long and could not be allowed to move freely and interact with other youths. This project provided opportunity for them to be trained. When trained especially women, their value increased, and men started targeting them for marriage. The Vocational training added value to the women, even those who were neglected before, men started chasing them and some got married. —KII, National OPDs

It was also noted that in some instances where a female beneficiary wanted to get married, the parents would threaten and sometimes take away their tools more especially if the prospective husband did not pay dowry. Such incidents were reported in Nwoya and Buliisa districts. Similar future projects need to design strategies on how to address this challenge. One way to address this is to engage and sign a memorandum of understanding or any formal agreement with parents/caregivers and youth with disabilities on their role in supporting youth with disabilities to complete the training and start their own business enterprises.

Another ‘unintended impact’ was observed in the increased participation of youth with disabilities in politics. Due to confidence and recognition, some youth with disabilities have come out to vie for political office at different political levels. The involvement of youth with disabilities in the local government leadership will strengthen the advocacy efforts and open opportunities for youth with disabilities to access government livelihoods programs.

Lastly, it was noted that some of the families had started viewing youth with disabilities as productive members and shifted the burden of taking care of the family to them. This hinders savings and development among the youth because they are forced to spend the little income they earn.

## 2.4.5. Policy change or adaptations made by VTIs, Financial Institutions and government/district local government to facilitate the inclusion of persons with disabilities in service delivery

The evaluation established that the projects contributed significantly to the policy change or adaptation by vocational training institutions, financial institutions and government/ district local government to facilitate the inclusion of persons with disabilities in service delivery. The projects strengthened the capacities of VTIs, Financial Institutions, employers and government/district local government which are important to facilitate the economic empowerment of youths with disabilities. The feedback from the youth with disabilities who participated in the evaluation indicated that there were significant positive changes in the ways VTIs responded to the needs of youth with disabilities. The evaluation recognizes that long-lasting change in these institutions and communities require more time and consistent engagement.

The observation conducted in six vocational training institutions where youth with disabilities were trained indicated that all of them had improved on physical accessibility to building entrances, walkways, compound accessible bathrooms and lavatories. However, institutions did not have clear signage and enough lighting for youth with hearing or visual impairments. On the availability of trained tutors to handle youth with different disabilities, it was noted that all the institutions had at least one tutor with basic training to handle youth with various disabilities especially those with hearing impairment. For example, Gulu Christian Comprehensive Vocational School reported that they recruited 4 more teachers including one Sign Language Interpreter specifically to support youth with disabilities improve their learning.

We recruited 4 more teachers including a sign language interpreter specifically for these children with disabilities to ease their learning. Our buildings entrances have ramps, we have tailoring machines operated by hands and all the teachers are trained on how to handle youth with disabilities. We have always been disability friendly school. —KII, Gulu Christian Comprehensive Vocational School

The provisions to cater for persons with disabilities such as adaptations when constructing infrastructure for the institute are always considered. We look at things like ramps on doors for easy access for persons with disabilities, toilets constructed to cater for persons with disabilities, teachers trained to handle persons with disabilities and administrative considerations to cater for persons with disabilities. —KII, Kiryandongo Vocational Training Institute

Some of the institutions developed guidelines while others have made adaptation to facilitate smooth participation of youth with disabilities in their programs.

We have introduced a compulsory class for all our staff both academic and no academic to be taught sign language as a way of helping communication with children with disabilities.— KII, Masindi Centre for the Handicapped



As an institution we follow guidelines and we are supposed to observe the inclusion policy to admit both male and female, persons with disabilities and those who are able bodied and ensure that nobody violates the rights of children.— KII, Nile Vocational Institute Hoima

However, four of the six vocational training institutions (Nile Vocational Training Institute, St. Kizito Vocational and Apprenticeship Centre, Gulu Christian Comprehensive School and Kiryandongo Technical Institute did not have provisions for visually impaired persons such as Braille equipment, materials and information. During the behaviour change and communication learning workshop held in October 2020 with key project stakeholders, it was noted that some of the instructors focused more on the fast learners and were not giving much time to the slow learners. This demonstrates limited knowledge and appreciation of the learning needs of the different categories of youth with disabilities by the instructors.

In terms of accommodation, all the Institutions had separate accommodation rooms for women and men. The institutions did not allow men to visit women in their dormitories.

On the policy change or adaptations made by financial institutions to facilitate the inclusion of persons with disabilities in service delivery, it was established that financial institutions do not discriminate any customer based on disability, gender or any other characteristic. However, because of the unique needs of persons with disabilities, financial institutions need to make adaptations in infrastructure and services provided.

Most (<sup>8</sup>/<sub>9</sub>) of the financial institutions that participated in the evaluation reported that they had considerations for persons with disabilities especially on physical accessibility and service. Masindi District Farmers Association (MADFA) microfinance in Kiryandongo districts acknowledged that they did not have physical accessibility provisions for persons with disabilities, but they reported that they have clients who are persons with disabilities.

As a bank, with or without any partnership, we have a responsibility to provide our services to any qualifying individuals or group of individuals. There are some considerations for persons with disabilities who would want to access our services. For example, the bank has a deliberate policy of ensuring that all branches are physically accessible, have enough lighting system and persons with disabilities do not line when they come for a service.—KII Post Bank, Masindi district

This was also noted in other post bank branches in Nyowa, Hoima and Kiryandongo districts. In Kiryandongo district, a group of Persons with disabilities opened an account through the district union of persons with disabilities. The bank decided to train them from where they were located.

We have provision that recognise persons with disabilities at the time of opening accounts and accessing products where questions on disability are asked while filling out the forms. Some time as a Bank, we conduct community outreach for the people with disabilities and our staff serve them from their homes. We also have mobile vans that move from place to place facilitating banking, and this reduces on the distance that our clients,

especially persons with disabilities, must move to access our services.—KII  
Post Bank, Nwoya district

Other financial institutions like Centenary bank, DFCU and ENCOT have also changed their practices to accommodate the needs of youth with disabilities. Centenary Bank introduced the biometric system in which the client accesses his or her funds with only the thumb print. Although, the introduction of the biometric system was not specifically to address the needs of persons with disabilities, it has greatly benefited persons with visual impairments. DFCU bank reported that the bank has general practice/rules of ensuring physical accessibility to premises and access to services.

If they (youth with disabilities) come, we give them special attention so that they are served within the shortest time possible and they leave the bank. They don't line up. There are times when they come in and there are no seats, but we make sure that we provide for them seats even if it means a member of staff standing for some time.—KII DFCU, Masindi district

Basing on the feedback from the financial institutions, it's clear that in practice, they try to support and provide financial services to youth with disabilities, but this is not well reflected in their policies and procedures as reflected by one of the financial institutions thus;

Generally, we are lacking in mainstreaming people with disabilities as a country. Am not aware of any provisions of this bank that specifically target persons with disabilities. I think the institution is still growing and such provisions will come in future. For now, we handle them on an individual basis. Those with physical disabilities have access to the bank premises, but we have not considered other form of disabilities e.g. visual disability.—KII  
Financial institution, Kiryandongo district

However, two out of the nine financial institutions reported that some persons with disabilities are sometimes difficult, manipulative and want to use their condition to seek for sympathy to doge fulfilling their obligations especially when it comes to loan repayment. They recommended for continuous engagement with Sightsavers and provision of financial literacy to youth with disabilities to enable them to appreciate the need to save, open accounts, access loans and payback as per the loan agreement. The financial institutions need more sensitisation to be appreciative of the support youth need in accessing financial services.

At local government level, it was noted that no policy change or adaptations were made by districts to facilitate the inclusion of persons with disabilities in service delivery, however, the projects enhanced the implementation of government policies on the inclusion of marginalised and vulnerable people such as persons with disabilities. The projects influenced district local governments to revise the guidelines for accessing the youth livelihood program, women and special grant to include youths with disabilities and created awareness on the need for reasonable accommodation during public meetings as well as representation on the district youth council

It was noted that district local governments include persons with disabilities in the five-year development plans and budgets to support the work of NGOs. The vote for disability is meagre and covers activities for the district council for disability like quarterly meetings and

monitoring. This is because of the understanding that persons with disabilities are well catered for by the disability grant that comes from the Ministry of Gender Labour and Social Development.

The projects strengthened collaboration and linkages between youth with disabilities and district local governments. Through this approach, youth with disabilities were linked to other government programs such as YLP, UWEP, NUSAF, Community Demand Driven program, Operation Wealth Creation and “Emyoga” among others.

To further strengthen access to government programs by youth with disabilities, continuous advocacy for inclusive disability programming and budgeting at subcounty and district levels need to be sustained. The needs of youth with disabilities need to be included in the development plans and budgets. The capacity of the youth with disabilities especially leaders need to be strengthened to enable them to advocate and demand for the provision of services to the youth with disabilities.

## 2.5. Sustainability

Rating



The evaluation gives a rating of **satisfactory** for this evaluation criterion. The decision is based on the potential for sustainability and threats to sustainability observed during the evaluation. The potential for sustainability was based on the individual skills and start-up kits, the positive change in attitudes and practices of key stakeholders and linkages to government economic empowerment and livelihoods programs created. The evaluation found:

- Skills training and provision of start-up kits enabling youths to start their business enterprises
- Strong partnerships with OPDs, government and VTIs fostered by the project
- The positive change in attitudes and practices of key stakeholders has the potential for sustainability.
- Availability and accessibility to mainstream government livelihood and economic empowerment programs by youth with disabilities.
- The Vocational Training Institutes will continue to provide vocational training opportunities to youth with disabilities.
- However, the outbreak of COVID-19 has affected the capacity of some youths to start and sustain business enterprises.

The Strong Partnership with local government and key institutions such as OPDs and Vocational Training Institutions was important for building synergies and sustainability of the programs. The project involved key stakeholders (OPDs, local governments, VTIs among others) in planning, implementation, monitoring and evaluation which fostered ownership of the projects and results. These institutions will continue to provide support to youth with disabilities in accessing economic empowerment opportunities and protection of their rights.

The skills acquired by the youth with disabilities and the start-up kits if well utilised will continue to generate benefits to the youths, families and communities. With continued practice, the youths will improve on their skills and master their trades hence enabling them to be more competitive in the market.

The Vocational Training Institutes will continue to provide vocational training opportunities to youth with disabilities. This was not easy at the beginning but most of the VTIs have changed their attitude, made reasonable accommodation to meet the needs of youth with disabilities, hired and trained staff on how to handle youth with disabilities. These institutions will continue to admit youth with disabilities on their own.

The positive change in attitudes and practices of key stakeholders including parents, family and community members, vocational training staff and employers (for internship/apprenticeship) has potential for sustainability. The feedback from the participants and key stakeholders indicated that change was happening and youth with disabilities will continue to receive positive treatment and support from family and community members.

*Some parents have not been supportive to their youth with disabilities. But when they observed what happened to those that joined the Sightsavers projects, they started supporting their CWDs in many ways such as in business and education.—KII, Hoima District*

The policy changes and adaptations made by institutions will ensure that youth with disabilities continue to benefit from their programs. Most VTIs improved their accessibility, trained their tutors and put in place other provisions required by youth with disabilities. With these provisions, youth with disabilities will continue to access vocational training.

The family support systems built around the youths especially the youth with multiple sensory impairment or severe disability will sustain the projects established for the youths. The identification and training of the parents (mother or father) or immediate family member ensures that other family members have the skills and capacity to support youth with disabilities to run the projects. Secondly, the approach instils a sense of ownership and the desire to sustain the projects by the family members.

The availability and accessibility of mainstream government livelihood and economic empowerment programs present an opportunity for the sustainability of the project results. The YLP guidelines for example, mandates all the groups to benefit from the program to ensure that at least two of the members are youth with disabilities. Such provisions will ensure the participation of youth with disabilities in government programs.

## 2.6. Coherence/coordination

Rating



The extent to which the project has coordinated with other similar initiatives, and the degree to which the project design and implementation are internally coherent was rated as **excellent**. The basis for this rating includes:

- The economic empowerment and improving livelihoods projects were in line with the 11th European Development Fund (EDF) National Indicative Programme 2014-2020 under

objective 1 which focuses on promoting development and resilience as an incentive for stability in the fragile regions of Northern Uganda and Karamoja through the adequate capacity of local government to deliver effective and sustainable services in the livelihoods sector in particular to smallholder farmers, pastoralists and the most vulnerable segment of the population.

- The projects were in line with the Sustainable Development Goals especially 1, 5, 8, 10 and 11<sup>5</sup>. Improving livelihoods and social inclusion of young Persons with Disabilities in Uganda contribute to the efforts towards the achievement of those goals.
- The NLCF project worked collaboratively with people with disabilities and other East Africa Development Fund (EADF) grant holders through biannual partner learning meetings where they would meet and have discussions on how the projects were moving; share progress and challenges and how to address them. This fostered learning from each other to improve project implementation.
- The projects strategy and approach advances Sightsavers' focus on social inclusion, partnership and strengthening of OPDs to improve the quality of life of youth with disabilities in Uganda.
- The objectives of the projects were in line with the NDP 2015/16-2019/20 focus on enhancing human capital development and increase employment creation through fast tracking skills development and harnessing the demographic dividend.

## 2.7. Cross cutting issues

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### 2.7.1. Safety and security of the youth with disabilities in Training Institutions

The feedback from youth with disabilities especially women on their safety and security during training was largely positive. The evaluation did not register any case of harassment, mistreatment or forced labour. Most of the youth reported that they were treated well by both teachers, administrators and fellow students with or without disabilities. The female students were freely engaging the administration in case they needed support for example during their menstruation period. Those who had children would be allowed to go home over the weekends to see their children. The male students were not allowed to visit the girl's halls of residence, use showers or toilets.

We had support from administrators, teachers and fellow students as well. There were generally no cases of harassment or mistreatment since the administrators used to talk to all students on how to treat the disabled. special attention was given to us and sign language interpreter was there the students we went with were very friendly, helped me to reach school, classes and get meals and move to wherever I wanted. As far as my

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<sup>5</sup>SDGs-1- No Poverty; 5-Achieve gender equality and empower all women and girls; 8- Decent work and economic growth; 10-reduced inequality and 11-sustainable cities and communities.

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disability is concerned, visual impairment, I received all the support required to attain my skills.—FGD with Female YWDs, Nwoya district

We boys were not allowed to girl's halls of residence, showers and toilets. We did not hear any case of sexual harassment.—FGD with Male YWDs, Buliisa district

The feedback from the management of VTIs was no different either. All the VTIs involved in the evaluation indicated that they did not record any case of harassment or mistreatment of youth with disabilities. They reported that female youth with disabilities were provided with special counselling sessions to help them manage the changes they experience. The VTIs provided spaces and allowed women with disabilities with babies to come with their babysitters without paying any extra fee for their feeding and accommodation expenses. Such provisions if maintained will ensure safety and security for female youth with disabilities in vocational training institutions.

Although there were no safeguarding issues reported, one of the participants in Kiryandongo district reported that she experienced challenges in accessing basic needs such as sanitary pads and water. **Such issues do affect learning and acquisition of skills for female youth with disabilities.**

We had challenges of having things such as sanitary pads, also accessing water points which were slightly far away.— FGD with Female YWDs, Kiryandongo district.

## 2.7.2 Gender responsive programming and training

The gender analysis conducted as part of the evaluation indicated that the two projects were gender responsive. Right from the projects design, monitoring and evaluation. The projects' goal and objectives had an explicit commitment to promoting or achieving gender equality. To achieve this, the project identified and included the National Union of Women with Disabilities of Uganda (NUWODU) as one of the partners to provide technical support and guidance on gender responsive programming.

NUWODU conducted a gender analysis to identify the gaps which were followed by a holistic training of the project implementers, Organisations of Persons with disabilities, VTIs and youth with disability networks on gender responsive programming.

NUWODU further conducted accessibility audits in VTIs to address gender needs including issues of hygiene, privacy, accommodation for female youth with disabilities which were addressed by the institutions before enrolling them. This ensured that the needs of both female and male youth with disabilities were taken care of during the training.

All the Vocational Training Institutes visited reported that they have considerations for women and girls in admission, training and general welfare. For example, Kiryandongo Vocational Training Institute reported that they have a policy to enrol 40% of girls on government scholarship.

We allow women with disabilities who have babies to come with their babysitters and the school meets all the feeding and accommodation

expenses. We have special counselling sessions for the girls, to help them in the changes they experience, and we have an office/room set apart for their special needs.—KII, Gulu Christian Comprehensive Vocational School

During the training of youth with disabilities, some students had babies, we hired a maid to take care of them. They also had a room for themselves. After the training, the maid remained at the school and now she has remained, and the institute is supporting her in her studies.—KII St Kizito Vocational Institute, Masindi district

It was noted that during the implementation of the two projects, gender norms, roles and relations were adequately addressed. For example, married female youth with disabilities who could not go for a three-month vocational training course were placed for apprenticeship near their homes to learn soft skills such as soap making, bakery and chalk making among others.

Youths who were married had the challenge of leaving their homes to attend training from a far district distance that involved being in boarding or hostels. The project team had to keep on delaying their enrolment, and if they got time, they would be brought on board. In situations where they could not attend far distance trainings, a nearby training were organised for placements of such youths.—KII, Local Government Official

The livelihood project trained 30 youths with disabilities through apprenticeship program. These were youths who could not afford to go for vocational training because of other factors such as marriage, children to take care of or their husband not authorising them or were not comfortable leaving their homes and staying in VTI. These were trained near their homes in soft skills such as soap making, chalk making and bakery among others.—KII, Project Implementers

The projects ensured that data collection, analysis and reporting reflect gender. All reporting on quantitative indicators on project participants have gender disaggregated data. However, it was noted that very few 2% of female youth with disabilities enrolled and completed a training course in male dominated courses such as welding and plumbing.

Courses such as building and concrete practice (BCP), carpentry, motorcycle mechanics and leather & shoe making were largely undertaken by men despite the project's efforts to encourage female youth with disabilities to enrol on such courses during the foundation sessions. Deliberate efforts should be made to encourage and motivate female youth with disabilities to enrol on such courses.

### 2.7.3 Impact of COVID-19

However, the outbreak of COVID-19 and subsequent prevention guidelines imposed by the government have threatened the sustainability of the projects. Some of the youths were unable to continue with their business while others who were employed were stopped by their employers due to lack of business.

The outbreak of COVID-19 hindered the economic development and livelihood of youth with disabilities. Due to the lockdown, most youths with disabilities found it difficult to access their work premises, purchase products and pay their rent.

Customers are no long coming this mainly due to schools not operating, which is the major source our businesses. Therefore, I would be having 5 customers on average per week bringing new clothes or businesses but now a week can end without making a cloth.—FGD YWDs, Masindi district

I was made to close the place where I used to do my tailoring business from because of COVID-19. The landlord also increased the rent and up to now, I have not yet resumed doing the business. Am majorly depending on my husband for survival for now, as well as farming. But am planning to re-open my business in January when I expect things to stabilize.—FGD Female youth with disability, Nwoya district

However, youths who established businesses in their homes were able to sustain their businesses amidst the corona pandemic. The easing of the lockdown and diversification have also enabled some of the youth with disabilities to survive and sustain their businesses.

Working from home helped me to earn some money that sustained me. I also engaged in farming to sustain myself. I have re-opened the business and things are getting to normal.—FGD Female youth with disabilities, Nwoya district

I was able to do my saloon business from home since most of my customers stay near. Of course, it was risky since you never know who had the virus, but then I had to survive. But I have re-opened and things are steadily getting to normal.—FGD Female youth with disabilities, Nwoya district

The outbreak of COVID-19 also affected the implementation of project activities. Some of the activities especially the distribution of kits was affected. This impacted negatively on the project as some of the participants/trainees did not receive their start up kits on time as planned. With the easing of the lockdown, the procurement was completed, tools delivered and project participants were refreshed on the skills to be able to start their business enterprises.

It was also noted that due to COVID-19, some youth with disabilities did not have access to basic needs and as a result, they ended up selling the start-up kits given to get money to meet the immediate needs. These, however, were isolated incidences.

Some youth with disabilities were trained, given start-up kits but did not work and some even mismanaged the equipment's by selling them because they did not have money to survive during COVID-19. COVID-19 greatly affected the businesses and made it difficult to meet or monitor the beneficiaries.—KII Local Government, Masindi district

To mitigate the effects of COVID-19 on the participants, the projects provided tips on how to prevent themselves from getting COVID-19. In all activities conducted during the pandemic,



standard operating procedures set by the ministry were followed to the letter. This was also done during the evaluation.

## Conclusions and recommendations

### 3.1. Summary and conclusions

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The evaluation established that the Economic Empowerment and Improving livelihoods for youth with disabilities in Uganda projects were successful. Most of the outcome and output indicator targets were met by the two projects as indicated in the indicator tracking matrix (refer to annex 2 for details).

The projects were efficient and fostered effective partnerships with OPDs, VTIs, Government/local governments and leveraged on each other's strengths to achieve results within time and available resources.

Overall, the evaluation rates the performance of the projects as **satisfactory** because there was strong evidence that the projects met most of the project objectives and indicators. However, there were areas for improvement especially in access to formal financial services, policy influence in favour of youth with disabilities and the sustainability of the business enterprises.

Through the projects, 80% and 74% of the youths with disabilities monitored under the Economic Empowerment and Livelihoods project respectively had accessed waged employment or were in self-employment enabling them to earn income and improve their livelihoods and those of their family and community members.

The projects increased the capacity of the youth with disabilities to save. 86% of the Economic Empowerment project participants and 73% of the Improving livelihoods project participants were participating in saving groups. The youth with disabilities were equipped with business and financial management skills which fostered the culture of prudent financial management practices including saving.

The project contributed to the change in family and community negative attitude and practices towards youth with disabilities and fostered social change and acceptance of youth with disabilities in the community as equal economic actors.

The projects were successful in strengthening the capacity of local OPDs to continue advocating for the rights of youth with disabilities, access to government mainstream programs and to manage similar projects in future. The adaptations made by the VTIs (and to some extent local government) have benefited and will continue to benefit youth with disabilities.

The project strengthened the linkages between OPDs and local government to enable the youth to benefit from existing government programs, financial services and other economic empowerment opportunities long after the projects have closed.

## 3.2. Lessons learnt

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- Strong and formal Partnership with local government and key institutions is important for building synergies and sustainability of the programs targeting people with disabilities: The project identified, engaged and interested key stakeholders in project activities to promote ownership and leverage on different opportunities offered by the partners for building synergies and sustainability.
- People with disabilities who lack means of survival struggle to start business enterprises even after training and provision of start-up kits and some may end up selling the kits. Such beneficiaries need to be supported financially or materially in addition to giving them start up kits. Material or financial support can help them to pay for space or materials to use.
- The approach of strengthening family support systems for youth with multiple sensory impairment or severe disability ensured ownership and proper management of the projects given to youth with disabilities by family members which is a strong pillar for the sustainability of the projects.
- The focus on the individual needs of youth with disabilities was a very good approach. Through this approach, the youths were placed in appropriate training programs such as Vocational Training Institutes, home based training or apprenticeship. This ensured that all youths especially the most vulnerable (youth with multiple sensory impairments) were enrolled and supported.
- The internship placement enabled the youths to get hands on experience in the areas of training. However, the duration needs to be extended from 3-6 months. This is because youths have different learning abilities and need more time to practice. The feedback from some of the employers indicated that some of the youth with disabilities have limited skills due to limited training and apprenticeship period.
- The Inclusion of youth with disabilities into mainstream groups makes the groups more sustainable and cost effective as opposed to forming their own groups. Due to fewer numbers of youth with disabilities in the parish or subcounty, forming exclusive groups for youths with disabilities makes it expensive for them because of the need to travel long distances to save or attend meetings. Mainstream groups cover a smaller geographical area hence making it easy for the youth with disabilities to participate effectively. The mainstream groups also foster social inclusion and acceptance of the youth by other group members and communities.
- Attitude change requires consistent sensitization and engagement of the target audience. One or two meetings may not be sufficient to foster positive behaviour change. The projects needed to conduct more high-level meetings in various districts to realise the desired change.

### 3.3. Recommendations

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1. Future projects should ensure that other categories of youth with disabilities benefit from the projects. The two projects largely benefitted youth with physical disabilities with 47% of all project participants. This can be done using a quota system or engaging all other OPDs.
2. Involve the vocational training institutions in the Industrial/internship placement of the trainees to enable them to monitor the trainees and support them to learn. The VTIs can also follow up with youth with disabilities to continuously assess their performance.
3. Periodic review of the performance of the vocational training institutions involved in the project on their capacity to equip youth with disabilities with the needed skills.
4. Extend the vocational skills training duration for some courses like carpentry and plumbing which require more time as provided for in the Directorate of Industrial Training guidelines. The duration for some courses should be flexible depending on the course and the disability related learning needs of the trainees.
5. Build strong and formal Partnership with formal financial institutions to develop financial packages for the youth with disabilities.
6. Provide career guidance and encourage female youth with disabilities to enrol on male dominated courses such as mechanics, welding, carpentry among others to widen their employment opportunities.
7. Engage and sign a memorandum of understanding or any formal agreement with parents/caregivers and youth with disabilities on their role in supporting youth with disabilities to complete the training and start their own business enterprises. It's against these commitments that it becomes easy to hold the parents accountable if they ever became non supportive. The projects should also increase monitoring and support visit to families to ensure that their commitments are met.

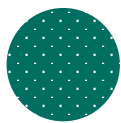


**Francis (name changed), born with vision in only one eye, works as an electrical engineer in Kampala, Uganda. He trained as part of Sightsavers' Economic empowerment of youth with disabilities in Uganda project. © Sightsavers/ Martin Kharumwa 2019**

# Appendices

## Appendix 1: Evaluation Criteria Rating

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### Excellent

There is strong evidence that the project **fully meets all or almost meets all aspects** of the evaluation criterion under consideration. The findings indicate **excellent and exemplary** achievement/progress/attainment. This is a reference for highly effective practice and an Action Plan for positive learning should be formulated.



### Satisfactory

There is strong evidence that the project **mostly meets** the aspects of the evaluation criterion under consideration. The situation is considered **satisfactory, but there is room for some improvements**. There is need for a management response to address the issues which are not met. An Action Plan for adjustments should be formulated to address any issues. Evaluation findings are potentially a reference for effective practice.



### Attention

There is strong evidence that the project **only partially meets** the aspects of the evaluation criterion under consideration. There are **issues which need to be addressed and improvements are necessary** under this criterion. Adaptation or redesign may be required and a clear Action Plan needs to be formulated.



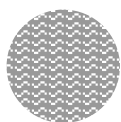
### Caution

There is strong evidence that the project **does not meet the main** aspects of the evaluation criterion under review. There are **significant issues which need to be addressed** under this criterion. Adaptation or redesign is required and a strong and clear Action Plan needs to be formulated. Evaluation findings are a reference for learning from failure.



### Problematic

There is strong evidence that the project **does not meet** the evaluation criterion under consideration and is performing very poorly. There are **serious deficiencies** in the project under this criterion. There is need for a strong and clear management response to address these issues. Evaluation findings are definitely a reference for learning from failure.



### Not sufficient evidence

There is **not sufficient evidence** to rate the project against the criterion under consideration. The project needs to seriously address the inability to provide evidence for this evaluation criterion.

## Appendix 2: Evaluation Matrix

OECD DAC Evaluation Criteria	Key Evaluation question to be addressed	Data Collection Technique		
		Primary Data Tools	Secondary Data Tools	Data Source
<b>Relevance</b>	<ul style="list-style-type: none"> <li>How relevant was the economic empowerment and livelihood projects to;               <ul style="list-style-type: none"> <li>a) The needs of youth with disabilities</li> <li>b) Disabled Peoples Organisations</li> <li>c) Government policies and programs</li> </ul> </li> </ul>	FGD – YWDs, DPOs and KII-DLG	FDG- Family /Community members	FGD and KII transcripts; Document review
<b>Coherence</b>	<ul style="list-style-type: none"> <li>To what extent were the economic empowerment project interventions compatible (complementary or contradictory) with Ugandan policies; EU strategy in Uganda; other EU policies and the SDG goals 5, 8 and 10?</li> <li>To what extent did the NLCF project work collaboratively with people with disabilities and other East Africa Development Fund (EADF) grant holders?</li> </ul>	KII with project staff	Document reviews	FGD and KII transcripts; Document review
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>How did Sightsavers management systems, partnerships, coordination structures (PMU, DPOs etc) and monitoring enabled appropriate accountability and efficiency in the implementation of the projects?</li> </ul>	FGD – DPOs KII-VTIs, DLG-KII,	KII with project staff	FGD and KII transcripts; Document review

OECD DAC Evaluation Criteria	Key Evaluation question to be addressed	Data Collection Technique		
		Primary Data Tools	Secondary Data Tools	Data Source
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>Were the planned objectives and outcomes in the project documents achieved?</li> <li>What other results (if any) were achieved by the projects beyond those in the logframe?</li> </ul>	FGD – YWDs, DPOs; KII-VTIs, DLG, Financial Institutions	KII with project staff	FGD and KII transcripts; Document reviews
<b>Impact</b>	<ul style="list-style-type: none"> <li>What changes or difference have the projects made on the lives of youth with disabilities, families and community? Probe for social, economic, political etc at each level i.e. individual, family, community.</li> <li>To what extent have the projects fostered positive change in family, community and employers' attitudes and practices towards youth with disabilities? Probe for the positive and negative changes if any.</li> <li>Is there any policy change or adaptations made by VTIs, Financial Institutions and government/district local government to facilitate the inclusion of persons with disabilities in service delivery?</li> </ul>	FGD-YWDs; MSC; FGD Family and Community members;	FGD-DPOs; KII-VTIs, DLG, Financial Institutions	FGD and KII transcripts; Document review
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>To what extent are the projects results (impact if any, and outcomes) likely to continue after the closure of the project? What components of the projects and results are likely to be sustainable and how?</li> </ul>	FGD-DPOs, KII with project staff	DPOs-KII	KII transcripts; Document reviews
<b>Learning</b>	<ul style="list-style-type: none"> <li>What worked best during the implementation of the projects and how?</li> </ul>	KII with project staff	DLG, DPOs-KII	KII transcripts; Document reviews

OECD DAC Evaluation Criteria	Key Evaluation question to be addressed	Data Collection Technique		
		Primary Data Tools	Secondary Data Tools	Data Source
	<ul style="list-style-type: none"> <li>If the projects were to continue, what changes should Sightsavers make?</li> </ul>			
<b>Cross cutting questions-Covid19</b>	<ul style="list-style-type: none"> <li>How has COVID-19 and government mitigation measures impacted on the livelihoods, safety and resilience of youth with disabilities? What adaptations did the project make to support the youth with disabilities to mitigate the effects of Covid19?</li> </ul>	FGD – YWDs, KII with project staff	DPOs-KII, FDG- Family /Community members.	FGD and KII transcripts; Document review



## Appendix 3: Data collection tools

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### Tool 1: FGD guide for Youth with Disabilities

1. How did you participate in the Sightsavers economic empowerment and livelihood projects?
2. What challenges did you face before the project and how did the project address them? Give each participant an opportunity to respond.
3. Did the training equip you with skills to enable you access employment or start you own business? Probe if the trainings were the preferred choice or not, if time was enough and establish how many are utilizing the skills-employed or started own business.
4. Did the Vocational training institute meet your training needs as a youth with disability? Probe for physical accessibility, braille materials, Sign language interpreters etc.
5. What was the general attitude of the teachers, students and administration towards youth with disabilities?
6. How easy or difficult was it for you to attend and complete a vocational training or apprenticeship as a female with disability? Probe for childcare facilities, mistreatment/harassment, physical accessibility etc.)
7. Did the projects improve your financial skills? Probe for reasons for and against.
8. To what extent are financial institutions (formal and informal) meeting your financial needs as youth with disabilities? Probe for how many have accessed financial services and which services; how they are treated; gaps in service delivery etc.
9. Do you currently participate freely in family and community activities and events without being discriminated? Probe for reasons.
10. What is the attitude of the informal and formal sector employers and community members towards youth with disabilities? Probe for both positive and negative attitudes (if any).
11. What is the attitude of community members towards engaging with you (youth with disability) in business? Do they buy from you? Do they give you business opportunities like other people without a disability?
12. Have you benefitted from any government programs on economic empowerment or livelihoods in the past three years? Probe for how they benefitted and which programs.
13. What difference have the projects made on your lives as youth with disabilities/participants? Probe for social, economic, political etc.
14. How has COVID-19 and government lockdown measures affected your livelihood and safety? Probe on how it has affected their businesses, employment opportunities, incomes and social life?

15. How are you coping with this situation?
16. If Sightsavers were to design a similar project in future, which activities should be maintained, which ones should be changed and why?

## Tool 2: FGD guide family and community members

1. How did you participate in the Sightsavers economic empowerment and livelihood projects?
2. What challenges did youth with disabilities face before the project and how did the project address them? Give each participant an opportunity to respond.
3. What did you consider as the key achievements of the projects?
4. To what extent have the projects fostered positive change in family, community and employers' attitudes towards youth with disabilities? Probe for the positive and negative changes if any.
5. Are youth with disabilities participating freely in family and community activities and events without being discriminated? Probe for reasons.
6. What is the attitude of the employers and community members towards the work of youth with disabilities? Probe for the positive and negative attitudes if any.
7. What is the general attitude and practices of the family and community members towards engaging with youth with disabilities in business? Are they treated like any other people? Do they buy from them or give them business opportunities like any other people without a disability? Do they call them demeaning names and statements? Probe for differences in treatment between male and female youth with disabilities if any.
8. Do women with disabilities have equal opportunities in accessing training, employment opportunities and services like men? Probe for the reasons why.
9. Are youth with disabilities accessing easily government programs and financial services (formal and informal services); probe if female youth with disabilities access equally like male youth with disabilities; if some categories of youth with disabilities are left out.
10. What difference have the projects made on the lives of youth with disabilities, families and community? Probe for social, economic, political etc at each level i.e individual, family, community.
11. How has COVID-19 and government lockdown measures affected the livelihoods and safety of youth with disabilities? Probe on how it has affected their businesses, employment opportunities, incomes and social life?
12. How are the youth with disabilities coping with this situation? Probe for new innovations and modifications for sustainability of their businesses or employment opportunities.

13. If Sightsavers were to design a similar project, what aspects of the projects should be maintained, which ones should be changed and why?

## Tool 3: FGD guide for OPDs

1. How did you participate in the Sightsavers economic empowerment and livelihood projects?
2. Did you have any formal partnership? What was your role(s) and expectations from the project?
3. To what extent were the project objectives and priorities in line with your organisations' strategic plan and or policies?
4. How has the partnership between Sightsavers and your institution benefited; a) Youth with Disabilities; b) Your organisation?
5. How did Sightsavers management systems and structures (PMU, OPDs etc) enable appropriate accountability and efficiency in the implementation of the projects?
6. How were the marginalized groups such as youth with deaf-blindness, cerebral palsy among others mobilized and included in the projects?
7. Were there any factors or constraints that affected project implementation? If yes, what are those factors? And how did you address them? Probe for technical, managerial, organizational, institutional adaptations made.
8. To what extent did the project strengthen the capacity of OPDs to enable the economic empowerment of youth with disabilities?
9. How successful was the OPDs advocacy strategy? Which government policies or programs have been influenced to cater for the needs of YWDs?
10. How has your organisation mainstreamed youth with disabilities in your programs?
11. To what extent has your organisation successfully advocated for youth with disabilities access to government programs and financial services (formal and informal services)? Probe for youth groups that have benefited from the government programs.
12. What is the general attitude and practices of the family and community members towards youth with disabilities? Are they treated like any other people? Do they buy from them or give them business opportunities like any other people without a disability? Do they call them demeaning names and statements?
13. What difference have the projects made on the lives of youth with disabilities, families and community? Probe for social, economic, political etc at each level i.e individual, family, community.
14. What components of the projects and results are likely to be sustained by your organisation? Probe for mainstreaming youth in economic empowerment programs;

leadership capacity; resource mobilization, access to government programs among others.

15. How has COVID-19 and government lockdown measures affected the livelihoods and safety of youth with disabilities? Probe on how it has affected their businesses, employment opportunities, incomes and social life?
16. How are the youth with disabilities coping with this situation? Probe for new innovations and modifications for sustainability of their businesses or employment opportunities.
17. If Sightsavers were to design a similar project in future, what aspects of the projects should be maintained, which ones should be changed and why?

## Tool 4: KII for Vocational Training Institutions

1. How did you participate in the Sightsavers economic empowerment and livelihood projects?
2. Did you have any formal partnership? What was your role(s) and expectations from the project?
3. How many youths with disabilities enrolled for the vocational training with support from Sightsavers? Probe for other youth with disabilities who have enrolled on their own (if any).
4. Did the youth with disabilities acquire the necessary skills to enable them access employment or start you own business? Probe for the numbers completed, support for placement during and after the course, and support trainee assessments for apprenticeships completed, employed or started own business.
5. Do you have any policy or guidelines on inclusion of persons with disabilities in vocational training in your institution? Probe for specific policies or provisions.
6. What changes/adaptations did you make to facilitate the inclusion of Persons with Disabilities in vocational training/ apprenticeship? Probe for specific modifications made, ask to observe.
7. What provisions did you have in place for facilitate effective learning for girls and women with disabilities? Probe for childcare facilities, mistreatment/harassment, accessibility etc.)
8. How many of your instructors rare skilled in training youth with different disabilities?
9. What's your general observation on providing vocational training to youth with different disabilities? Probe for the capacity of the institution to meet the training needs, the support of the parents etc.
10. What difference have the projects made on the lives of youth with disabilities, families and community? Probe for social, economic, political etc at each level i.e individual, family, community.

11. What components of the projects and results are likely to be sustained by your institution?
12. If Sightsavers were to design a similar project in future, what aspects of the projects should be maintained; which ones should be changed and why?

## Tool 5: KII for Financial Institutions and SACCOs

1. How did you participate in the Sightsavers economic empowerment and livelihood projects?
2. Did you have any formal partnership? What was your role(s) and expectations from the project?
3. Do you have any policy or guidelines on inclusion of persons with disabilities in accessing financial services? Probe for specific policies or provisions.
4. What modifications/adaptations (if any) have you made to facilitate the inclusion of youth with disabilities to financial services? Probe for specific modifications made, ask to observe.
5. How many youths with disabilities/groups have accessed your financial services? Probe for the type of services.
6. What's your general experience in providing financial services to youth with different disabilities?
7. If Sightsavers were to design a similar project in future, what aspects of the projects should be maintained, and which ones should be changed and why?

## Tool 6: KII for Employers

1. Do you have employees who are youth with disabilities? If yes how many?
2. How did you recruit them?
3. Do you have a formal working agreement/contract with them?
4. What's your general assessment on their skills? Probe if the youths have the required skills to do the work they were recruited to do.
5. What's your general assessment on their performance at work?
6. What is the attitude of other employees towards youth with disabilities? Probe for how they are treated.
7. Do you currently have a policy or guidelines on disability and inclusion of persons with disabilities in your institution/organisation?
8. Have you made any reasonable accommodation/adaptation to facilitate the inclusion of persons with disabilities in your Institution/organisation?

9. What challenges do you face while working with PWDs? How can they be addressed?

## **Tool 7: KII for District Local Government Officials (CDOs)**

1. How did you participate in the Sightsavers economic empowerment and livelihood projects?
2. To what extent was the economic empowerment and livelihood projects relevant to the needs of youth with disabilities in this community? Did the Project respond to their real needs as youth with disabilities?
3. How did Sightsavers management systems and structures (PMU, OPDs etc) enabled appropriate accountability and efficiency in the implementation of the projects?
4. Were there any factors or constraints that affected project implementation? If yes, what are those factors? And how did you address them? Probe for technical, managerial, organizational, institutional adaptations made.
5. What did you consider as the key achievements of the projects?
6. What is the general attitude and practices of the family and community members towards youth with disabilities? Are they treated like any other people? Do they buy from them or give them business opportunities like any other people without a disability? Do they call them demeaning names and statements?
7. Is there any policy change or adaptations in the government/district program design and implementation to facilitate the inclusion of persons with disabilities in service delivery? Probe for specific modifications made and if it was as a result of advocacy by the project
8. Other than special grant for persons with disabilities, how many youth groups have benefited from mainstream government/district programs such as YLP, UWEP, CDD?
9. What strategies do you have in place to sustain disability inclusion in the district programs and service delivery?
10. If Sightsavers were to design a similar project in future, what aspects of the projects should be maintained; which ones should be changed and why?

## **Tool 8: KII for Sightsavers project implementation and National OPDs**

1. To what extent have the projects objectives been achieved in line with the set targets?
2. What worked (or did not work) to improve the livelihoods of the youth with disabilities in the district as defined by the project?
3. How did Sightsavers management systems and structures (PMU, OPDs etc) enable appropriate accountability and efficiency in the implementation of the projects?

4. Were there any factors or constraints that affected project implementation? If yes, what are those factors? And how did you address them? Probe for technical, managerial, organizational, institutional adaptations made.
5. To what extent were the economic empowerment project interventions compatible (complementary or contradictory) with Ugandan policies; EU strategy in Uganda; other EU policies and the SDG goals 5, 8 and 10?
6. To what extent did the NLCF project work collaboratively with people with disabilities and other East Africa Development Fund (EADF) grant holders?
7. Did the projects have a clear strategy on gender in terms of identification, enrolment and training of participants and post training support?
8. How effective was the approach of inclusion?
9. How were the marginalized groups such as youth with deafblindness, cerebral palsy among others mobilized and included in the project?
10. To what extent did the project strengthen the capacity of OPDs to enable the economic empowerment of youth with disabilities?
11. How successful was the DPOs advocacy strategy? Which government policies or programs have been influenced to cater for the needs of YWDs?
12. To what extent did the VTI/apprenticeship centres provide reasonable accommodations/adaptations to facilitate the inclusion of youth with disabilities to financial services? Probe for specific modifications made, ask to observe.
13. To what extent are financial institutions responsive to the needs of youth with disabilities? Probe for how many have accessed financial services and which services; how they are treated; gaps in service delivery etc.
14. How sustainable are the groups?
15. What impact did the project have on the livelihoods of youth with disabilities (at the individual, household and community levels and on local and national systems) how and why was this impact achieved?
16. What benefits (if any) did the project have at policy/governmental/local government level?
17. Were there other results from the projects beyond those indicated in the log frame?
18. To what extent are the projects results (impact if any, and outcomes) likely to continue after the closure of the project? Probe for the components of the projects and results that are likely to be sustainable and why?
19. If Sightsavers were to design a similar project in future, what aspects of the projects should be maintained; which ones should be changed and why?

**Thank you for your participation.**

## Tool 9: Evaluation - Gender Assessment Tool (GAT)

Question	Yes	No	Reasons
1. Do the projects goal and objectives have an explicit commitment to promoting or achieving gender equality?			
2. Were the project implementers and other stakeholders trained on gender responsive programming?			
3. Did the projects include sex as a selection criterion for the participants?			
4. Did women and men participate in the following stages of the project? <ul style="list-style-type: none"> <li>– Design</li> <li>– Implementation</li> <li>– Monitoring and evaluation.</li> </ul>			
5. Did the projects consider and include women’s practical and strategic needs?			
6. Did the projects design and implement any specific interventions to address gender issues?			
7. Were there steps taken to ensure equal participation of women and men in the project?			
8. Did both male and female participants have an equal role in decision-making? ( <i>Check the composition of the project implementation unit</i> )			
9. Did the projects consider family or household dynamics, including different effects and opportunities for individual members, such as the allocation of resources or decision-making power within the household?			
10. Did the projects include a range of stakeholders with gender expertise as partners?			
11. Did the projects collect, analyse and report data by sex?			
12. Did the projects address gender norms, roles and relations?			
13. Did the projects include quantitative and qualitative indicators to monitor women’s and men’s participation?			
14. Did the projects treat women and men as homogeneous groups?			



Question	Yes	No	Reasons
15. Did the projects exclude one sex in areas that are traditionally thought of as relevant only for the other sex e.g. training courses such as mechanics, welding for men and knitting, saloon/hairstyling etc. for women)			
16. Do project reports, materials or publications portray men and women based on gender-based stereotypes?			
17. Did the projects do a gender-responsive budgeting and tracking of resources?			

**Adapted from the World Health Organisation Gender Assessment tool**

**General Assessment**

- If you answered yes to most of the questions 1 – 13, you can consider your programme gender-responsive and therefore either gender-sensitive, gender-specific or gender-transformative.
- If you answered yes to most of the questions 14 – 17, the projects may be either gender-blind or gender unequal – and is therefore not gender-responsive.

## Tool 10: Observation Checklist

**THE ECONOMIC EMPOWERMENT OF YOUTH WITH DISABILITIES IN UGANDA & LIVELIHOODS FOR YOUTH WITH DISABILITIES IN UGANDA JOINT END TERM EVALUATION**  
**OBSERVATION CHECKLIST FOR VTIs**  
 Tick the Y or N column as appropriate and add notes if necessary

Name of the VTI visited.....  
 Date.....  
 District.....

Observation areas	Y	N	Notes
<b>Entrance/Accessibility to buildings</b>			
Are roads to the VTI free and easy to access?			
Is there clear signage at the entrance?			
Are there ramps, with handrails, level surfaces at the building/office/training centre?			
Is the entrances free and easy with no obstacles?			
Are the doors wide enough to accommodate wheelchair users?			

**THE ECONOMIC EMPOWERMENT OF YOUTH WITH DISABILITIES IN UGANDA & LIVELIHOODS FOR YOUTH WITH DISABILITIES IN UGANDA JOINT END TERM EVALUATION**

**OBSERVATION CHECKLIST FOR VTIs**

Tick the Y or N column as appropriate and add notes if necessary

Are the corridors wide enough to facilitate easy movement?			
Are corridors having enough lighting?			
Do corridors have clear signage?			
<b>Instructors/Tutors</b>			
Is the VTI having trained tutors to handle youth with different disabilities (Visual, hearing, deafblind etc.)			
<b>Training and accommodation rooms</b>			
Do the training rooms have enough lighting?			
Are the training rooms spacious enough for easy movements?			
Is there accommodation reserved for women?			
<b>Training materials</b>			
Does the VTI have Training/instructional materials for youth with different disabilities (Visual, hearing etc.)			
<b>Communication</b>			
Are there visible directions or information signs? Are they large enough to be read by those with impaired vision?			
Is there 'braille' information available for people with visual disabilities?			
<b>Lavatories/Latrines</b>			
Are the lavatories accessible (walkways are clear with no obstacles, entrance wide)?			
Is the toilet/latrine suitable for PWDs (have supportive rails or raised platform for sitting on)?			
Are there toilets reserved for women?			
Is there easy access to water and soap?			

## Appendix 4: Informed Consent form

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# The Economic Empowerment of Youth with Disabilities in Uganda and Livelihoods for Youth with Disabilities in Uganda Joint End Term Evaluation

### **Informed Consent Form**

You are invited to participate in an end of project evaluation of the Sightsavers' Economic Empowerment of youth with disabilities & livelihoods for youth with disabilities Project, which is being conducted by a team of consultants contracted by Sightsavers.

Your participation in this evaluation is entirely voluntary. You should read the information below (or it will be read to you) and you should ask questions about anything you do not understand, before deciding whether or not to participate.

You are being asked to participate in this study because you have been involved in the implementation of the Economic Empowerment of youth with disabilities & livelihoods for youth with disabilities Project or because you have received services under this project.

### **Purpose of the evaluation**

The purpose of this evaluation is to establish achievements of the projects against objectives and outputs as detailed in the project documents. Specifically, the evaluation is aimed at understanding the key successes and challenges in the implementation of the two projects and identify learning for use in other projects and programmes.

### **Procedure**

You will be asked a series of questions about your experience of the Economic Empowerment of youth with disabilities & livelihoods for youth with disabilities Project. We will record the conversation to ensure we capture what you say accurately. We may also ask to take photographs, with your permission, to help add more context to the evaluation. If you do not wish to be recorded, the interviewer will take written notes only.

### **Potential risks and discomforts**

We expect that there will not be any risks, discomforts, or inconveniences, but that if any occur, they will be minor. If discomforts become a problem, you may discontinue your participation.

### **Potential benefits to participants and/or to society**

It is unlikely that you will benefit directly from participation in this reevaluation, but the study should help the implementers learn how to improve services which may or may not include those available to you.

## Payment for participation

You will not receive any payment or other compensation for participation in this evaluation. There is also no cost to you for participation.

## Confidentiality

Any information obtained in connection with this evaluation and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained at all times and we will not use your name in any of the information we get from this evaluation or in any of the reports. We will include a list of the people we spoke to according to informant type but nothing you say will be linked back to you in any report or other documentation. Information that can identify you individually will not be released to anyone outside the study, this includes any photographs taken. All data will be kept in a secure location and only those directly involved with the research will have access to them. We may use any information that we get from this study in any way we think is best for publication or education. Any information we use for publication will not identify you individually.

## Participation and withdrawal

You can choose whether or not to be a part of this evaluation. If you are happy to participate in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer, to have the conversation recorded or for photographs to be taken. There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled.

If you have any questions about the study, please contact the Team Leaders Justus Atwijukire (Tel: 0752731243)/Suzanne Okao (Tel: 0782722271) or Sightsavers Safeguarding Focal Person-Ms. Edith Kagoya, Project Manager (Tel: 0772470478)

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

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Name and Signature of Respondent(s)

Date:

KII/FGD:

## Appendix 5: Field Work Schedule

### Phase 1: Training of Research Assistants

Date	Time	Activities	Consultants		
			Justus Atwijukire	Suzanne Akulu Okao	Research Assistants
		Training of research assistants	√	√	√
Friday 29 <sup>th</sup> October 2020	Morning	Introduction -Team leader and representatives from Sight savers country office	√	√	√
	Afternoon	Training session	√	√	√
Saturday 30 <sup>th</sup> October		Continuation of training	√	√	√

### Phase 2: Field Work-Data collection

Date	Time	Tools	Justus + Suzanne +Research Assistants
			Target Respondents
Sunday, 1 <sup>st</sup> November 2020		Travel to Masindi	
2 <sup>nd</sup> November 2020	8:00-10:00	Meeting with the project implementation team	
	11 am-1pm	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	Youth with disabilities, Parents Community members, DPOs at district level
	2-5pm	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	KII Guide for VTIs, Employers, Financial Institutions and observation of VTIs
	5pm	Notes typing and Brainstorming	

Date	Time	Tools	Justus + Suzanne +Research Assistants
			Target Respondents
<b>3rd November 2020</b>	9 -11 am	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	KII Guide for VTIs, Employers, Financial Institutions and observation for VTIs, FGD-family members
		KIIs with PMU staff	KIIs for PMU will go on concurrently with field work
	12- 3.0pm	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	Most Significant Change stories and FGD with DPOs
	<b>4 pm</b>	<b>Travel to Buliisa district</b>	
<b>Wednesday 4th November 2020</b>	9 -11 am	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	Youth with disabilities, Parents, Community members, DPOs at district level
	12- 2.0pm	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	KII Guide for VTIs, Employers, Financial Institutions and observation of VTIs
	3 pm	Notes typing and Brainstorming	Notes typing and Brainstorming
<b>Thursday 5th November 2020</b>	9 -11 am	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	FGD-Family members, KII Guide for VTIs, Employers, Financial Institutions and observation for VTIs
	12- 2.0pm	FGD & KII Guide for VTIs, Employers, Financial Institutions/VSLA and DLG	Most Significant Change stories and FGD with DPOs
	3 pm	Travel to Hoima district	
<b>6th -7th November 2020</b>	9 -11 am	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	Youth with disabilities, Parents (6-10 members), Community members, DPOs at district level (6-10 members)

Date	Time	Tools	Justus + Suzanne +Research Assistants
			Target Respondents
	12: 2.pm	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	KII Guide for VTIs, Employers, Financial Institutions and observation of VTIs, MSC stories
	3 pm	Notes typing and Brainstorming	Notes typing and Brainstorming
<b>Sunday 8<sup>th</sup> November</b>	<b>Travel to Nwoya district</b>		
<b>9<sup>th</sup> November 2020 (Nwoya)</b>	9 -11 am	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	Youth with disabilities, Parents/Community members, DPOs at district level
	12- 2.0pm	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	KII for VTIs, Employers, Financial Institutions
	3 pm - onwards	Notes typing and Brainstorming	Notes typing and Brainstorming
<b>Tuesday 10<sup>th</sup> November 2020 (Nwoya)</b>	9 -11 am	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	KII for VTIs, Employers, Financial Institutions and observation for VTIs, FGD-family members
	12- 2.0pm	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	Most Significant Change stories and FGD with DPOs
	<b>3 pm</b>	<b>Travel to Kiryandongo district</b>	
<b>Wednesday 11<sup>th</sup> November 2020</b>	9 -11 am	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	Youth with disabilities, Parents, Community members, DPOs
	12- 2.0pm	FGD & KII Guide for VTIs, Employers, Financial Institutions/VSLA and DLG	KII for VTIs, Employers, Financial Institutions

Date	Time	Tools	Justus + Suzanne +Research Assistants
			Target Respondents
	3 pm - onwards	Notes typing and Brainstorming	Notes typing and Brainstorming
<b>Thursday 12<sup>th</sup> November 2020</b>	9 -11 am	FGD & KII Guide for VTIs, Employers, Financial Institutions/SACCOs and DLG	KII for VTIs, Employers, Financial Institutions and observation, FGD family members
	12- 2.0pm	MSC Technique	Most Significant Change stories and FGD with DPOs
	3 pm	Notes typing and Brainstorming	
<b>Friday 13<sup>th</sup> November 2020</b>	Morning	Validation of Most significant change stories with project team and DPOs	
	Afternoon	Debrief finalisation of data collected and handing over the field notes by the research assistants to Team leader data collection	
<b>14<sup>th</sup> November 2020</b>	Departure for Kampala		



## Appendix 6: Documents reviewed

### The Economic Empowerment of youth with disabilities in Uganda (22031) and Livelihoods for youth with disabilities in Uganda (22033)

#### Preliminary document check list

Below is a preliminary list of documents collated for the evaluation team. They have been categorised by the folders that are in the ShareFile. The file name is listed below, and there are some questions in the notes column, mainly with the need to clarify if these are the correct documents to be sharing.

Folder	Shared	EC (22031)	NCLF (22033)
<b>Proposal Documents</b>		2016 22031 Proposal	BLF - REVISED proposal Feb-17
<b>Logframe</b>		EC Logical Framework CSO LA 2016 376 565 Nov 2016	Uganda BLF logframe FINAL with Implementation Plan
<b>Budget</b>		2016 22031 Budget	Uganda BLF Budget ID 10306441 proposed amendments Nov 2017 final
		Final EC Budget Realignment Dec 2019	
<b>Implementation Plan</b>		EU EE PROJECT- FOUR YEAR WORKPLAN & BUDGET	Uganda BLF logframe FINAL with Implementation Plan
<b>Project Reports (Narrative and financial)</b>		2016 Q3 22031 Quarterly narrative report	Big Lottery Find Annual Report ID 10306441 Sept 2017-Aug 20182018
		2016 Q4 22031 Quarterly narrative report	22033 - 6 month narrative report 30 April 2018

Folder	Shared	EC (22031)	NCLF (22033)
		2017 Q2 22031 narrative report	Project ID 10306441 narrative report Sept 2018-Feb 2019 FINAL
<b>Project Monitoring data</b>		22031 Monitoring data	22033 Monitoring data
<b>Partner &amp; trip reports</b>	ACTIVITY REPORT- Partner Monitoring & Support Supervision Visits- April 2018		
	Partner monitoring visit report - NUDIPU- April 2018		
	Partner monitoring visit report- UNAB April 2018		
	NUWODU Partner monitoring visit report -May 2019		
	PIU Masindi quarterly monitoring visit report -June 2019		
	UNAB quarterly monitoring visit report -June 2019		
	Partner monitoring visit report- NUDIPU June		
	Partner monitoring visit report- PIU Masindi		
	Partner monitoring visit report- PIU Nwoya		

Folder	Shared	EC (22031)	NCLF (22033)
<b>Advocacy plans</b>		EE Advocacy plan Feb 2017	
<b>BCC strategy documents</b>	6.1 Behaviour Change Strategy		
<b>BCC session outlines</b>	Uganda Session Plans version 2		
<b>BCC learning workshop outputs</b>	TBC		
<b>Mid-term review</b>	MTR workshop Uganda report 2018		
<b>Learning review</b>	191120 Uganda Improving Livelihoods Learning Review		
<b>Baseline and follow-up reports</b>	Entry follow up survey Eval Question format		
	201807 Baseline report Cohort 1		
	EU Baseline combined 3 cohorts		
	201809 Follow-up report V2		

## Appendix 7: Evaluation Terms of Reference

### The Economic Empowerment of youth with disabilities in Uganda (22031) and Livelihoods for youth with Disabilities in Uganda (22033)

#### Joint End of term evaluation

##### Background

Project information		
<b>Name and project number</b>	The Economic Empowerment of youth with disabilities in Uganda (22031)	Improving Livelihoods for youth with disabilities in Uganda (22033)
<b>Funder</b>	European Commission (EC) Ref: CSO LA 376 565 National Lottery Community Fund (NLCF) Project ID:10305628	National Lottery Community Fund (NLCF) Project ID: 10306441
<b>Duration</b>	20 August 2016 – 19 August 2020 Extension: 19 August – 19 November 2020	31 August 2017 – 30 August 2020 Extension: 30 August – 30 November 2020
<b>Budget</b>	EC: €682,298 NLCF: €227,433 (£192,741) Total : €909,730	£399,977
<b>Area</b>	Five districts: Masindi, Buliisa, Kiryandongo, Hoima and Nwoya	

## Project information

<b>Partners</b>	National Union of Disabled Persons of Uganda (NUDIPU), Uganda National Association of the Blind (UNAB)	National Union of Disabled Persons of Uganda (NUDIPU), Uganda National Association of the Blind (UNAB) and National Union of Women with Disabilities Uganda (NUWODU)
<b>Stakeholders</b>	Ministry of Gender Labour and Social Development, Vocational Training Institutes, Local district authorities, National Council for Disability, Disabled Women in Development Uganda, Ministry of Education Directorate of Industrial Training , ZOA Uganda and VSO	

## General information on project areas



The project operates in the bordering rural districts of Masindi, Buliisa, Kiryandongo and Hoima in Bunyoro Region and Nwoya district in Acholi region. Kiryandongo is a district that hosts refugees.

The districts house water bodies such as Lake Albert in Buliisa, situated in rift valley areas, homes to game parks (Murchison), they have forest cover (Budongo forest) and dry areas.

The inhabitants of Nwoya speak Acholi language, while those in Bunyoro-Kitara are Banyoro who speak Lunyoro. Except in Buliisa where Lugungu and Alur are widely spoken.

## **Economic Empowerment Project of Youth with Disabilities design, goal and objectives**

Through this project Sightsavers supports youth with disabilities to gain employable skills, which aims to increase their opportunities for employment and increase their access to financial services. It works to build the capacity of disabled people's organisations (DPOs) and their youth committees, to advocate for the needs and rights of youth with disabilities at district level and to call on accountability to policies linked to economic empowerment.

This action continues from Connecting the Dots: investing in youth with disabilities for enhanced access to employment in four districts of rural Uganda which ended in August 2016. The project is replicated in a new district Nwoya and focuses on increasing the employability of youth with disabilities and the strengthening youth committees of disabled people's organisations (DPOs) to advocate for the economic empowerment of youth with disabilities.

**The overall objective of the action is:** The economic empowerment of female and male youth with disabilities in Buliisa, Hoima, Masindi, Kiryandongo and Nwoya districts in Uganda.

**The specific objectives of the action that will contribute to the overall objective are:**

1. Increased number of female and male youth with disabilities in the five project districts with employable skills
2. The environment in the project districts is more conducive to the economic empowerment of youth with disabilities
3. DPOs strengthened to enable the economic empowerment of youth with disabilities

The project scales up a current successful project in four districts, Buliisa, Hoima, Masindi, Kiryandongo and extend and replicates in Nwoya district. It also uses approaches to reach more marginalised youth with disabilities with severe and multiple impairments and others who are unable to attend a mainstream vocational training course.

Further information is available on Sightsavers web site [here](#)

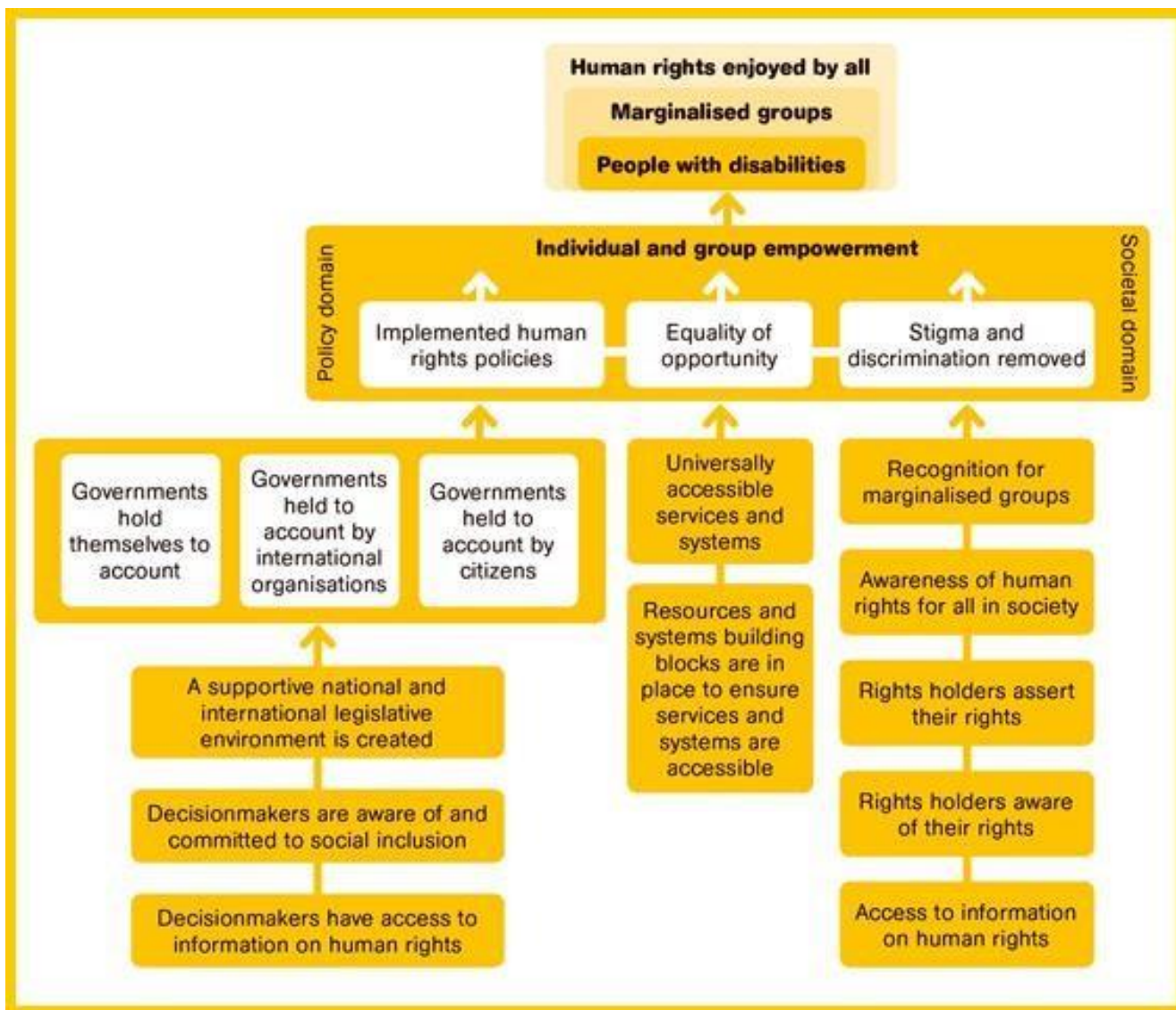
## **Livelihoods for Youth with Disabilities Project design, goal and objectives**

This project builds on the strengths of the Economic Empowerment project. The additional activities are organised around the three objectives of the Economic Empowerment project. Those activities which are an expansion of activities with the EC-funded project were rolled

out across all five districts. New activities, which were introduced with National Lottery Community Funding (NLCF), were tailored to specific districts as appropriate.

Together the projects aim to reach 790 youth with disabilities with vocational and/or business and soft skills training including financial literacy skills.

Both projects have been designed using [Sightsavers Empowerment and Inclusion Strategic Framework](#). The Theory of Change for the strategic framework is below.



## Purpose of Evaluation

The end term evaluation will review the achievements of the projects against objectives and outputs as detailed in the project documents. Specifically, the evaluation will focus on understanding what have been the key successes and challenges in the implementation of these projects. The evaluation should clearly identify learning for use in other projects and programmes.

The evaluation will build on, and incorporate, findings from the mid-term review and learning review and behaviour change communication (BCC) learning workshop. As well as the related Monitoring Evaluation and Learning (MEL) and research activities.

The evaluation will produce a set of specific recommendations for similar, future project designs, and identify any further cross-cutting or organisational level lessons and recommendations.

The target audience for the report will be the people and communities we serve, funders, partners, programme staff and global programme support teams within Sightsavers.

The evaluation team must consider to what extent and how **gender was mainstreamed and addressed by the intervention and the results of this**. It shall furthermore consider whether the relevant SDGs<sup>6</sup> and their interlinkages were identified; the principle of Leave No-One Behind and the rights-based approach methodology was followed in the identification/formulation of documents and the extent to which they have been reflected in the implementation of the project, its governance and monitoring.

## Evaluation criteria

The Evaluation Questions align with the revised OECD/DAC criteria and Sightsavers additional evaluation criteria<sup>7</sup>.

The following criteria are expected to be covered by this evaluation

- **Relevance** – The extent to which the intervention objectives and design respond to the people and communities we serve, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.
- **Coherence** – The compatibility of the intervention with other interventions in a country, sector or institution and specifically with the EU strategy in Uganda and with other EU policies and Member State.
- **Effectiveness** – The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.
- **Efficiency** – The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.
- **Impact** – The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higherlevel effects.

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<sup>6</sup> Specifically SDG Goal 5 Gender Equality Goal 8 Decent work and economic growth, Goal 10 reduced inequalities <https://sustainabledevelopment.un.org/?menu=1300>

<sup>7</sup> **OECD-DAC revised criteria** and Sightsavers additional criteria ‘scalability’



- **Sustainability** – The extent to which the net benefits of the intervention continue or are likely to continue.

The following criteria are not expected to be covered by this evaluation

- **Scalability** whether any aspects of the programme are suitable for replication or scaling up.
- **Rationale for excluding** – Given the scope of the evaluation and the key areas of interest identified by project and technical team scalability is not a priority for this evaluative exercise and will therefore not be addressed directly. It is felt that the areas of interest will generate learning for scalability without the need for direct interrogation of this criteria
- **EU added value** (the extent to which the intervention brings additional benefits to what would have resulted from Member States' interventions only). **Rationale for excluding:** Given the scope the key areas of interest identified by project and technical team and the budget available for this exercise, EU added value is beyond the scope of the evaluation to address directly.

## Evaluation areas of interest

The project team and technical advisors have identified the below areas of interest for the Evaluation. Given the evolving nature of the current situation in Uganda, and globally, with regards to the COVID-19 pandemic the Evaluator / Evaluation team will need to take a flexible, collaborative and adaptive approach to the evaluation. A safe and low-risk methodology will be a key consideration in collaboratively determining the final scope of the evaluation. This may include solely the use of remote data collection measures. Therefore, the specific evaluation questions should be drafted by the consultant with the input of the project team, partners, and participants during the Evaluation inception period.

### Areas of interest

1. The social and economic changes experienced by young women and men and their families, particularly in terms of:
  - Marketable skills, access to finance, assets and networks (official groups, friendships) and family and community support
  - Positive and negative changes, reported by project participants and staff which are outside project performance measurements
  - Changes in attitudes of parents, community members, vocational training staff and employers
  - Project responsiveness to the different needs of women and men with disabilities
  - Project responsiveness to the different needs of people with complex impairments [NLCF only]

2. The extent to which any changes in the situation for youth may be sustained particularly,
  - o The attitudes/behaviours of key targeted stakeholders parents, community members, vocational training staff and employers (for internship/ apprenticeship).
  - o Structures or systems within communities, for example other NGOs
3. The extent to which the project has contributed to inclusion being addressed at district level.
4. The experience of youth who have been in a residential facility for their training, particularly in terms of their safety and security within these settings, and how the project has responded to safeguarding needs.
5. The extent to which the project has worked coherently with national policies/ government priorities, with the EU strategy in Uganda, with other EU policies and Member State and the SDG goals 5, 8 and 10 [EU only]
6. The extent to which the project has worked collaboratively with people with disabilities and other East Africa Development Fund (EADF) grant holders [NLCF only]
7. The impact of COVID-19 and government mitigation measures on livelihoods, safety and resilience and how the project adaptations have supported youth in this regard

During the inception period Sightsavers will undertake a context and risk analysis, which will be shared with the consultant. The consultant will be expected to conduct an initial document analysis and hold consultations with project stakeholders on the above areas of interest (including people with disabilities, Sightsavers staff and partners). Following this the evaluator / evaluation team will discuss the potential evaluation questions with Sightsavers and agree a final set of questions, which will be included in the inception report.

## Review Team

The evaluation will be conducted by an external evaluator or evaluation team, selected through a competitive bidding process in response to a call for expressions of interest.

Key experience required:

- Proven professional international development experience in East Africa and in Uganda
  - o Strong MEL and programmatic expertise in the social development sector with a focus on livelihoods and economic empowerment
- Social science education/professional expertise
  - o Experience of conducting evaluations of a similar scope/nature
  - o Considerable expertise in social and economic programming and working with people with disabilities/marginalised people in a lower middle-income country (LMIC) context, preferably in East Africa
- Knowledge and understanding of gender equality, and women’s rights
  - o Experience of working with people with disabilities, preferably youth.

- Sensitivity and awareness when working with youth with disabilities o Clear evidence of ethical ways of working and strong ethical approach to data collection, analysis and use
- Competency in knowledge management and dissemination o Strong report writing, oral presentation and facilitation skills

The consultant(s) will fully follow ethical principles for evaluation and adhere to Sightsavers guidelines on ethical considerations for evaluation and the Sightsavers' **Safeguarding policy** and Code of Conduct. The consultants will receive a briefing and detailed information on safeguarding and their responsibilities in reporting any safeguarding issues identified during the evaluation. It is a requirement that all members of the evaluation team have completed the short online **UNICEF ethics training**, or equivalent before embarking on the evaluation.

## Safety and risk management

In planning the evaluation, the situation in Uganda will be closely monitored and advice will be taken from Sightsavers' Global Head of Security. Before any travel is authorised, a risk assessment will be conducted to ensure that the evaluation activities would not be affected by any security concerns, and the safety and security of the consultant/team, project staff and stakeholders are prioritised at all times.

Therefore, a field visit will only be conducted to areas or districts that are assessed, at the time, as not presenting any undue security risks to consultants or staff or projects' participants. If restrictions are in place, then remote means such as skype or telephone interviews will be employed to obtain data and information, or alternative locations utilised which do not present a security risk.

## Methodology

The detailed methodology will be developed by the consultant/team during the inception phase based on the objectives of the evaluation, the initial briefings with Sightsavers and relevant partners, and a review of programme documentation. It is anticipated that mixed methods will be used (quantitative, qualitative, participatory etc.) to enhance the reliability of findings and ensure triangulation of information through a variety of means. There should be a qualitative component using participatory methods to highlight lessons learned. The consultant/team will apply an evaluation matrix (provided in the Inception Report template) to address the key evaluation questions, once they have been clarified and defined during the Inception phase.

The consultant/team will ensure that the evaluation is carried out in a manner that fully engages all stakeholders and partners in ways that maximise their ability to contribute meaningfully. Including the perspective and participation of people with disabilities in the evaluation is a must. Field visits will be undertaken and the choice locations will be determined during the inception stage in collaboration with Sightsavers and partner teams.

It is desirable that the evaluation methodology should include a participatory approach to validating the emergent learning with partners and programme staff, and facilitating a process whereby evaluation recommendations can be co-created between the consultants, partners and programme staff. This improves ownership of evaluation findings, and usage of learning and recommendations.

As this is a joint Evaluation covering two projects the Evaluator will be expected to produce two reports. This has been factored into the timing of the evaluation and key deliverables and should be carefully considered during the inception phase.

The consultants will adhere to the contractual terms and conditions with Sightsavers, including clauses in relation to confidentiality, data protection and intellectual property rights. It is expected that the evaluation will fully follow ethical principles for evaluation, and that the team will adhere to Sightsavers guidelines on ethical considerations for evaluation. The methodology should also take into account Sightsavers Safeguarding Code of Conduct and adhere to all requirements outlined within.

## Reference Material

Various sources of information will be made available to the consultant/team. These will include relevant project documents such as:

- Project proposal
- Budget
- Implementation plan
- Logframes
- Project reports (Narrative and financial)
- Project Monitoring data
- Reports of meetings with partners, trip reports
- Associated pieces of research
- Advocacy plans
- BCC strategy documents
- BCC session outlines
- BCC learning workshop outputs
- Mid-term Review
- Learning Review
- Baseline and follow-up reports

- Labour Market assessments
- Gender assessments

## Time frames

The timeframe for the evaluation will be between August 2020 and March 2021. It is expected that work on the Inception phase will start in August 2020 with the fieldwork planned for 2<sup>nd</sup> – 13<sup>th</sup> November 2020. All fieldwork needs to be completed before 19<sup>th</sup> November due to closure of the project site office. The final report will be signed off by Sightsavers no later than 8<sup>th</sup> March 2021 to meet the donor deadline for the final evaluation report.

## Indicative structure and phasing of the evaluation

Phase	Activity	Indicative Timeframe
<b>Phase I – Inception phase: Review of secondary documentation, development of approach and tools</b>	Desk research /literature and data review; may include skype meetings with project teams for further details and clarifications about the projects	August
	Inception Report	Mid-September
	Revision of collection methods and tools based on inception report comments	Early October
<b>Phase II: Field Data Collection Uganda</b>	Field visits in project districts, further data-collection and data validation	2 <sup>nd</sup> – 13 <sup>th</sup> November Consultants must be available for fieldwork during this period
<b>Phase III – Analysis and production of evaluation report</b>	Data analysis and preparation of draft report	Mid-November – Early December
	Draft and share report for review	Early December
	Finalise report based on feedback	Early March

Phase	Activity	Indicative Timeframe
	Presentation at stakeholder meeting (In-country)	TBC

## Outputs/ Deliverables

### Inception report

The report should describe the conceptual framework the evaluation team will use in undertaking the evaluation and should contain the methodology, quantitative and qualitative data collection methods and instruments, the assessment questions, sampling methodology, work plan etc. The report should reflect the team's review of literature and the gaps that the fieldwork will fill.

The report should also provide an oversight of how ethical conduct will be maintained through the evaluation and how safeguarding principles will be followed by all team members.

Finally, the report should include a dissemination plan to ensure dissemination to the people and communities we serve, as well as funders, partners, programme staff and global programme support teams within Sightsavers.

Fieldwork will only commence once this report has been reviewed and agreed with Sightsavers.

### Draft Report

The draft findings and co-produced recommendations will be presented in-country during a presentation session with stakeholders, including donor representatives.

A draft report should be submitted to Sightsavers within two weeks of completion of the field activities. Sightsavers will provide feedback on the draft versions to the evaluation team. The evaluation report should be a detailed report of not more than 30 pages (excluding annexes), written in English.

### Final Report

The Final Reports will be submitted to Sightsavers after receiving the feedback from Sightsavers on the draft report. The final reports should be a detailed report of not more than 40 pages (excluding annexes), written in English.

### Key findings learning product

The evaluation team will also submit a learning product (appropriate format to be discussed during inception phase for) to enable the sharing of key findings with the evaluation target groups.

## **Data Sets**

The evaluation team will be expected to retain complete data sets (in Excel/Word) of all the quantitative data as well as any formally documented qualitative data gathered during the exercise. These data sets should be provided on request.

## **Reporting Format**

Detailed guidelines on how to structure the evaluation report will be provided to the evaluation team prior to commencement of the activity, and reporting templates will be provided which the team should use for the Inception Report and the Evaluation Report.

## **Administrative/Logistical support**

### **Budget**

The combined budget allocated for this evaluation is £20,000. The contracted party should submit to Sightsavers a proposal of the evaluation team, their roles and responsibilities, number of respective days' input, and a budget including team members' daily rates for the assignment and any other anticipated expenses not covered by Sightsavers.


Sightsavers will usually cover the following directly, but the Evaluation Lead should outline any other costs likely to be incurred for the assignment so that these can be discussed and approved in advance.

- Economy class airfares, or Emirates air miles if possible
- In-country transportation
- Hotel accommodation and meals
- Meeting venue hire and associated equipment e.g. projectors

### **Schedule of payment**

The following payment schedule will be adhered to:

- On acceptance and approval of inception report: 40%
- On acceptance and approval of final report: 60%

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We work with partners in low  
and middle income countries to  
eliminate avoidable blindness  
and promote equal opportunities  
for people with disabilities.

[www.sightsavers.org](http://www.sightsavers.org)