



**ASSESSMENT AND DEVELOPMENT OF A STRATEGY FOR DELIVERY OF INTERGATED
PACKAGES OF RIGHTS, BASIC LIFESKILLS AND ECONOMIC EMPOWERMENT
IN THE EU SPOTLIGHT DISTRICTS**

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List of acronyms and Abbreviations

CDO:	Community Development Officer
CSO:	Civil Society Organization
DCDO:	District Community Development Officer
DHO:	District Health Officers
ELA:	Empowerment and Livelihood for Adolescents
EU:	European Union
FGD:	Focused Group Discussion
FGM:	Female Genital Mutilation
GBV:	Gender Based Violence
IEC:	Information, Education and Communication
KII:	Key Informant Interview
MDD:	Music Dance and Drama
SCINE:	Sustainable Community Initiative for Empowerment
SRHR:	Sexual Reproductive Health and Rights
T/C:	Town Council
TOR:	Terms of Reference
UNFPA:	United Nations Population Fund
VAC:	Violence Against Children
VHT:	Village Health Team
VSLA:	Village Saving and Loans Association
YLP:	Youth Livelihood Program

Executive Summary

BRAC Uganda with the support of UNFPA has been implementing the ELA+ project using Empowerment, Protection and Rights C Uganda is to date, it has reached out to **51,742 adolescents girls alumni through established 1,331 ELA safe** spaces spread across 45 hard to reach districts in the country including Karamoja region. Through these spaces the out of school girls are taken through life skills trainings, Sexual Reproductive Health and Rights (SRHR), financial literacy and also provided with Livelihood assets to start small scale business and linking them to BRAC Micro finance to access financial capital to sustain their business. However, monitoring reveal the gap in acquisition and increased access to SRHR where the adolescent girls are more hinged to livelihood training. It's against this background that BRAC Uganda with support from UNFPA hired, commissioned and engaged SCINE Uganda to conduct assessment and develop of a strategy for delivery of integrated packages of rights, basic life skills and economic empowerment under the ELA+ project in the EU Spotlight districts (Tororo, Amudat, Kasese, Kyegegwa and Terego).

SCINE Uganda assessed the effectiveness of the delivery methods currently used under the ELA plus project in safe spaces. The firm has also facilitated the drafting of integrated approaches and methods of delivering packages of rights, basic life skills and livelihood with details on common priorities which has been included as part of this report under recommendations and new approach section.

The study adopted a collaborative and participatory mixed methods approach involving both quantitative and qualitative methods to undertake the evaluation to assess the effectiveness of methods and approaches in delivery of packages of rights, basic life skills and livelihood under ELA+ project in the EU Spotlight Districts. This mixed methods approach allowed for triangulation of the methods to ensure that the collected information is comprehensive and reliable.

It was found out that ELA+ is well focused and has been found to be on course to achieve its intended objectives. The project is also on course to leave a lasting footprint among the local communities. Notably in the four districts visited of Tororo, Terego, Kasese and Kyegegwa there is much appreciation of the project and BRAC by the duty bearers and the general community. The biggest concern however is that the project has focused so much on the girls and thereby putting very minimum attention on the boys, the men and parents in the communities and yet a majority expressed their desire to be part of the project activities but feel left out without regular engagements. It was further evident that there is a weak linkage system and referral when it comes to the SRHR and GBV related services and to an extent non-existence since there was no evidence of copies of referrals.

It was evident that livelihood sessions attract more attendance and participation as compared to SRHR and life skills sessions. This was revealed by a finding on life skill using mini survey that indicated that about 34% of the club girls were either not sure whether they have gained life skills or disagreed to have gained life skills while some of the girls indicated that some of the parents and husbands are against SRHR due negative social-cultural norms and as such deliberately refuse them from participating in SRHR sessions. It is therefore critical for BRAC ELA+ project to note that while the project is moving towards achieving its intended goal, considerable gains will be made

in livelihood while SRHR and life skills are likely to leave a minimal impact in the life of the adolescent girls.

Based on the above findings, the following recommendations have been made.

- i. Conduct targeted outreaches on SRHR especially in Terego district since there are hardly any health facilities within the communities. This can be done at least twice a week.
- ii. BRAC Uganda should consider forming more clubs especially in Terego district to extent specifically SRHR, life skills and livelihood services to the adolescents. The club girls should be trained on how to make re-usable sanitary pads.
- iii. Re-emphasize savings group formation among the adolescent youth and young women to ensure that they start saving with purpose. This can be done inform of VSLAs.
- iv. Carry out continuous stakeholder engagements right from the grass root level like the LC1s, VHTs among others for easy mobilization and sustainability of the livelihood programs.
- v. BRAC should support the health centers (III and IV) to avail/provide female condoms and its associated information to the adolescent girls and young women. There should be more male involvement in SRHR service.
- vi. Project officers should have files at the offices of the district and sub county duty bearers and as such update them on monthly basis with a summary of monthly project reports since some duty bearers seem not to be in touch base with BRAC and ELA+ project activities.
- vii. Consider revising the mentor selection criteria e.g. Age, a mentor needs to be slightly older than the rest of participants say (28-30years) as young mentors are being undermined by some of the girls who are the mentors and as such presume that they are more knowledgeable than the mentors.
- viii. All the IEC materials including SRHR, domestic violence, financial literacy, family planning in the clubs and training manuals should be translated into the local dialects for easy understanding by the club girls.
- ix. BRAC should consider printing talking charts (charts with images), table talks on SRH, family planning for ELA+ clubs to increase the understanding/ easy learning of the concepts by the adolescent girls. These should all be in local languages.
- x. BRAC under ELA+ should consider re-orienting the project officers on the delivery approach under ELA+ as some of them cannot clearly differentiate between a delivery approach and a club activity.

The new approaches that can be adopted to ensure the effectiveness of the delivery approach under the ELA+ project have been comprehensively elaborated as part of this report. These include; Formation of in-school clubs, Formation of parenting clubs, Re-design the life skills package, Re-design the SRHR delivery approach, Full integration of GBV into the program, Incorporation of case management and referral pathway, Establishment of emergency funds, Translate IEC materials, Design reporting tools for mentors and male champions and finally Utilization of co-curricular activities for SRHR uptake

1.0 Introduction

This assessment report provides the findings and development of a strategy for delivery of integrated packages of rights, basic life skills and economic empowerment in five EU spotlight districts of Kasese, Tororo, Amudat, Kyegegwa and Terego. The survey covered 62 adolescent girls, 4 District Health Officers (DHOs), 4 District Community Development Officers (DCDOs), 4 Community Development Officers (CDOs) and 4 BRAC project officers.

1.1 Background of the Assessment

The adolescents and youth in Uganda are multi dimensionally and disproportionately disadvantaged in comparison to other population segments making them disempowered to achieve their full potential and fully participate in society and the economy. To fully exploit their potential, adolescents and youth need to be healthy, productive, educated, and skilled, employed, treated equally without any discrimination; and operate in a peaceful environment and using climate-friendly approaches. However, the current state of the adolescents and youth across the above five dimensions is inadequate for them to achieve and exploit their full potential. Reports indicate that 1 in 10 adolescents engage in early sex by age 15 with low condom use among females (26.4%) and males (52.1%) hence getting more predisposed to STIs (10%), teenage pregnancies (25%), unintended pregnancies (42%), and early marriages. These portend poor socio-economic outcomes including poor health and education outcomes.

BRAC Uganda has been implementing the ELA+ project using Empowerment, Protection and Rights. Given the multidimensional binding constraints associated with adolescence and youth development stages, there is need for rights-based approach to empowerment that aims at putting in place policies and legislation that advance gender equality, social protection, rights protection and awareness of rights holders and duty bearers. Whereas there are various laws, policies and institutions that provide for protection and meaningful participation of adolescents and youth in society and the economy, reports indicate prevalence of harmful practices against adolescents and youth including FGM, gender-based violence and sexual violence suffered by 22% of women aged 15-49 per year. Some reports indicate that: adolescent's voices are either not heard or not inclusively reflected in key decision-making processes; there is limited capacity and low functionality amongst duty bearers and rights holders; there are power imbalances in relationships between adolescents/youth and those outside this age category; and there is limited civic competency and awareness amongst adolescents/youth.

BRAC Uganda is to date reaching out to **51,742 adolescents girls alumni through established 1,331 ELA safe** spaces spread across 45 hard to reach districts in the country including Karamoja region. Through these spaces the out of school girls are taken through life skills trainings, Sexual Reproductive Health and Rights (SRHR), financial literacy and also provided with Livelihood assets to start small scale business and linking them to BRAC Micro finance to access financial capital to sustain their business. However, BRAC Uganda is only providing livelihood support to only **2.5%** of the trained girls due to the limited resources to provide compressive financial literacy trainings and provision of start-up business kits to the girls as illustrated in the table below. BRAC through support from UNFPA is delivery access and utilization of packages of rights and livelihood training and support. However, monitoring reveal the gap in acquisition and increased access to SRHR where the adolescent girls are more hinged to livelihood training.

The programme approach provides a strategic fit with the government implementation architecture that provides a coordinated programme-based framework that focuses on delivery of common results and reduces ‘silo’ working modality to enhance synergies.

The Covid-19 pandemic coping interventions have in some instances reversed some of the gains made in addressing the challenges of adolescents and youth. In particular, the prolonged closure of education institutions and markets due to the Covid-19 pandemic have severed the health, education and economic indicators of adolescents and youth. This is in addition to the continued poor socio-economic indicators of this age category.

It’s against this background that BRAC Uganda with support from UNFPA hired, commissioned and engaged SCINE Uganda to conduct assessment and develop of a strategy for delivery of integrated packages of rights, basic life skills and economic empowerment under the ELA+ project in the EU Spotlight districts (Tororo, Amudat, Kasese, Kyegegwa and Terego). The consultancy firm assessed the effectiveness of the delivery methods currently used under the ELA plus project in safe spaces. The firm also facilitated the drafting of integrated approaches and methods of delivering packages of rights, basic life skills and livelihood with details on common priorities and results.

1.2 Purpose of the Assessment

The main purpose of the study was to assess the effectiveness of the delivery methods currently used under the ELA plus project in safe spaces to aid in the conceptualization and designing of an evidence informed strategy that will enable delivery of quality holistic programming supported by the ELA plus project.

1.2.1 Specific objectives of the assessment

The specific objectives of the assessment were;

1. To assess the effectiveness of the delivery methods currently used under the ELA plus project in safe spaces.
2. To facilitate the drafting of integrated approaches and methods of delivering packages of rights, basic life skills and livelihood with details on common priorities and results and approaches for delivery of the programme.

1.3 Approach and Methodology

1.3.1 Study design

The study adopted a collaborative and participatory mixed methods approach involving both quantitative and qualitative methods to undertake the evaluation to assess the effectiveness of methods and approaches in delivery of packages of rights, basic life skills and livelihood under ELA+ project in the EU Spotlight Districts. SCINE Uganda combined evaluation tools based on the OECD-DAC standards and guidelines required for evaluation of charity and development intervention. This mixed methods approach allowed for triangulation of the methods to ensure that the collected information is comprehensive and reliable.

1.3.2 Document review

The consultants undertook a desk review of the project documents and relevant records as per the implementation process in the five target districts of operation including the Project LFA, project M&E frame work and monitoring reports while paying keen attention to the methods and approaches that are currently under use in ELA+ project. The review therefore pointed out the process, gaps, lessons learnt and highlighted the contributions of the project methods and approaches towards achieving its intended goal.

1.4 Field evaluation survey

1.4.1 Study sites and geographical coverage

The evaluation study was conducted in the 4 districts of Tororo, Kasese, Kyegegwa and Terego in the sub counties of Mulanda, Kyarumba, Kyegegwa T/C and Uwama respectively targeting the beneficiaries from the mentioned project areas within the districts. The result was used to generalize the finding across the districts of implementation.

1.4.2 Sample size and Target population

The study targeted direct beneficiaries of adolescent girls, the project staff, and stakeholder/duty bearers at district level directly involved SRHR and community development within the districts of operation who were selected randomly based on the beneficiary list/inventory and were included into the study. The study took beneficiaries from 10 years and above belonging to the adolescent groups to take part in the study. The adolescent girls were met as a group for a focused group discussion and these subject to a mini survey on life skills as well. While the project staff were subjected to structured interviews. Purposive sampling was used to select the key informants for the evaluation study (District Community Development Officers (DCDOs), Community Development Officers (CDOs) and District Health Officers) in the targeted districts.

Table 1: Study sites and Sample

No	District	Beneficiary Population Size	Targeted sample size (%)	Actual Sample size reached (%)
1	Tororo	30	28 (93%)	27(90%)
2	Kasese	30	28 (93%)	15(50%)
3	Kyegegwa	30	28 (93%)	16(53%)
4	Terego	30	28 (93%)	19(63%)
Total		120	112	78

Sample size determined using: Morgan and Krejcie table 1970

From the table above, the researchers targeted 112 participants but were able to meet 78 across the four districts. This takes into account the project personnel and the key informant interviews. For quantitative data and using purposive sampling to identify study participants, (3) key informant interviews (KIs) were conducted in each district totaling to 12 participants and 4 (adolescent girls group) FGDs were conducted in the 4 districts of Tororo, Kyegegwa, Terego and Kasese totaling to 61 participants across the 4 districts. The researchers also reached out to 1 BRAC project staff in the designated districts totaling to 4 project officers.

1.4.3 Data collection methods and tools

The evaluation study utilized both quantitative and qualitative methods in a collaborative and participatory manner. Quantitative data was obtained through structured desk/document review, interviews using questionnaires for the adolescent girls. Qualitative data was generated through Focus Group Discussions (FGDs) using FGD guides for adolescent beneficiaries and key informant interviews (KIIs) (using a key informant guide) from the selected local government officials and semi-structure questionnaire using (questionnaire guide). Further still observation (using observation checklist) was used to supplement to the finding on the status of the club meeting venue. This is summarized in the table below showing the research instruments used and the category of respondents targeted.

Table 2: Research Instruments and category of respondents per district

Research Instrument	Category of respondents
Semi-structured questionnaire	Project field staff at field level
Focus Groups Discussions	Adolescent girls
Key Informant Interviews	DCDOs
	Sub county CDOs
	DHOs
Desk/document review	Annual project reports, period evaluation reports, LFA, M&E framework and any other relevant pro docs
Observation	Club sitting venue

Source: SCINE Uganda, 2022

1.4.4 Data management and analysis

Quantitative data was collected using hard copy tools. This allowed for the enumerators to get the true feeling of the respondents, physical monitoring of data quality and crosschecking consistency and discrepancies. Due to the nature of the study it was deemed appropriate and it was for easy and fast analysis of the data Excel software. The analysis was carried out at three stages: univariate and bivariate (descriptive) analysis to generate frequency tables on key variables in line with the analysis plan. Data has been presented in form tables, charts and frequencies.

The qualitative data collected from the interviews and the focused group discussions were noted down using notebooks after which were taken by the researchers. The information was transcribed into narrative reports and subjected to content and thematic analysis. The different data sets were analyzed differently but later compared through triangulation to classify common themes. Common and unique experiences among study participants were identified and interpretation was made.

2.0 Analysis and presentation of key findings from the assessment

2.1 Participants' social demographic information

Participants' social demographic information focused mainly on the age of the respondents for the focused group discussion that is to the say the adolescent girls belonging the randomly selected adolescent group that was subjected to the life skills mini survey and the focused group guide. These were later categorized into age groups of Adolescent (14-17years), Adolescent Youth (18-21years),

Youth (22-25years) and Mature Youth (25+ years). The categorizing was to aid in the understanding of the group composition and whether to supports easy discussion without lowering the esteem among the adolescent girls.

Table 3: Focused group discussions participants' demographic information

District	Age group				Grand Total
	Adolescent (14-17)	Adolescent Youth (18-21)	Youth(22-25)	Mature Youth (25+)	
Kasese	0	4	7	0	11
Kyegegwa	2	5	4	1	12
Terego	2	9	4	0	15
Tororo	5	4	14	0	23
Grand Total	9	22	29	1	61
Average	4	9	12	0	24

Source: SCINE Uganda, 2022

From the table above, it is evident that the adolescent girls' groups are mostly composed youth of ages 22 to 25 (12 on average) across the districts of operation. This is closely followed by the adolescent youth composed of ages 18 to 21 (9 on average) while the adolescent of ages 14 to 17 (4 on average) and finally 1 mature of 25+ years in Kasese. According to the finding, it is therefore evident that the group dynamic/setting is good enough for a proper discussion involving life skills, SRHR and livelihood can ably be carried out without fear of any individual intimation and low esteem.

More over according to the observation across all the clubs visited revealed that the sitting arrangement within the clubs allow for open discussion and expression of the opinion of opinions by the adolescent girls.

2.2 Basic life skills of the adolescent girls

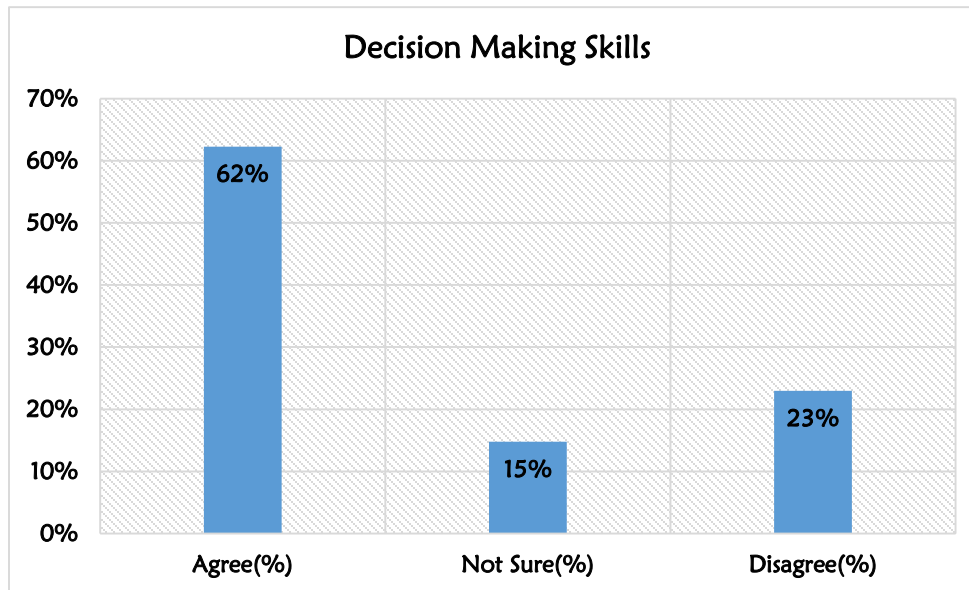
As stipulated in the TOR, SCINE Uganda carried out a finding on the basic life skills being passed on to the adolescent girls in the clubs. The adolescent girls were subjected to a mini survey for basic life skill which was filled individually by the girls in the sampled groups across the four districts of Tororo, Terego, Kasese and Kyegegwa.

Table 4: Combined finding of basic life skills uptake across the four districts

Life Skills	Total	Agree(%)	Not Sure(%)	Disagree(%)	Total (%)
Decision Making	61	62%	15%	23%	100%
Leadership	61	79%	18%	3%	100%
Conflict Resolution	60	68%	7%	25%	100%
SRHR	55	75%	22%	4%	100%
Entrepreneurship	57	79%	12%	9%	100%
Gender Stereotype	60	42%	37%	22%	100%

Source: SCINE Uganda, 2022

The basic life skills being offered to girls was looked at in the dimensions of decision making, leadership, conflict resolution, sexual reproductive health and rights, entrepreneurship and finally the perspective of the adolescent on gender dimensions referred to as gender stereotype. According to the table above it is evident that when it comes to **decision making**, 62% of the adolescent girls indicated that they have gained decision making while 23% indicated that they have not gained decision making skills as of yet. Surprisingly, 15% of the adolescent girls reached out to were not



sure whether they have gained any decision making skills or not. It is there important that the club mentors take the girls through decision making. The decision making skills is illustrated by the histogram

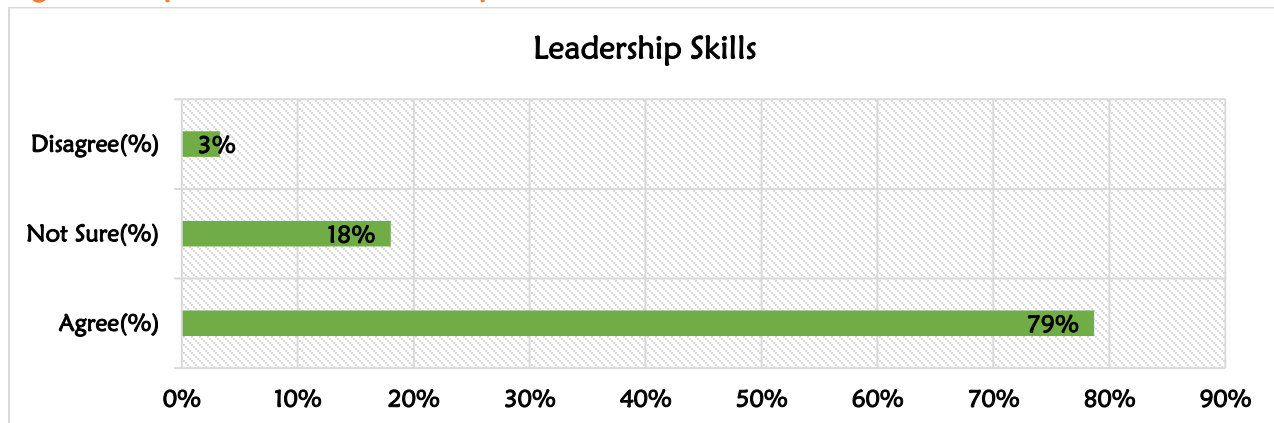
Figure 1:
Representation of the decision making skills

Source: SCINE Uganda, 2022

2.2.1 Leadership skills

According to the finding in table 4 above, it was evident that of the total number of the girls reached, 79% indicated that they have gained leadership skills while only 3% of the adolescent girls indicated to have not gained leadership skills so far. It is however embarrassing to note that a whopping 18% of the total numbers of the adolescent girls were not sure whether they have gained leadership skills or not. It is therefore advised that the club mentors with the support from the project officers take the adolescent girls through basic leader skills. The finding is further illustrated by the bar graph below

Figure 2: Representation of leadership skills

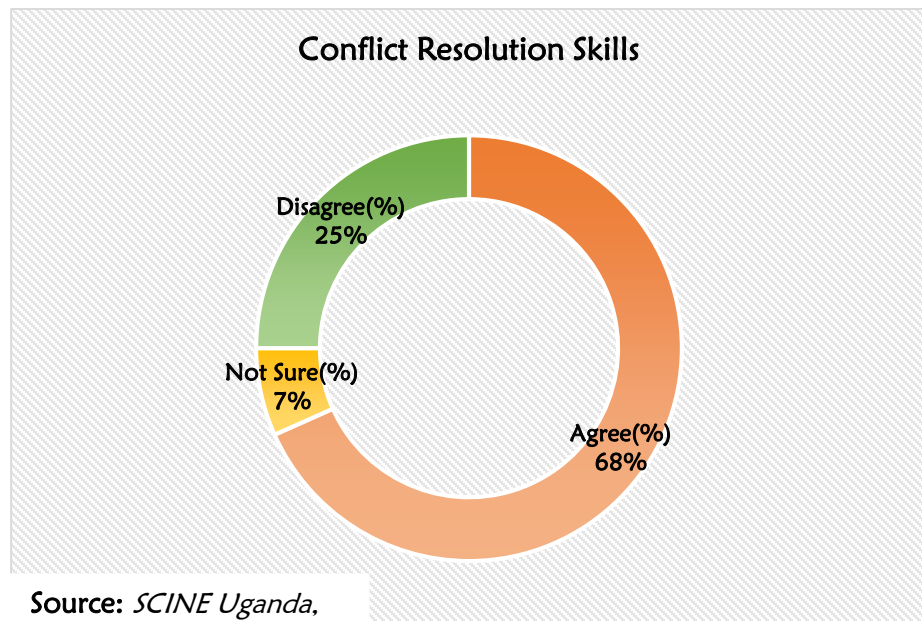


Source: SCINE Uganda, 2022

2.2.2 Conflict resolution skills

Figure 3: Representation of conflict resolution skill.

According to the finding in table 4 above, it is evident about 68% of the adolescent girls of the total number of the adolescent girls reached have gained a considerable level of skills on conflict resolution while about 25% of the adolescent girls reached indicated that they have not gained skills on conflict resolution. Only 7% of the adolescent are still not sure whether they

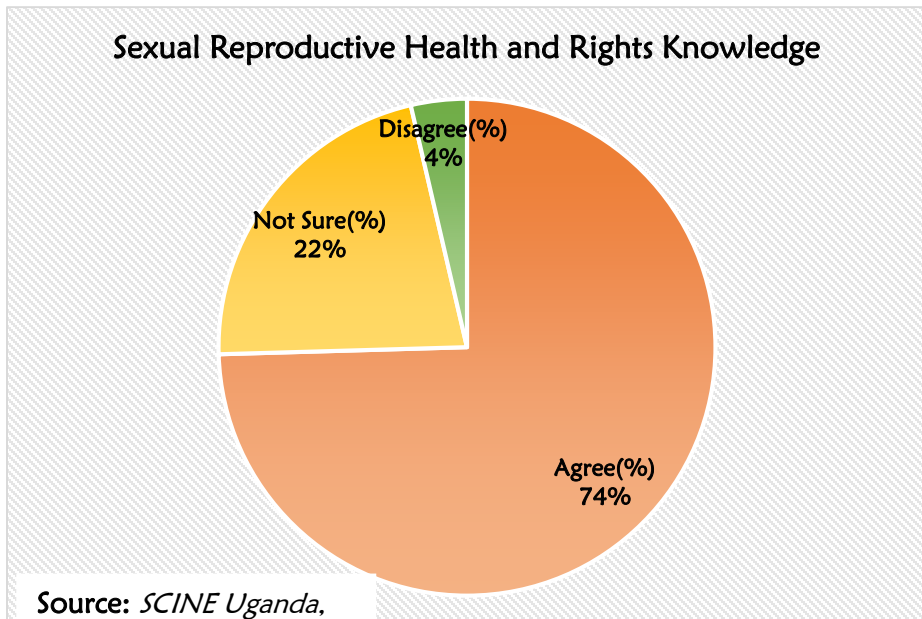


have gained skills on conflict resolution or not. It is therefore important that the school girls be taken through conflict resolution as a basic life skill.

2.2.3 Sexual reproductive health and rights skills

Figure 4: Representation of SRHR knowledge

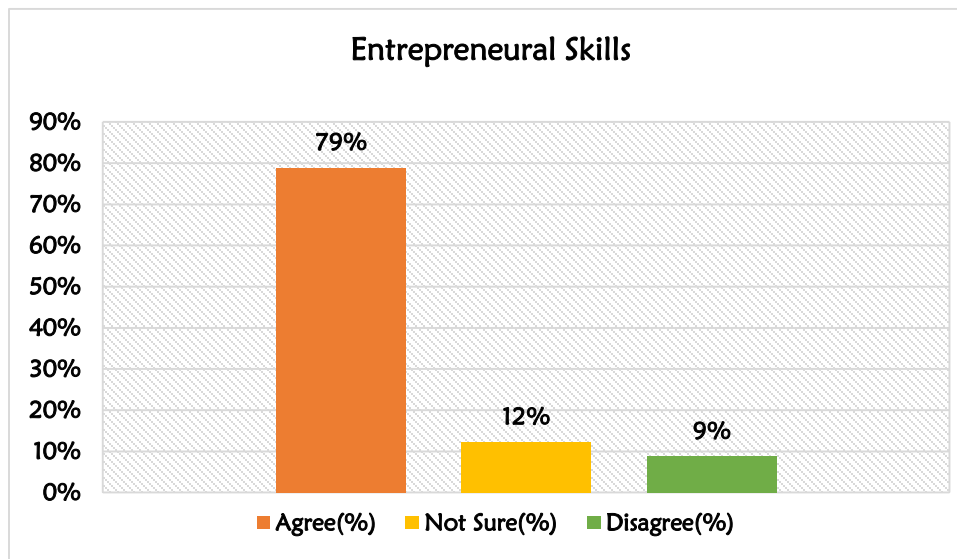
According to the finding in the table 4 above, 75% of the girls reached out to indicated that they have skills in SRHR while only 4% indicated to have no knowledge on SRHR. It was however found out that 22% of the adolescent are not sure whether they have skills on SRHR or not. This is also illustrated using the pie chart indicated



The club mentors should there intensify on delivery SRHR knowledge to the adolescent girls.

2.2.4 Entrepreneurship skills

According to the finding in table 4 above, it was found out that 79% of the total number of the adolescent girls reached have gained a considerable amount of knowledge on entrepreneurship skills. It was also found out that 9% of the girls do not have a considerable level on entrepreneurship skills. It should be noted that about 12% of the girls indicated not to be sure whether they have gained knowledge on entrepreneurship skills or not. There is therefore need to deliver more sessions on entrepreneur skills to the adolescent girls during the clubs. This can be done in consultation with the



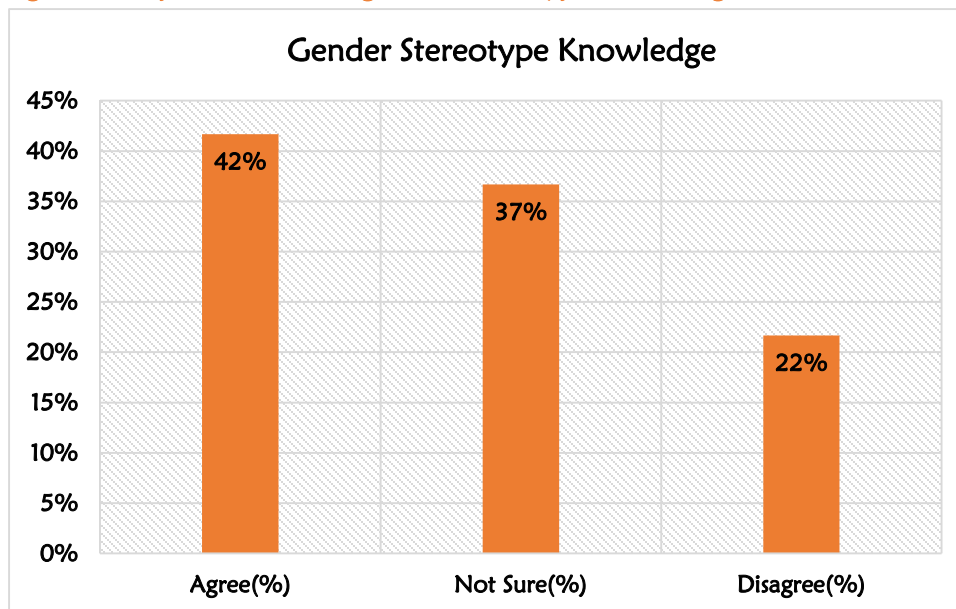
adolescent girls on which particular financial literacy (FL) and selection planning and management of business (SPM) skills they would be interested in. The finding has also been illustrated using the column graph.

Figure 5: Representation of entrepreneurship skills

Source: SCINE Uganda, 2022

2.2.5 Gender stereotype knowledge

Figure 6: Representation of gender stereotype knowledge



Source: SCINE Uganda.

According to the findings in indicated in table 4 above, it is evident that only 42 of the adolescent believe that girls are just as smart as boys. It should further be noted that about 22% of the adolescent respondents indicated disagreed and indicated that girls are not as smart as boy. Finally, it should be

noted that about 37% of the respondents among the adolescent girls are not really sure whether girls are as smart as boys. It is this type of thinking that has left many adolescent girls with unwanted pregnancies, poor decision making among others and yet such adolescent girls can easily be influenced by the peers into wrong decision making. It is therefore important that girls are taken through gender and norms so that they are able to make right choices in life. The finding is further illustrated by the column graph above.

2.2.6 Summary of district specific findings on life skills

Table 6: District specific findings on life skills

Life Skills	Kasese			Kyegegwa			Terego			Tororo		
	A	D	NS	A	D	NS	A	D	NS	A	D	NS
	(n=11)			(n=12)			(n=15)			(n=23)		
Decision Making	2	6	3	11	0	1	4	8	3	21	0	2
Leadership	6	2	3	7	0	5	13	0	2	22	0	1
Conflict Resolution	9	1	0	12	0	0	0	14	1	20	0	3
SRHR	7	1	3	10	0	2	12	1	2	12	0	5
Entrepreneurship	9	0	2	11	0	1	10	4	1	15	1	3
Gender stereotype	9	0	2	6	0	6	3	9	3	7	4	11
Average	7	2	2	10	0	3	7	6	2	16	1	4

Source: SCINE Uganda, 2022; Key: A-Agree, D-Disagree and NS-Not Sure

From table 6 above, it is evident that the adolescent girls of Tororo district have considerably gained more knowledge on life skills as compared to Kasese, Kyegegwa and Terego. On Average, 16 of the adolescent girls from the clubs agreed to having knowledge on life skills while only 1 person on average disagreed to having knowledge on life skills. It should further be noted that only 4 adolescent girls on average indicated that they were not sure about whether they have gained knowledge on life skills or not. However, for Tororo, about 11 adolescent girls on average indicated that they are not sure whether girls are just as smart as boys.

Secondly it was found that on average 10 adolescent girls in Kyegegwa district have gained knowledge on life skills while there is no adolescent who indicated not to have knowledge on life skills. About 3 adolescent girls on average disagreed to having knowledge on life skills. Just like Tororo, about 6 girls on average do not believe that girls are as smart as boys.

Thirdly, it was found out that on average about 7 adolescent girls per club in Kasese have gained knowledge on life skills. 2 adolescent girls on average have not gained knowledge on life skills and 2 adolescent girls on average per club are not sure whether girls are as smart as boys. About 9 girls per club in Kasese believed that girls are smart as boys.

Finally, it was found out that on average, 7 girls per club in Terego district have gained knowledge on life skills while 6 girls on average indicated to have not gained knowledge on life skills and 2

girls on average were not sure whether they have gained knowledge or not. Two aspects in Terego district stood out among the adolescent in Terego district that is to say; overage about 14 adolescents per club disagreed with the fact that they are good at and/or have gained knowledge on conflict resolution. There is no adolescent girl or young woman who indicated on average that they have knowledge on conflict resolution. This was attributed to the fact there is a mixture of population in Terego with some people originating from South Sudan and as such they are generally tough and do not take soft approach in resolving conflicts. This still leaves a lot of work to be done by the mentors in ensuring that conflict resolution as a life skill in passed on to the adolescent girls. Secondly, on average about 9 adolescent girls per club do not believe that girls are as smart as boys.

2.3 Packages of rights for the adolescent girls (SRHR)

SCINE Uganda carried out a finding on the packages of rights (SRHR) that are being passed on to the adolescent girls in the clubs. The data was collected using FGDs for the adolescent girls, KII for the DHOs and the observation of the club meeting to ascertain the deliverance of SRHR services. The findings are as elaborated below;

2.3.1 Policies in place in support of the youth friendly services

During the interaction with the offices of the DHO, it was evident that some of the offices of the DHOs are not aware of any policies that support youth friendly services. The DHO of Terego indicated that he is aware “*Adolescent Health Policy Guidelines and Service Standards, May 2012*”. The DHO of Kasese also elaborated that there is;

1. The National Policy Guidelines and service standards for sexual reproductive Health and Rights that looks at importance of providing adolescents/youth friendly services as a passage of increasing service coverage for Reproductive health among the youth.
2. The Health sector strategic plan that looks at the need for increased reproductive health service provision for the youth in areas that are conducive.
3. The African youth charter that supports the provision of youth friendly reproductive health services.

From the discussions, it therefore implies that it is hard for the office of the DHO to avail the adolescent girls with youth friendly services since many not generally aware of the existing policy guidelines.

2.3.2 Initiatives by offices of DHO to ensure availability of youth friendly services (SRHR) at health facilities

The offices of in DHO in Kasese has worked closely with other organizations like Save the Children, reach a hand, ACODEV among others to increase the availability of SRHR services. The office of the DHO in Kyegegwa on the other has put in place corners for youth friendly health services (designated buildings), they have trained peers on sexual reproductive health (sensitized peers on pregnancies, HIV, Parenting) in the community and have also trained the adolescent youth on life skills to enable them to be self-motivated and able to work for a better future. They have also promoted Peer to peer learning and in this case, the selected parishes where adolescent group were formed, the trained mentors have been used to r extend trainings to the rest of the group with aid of training manuals.

They have also organized out reaches to the youth as quoted *“Our office has extended these services close to the youth and community by making visits and availing services through outreaches to different centers where members can easily access these services without spending a lot of money on transport”*.

It was also noted that the office of the DHO of Terego provide SRHR services like condoms and contraceptives to health facilities and these items are distributed to health units after receiving from National Medical Stores. Just like Kyegegwa, Terego also collaborates with health implementing partners like IRC to provide SRHR services for example *“we have established a well-equipped Adolescent and Youth friendly space at Ofua 3 health center III in Rhino camp refugee settlement as a result of the collaboration with IRC”*. They have also carried out capacity building of health workers especially the midwives, nurses and counsellors. The FGD however revealed that there is no health facility nearby which can be accessed by the adolescent club girls since they can only access these services when there is an outreach by Ofua 3 health center III.

Finally, in Tororo the DHO continuously carries out Health education, HIV Counselling and testing. They also offer training sessions on adolescent pregnancy prevention, they carry out Vaccination and offer Psychosocial assessment and support. The above point was supported by the adolescent girls through FGD who indicated that SRHR services are availability at a nearby health center i.e. Mulanda Health center IV which is easily accessible and there is a designated space dedicated to offer such service. According to the findings, these are good services that the adolescent girls in ELA+ clubs can be referred to.

2.3.3 Uptake of youth friendly services especially where BRAC ELA+ clubs are operating

From the discussions with the offices of the DHO, it was clear that there is increased uptake of youth especially where BRAC ELA+ clubs are operating. It is worth noting that they said there is increased number of adolescents seeking for health services, SRHR and GBV in the community due to big turn up during the different out reaches carried out in the community. Adolescent youth have also showed readiness to learn about such topics like GBV, VAC, early and un wanted pregnancies. It is partly attributed to the initiatives of BRAC through ELA+. This finding however is slightly different from that in Terego as quoted.... *“It’s a yes for me though the uptake is still low generally in Terego especially in the settlement mostly due to negative attitude from community members”*.

2.3.4 Level of community awareness on benefits and availability of Youth Friendly Spaces

From the discussions, it was found out that the community is informed about the benefits and availability of youth friendly safe spaces. This is usually done through the VHTS and Peer educators who are trained on how to pass the information on youth friendly services in communities as well as carry out community mobilization for sensitization with the help of local leaders. Further still, it was found out that BRAC ELA+ clubs each has a family support member(s) (parents) who offer guidance to the adolescent youth in terms reproductive health, capacity building, hygiene and sanitation and income generating activities.

“Yes, the community is informed. As a district we do conduct community dialogues and sensitization on different health topics especially SRH and we encourage the population to visit facilities like Uriama HC III and Bilafe HC III to access and utilize these services” Said the DHO of Terego District. There is however still more need for sensitization on the benefits and availability of youth friendly spaces to the communities.

2.3.5 Convenience/status of the meeting venue

Through the FGDs, it was agreed across board that the club meeting venues are convenient enough for meetings. The adolescent girls said that the venues make them feel comfortable in that they are able to relax their minds, it allows for peer to peer counselling in case an adolescent has a challenge.



Korobudi A club, Mulanda S/C, Tororo during life skills survey

For example, when having misunderstandings, the club helps them think of solutions of how to solve problem with their husbands. They are conducive away from other outsiders. The meeting venue compounds help them do outdoor activities like playing netball and other games which make them feel young when they engage among themselves. There is

no gossiping among the adolescents because they don't have time to roam from one place to another. There is free interaction because the members of the clubs are of the same age group. The meeting venues are having place likes toilets and generally the girls indicated that their livelihood materials won't be stolen by thieves.

In conformity to the above submission, the observation checklists also revealed that the meeting venues are conducive enough. Some clubs are next to health facilities which make access to SRHR services convenient. The observation further revealed that there is presence of IEC materials (talking walls) to encourage youth to freely and openly discuss about SRHR. The observation is however different in one of the clubs visited in Kasese because it only had partial and not enough presence of IEC materials at the meeting venue.

2.3.6 Impact of covid19 on delivery of youth friendly services

During the discussions with the offices of the DHOs, it was noted that transport to access SRHR services was the biggest concern. Supply of SRHR materials like condoms among others became difficult and this left many adolescent girls pregnant and most of teenage mothers lost their babies during birth due to limited access to antenatal services. This contributed to high rates of school drop outs, teenage mothers, among others.

The funds meant to support youth friendly services were used to support the prevention and control of covid19. It was noted that the biggest funders of Youth friendly services are donors and the

pandemic affected their budget thus receiving low supply of adolescent friendly materials. This caused high demand for the services against low supply. The outreach programs were abruptly stopped since boda-boda riders were not allowed to carry people.

The adolescent girls on the other hand noted there was increased GBV in families since members in the households were idle. The youth were also unable to market their products since movements were prohibited. And those who tried marketing their products were beaten by the forces. The co-curricular activities/ outdoor activities were stopped which made them stay home. This was heightened due to the fact that there was no club monitoring during the height of covid19 and as such some of the adolescent girls thought that the club activities had ended and as a result a good number of adolescents dropped out of the club activities and went to engage themselves with other things. On a positive side though, the adolescent girls of Kasese noted that Covid19 taught them how to prevent disease and it taught them how to plan accordingly since they did not know when the economy could open up.

2.4 Livelihoods of the adolescent girls

SCINE Uganda carried out a finding on the livelihood training and skills gained by the adolescent girls in the clubs. The data was collected using FGDs for the adolescent girls and KII for DCDOs and CDOs. The findings are as elaborated below;

2.4.1 Policies in place in support of the youth livelihood

From the discussions with the offices of the DCDOs and the CDOs, it was evident that there are policies in place that support youth livelihood programs and the duty bearers are aware of such policies. However, remains to be known is the utilization of the policies to provide services to the adolescent youth. The following policies were mentioned to be in existence;

The National Youth Policy (NYP) supported by the National Youth Action Plan under which the Youth Livelihood Programme (YLP) and Youth Livelihood Fund (YLF) are embedded. Currently the Parish Development Model (PDM) which emphasizes that 30% of the allocations should go to the youth groups has also been included. Other programs like “Emyooga” have been designed to benefit the youth as well

2.4.2 How offices of the DCDOs and CDOs have ensured that the adolescent benefit from YLP

It is evident from the discussions that the offices of the DCDOs and CDOs have carried out mobilization of youth, supported in the formation of youth groups and registration at the district level to benefit from the government programmes. They have also created awareness about the existing programmes to the youths, trained the youth on Financial literacy, filling and documentation of youth live hood proposals, business plans and submitting them for approval by the TPC and Executive. And finally linking the adolescent youth to NGOs like BRAC and others that conduct livelihood trade training. While these were mentioned, there is however no evidence of a BRAC ELA+ club that has been linked to benefit from the YLP within the districts.

2.4.3 Knowledge and skills gained by the youth during livelihood trainings

Through the FGDs, the adolescent girls revealed that they gained knowledge in;

Liquid and bar making soap and these were taught to them by the artisans, marketing skills, a culture of saving, financial literacy, hair dressing, use of chemicals to treat hair, customer service and baking skills. During the interactions, it was more evident that more gains seem to have been made in the area of livelihood as compared to SRHR and basic life skills

2.4.4 Utilization of the livelihood skills and the start-up under ELA+ project by adolescent youth

From the FGD discussions, the livelihood training has positively contributed to the general wellbeing of the adolescent girls and these are as elaborate below;

- i. It has helped them to know how to plan for the families, child spacing which has enabled them to freely engage in other activities.
- ii. It has also promoted team work among the adolescent girls whereby they are now able to support each other whenever they have challenge including financial problems.
- iii. Livelihood has helped them to practice personal hygiene since the clubs make bar and liquid soap and as such use the excess for their own need.
- iv. Livelihood has helped them to have mutual understanding with their husbands through joint planning as a couple. The girls have also learnt the importance of saving which has helped club members to get loans as startup capital for their business and as well as paying for school fees for their children. Some of the girls are now in saving groups and this was noted in Kyegegwa district.
- v. The skills gained from financial literacy has enabled the youth to know how to manage the money that is by carrying out proper records keeping of earnings and expenditure.
- vi. The livelihood skills and startup funds has enabled the youth to earn respect in the community. It was noted by the group girls that now the youth are recognized in the community, they are no longer undermined and can also participate in decision making.
- vii. It has promoted financial independence among the adolescent Youth and women are now able to work for themselves other than depending on their husbands. This has improved their standards of living since they can afford to buy what they want other than waiting until the husbands get money to support them.
- viii. The adolescent girls and the youth are able to avoid unwanted pregnancies and are able to plan when they are ready for pregnancy hence planning for a better family.

As a trickledown effect of the livelihood training,

There is a reduction in domestic and GBV cases in the community. for example, youth became aware of the things that lead to violence like



Enumerator and Mitweyonkoko club, Kyegegwa during FGD

alcoholism. By this they avoided/reduced on the consumption of alcohol. There is improvement in personal and menstrual Hygiene management and general hygiene and cleanliness. The youth are now aware of human rights and are now able to say no to early and forced marriage and have become brave to say no to sex and unprotected sex, they also ensure checking of HIV with partners among others.

2.4.5 Level of satisfaction with time allocation, delivery method and content during livelihood training.

Almost all the groups interacted with across the four districts indicated that they are satisfied with the time allocated for them during the livelihood training, delivery method and content during the attachment with the artisans during livelihood training because;

The artisans keep time during training days, the artisans are friendly which gives them opportunity to interact with them openly and also ask questions where they haven't understood, they teach them in the language they understand i.e. use local language, they provide hands on skills i.e. the artisans show them practically what should be done for example how to mix different types of chemicals when making soap. Some the artisans also engage the girls in training in the afternoon hours which helps to avoid idleness.

The case is however different when it comes to the club girls of Kasese who are involved in soap making. They insinuated that the time allocated is not enough as and they seek for more training so that they can be well prepared to produce quality products (soap making). The raw materials used are kept a distant away from the club which increases the cost of production because the materials have to be ferried thus increase in transport costs thus leading to losses. The girls therefore request for another session in soap making.

2.4.6 DCDOs and CDOs contribution to the fight against GBV

As a generic question, SCINE Uganda wanted to know that amidst other contributions of the offices of the DCDO and CDO, what has been their efforts in the fight against GBV. The following emerged from the KII;

- a) They have recruited volunteers in the villages Para-legal that report GBV cases to gender office and also manage simple cases.
- b) They have conducted community dialogues and sensitization on GBV in most sub counties.
- c) With support from EU Spotlight Initiative, a GBV center has been built at Terego DLG Headquarter.
- d) They have also arrested and reprimanded GBV perpetrators.
- e) Together with BRAC Uganda, they have conducted school awareness campaigns and sensitizations against GBV in Primary schools targeting upper primary pupils.
- f) They have adopted a multi-stakeholders approach in the fight against GBV. CSOs like BRAC, IJM, JCU, UGANET, COFERD, Save the Children and others have supported the Sub Counties in fighting GBV in Kasese district.
- g) Further still they have held community meetings on GBV, held radio talk shows, organized and held community barazas, conducted community outreaches, mediated on GBV issues, referred GBV cases for further management among others in a bid to address GBV.

2.4.7 Areas of improvement as suggested by DCDOs and CDOs

The following were suggested as areas of improvement; empowering of stakeholders, economic empowerment of the girls starting from the house hold level, financial assistance be established and extended to the groups, youth vocational skilling and training be prioritized, formation of youth VSLA, youth livelihood trade training, use of suggestion boxes for confidentiality and creating a WhatsApp group with youth leaders to air out and address their concerns.

2.5 Delivery approaches under the ELA plus project

The researchers sought to understand the context of the operation of ELA+ project in terms of the delivery approach that is currently being used, the positive impact of the approaches, the ineffectiveness of the approaches and some of the lessons learnt so far in the perspective of the direct implementers (BRAC project officers). BRAC project officers were subjected to semi-structured interviews and the following ensued as the delivery approaches;

- **Club Activities.** This encompasses conducting of club sessions on various topics, indoor and outdoor games like ludo, net ball, scrabble, drama, singing, reciting poems etc.)
- **Community participation.** This involves the club members conducting MDD to sensitise the community on various health and cultural practices like family planning use, STI/HIV, forced marriage etc. BRAC also uses this model to reach out to the community through conducting parents meeting, support committee meetings and participation in celebration of international and national days like World Refugee day, Day of African Child etc.
- **Life skill based education.** Club members learn about soft skills like communication skills, goal setting, SRH topics like how to prevent STI/STD, menstruation hygiene management etc.
- **Livelihood training (job creation).** BRAC Uganda and stakeholders like district local government and beneficiaries conduct market survey assessment on income generating activities in the areas and then collectively make a decision on the IGAs for the girls to venture in. For instance, in Terego in Particular, 5 groups are being trained on hair dressing, 3 on craft shoe making, and 2 in catering. BRAC procures the training materials and hires the trainer.
- **Financial literacy.** The participants are taught about money, saving and investments. They are encouraged to save through the VSLA strategy. It was found it that in Terego district, so far, 4 groups are saving and they have accumulated 959,000/= having started in May 2022.
- **Use of technical persons.** These included duty bearers like health workers, CDO's, probation officers to facilitate topics especially GBV, early pregnancy, violence against children (VAC), positive parenting. Under this, the project officer also co-facilitate (SHR) sexual reproductive health sessions in the clubs and other topics mentors find it hard to facilitate.
- **Use of Club Support Committees.** This comprises of seven members that are formed to support the club by; monitoring their regular attendance, guiding and counselling the girls among others.

2.5.1 Positive changes in the lives of the adolescents as a result of ELA plus project

- i. There has been increased knowledge on sexual and reproductive health among adolescents especially on menstrual hygiene management, prevention of HIV and STI.
- ii. There has been reduction in teenage pregnancy in areas where ELA clubs are located due increased access to information regarding prevention of unwanted pregnancies for example through use of contraceptives and other family planning methods.
- iii. There is improved general and personal hygiene among the ELA plus club girls. There is improved self-esteem among the adolescent girls since the project improvises safe space/ club houses for the adolescents where they meet and interact /share their problems among themselves so as get solutions.
- iv. There is improved knowledge on savings, importance of saving and so on among the adolescents as a result of the training on financial literacy, budgeting and VSLA.
- v. It was reported by the project officers that a number of girls in the club are giving testimony that the knowledge they get from that club has enabled them know their human rights, causes of GBV and what GBV is, plus where to report in case of GBV problems occur (Increase



Enumerator and Bwitho club girls, Kyarumba S/C, Kasese in FGD

knowledge on referral pathways).

- vi. There is an increase of independence among the club girls hence a reduction in elicit practice like prostitution in areas where ELA+ activities are being implemented. This is attributed to the income earned lively hood activities such as soap making, hair dressing among other which are enabling the adolescent girls and women to access SRH services such as

visiting health centers, buying sanitary towels etc.

2.5.2 Limitation to the delivery techniques under the ELA plus project

- Limited financial resources to support procurement of items for use during indoor and outdoor games, story books and sanitary pads for adolescent girls among others.
- Poor attitude of club participants, support committees and local leaders towards SRHR services. This is evidenced with low attendance of girls in some clubs who only come to attend livelihood sessions and not club sessions on SRHR topics. Parents seem not encourage their children to participate and are not willing to make a contribution in case of need for a livelihood item.
- Delay in the provision of live hood materials in some clubs while some materials are provided in limited number and this discourages club members from participating and leads to club drop outs.

- Limited budget for livelihood training and this has left some of the artisans feeling that they are poorly facilitated and as such do not give their best during trainings.
- The project target group is only limited to and/or focuses on adolescents and child mothers which leaves out other groups of people who have interest in participating in project activities.
- The information on topics like GBV, violence, family planning, SRHR, financial literacy among others are all in English which gives hard time for the adolescents to understand the concepts. Language barrier in the areas of implementation is also a downside to the delivery techniques under ELA plus.
- Lack of funds/ facilitation for referral for example people with referral cases like violence against women, child/forced marriage, rape and defilement cases need to be provided with immediate facilitation to enable them report such cases as most of reporting/ referral points are very far.

2.5.3 Lessons learnt by the project officer during the project implementation

- a) Parents where ELA+ project is implemented have interest in joining the ELA+ clubs to learn since learning is a continuous process.
- b) ELA + project is embraced in the areas of implementation because it has brought about development, behavioral change and discipline among the adolescents in the communities. Other communities also request that ELA+ project be extended to their areas of as well because of the positives that it has brought to the communities.
- c) In some communities, community engagement has never been organized or carried out of any sort. For example, community members of Mwello sub county in Tororo district confessed that awareness on parenting meetings have never been conducted in the area and this was during the time when the graduated clubs were still active.
- d) When the project is not well explained to the community, there can be a lot of sabotage and the project may not achieve it's intended goals and objectives due to high expectation among the community members.
- e) Continuous engagement of all stakeholders for example parents, local leaders, district leadership and IPs right from inception can lead to sustainability.
- f) Unemployment levels in the refugee settlement and host community is alarming. This calls for increase in livelihood budget by BRAC or to bring the community on board to contribute through cost sharing.
- g) Effectiveness and success of ELA+ approach is determined by a good mentor. That is when a mentor is good, the attendance of club sessions will be great, retention of club members will also be good.
- h) For the success of the project, there is need to for a strong synergy and collaboration with the community. This enables the swift movement of project activities in the community.

3.0 Conclusions

ELA+ is well focused and has been found to be on course to achieve its intended objectives. The project is also on course to leave a lasting footprint among the local communities. Notably in the four districts visited of Tororo, Terego, Kasese and Kyegegwa there is much appreciation of the

project and BRAC by the duty bearers and the general community. The biggest concern however is that the project has focused so much on the girls and thereby putting very minimal attention on the boys, the men and parents in the communities and yet a majority expressed their desire to be part of the project activities but feel left out without regular engagements. It was evident that the linkage system and referral pathways when it comes to the SRHR and GBV related services is very weak and in some instance non-existence since there was no evidence of copies of referrals.

While the male engagement and parents' involvement have been critical in empowering and providing platform for dialogue for the parents and the males to understand the gender, GBV dynamics and SRHR albeit this is often done as a one off in a quarter and this has left many parents with little knowledge on such topics this explains why some parents keep refusing their girls to participate in SRHR sessions. It is upon this reason and negative cultural norms towards SRHR among others why some girls skip SRHR sessions. It is evident that livelihood sessions attract more attendance and participation as compared to SRHR and life skills sessions. This was revealed by a finding on life skill using mini survey that indicated that about 34% of the club girls were either not sure whether they have gained life skills or disagreed to have gained life skills while some of the girls indicated that some parents and husbands are against SRHR due negative social-cultural norms and as such deliberately refuse them from participating in SRHR session. It is therefore critical for BRAC ELA+ project to note that while the project is moving towards achieving its intended goal, considerable gains will be made in livelihood while SRHR and life skills are likely to leave a minimal impact in the life of the adolescent girls.

Finally, due to the fact that project implementation period was curtailed by Covid-19 Outbreak and restrictions, BRAC Uganda and partners lost a considerable time to implement and follow-up with the project progress at different levels. They lost some of the club girls as well who dropped with the thought that the project had ended prematurely. This is however improving with the full resumption of gathering and routine monitoring of club activities.

Recommendations

- xi. Conduct targeted outreaches on SRHR especially in Terego district since there are hardly any health facilities within the communities. This can be done at least twice a week.
- xii. BRAC Uganda should consider forming more clubs especially in Terego district to extent specifically SRHR, life skills and livelihood services to the adolescents. The club girls should be trained on how to make re-usable sanitary pads.
- xiii. Re-emphasize savings group formation among the adolescent youth and young women to ensure that they start saving with purpose. This can be done inform of VSLAs.
- xiv. Carry out continuous stakeholder engagements right from the grass root level like the LC1s, VHTs among others for easy mobilization and sustainability of the livelihood programs.
- xv. BRAC should support the health centers (III and IV) to avail/provide female condoms and its associated information to the adolescent girls and young women. There should be more male involvement in SRHR service.

- xvi. Project officers should have files at the offices of the district and sub county duty bearers and as such update them on monthly basis with a summary of monthly project reports since some duty bearers seem not to be in touch base with BRAC and ELA+ project activities.
- xvii. Consider revising the mentor selection criteria e.g. Age, a mentor needs to be slightly older than the rest of participants say (28-30years) as young mentors are being undermined by some of the girls who are the mentors and as such presume that they are more knowledgeable than the mentors.
- xviii. All the IEC materials including SRHR, domestic violence, financial literacy, family planning in the clubs and training manuals should be translated into the local dialects for easy understanding by the club girls.
- xix. BRAC should consider printing talking charts (charts with images), table talks on SRH, family planning for ELA+ clubs to increase the understanding/ easy learning of the concepts by the adolescent girls. These should all be in local languages.
- xx. BRAC under ELA+ should consider re-orienting the project officers on the delivery approach under ELA+ as some of them cannot clearly differentiate between a delivery approach and a club activity.

4.1 New approaches for effectiveness of the delivery of services under ELA+ project

Following the above findings, SCINE Uganda hereby suggests the following new approaches that can be integrated into the already existing approaches that are being used to ensure the effectiveness of the ELA+ project and contribute to the achievement of the intended project goals.

1. **Formation of in school clubs.** According to the findings, it was realized that ELA+ is so much focused on the youth out of school and as such in school adolescents are mostly left. For increase of knowledge on SRHR, life skills and livelihood across the communities, in school clubs can be informed so as to pass on such knowledge to school going children as well since such knowledge is not always provided for/taught in schools later school curriculums.
2. **Formation of parenting clubs.** There should be separate club sessions for parents of the adolescents as well as some if not all never comfortably and openly discuss when a parent is amidst them. These parents can also sit on weekly basis with designated topics like GBV, SRHR, self-care, how to handle an adolescent among other. Otherwise negative social-cultural norms continue to play against the girls and that's why some do not attend SRHR sessions.
3. **Re-design the life skills package.** There is need to come up with a holistic package of life skills. This should include topics such as decision making, leadership, SRHR, conflict resolution, entrepreneurship since a majority of the girls interacted with were either not sure about such skills and/or indicated that they didn't have such skills. The Project officers and mentors should be the first benefactors.
4. **Re-design the SRHR delivery approach.** The cultural and institutional leaders, the men including the husbands to the youth women, the parents among others should be an entry point with SRHR knowledge so as the negative social-cultural ideologies about SRHR can be reduced to increase the uptake of SRHR services. Project Officers should be the first benefactors.

5. **Full integration of GBV into the program.** ELA+ should consider a holistic and comprehensive inclusion of GBV programming into the project. This should include GBV concepts, forms (Economic, Physical, Emotional and Sexual Violence), prevention, response, legal frameworks among since the girls only seem to be given basic knowledge and yet some young women in Tororo intimated to the researchers during the FGDs that they are suffering from a lot of *“marital rape”*.
6. **Incorporation of case management and referral pathway.** There must be a deliberate effort by BRAC under ELA+ project to train the project officers on comprehensive case management (including; case intake, assessment, planning and so up to case closure) and referral pathways since it was found out through the group discussions with club girls that there are a lot of GBV cases in the community that are unattended to. The trained project officers can later on cascade the knowledge to the club mentors and club girls.
7. **Establishment of emergency funds.** A specific amount of money can be set aside as an emergency under ELA+ project. This will support in transporting and/or aid in providing services to a GBV survivor especially of rape, defilement so as to prevent further victimization e.g. as a result of HIV resulting from say rape.
8. **Translated IEC materials.** Most of the IEC materials were found to be in English which is not easily understood by the club girls and therefore for easy learning, there need for all the IED to be translated into the local dialects of the club girls.
9. **Design reporting tools for mentors and male champions.** The mentors and male champions continue to offer support to the clubs and yet they seem not to report anyway. There is need to come up with a reporting tool that will assist the mentors and male champions in in tracking and reporting of their results(achievements) both quantitatively and qualitatively on monthly basis and this can contribute to the reports of the project officers.
10. **Utilization of co-curricular activities for SRHR uptake.** BRAC under ELA+ project can regularly organize co-curricular activities like football, netball to bring the youth together and motivate them to utilize the SRHR services. The youth can be talked to before the matches begin about SRHR.

5.0 Appendices

5.1 Appendix I: Terms of Reference

TERMS OF REFERENCE (TOR)

RE: ASSESMENT AND DEVELOPMENT OF A STRATEGY FOR DELIVERY OF INTERGATED PACKAGES OF RIGHTS, BASIC LIFESKILLS AND ECONOMIC EMPOWERMENT

1.0. BACKGROUND

The adolescents and youth in Uganda are multi dimensionally and disproportionately disadvantaged in comparison to other population segments making them disempowered to achieve their full potential and fully participate in society and the economy. To fully exploit their potential, adolescents and youth need to be healthy, productive, educated, and skilled, employed, treated equally without any discrimination; and operate in a peaceful environment and using climate-friendly approaches. However, the current state of the adolescents and youth across the above five dimensions is inadequate for them to achieve and exploit their full potential. Reports indicate that 1 in 10 adolescents engage in early sex by age 15 with low condom use among females (26.4%) and males (52.1%) hence getting more predisposed to STIs (10%), teenage pregnancies (25%), unintended pregnancies (42%), and early marriages. These portend poor socio-economic outcomes including poor health and education outcomes.

BRAC Uganda has been implementing the ELA+ project using Empowerment, Protection and Rights. Given the multidimensional binding constraints associated with adolescence and youth development stages, there is need for rights-based approach to empowerment that aims at putting in place policies and legislation that advance gender equality, social protection, rights protection and awareness of rights holders and duty bearers. Whereas there are various laws, policies and institutions that provide for protection and meaningful participation of adolescents and youth in society and the economy, reports indicate prevalence of harmful practices against adolescents and youth including FGM, gender-based violence and sexual violence suffered by 22% of women aged 15-49 per year¹. Some reports indicate that: adolescent's voices are either not heard or not inclusively reflected in key decision-making processes; there is limited capacity and low functionality amongst duty bearers² and rights holders; there are power imbalances in relationships between adolescents/youth and those outside this age category; and there is limited civic competency and awareness amongst adolescents/youth³.

¹ UDHS 2016/17

² NDPIII reports increased instances of maladministration and administrative injustice in the public sector, corruption in the judicial system and limited civic awareness resulting into ineffective service delivery.

³ National Multi-sectoral Coordination Framework for Adolescent Girls 2017-2022

BRAC Uganda is to date reaching out to **51,742 adolescents girls alumni through established 1,331 ELA safe** spaces spread across 45 hard to reach districts in the country including Karamoja region. Through these spaces the out of school girls are taken through life skills trainings, Sexual Reproductive Health and Rights (SRHR), financial literacy and also provided with Livelihood assets to start small scale business and linking them to BRAC Micro finance to access financial capital to sustain their business. However, BRAC Uganda is only providing livelihood support to only **2.5%** of the trained girls due to the limited resources to provide compressive financial literacy trainings and provision of startup business kits to the girls as illustrated in the table below. BRAC through support from UNFPA is delivery access and utilization of packages of rights and livelihood training and support. However, monitoring reveal the gap in acquisition and increased access to SRHR where the adolescent girls are more hinged to livelihood training.

The programme approach provides a strategic fit with the government implementation architecture that provides a coordinated programme-based framework that focuses on delivery of common results and reduces 'silo' working modality to enhance synergies.

The Covid-19 pandemic coping interventions have in some instances reversed some of the gains made in addressing the challenges of adolescents and youth. In particular, the prolonged closure of education institutions and markets due to the Covid-19 pandemic have severed the health, education and economic indicators of adolescents and youth. This is in addition to the continued poor socio-economic indicators of this age category.

It's upon this background that with support from UNFPA, a consultant is to be commissions to conduct as assessment and develop an integrated delivery strategy for an integrated program.

2.0. Purpose of the assessment

The purpose of this study is to support the ELA plus project develop an integrated strategy for delivery of quality basic life skills, packages of rights and livelihood interventions in a holistic and sustainable manner under ELA+ project in the districts of EU Spotlight (Tororo, Amudat, Kasese, Kyegegwa and Terego).

The consultant will work with UNFPA Youth technical specialist working group to conceptualize and design an evidence informed strategy that will enable delivery of quality holistic programming. The proposed strategy will build on and harness synergies from existing initiatives supported by the ELA plus project and lessons leant so far.

Objectives

1. To facilitate the effectiveness of the delivery methods currently used under the ELA plus project in safe spaces.

2. To facilitate drafting of integrated approaches and methods of delivering packages of rights, basic life skills and livelihood with details on common priorities and results and approaches for delivery of the programme

3.0. Scope of work

The content scope will broadly cover the delivery approaches and methods of delivering packages of rights, basic life skills and livelihood with details on common priorities and results and approaches for delivery of the programme.

The study will be conducted in ELA+ project in the districts of EU Spotlight that is to say Tororo, Amudat, Kasese, Kyegegwa and Terego). The overall assignment is expected to take 25 days including planning, data collection and analysis as well as reporting.

4.0. Methodology

The evaluation should follow a collaborative and participatory mixed methods approach the evaluation should combine evaluation tools based on the OECD-DAC standards and guidelines required for evaluation of charity and development intervention. The methodology design should be developed by the consultant in consideration of the information outlined in this ToR to ensure accuracy and rigor. A detailed methodology and data collection methods and techniques, analysis, sampling design and work plan should be included in the technical proposal, which will be further improved in consultation with the project manager and the program officer during the inception phase of the evaluation. The choice of method must adhere to measurement of change in behavior, skills, knowledge and practices; and also consider the needs and capacities of the different target groups and stakeholders.

5.0. Deliverables

1. Inception report
2. Draft assessment report
3. Final assessment report. This should be maximum of 25 pages (excluding annexes). The report should be structured as follows:
 - Title page (title of assignment, author(s) of report)
 - Table of contents
 - Executive summary (maximum 2 pages; summarizes ToR, methodology, findings, conclusions and recommendations)
 - Introduction (background of study, methodology)
 - Findings (addresses requirement from ToR)
 - Conclusions (well supported by evidence from findings)
 - Recommendations (realistic and clearly set out and cross referenced to the relevant section within the main body of the text)

- Appendices (questionnaires, full ToR, attendance list, etc.) to copy to the project manager and the program officer.

6.0. Time frame

The assessment is expected to start in May 2022 for an estimated duration of 25 working days. This will include desk reviews, field work, data analysis and report writing.

7.0. Qualifications and experience:

BRAC Uganda is looking for a consultant with the following minimum qualifications:

- Advanced university degree in social sciences, community psychology, Adult and Community education, Statistics, Development Studies, Public health and other related qualification from a recognize institutions.
- Should have at least 5 years of proven and well documented experience in conducting behavioural change interventions using participatory methods and techniques/ qualitative and quantitative research in rural contexts; with bias to project/programme evaluations, designing and/or managing projects in the area of youth programming with a focus on the key areas Health and wellbeing; protection and rights.
- Experience in Learning, education and skilling; Employment, entrepreneurship and access to financing; Youth institutional capacity building and Multispectral Coordination and accountability.
- Good understanding of multispectral approach to youth programming at sector and programme level.
- Good health; Education and skills; protection and rights; Economic empowerment and Peace, security and environment.

8.0. Contract Management

The consultant will be identified through a referral based on the experience and competence. She/he will be expected to work closely with technical lead from BRAC (Program manager and program officer). The project will be willing to provide all technical and necessary supports to the evaluation team; and ensure independence of evaluation process, and adherence to research ethical considerations and organization policy. A terms of reference and service agreement as per the procurement guidelines of BRAC Uganda will be issued to the identified consultant who will be expected to respond to it accordingly

9.0. Remuneration

1. **Payment:** 1. BRAC Uganda Accounts department will transfer the funds to your bank A/C online.
 2. You shall be required to provide valid, current and signed bank details.
 3. Payment shall be done after satisfactory delivery of services

4. BRAC Uganda shall withhold 6% WHT and 6% from VAT 18% unless the company is exempted.

The consultant shall provide the following as below: -

1. Technical and financial proposals for conducting the exercise, with a clear interpretation of TOR, Team composition, description of the methodology and sampling procedures, breakdown of Consultancy cost for the overall assignment in UGX etc.
2. A capability statement, including demonstrated ability to handle the assignment.
3. Commitment that the consultant team or firm will be entirely engaged if consultancy is awarded.

DATE FOR SUBMISSION; 26th MAY 2022.

5.2 Appendix II: Assessment Tools

1: Observation Checklist (*Note; this should be applied at the club venue by simply observing the status of and/or surrounding of the meeting venue*)

No.	Criteria	Level		
		1	2	3
1	The club meeting place is safe for the adolescent girls (<i>e.g. far from the busy roads, busy trading center and accessible etc.</i>)			
2	The meeting venue has places of convenience (<i>toilets etc.</i>)			
3	Presence of information and communication materials at the meeting venue to encourage youth to freely and openly discuss about SRHR (<i>talking walls etc.</i>)			
4	The sitting arranging allows for open discussion and expression of opinion by adolescent girls (<i>confidentiality among others</i>)			

Key: 1-Yes, 2-Partially, 3-No

2: Mini Survey Questionnaires for adolescent girls

Note: *The purpose of this mini survey is to understand how much knowledge and skills has been gained by the adolescent youth because of participation in the life skills sessions under ELA+ program.*

Instructions to the enumerator: *(this mini survey should be answered individually by the girls of a group that will participate in FGD. Kindly read and explain to them for easy understanding but do not influence their answers)*

Date:

District:

Age of Participant (e.g. 20 years):

Please answer the following questions below: *(put an X next your answer of choice) Hint: (agree = yes & disagree = no)*

1-I feel good about all the choices I make and try to make smart choices.

Agree

I'm not sure

Disagree



2- I am a good friend and am always respectful to my friends.

Agree

I'm not sure

Disagree



3-Even if my friends pressure me to do something, I should do what I believe is right and say "no".

Agree

I'm not sure

Disagree



4-I talk to my friends about problems I have because they can offer me help.

Agree

I'm not sure

Disagree



5-I am a good leader because I help others make smart decisions.

Agree

I'm not sure

Disagree



6-A good listener should not judge others, but try to understand how they feel.

Agree

I'm not sure

Disagree



7-I always try manage my anger and I am never rude to my friends.

Agree

I'm not sure

Disagree



8. When I make a decision I think about the good and bad things that can happen before making a decision.

Agree

I'm not sure

Disagree



9. I think about my future goals and work hard each day to achieve them.

Agree

I'm not sure

Disagree



10. I try to acquire new skills and information which will help me reach my goals.

Agree



I'm not sure



Disagree



11. When I have a conflict with friends, I always try to resolve it.

Agree



I'm not sure



Disagree



12. Once a girl begins to menstruate, she can get a belly (pregnant) if she has men and women's business (sex).

Agree



I'm not sure



Disagree



13. When a male's sperm fertilizes a female's egg, she can get a belly (Pregnant).

Agree



I'm not sure



Disagree



14. If someone is having men and women's business (sex) they should always use a condom to protect from STI's.

Agree



I'm not sure



Disagree



15. Girls are just as smart as boys.

Agree



I'm not sure



Disagree



16. A female always has the right to say "no" to a men and women's business (sex) and a man should respect her decision.

Agree



I'm not sure



Disagree



17. I try and buy the things I "need" and not always buy the things I "want".

Agree



I'm not sure



Disagree



18. It is very important to save money.

Agree



I'm not sure



Disagree



19. Saving money is a smart way to plan for my future.

Agree



I'm not sure



Disagree



20. It is important for girls my age to set goals about their future job.

Agree



I'm not sure



Disagree



3: Focused group discussion guide for Adolescent girls

Instructions to the enumerator: This should be applied to one group of adolescent girls. The enumerator should read the question to the group in the best way possible for their understanding and then take down notes/answers from the group members. Do not influence their answers.

Would you say that your meeting Venue is youth friendly? If yes, what makes you say so and if no what should be done to improve it?

Are there service providers in this community who are offering free youth friendly services (counselling, condom use etc.) to the adolescent youth! And how easily are you able to access youth friendly services after gaining knowledge on SRHR?

How did covid19 affect you in terms of access of adolescent youth friendly services under ELA+ project?

What should be done to improve the availability and utilization of youth friendly services (SRHR) in your community?

What are some of the key knowledge and skills that you learnt during the livelihood training?

How have you used livelihood skills gained and the start-up funds received under ELA+ project to better yourselves?

Are you satisfied with the time allocated, delivery method and content during the attachment with the artisans during livelihood training! If not, what suggestions would you make for improvement in the delivery of the services?

4: Key Informant Interview guide for the DHO

Are there policies in place in support of the youth friendly services? What are some of the policies in place?

What initiative has your office as the DHO taken to ensure the availability of youth friendly services (SRHR) at health facilities?

Has there been increased uptake of youth friendly services most especially where BRAC ELA+ clubs are operating?

Is the Community informed on the benefits and availability of Youth Friendly Spaces?

How has covid19 hindered the delivery of youth friendly services in the district?

What should be done to ensure the increase of uptake of adolescent services by the community youth?

5: Key Informant Interview guide for the DCDO and CDO

Instructions to the enumerator: This should be answered both the DCDO and the CDO although the two should answer separately. The DCDO is to respond at district level while the CDO should respond at the sub county level.

Are there policies in place in support of the youth livelihood? What are some of the policies in place?

How has your office ensured that the adolescent youth in the district/sub county benefit from the available youth livelihood programs?

How has your office contributed to the fight against GBV in the communities?

How has Covid19 hindered the delivery of services to the youth in the district/sub county?

What are some of the areas of improvement that you would suggest as far as the delivery approach is concerned going forward?

What are some of the suggestions that you would recommend for effective delivery of youth friendly services and livelihood in the district/Sub county?

7: Semi-structured questionnaire guide for BRAC project officers

Instructions to the enumerator: This should be answered directly by BRAC Uganda project officer in the district of operation.

1. What are the delivery approaches under the ELA plus project?
2. What have been the positive changes in the lives of the adolescents as a result of the ELA plus project?
3. What have been the downside/ineffectiveness of the delivery techniques under the ELA plus project?
4. What new approaches would you suggest to ensure the effectiveness of the delivery of services under ELA+ project?
5. What are some of the lessons you learnt during the implementation of the ELA+ project?

5.3 Appendix III: Assessment Photos



IEC at Bwitho Club in Kyarumba S/C, Kasese District



Adolescent child mothers of Bwitho club responding to the life skills mini survey



Clubs girls of Ofuab, Uwama S/C, Terego



Enumerator, Club Mentor and Clubs girls of Ofuab, Uwama S/C, Terego FGD during assessment



The enumerator with club members of Mitweyankoko club, Kyegegwa during the life skills mini survey



Enumerator and Korobudi A club, Mulanda S/C, Tororo in an FGD during the assessment.

5.4 Appendix IV Attendance lists

EDUCATION AND YOUTH EMPOWERMENT PROGRAM

EMPOWERMENT AND LIVELIHOOD OF ADOLESCENTS PLUS PROJECT ADOLESCENT GIRLS ATTENDANCE LIST
 DATE: 24/6/22 DISTRICT: Teret S/COUNTY: Mulenda ACTIVITY: Focused Group VENUE: Korobudya A' Club

PARTICIPANTS ATTENDANCE LIST

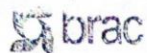
NO	NAME	Age	Has a Dota In club	Male	Female	Any Disability Name the type	Designation	Contact	Village	Signature
1.	Adikini m. Hellen	24			✓		//		Korobudya	
2.	ANYANGO JOSEPHINE	24			✓		//		Korobudya	
3.	Abbo GILBIA	17			✓		//		Korobudya	
4.	AUDR JACKLINE	17			✓		//		Korobudya	
5.	Nyackwomang CHRISTIAN				✓		//		Korobudya	
6.	Achieng Justine	15			✓		//		Korobudya	
7.	AKOTH JOSEPHINE	22			✓		//		Korobudya	
8.	NYAFWANO SHAMIM	24			✓		//		Korobudya	
9.							//		Korobudya	
10.										
11.										
12.										
13.										
14.										
15.										

EDUCATION AND YOUTH EMPOWERMENT PROGRAM

EMPOWERMENT AND LIVELIHOOD OF ADOLESCENTS PLUS PROJECT ADOLESCENT GIRLS ATTENDANCE LIST
 DATE: 21/1/2022 DISTRICT: MURURI S/COUNTY: MULANDA ACTIVITY: Focus on group VENUE: Korobudia Club

PARTICIPANTS ATTENDANCE LIST

NO	NAME	Age	Has a Dota in club	Male	Female	Any Disability Name the type	Designation	Contact	Village	Signature
1.	Nyatwano Mary	24			✓		Mentor	0784430636	Korobudia	
2.	NJCARHO MATZERA	21			✓		Member		Korobudia	
3.	Awar JACKLINE	22			✓		member		Korobudia	
4.	Byobabai FAUZIA	24					//	0703969695	Korobudia	
5.	AWER BEATRICE	24			✓		//		Korobudia	
6.	Alomo Monica	17			✓		//	0776767332	Korobudia	A.M
7.	NYAMUNGE IMMACULATE	24			✓		//	0703928549	Korobudia	
8.	Achiengy martha	20			✓		//		Korobudia	
9.	Nyaware Harriet	24			✓		//	0781000251	Korobudia	H.N
10.	Anyango BEATRICE	25			✓		//		Korobudia	
11.	Achieng mercy	20			✓		//	—	Korobudia	
12.	Achieng Jane	18			✓		//	0786432883	Korobudia	H
13.	Auma Jane	19			✓		//	0760219874	Korobudia	
14.	AMOKKO ANGELLA	24			✓		//	0783449343	Korobudia	
15.	Awar Immaculate	20			✓		//		Korobudia	



EDUCATION AND YOUTH EMPOWERMENT PROGRAM
EMPOWERMENT AND LIVELIHOOD OF ADOLESCENTS PLUS PROJECT
ADOLESCENT GIRLS ATTENDANCE LIST

DATE: 18/06/2020 DISTRICT: Karuri ACTIVITY: Assessment VENUES: Burho CLUB: Burho
SUB COUNTY: Kyambura Mentors name: BURA JATET Mentors' Contact: 0781430185

NO	NAMES	Designation	Age	CONTACT	If does Business Name	ANY DISABILITY Name the type	Married: Yes or No	Has a child yes/no	Has bank account Yes/ No	SIGNATURE
1	BURA JONES	member	20		no	no	yes	yes	no	
2	Bamwendyaki michealine	member	23	0718496297	no	no	no	yes	no	BAM
3	MUSOKI LOICE	member	24	-	no	no	yes	yes	no	M-L
4	Mbambu ven	member	21	-	NO	NO	yes	yes	NO	M-V
5	MABMBU JOY	member	24	-	no	no	yes	yes	no	m-J
6	BURA MAURINE	member	23	-	no	no	yes	yes	no	B-M
7	BURA IMMACULATE	member	21	077847496	no	no	yes	yes	no	B-M
8	mbambu scovia	member	23	-	no	no	yes	yes	no	m-S
9	Kyakimwa Joy	member	21		no	no	yes	yes	no	
10	NIASIKI LAZER	member	24	0781842038	NO	NO	yes	yes	NO	
11										
12										
14										
15										

**EDUCATION AND YOUTH EMPOWERMENT PROGRAM
EMPOWERMENT AND LIVELIHOOD OF ADOLESCENTS PLUS PROJECT
ADOLESCENT GIRLS ATTENDANCE LIST**

DATE: 18th/06/2022 DISTRICT: Kyegaya ACTIVITY: Data collection VENUES: Mitweyankoto CLUB: Mitweyankoto

SUB COUNTY: Kyegaya T/C Mentors name: Ainembabazi Alaiha Mentors Contact: 0779255564

NO	NAMES	Designation	Age	CONTACT	If does Business Name	ANY DISABILITY Name the type	Married: Yes or No	Has a child yes/no	Has bank account Yes/ No	SIGNATURE
1	Ainembabazi Alaiha	Mentor	19	0779255564	—	—	Yes	Yes	NO	<i>Alaiha</i>
2	TUKAMUSHABA Harriet	member	20	0780176162	—	—	No	YES	NO	<i>Harriet</i>
3	Kyerisiima Sylvia	member	19	0709322836	—	—	No	NO	NO	<i>Sylvia</i>
4	Nemata Keroni	member	15	—	—	—	No	NO	NO	<i>Keroni</i>
5	NYAKATO FAITH	MEMBER	18	—	—	—	NO	NO	NO	<i>Faith</i>
6	ABENATWIE JACKLINE	MEMBER	25	0780486263	—	—	Yes	NO	NO	<i>Jackline</i>
7	KISIMBA GRACE	MEMBER	22	0779507850	—	—	YES	NO	NO	<i>Grace</i>
8	Atuhaito Jovanis	MEMBER	18	—	—	—	No	NO	NO	<i>Jovanis</i>
9	Rehema Saidati	MEMBER	25	—	—	—	YES	YES	NO	<i>Saidati</i>
10	Kabusinge Scovia	member	24	—	—	—	YES	YES	NO	<i>Scovia</i>
11	Kiyempaire Ruth	member	15	—	—	—	No	NO	NO	<i>Ruth</i>
12	Omuherera Birungi	Member	19	—	—	—	NO	yes	NO	<i>Birungi</i>
13	Kwame Sylvia	member	23	—	—	—	Yes	Yes	NO	<i>Sylvia</i>
14										
15										