



# **Youth Employability Through Enterprise and Skills Development (YES) Project**

## **Final Report**

**October 2014– September 2017**



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## ACRONYMS

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AFARD	Agency For Accelerated Regional Development
ACAV	Associazione Centro Aiuti Volontari.
BCP	Building and Concrete Practice
BTVET	Business, Technical, Vocational Education and Training Enterprises
CAO	Chief Administrative Officer
CEGED	Centre for Governance and Economic Development
DCDO	District Community Development Officer
DCO	District Commercial Officer
DDP	District Development Plan
DLG	District Local Government
DPO	District Production Officer
EU	European Union
CDO	Community Development Officer
FDG	Focus Group Discussion
GAP	Good Agricultural Practices
GISO	Gombolola Internal Security Officer
DISO	District Internal Security Officer
LC V	Local Council 5
M&E	Monitoring and Evaluation
NDP	National Development Plan
NWSC	National Water and Sewerage Cooperation
NTC	National Teachers' Training College
NSA	Non-State Actors
OWC	Operation Wealth Creation
PSE	Private Sector Enterprise
PM	Project Manager
PO	Project Officer
RDC	Resident District Commissioner
SNV	Netherlands Development Organisation (SNV)
TOT	Training of Trainer
YLP	Youth Livelihood Programme

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## 1. EXECUTIVE SUMMARY

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The European Union (EU) funded Youth Employability Through Enterprise and Skills Development Project (YES) was a three year project [ October 01, 2014- September 30, 2017] which was awarded to and implemented by the SNV Netherlands Development Organization (SNV) in collaboration with the Agency For Accelerated Regional Development (AFARD) and the Center For Governance & Economic Development (CEGED). The YES Project was valued at EUR980, 000 and designed to contribute to the overall poverty reduction of targeted urban and rural youth between ages of 15-30 who reside within the West Nile districts of Nebbi, Moyo, Arua and Yumbe. The project's aim was to contribute to this poverty reduction through improved and sustainable youth economic opportunities for 5,000 rural and urban, in-and-out of school, male & female youth from the ages of 15-30 within the target districts; sustainably improving access to employment and business opportunities by providing these youth with relevant and transferable business skills; while also connecting them to market opportunities for employment with regional growth sectors; which have proven opportunities for job creation. The YES Project was also designed to identify skill gaps and build the capacity of targeted Business, Technical, Vocational and Educational Training Centers (BTVET's) which would serve to offer identified youth beneficiaries with academic and practical skill sets in entrepreneurship, life skills, relevant behavioral, technical and market skills which would enable youth to increase their capabilities of starting and managing their own enterprises and/or securing employment within the urban marketplace.

The YES project was designed to enable the BTVETs to increase their market relevance by enhancing their collaboration and cooperation with regional Private Sector Enterprises (PSE's), including but not limited to Tailoring Centers, Carpentry Businesses, Mechanic Shops, Hair Salons etc. The desire of this collaboration was twofold; (a) To ensure that BTVET's understood the nature of the skill sets that these PSE's were looking for with respect to new employees; and (b) Providing BTVET students with a clear pathway to internships and potential longer term employment at the conclusion of their studies. The YES Project was also careful not to exclude the out-of-school rural youth within the target districts; these individuals were to benefit from agribusiness skills development training from identified and qualified Young Model Farmers (YMF's). Following these interventions with the associated academic studies, internships, on-the-job training, agricultural skills development, the focus of the project was to ensure that of the 5,000 youth who benefited from the project; 1500 youth would be employed and 3500 youth would be self-employed at the conclusion of the project.

In addition, to ensure the longer term sustainability of the project efforts; these youth were also incorporated into a viable and existing regional network of Non-State Actors, Private Sector Enterprises and Local Authorities to ensure that they remain current on market developments within the region, have access to available mentoring and support and continue to strengthen market linkages.

The overall objectives of the YES Project were to contribute to poverty reduction through improved and sustainable youth economic opportunities through the following specific objectives;

- **Strategic Objective 1:** To increase the market relevance of 20 public and private training institutions (formal) and 100 local enterprises (non-formal) and ensure the design and delivery of market driven transferable skills development;
- **Strategic Objective 2:** To support access to employment for 5000 in and out of school youth through formal and non-formal skills development and vocational training;
- **Strategic Objective 3:** To support the capacity development of Non-State Actors (NSA's) and Local Authority (LA) service delivery for youth skills development and improvement.

The project's expected results included: enhanced capacity of 20 support institutions (BTVETs and PSEs) to support youth employment; 1,900 youth joined formal employment; 2,500 youth operate profitable

agribusinesses; 600 youth operate non-farm enterprises; Increased youth-for-youth employment opportunities (3,000 jobs more); Youth businesses linked to financial, insurance, and market services; 25% increase in incomes of targeted youth; and Increased ownership of productive assets (livestock, phones, bicycles, etc.). In order to accomplish these objectives, SNV relied upon core project strategies; (a) Facilitate youth to achieve successful employment and/or self-employment through programming which combined soft and technical skills development and on-the-job training (**push factors**); linking identified youth to relevant market opportunities through apprenticeships (**match-making**) and the provision of on-going coaching and mentoring, including financial and market linkages (**pull factors**). While delivering its core functions of youth skilling, the YES project developed the supportive enabling environment critical to sustainably improving youth employment opportunities within the target districts of Nebbi, Moyo, Arua and Yumbe. This was accomplished by the focused capacity development of NSA's, LA's and BTVETs in the delivery of appropriate youth skilling services, engagement of the private sector in promoting youth-market linkages, and the establishment of sustainable youth and pro-youth platforms to discuss policy and practice around youth employment and advocate for the replication of best practices. These actions combined, led to improved service delivery by NSAs, LAs and BTVETs; increased employment and enterprise development among youth; improved policies for youth development and skilling; and enabled successful programme components to be scaled up in surrounding areas and regions. In the end, the YES Project played a critical role in reducing poverty amongst the targeted youth through the overall improvement of their livelihoods – including better incomes, asset creation and enabling youth to play a leading role in the development of their local communities and economies.

## 2. IMPLEMENTATION

### (a) YES Project Description

<b>Title of The Action</b>	Youth Employability Through Enterprise & Skills Development (YES)
<b>Grant Agreement Number</b>	DCI-NSAPVD/2014/337-558
<b>Target Regions/Districts</b>	West Nile Region: Arua, Yumbe, Moyo and Nebbi Districts
<b>Dates of Implementation</b>	October 01, 2014- September 30, 2017
<b>Final Beneficiaries/Target Groups</b>	5,000 (1,500 Female) Rural & Urban, In & Out-of-School Youth Aged 15-30 Years Old
<b>Grant Coördinator</b>	SNV Netherlands Development Organization
<b>Grant Beneficiaries</b>	<ul style="list-style-type: none"> <li>(a) Agency For Accelerated Regional Development (AFARD)</li> <li>(b) Center For Governance, Economic &amp; Development (CEGED)</li> <li>(c) Business, Technical, Vocational, Educational &amp; Training Enterprise (BTVET)</li> <li>(d) Private Sector Enterprise's (PSE's)</li> </ul>

### (b) YES Project Implementation Modalities

SNV Netherlands Development Organisation was the lead implementing partner under the YES Project and was responsible for the overall project management and deliverables. The Agency For Accelerated Regional Development (AFARD) was responsible for implementing prescribed programming for rural and urban youth within the target districts of Yumbe, Nebbi and Moyo. The Center For Governance, Economic & Development

(CEGED) was responsible for implementing prescribed programming with the Business, Technical, Vocational, Educational & Training Enterprise (BTVET) component in all of the projects target districts; while also working with both rural and urban youth programming in Arua District. The YES Project employed a Project Steering Committee (PSC) which was comprised of SNV, AFARD and CEGED and was designed to streamline overall project activities, set programming priorities, track budget expenditures and provide feedback and challenges and lessons learned. In addition to the Steering Committee, monthly meetings were held between SNV, AFARD and CEGED program staff in order to track progress on implementation activities; set priorities in line with Project Steering Committee decisions and provide a feedback loop for project challenges and lessons learned.

### (c) YES Project Background

According to the National Population Census report 2014, Uganda has a total population of 35 million people. More than 78% of the population is below the age of 30 and 18% are youth aged 18-30 years. Of these, 37% are unemployed or underemployed (World Bank periodic reports). The youth employment issues are attributed to the narrow size of the formal sector and the limited engagement of youth in the agricultural sector that employs more than 85% of the rural population. As noted in the action research conducted by Applied Monitoring and Evaluation Institute (APMEI), employment issues are worse for the West Nile region. With a population of 2.7 million people; 50% of the current population is represented by youth who have bleak employment prospects, due in large part to a history of 27 years of prolonged conflict and insecurity. This conflict led to a significant population displacement, socio-economic losses, a breakdown in social infrastructure and services and weakened governance structures and service delivery.

**Table 1.1: Geographical Distribution of YES Project Beneficiaries**

DISTRICT	BTVET	PSE	RURAL BENEFICIARIES
<b>Arua</b>	400	400	600
<b>Yumbe</b>	150	200	800
<b>Moyo</b>	200	200	800
<b>Nebbi</b>	250	200	800
<b>Total</b>	<b>1000</b>	<b>1000</b>	<b>3000</b>

From the very outset, the YES Project was aligned to national plans, priorities and programmes including the National Development Plan (NDP) II, Youth Livelihoods Program, Skilling Uganda Strategy among others. One of the National Development Plan (NDP) II strategies is to '*increase employment and employability*' through among others developing programs targeting youth involvement in public works; developing centres of excellence in skills identified along the value chains; and develop skills development programs that are tailored to the industrial development strategy of the country. Within the target districts of Arua, Yumbe, Moyo and Nebbi, local governments are striving to enhance growth within their jurisdictions and have identified 'youth employment' as a key driver of economic development. For example, under the Yumbe District Development Plan there is a strategic focus on '*Enhancing The District's Effort For Sustainable Wealth Creation, Through Employment & Inclusive Growth For Improved Livelihood of The Population*' which served as a natural area of engagement for the YES Project. A key facet of the Project was the involvement of stakeholders (e.g. Arua, Yumbe, Moyo and Nebbi District Local Governments, Unemployed Youth, Private Sector Enterprises & Business Community Members etc.); who took an active role in consulting with the YES project coordination and beneficiaries to provide both relevant and valid information with respect to the regional economy, labor market requirements, skill set gaps and growth sectors. The sustained involvement of stakeholders and beneficiaries to inform the project implementation design ensured that key activities remained relevant for the 5,000 targeted youth.



To further deepen the alignment of the YES Project, SNV and our partners ensured that we held a series of engagement and ‘Project Kick-Off’ meetings with the key stakeholders in each of the four districts. During these engagement meetings, core aspects of the project were introduced and explained to the key government officials within each district; including but not limited to the (a) Resident District Commissioners (RDC’s); District Chairpersons (LC V), Chief Administrative Officers (CAO’s), Community Development Officers (CDO’s), District Production Officers (DPO’s) and District Commercial Officers (DCO’s). In addition to government officials, YES Project personnel also engaged with representatives from Youth Councils, BTVET’s, employed and unemployed youth in order to ensure that our personnel received critical feedback with respect to the overall project design. The following table represents a key example of the meetings that were held shortly after the YES Project launched.

**Table 1.2: Example of YES Project District Stakeholders Engagement Meetings**

S/N	DISTRICT	MEETING DATE	MALE	FEMALE	TOTAL
1.	Zombo	23 <sup>rd</sup> September 2014	20	10	30
2.	Nebbi	24 <sup>th</sup> September 2014	26	7	33
3.	Yumbe	24 <sup>th</sup> September 2014	26	10	36
4.	Moyo	2 <sup>nd</sup> October 2014	34	6	40
	<b>Total</b>		<b>106</b>	<b>33</b>	<b>139</b>

As a result of efforts undertaken by YES Project personnel, the primary outcome of these District Stakeholder Engagement meetings was a strong sense of ownership and buy in from the key stakeholders; while also enabling the project to agree on realistic expectations over the 3 year period.

The YES Project also sought to align its objectives for youth employment with the key economic activities within the target districts. Under this approach YES personnel engaged in a series of market studies in order to understand and identify key economic opportunities within the regional markets for West Nile youth. These studies embraced findings and opinions from a range of private sector actors; including but not limited to (a) Financial Service Providers; (b) Small & Medium Sized Business Owners; (c) BTVET Employees etc. Key results drawn from these market studies are highlighted in the below table and reflect key findings with respect to opportunities for youth employment within the West Nile regional marketplaces.

**Table 1.3: YES Project-Key Examples of Market Findings**

Sector	Key Examples of Market Findings
<b>Agriculture &amp; Commodity Trading</b>	<ul style="list-style-type: none"> <li>Agriculture was identified as the most important economic activity within the region; with employment opportunities in place for both animal rearing, crop production, commodity trading and agro-processing. Key Value Chains include Poultry, Sesame, Cassava, Apiary, Livestock Meat, Coffee and Cotton. Key Challenges include; (a) Low Financial Return; (b) Fluctuating Commodity Prices; (c) Lack of Access To Financial capital</li> </ul>
<b>Trades/Professions</b>	<ul style="list-style-type: none"> <li>Metal fabrication, cement work, plumbing, carpentry, electrical and mechanical work are all in demand within the regional markets; with the sector mostly comprised of small businesses. There appears to be a chronic shortage of carpenters and electricians. Key Challenges include; (a) Lack of qualified youth to fill these positions; (b) Reluctance on the part of small businesses to invest time and funds on training; (c) Lack of access to Financial Capital on the part of small businesses to enable expansion.</li> </ul>

## Hospitality & Tourism

- Hotels, Lodges, Restaurants, Bars are looking for waiters/waitresses, cleaners, cooks, administrative staff, security etc. Key Challenges include (a) Limited employment opportunities; (b) Low Wages; (c) Reluctance on the part of these enterprises to invest time and funds on training; (d) Lack of basic qualifications amongst youth for many of these positions.

## Retail

- Supermarkets, Small Grocery Stores, Small Retail Outlets; Mobile Money Stands; Internet Cafes, Printing Stores, Graphic Design, Photography etc. Key Challenges include (a) Many of these retail outlets are family run and are too small to employ youth; (b) Low Wages; (c) Reluctance on the part of retail outlets to invest time and funds on training; (d) In many cases, youth lack the basic academic qualifications.

### (d) YES Project Implementation

**Strategic Objective 1 (SO 1):** To increase the market relevance of 20 public and private training institutions (formal) and 100 local enterprises (non-formal) and ensure the design and delivery of market driven transferable skills development. The programming was designed to improve the overall technical and educational capacity of 14 public and private Business, Technical and

Vocational Education Training Institutions (BTVETs) while enhancing linkages between these BTVETs and regional Private Sector Enterprises (PSE's) which would play a role in providing both internships and longer term employment opportunities for BTVET graduates. The project, sought to support both BTVETs and PSEs in their ability to expand and adopt market oriented skills programs that would enable youth to learn and adopt transferable technical skills which are successful to secure employment and/or support self-employment. The capacity of 14 BTVETs and 105 PSE's have been enhanced and now provide market driven transferable skills that support youth employment. All of the 14 BTVETs are now training youths using the YES entrepreneurship and life skills training manual that was developed by the project. In fact, the national government has passed

*"For internship, placement has become easier because of the platform that brings together the BTVETs and PSEs. Besides, because of the orientation, interns now appreciate internship as a learning process, which was not the case before"*

**Mr. Ayikanying Okweda, Deputy Principal, Zobe Memorial Vocational Institute**



BTVET Student Obtaining Training During Internship With Plumber In The West Nile Region

a policy to ensure that all BTVETs include entrepreneurship and life skills within their curriculum. The relationship between BTVET's and PSE's has been greatly enhanced by the YES project and the latter provide both internship and apprenticeship services to the youth. Prior to the launch of YES, it was estimated that only 150 youth within the target districts of the West Nile region were accessing apprenticeship and internship services from PSE's but by the end of the project, 1000 youth had already accessed PSE services. As a result of YES programming activities, the PSE's have become more open to hosting interns from BTVETs and are prioritizing internships as a method with which to identify and recruit longer term employees. As a result, there has also been a shift in the quality of training provided by the BTVETs, as the PSE's now demand minimum levels of student capacity; while also providing

feedback to the BTVETs on a regular basis regarding the performance of students and identifying areas for further improvement; this has become very much a market driven approach. The YES project has enabled the

BTVETs to become increasingly relevant training institutions within the region because they deliver a market driven curriculum and develop key skill sets for youth which in turn make them more marketable and employable amongst businesses within the region. The YES project developed the capacity of BTVET instructors, in terms of their ability to understand and utilize new curriculum; particularly with respect to entrepreneurship and life skills. The project also developed, published and shared training manuals for this curriculum; with the result that the National Curriculum Development Center (NCDC)<sup>2</sup> has also made it compulsory for all BTVETs nationally to teach entrepreneurship and life skills as mandatory modules.

### Impacts Achieved Under Strategic Objective 1

- By June 2017, 63% of YES BTVET graduates were employed ( interestingly a majority of these graduates were women); within the BTVET programming 1575 students (target was 1000) benefited from Entrepreneurship & Life Skills Training, while 1195 participated in internships and on-the-job training; obtaining real world skill sets that improved their marketability and overall access to gainful employment.
- Of the initial 19 BTVET's that were identified under this project, 14 (85%) were found to possess the requisite criteria and were selected. These criteria included (a) presence within the project geographical region; (b) adequate number of courses offered which would serve the regional PSE requirements; (c) sufficient student enrolment and attendance to ensure that support reached the largest number of students possible; (d) ability of the institutions themselves to contribute to the YES project, utilizing their own labor/resources.
- Within the 14 BTVET's that were ultimately selected, 28 Instructors and 8 support personnel were trained on how to use the YES Entrepreneurship Manual; which was developed by the project. This Manual focused on the following key subject matter areas; (a) Understanding basic concepts of entrepreneurship; (b) Generating business ideas; (c) Developing Business Plans; (d) Marketing, Costing & Pricing; (e) Recordkeeping; (f) Savings & Financial Management. The methods used during this training were participatory and included academic instruction, group discussions, role playing and practical exercises. At the conclusion of this training, copies of the YES Entrepreneurship Manual were provided to the BTVET's and YES project personnel engaged in follow on mentoring and guidance to ensure that the subject matter was being routinely and effectively taught within the selected BTVET institutions.
- At the commencement of the YES project, the instructors from the 14 selected BTVET institutions were trained by project personnel on how to clearly implement and instruct market focused youth training programs and curricula. It was as a result of this initial intensive effort that the selected BTVET's were able to quickly adopt and roll out Entrepreneurship & Life Skills as a key component of their curriculum. This approach has significantly improved the institutional capacity of BTVETs to adapt and offer increasingly market relevant academic and practical training to students.
- Within the 14 selected BTVETs, the instructors were supported and guided by the YES Project personnel to develop annual work plans, which guided the integration of the YES Entrepreneurship Manual into their overall curriculum. As a result of these efforts, the 14 participating institutions emerged with a standardized, inclusive

#### Innovations Resulting From The BTVET Focus On Internships

- *PSE directory is being used to sustain internship placements. The directory has been shared with BTVETs and PSEs and other skilling partners.*
- *BTVET institutions now budget for internship supervision to cover costs that were met by the YES project. This is being achieved through parental involvement in internship management*
- *BTVET and PSEs have built business relationships among themselves so that it is not only internship but also other businesses that bring them together. "Our relationship is the beginning of business. We have given the contract to supply uniforms to one of our PSEs,"*

**Mr. Andrua Charles**

**Deputy Principal, Inde Technical School**

<sup>2</sup> The National Curriculum Development Center is a government agency which is responsible for the development and approval of education curriculum within the country.

and thorough work plan which guided their work around youth entrepreneurship development; as opposed to previous diverse and varied academic and practical approaches to youth skill development.

- The capacity enhancement for the BTVET instructors took many forms by YES project personnel; including (a) Dedicated Training Sessions; (b) Refresher Courses; (c) Joint Reviews; (d) Information Sharing; (e) Joint Planning & Activity Sessions and Monitoring. These various forms of capacity development enabled the institutions the ability to adapt to changes in the development and roll out of new curriculum in a manner which suited their own instructor capacities. These efforts have led to a demonstrable improvement in the quality of instruction being offered by the target BTVETs; and while it is true that not all of the BTVET graduates have been successful to date in securing long term employment; the changes made in terms of the approach have greatly increased their chances.
- Prior to the YES project, there was very little interaction between BTVETs and PSE's with the result that student absorption into the regional economy was quite low; this project has led to the establishment of firm and sustainable market relationships; while more importantly creating a platform upon which BTVET's and PSE's can both communicate and interact to discuss regional market skill requirements.

**Table 1.4: Record of The 14 Business, Technical & Vocational Training Institutions Selected By The YES Project**

#	District	Name of BTVET	Instructors	Contact Details
1	Arua	Arua Technical Institute-Ragem	Michael Epianu Richard Wathum Okello	0777975950 0784180630
2	Arua	Zobebe Memorial Vocational Institute	F.U. Okweda Ayikanying Patricia Nakuya	0782654264 0782707280
3	Arua	Nile Institute of Management Studies	Charles Ombaju Musa Andabati	0772410499 0783805684
4	Arua	Nile Farm Institute & College	Deogratias Odoch Denis Musema	0772898172 0773350486
5	Arua	Yole Polytechnic Institute	Wilfred Ojodria Joseph Amaku	N/A 0782346293
6	Arua	Omugo Technical School	Wilfred Dramu Madiina Aderu	0772854272 0789950902
7	Arua	Flaminio Vocational Training Center	Nafula Mildred Yokka Gabriel Kafefe	0776158008 0785670660
8	Arua	Inde Technical School	Vincent Okello Charles Andrugua	0779205216 0782477142
9	Nebbi	Pacer Community Polytechnic	Onencan Richard Okwong M. Okello Yoacel	0782927520 0782494219
10	Nebbi	Comboni Technical School-Angal	Colbert Opoki John Bosco Adubango	0782094476 0775611116
11	Nebbi	St. Timothy Vocational Training Center	Henry Thona Stephen Awudho	0781362310 0779888010
12	Moyo	Moyo Technical Institute	Festus Anguabayo Lawrence Okudi Minzitia	0774993660 0774921240
13	Yumbe	Odokibo Agricultural Training Center	Margret Adiru Nelson Alworunga	N/A 0771423776
14	Yumbe	Lodonga Polytechnic School	Dickson Bayo Saulo Ojoatre	0773169144 0773169474

While the initial target for the YES Project, was to engage with 100 Private Sector Enterprises (PSE's); in the end the project was successful in linking 115 PSE's with the 14 BTVETs. All of the 115 PSEs willingly accepted youth internships while also engaging in both mentoring and coaching in terms of practical skill development Prior to this intervention the interaction between the BTVET's and the private sector had been virtually non-existent. This disconnect was one of the causes for the low absorption of BTVET students into various sectors within the region's economy.



- During the YES Project Inception Phase, YES personnel held a series of introductory meetings between the PSE's, BTVETs and local government officials within each of the target districts. These meetings enabled the project to establish sustainable and long term connections between these key stakeholders; while also creating a shared platform upon which to discuss, develop and agree upon internship needs & requirements, mentoring/coaching strategies and timelines for the on-the-job training.
- With the support of the 14 BTVETs and 115 PSE's, the YES Project was successful in placing 1195 BTVET graduates into internships with regional businesses in the target districts; including but not limited to (a) Salon & Hairdressing; (b) Building & Trades; (c) Plumbing; (d) Electrician; (e) Carpentry among others. Overall the BTVET students responded enthusiastically to these internship opportunities, particularly where they were able to apply practical instruction they received within the BTVETs to real work on-the-job situations.
- Regional Employment Fairs were also organised to foster linkages between potential employers and BTVET graduates. These Fairs were designed to showcase the employment requirements for available opportunities; as well as provide a forum for graduates to speak directly with potential employers, showcasing both their academic achievements as well as their real world experience obtained from the internships and on-the-job training. The Private Sector Enterprises that attended these Fairs varied in scope; including, but not limited to; (a) Construction Companies; (b) Agriculture Input Providers; (c) Agriculture Traders; (d) Salons & Hairdressers; (d) Hotel Catering & Management Services; (e) Mechanic Services; (f) Electrician Companies; (g) Tailoring & Garment Design Businesses; (h) Carpentry Services etc. It was during these Employment Fairs that both employers and employees had an opportunity to speak in person; and employers could not only gage the suitability of these graduates for employment; but also ensure that the youth understood the particular types of skill sets and experience that they were looking for.
- Prior to the intervention of the YES project, the academic instruction provided within selected BTVETs varied considerably and youth training programs were rarely coordinated with regional PSE's ensuring that the vocational skills training provided was often out of sync with market realities. This situation was often perpetuating the continued low absorption of BTVET youth graduates within the various sectors of the regional economy. Through the efforts of the YES project, this situation was gradually addressed, as further collaboration and coordination between BTVETs and PSE's required a change in the vocational training approach. Please see the following highlights in Table 1.5 below.



**Table 1.5: Impact of The YES Project In Terms of Improving Collaboration Between BTVETs & PSE's**

Indicator	Baseline 2014	End Line 2017
Youths Trained Employing YES Entrepreneurship & Life Skills Training Manual	0	1,575
Number of Youths In Internships & Apprenticeship Programs	150	1,195
Number of PSEs Providing Post Internship Feedback to BTVET Institutions	0	115

- The YES project has created an environment that increased both the facilitation and better coordination with respect to youth focused interventions. More importantly, this collaboration between BTVET's and PSE's led to the agreements being formalized, in terms of (a) Standardization of Curriculum based on market requirements; (b) Agreement on the development of Internship Guides; (c) Shared mentoring & coaching strategies and (d) Agreed timelines on internship components. It was the Internship Guides which were designed to track the intern's growth during the on-the-job training and measure the development of their new skill sets that served to really 'sell' the concept of practical training for BTVET graduates. At the conclusion of the internships, and based in large part on the Internship Guides, PSE's would be matched with graduates who performed well in the required technical areas. As a result of these efforts, more PSE's became engaged in the process and number of internship opportunities made available was enhanced.
- It is important to note that there was an initial challenge when some BTVET students did not take the internships seriously. To address this concern, the YES project with the support of the BTVETs arranged for pre-internship meetings to take place between the prospective intern and the PSE, requiring the student to effectively market themselves while also enabling the PSE to explain why the internship mattered with respect to the student's ability to secure further work in the regional marketplace. It was also during these meetings that the PSE's began to appreciate that they had a key role to play in terms of facilitating and enhancing a broader learning environment for the students.
- Currently BTVET student internships have been fully institutionalized within the curriculum of the 14 selected institutions and these BTVETs now spearhead the search for trainee placements without the support of the YES project. In addition, the Internship Guidelines and the Enterprise & Life Skills Curriculum which was developed and distributed by the project has now been approved and integrated into the overall curriculum by the National Curriculum Development Center.

#### **Changing Regional Perception of The Value of Internships**

*"Training given to formal students is not enough without internships. PSEs help us to bridge the gap. The students become useless without practical knowledge...This way we are all contributing to the strategic plan of skilling Uganda."* **Principal, Moyo Technical Institute**

*"We welcome this type of platform to discuss internships. We need more of such forums."* **Operations Manager, Desert Breeze Hotel** *"Keep in mind differences in project design. YES project may not be exactly as ACAV and VSO projects. Our first perception should be to support youth internship placement, not money. We should look forward to sustain this initiative."* **CDO, Yumbe District.**

An ease pathway for linking trainees for placement for internship with PSE's; *"the link with PSE's was a hard rock initially, especially for instructor to get placement for trainees and this has improved"* **[Instructor, BTVET]**

**Strategic Objective 2 (SO 2):** To support access to employment for 5000 in and out of school youth through

formal and non-formal skills development and vocational training.

The focus of this strategic objective was to enable 5000 in and out of school youth to have improved access to regional employment opportunities through both non-formal and vocational skills development. While the planned target for this objective was 5000, the YES Project managed to exceed this number, reaching a total of 5,717 youth. Under this objective, the YES Project was successful in ensuring that 3,000 rural youth were engaged in farming, 1,575 youth received training in BTVET's of which 1,195 were linked to PSE's for follow on internships) and 1,000 urban youth received scheduled instruction and in entrepreneurship and support for their own enterprises.

### **Impacts Achieved Under Strategic Objective 2**

- **Rural Young Model Farmers & Farming As A Business (FaaB)**

The YES Project identified, supported and trained 3,000 rural youth to continue their efforts to remain at home and farm their own land. The rural youth were provided with start-up packs that contained inputs including seeds and chemicals. Those that received these start-up packs were required to cultivate areas ranging in space from  $\frac{1}{4}$  of an acre to 1 acre (depending on the availability of family farmland. Once the start-up packs were delivered, YES project personnel provided follow up on-site mentoring and support for the rural youth with the support of identified Young Model Farmers (YMF's). A key component of this project was to entrench a sustainable process, by which rural youth would be able to learn from their peers as to effective farming practices and FaaB. The identified youth selected 98 Young Model Farmers (YMF's) within the eight sub-counties of the target districts; as peers, from whom they could learn and seek guidance. In turn, the YES project personnel vetted these selections, ensuring that YMF's possesses the leadership capacities and skill sets to serve in these roles. Once selected, the YMF's received direct technical support and mentoring from the YES project personnel; ensuring that improved agricultural practices were communicated from the project via YMF's to the identified 3,000 rural youth beneficiaries.

- It is important to note that the YES project ensured the engagement of the West Nile Youth Council leadership from the outset of the project. The Youth Council representatives played a critical role in assisting the project to develop the selection criteria for rural youth farmers, mobilizing available youth to participate in the project and taking an active role in monitoring the project implementation cycles. Through this engagement, the YES project was able to strengthen the relationships between Youth Councils and local governments within the target districts.

### **Young Model Farmer Tending To His Crop In Yumbe**

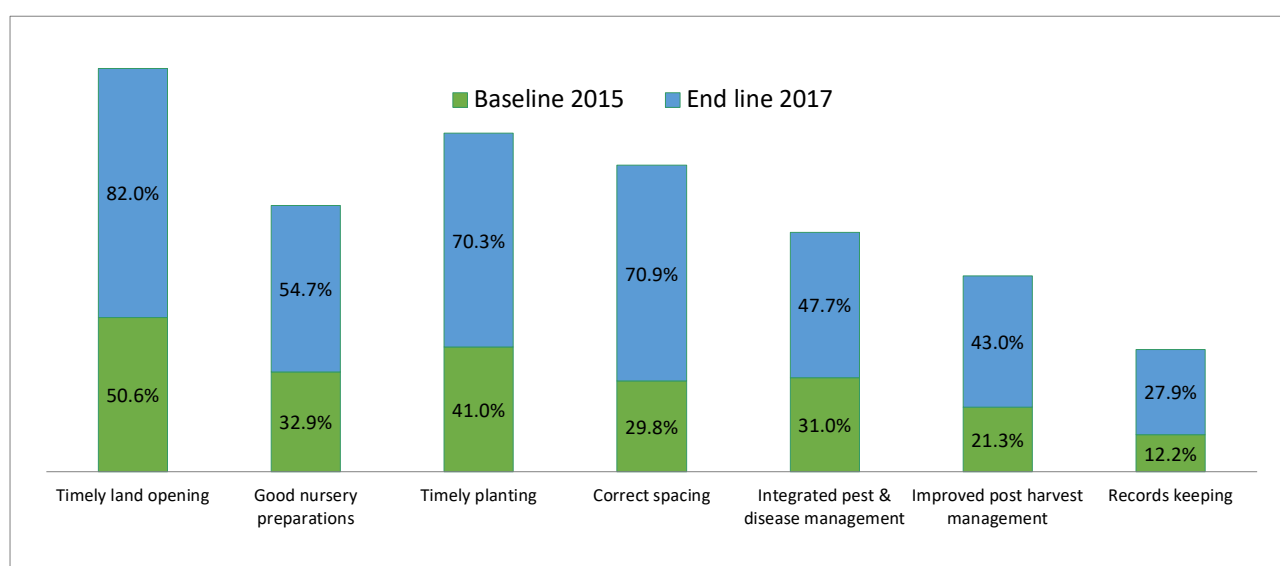


The 98 selected YMFs were trained by the YES project team using participatory methods that included group discussions, practical exercises and demonstrations. Topics covered included (a) Roles of Young Model Farmers; (b) Local Poultry Management (c) Good Agronomic Practices (GAP); (d) Development & Implementation of Agribusiness Plans; (e) Farming Recordkeeping; (f) Crop Marketing, and (g) Customer Expectations & Service.

As the YES project continued and the YMF Model became firmly entrenched, it was decided that based on performance, an additional 366 Cluster Leaders would be drawn from the ranks of the youth farmers to support the YMF instruction and messaging and further boost the peer-peer learning approach amongst the youth. These Cluster Leaders who were selected based on their strong performance, further reduced the group size required for instruction and enabled a deeper learning and mentoring experience for young farmers

Prior to the commencement of the YES project intervention, it was clear that the common agricultural practices employed by the rural youth farmers within the target regions were poor, resulting in reduced yields, increase post-harvest losses and poor financial returns. Prior to the closure of the YES programming activities, the Final Evaluation strongly indicated that the targeted rural youth farmers were increasingly adopting and utilizing the improved GAP knowledge that was being provided by YES project personnel via the YMF's. Please see the recorded results outlined in Table 1.5 (below) which were drawn from the YES External Evaluation, September 2017.

**Table 1.6: Rural Youth Farmers: Adoption of Good Agricultural Practices**



As outlined within the above Table 1.5, targeted youth were increasingly adopting improved good agricultural practices between 2015 and 2017; including (a) Preparing farmland for planting in a timely manner; (b) Planting early and using the correct seed spacing techniques; (c) Integrated Pest & Disease Management; (d) Recordkeeping etc. The adoption of these key components and others, played a determining factor in the increased yields that were observed and harvested.

It is also important to note that these youth were also directly linked with regional agricultural input dealers and traders; in order to ensure that they had access to quality inputs and understood the pricing; while also being made aware of market requirements and wholesale values for quality harvests. This greatly enhanced the beneficiaries understanding of the regional market conditions and they were better informed as to how they would plan their annual crop cycle and how much they would invest financially with respect to inputs (seeds, tools, chemicals etc.). The YES project personnel did make a concerted effort to link these youth farmers to the Jubilee Agricultural Insurance Provider; and while significant contacts were made and product lines were advertised; many of the beneficiaries failed to obtain insurance due to the required insurance



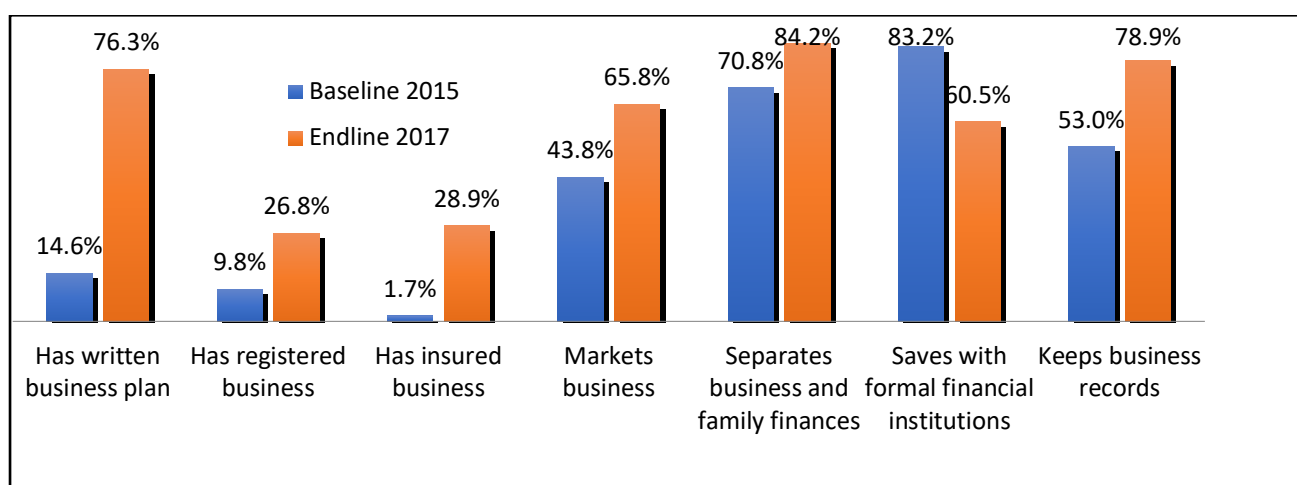
premium costs (ranging from 10%-25% of the anticipated crop value), which they found to be excessive. More work needs to be undertaken in this area with Agricultural Insurance Providers to convey the need for them to reduce their premium rates in order to reach more farmers within the West Nile region.

- **Entrepreneurship Instruction & Support For Self-Owned/Operated Enterprises**

As outlined earlier in this section, 1,000 urban youth were beneficiaries of scheduled instruction in successful entrepreneurship; while also receiving technical support from YES project personnel to be able to more effectively operate and sustain their own small businesses. Key aspects of the technical support provided included the following;

On site coaching and mentoring was provided to individual youth on aspects of business management practices, which included (a) Proper Business & Financial Recordkeeping; (b) Effective Marketing Practices For Product Lines; (c) Importance of Customer Service (d) Understanding Tax Implications (e) Recruitment & Management of Employees. While the coaching and mentoring conducted by YES project personnel was constant; the project also coordinate and arranged for Quarterly Business Clinics whereby young businessmen and women from the region could discuss these types of challenges and others in person and understand what types of actions other small businesses were undertaking to improve their overall financial and operational performance. Prior to the closure of the YES programming activities, the Final Evaluation strongly indicated that the targeted youth entrepreneurs were increasingly adopting and utilizing the improved business management practices that were being provided by YES project personnel in line with their coaching and mentoring responsibilities. Please see the recorded results outlined in Table 1.6 (below) which were drawn from the YES External Evaluation, September 2017.

**Table 1.7: Youth Entrepreneurs: Adoption of Improved Business Practices**



As outlined within the above Table 1.6, targeted youth were increasingly adopting improved business practices between 2015 and 2017; including (a) Developing Business Plans (b) Registering & Insuring Their Businesses (c) Separating Personal & Business Income (d) Establishing Business Accounts With Regional Financial Institutions (e) Developing & Maintaining Business Records etc. The adoption of these key components and others, played a determining factor in the improved financial performance that was observed and recorded.

In addition to this training, identified youth beneficiaries were also required (and assisted) to develop concise Business Plans in with the regional financial institution requirements; these were designed to support prospective loan applications and capital investment; while also serving to encourage youth to open and maintain savings and current accounts for their business needs.

The YES project also arranged for competitions between entrepreneurs to assess the quality of their developed business plans. Based on the results of these efforts, over 700 Business Expansion Kits were awarded to entrepreneurs who were deemed to have developed concise and sound business plans based on the coaching and mentoring that they had been provided. The YES Project also took an active role in linking urban youth entrepreneurs to existing Village Savings & Loans Associations (VSLA's). This was an important component of the entrepreneur's ability to save money and access small amounts of capital investment for their businesses; while waiting on longer term financing from regional financial institutions.



Finally the YES project also took an active role in arranging for annual Youth Business Exhibitions over the life of the project; which enabled these Small & Medium Enterprises to showcase their product lines and services to broader population groups, while also engaging in peer-peer learning. On average, over 40 youth led enterprises participated each year and exhibited a broad range of product lines and services, including but not limited to; (a) Poultry (b) Irrigation Technology (c) ICT Services (d) Metalwork (e) Arts & Crafts (f) Hairdressing (g) Events Management (h) Confectionaries (i) Vegetable Sales (j) Bicycle Repair (k) Soap Making etc.. In addition to the youth led enterprises that were present, it was also important for the YES project that larger, more established businesses and enterprises were also present to market their product lines to the youth while also establishing relationships and market connections; these larger enterprises generally included on an annual basis; (a) Financial Institutions, including, DFCU, Postbank, Centenary, Micro-Finance Support Center etc.; (b) Agricultural Input Providers etc.

**Strategic Objective 3 (SO 3):** To support the capacity development of Non-State Actors (NSA's) and Local Authority (LA) service delivery for youth skills development and improvement

### Impacts Achieved Under Strategic Objective 3

A key component of the YES Project was to support the development of the Non-State Actors (NSA's) and Local Authorities (LA's) within the target districts to enhance their ability in improving service delivery for youth skills development. Activities under this Strategic Objective, included the following;

- Facilitating numerous rounds of engagement meetings between YES project personnel and regional LA's and NSA's to ensure that they possessed a complete understanding and appreciation for the project's Youth Employment Model. These engagements were new to local government authorities and served to deepen contacts and relationships between local government, BTVET's, youth representatives and PSE's within the target districts. These interactions helped these stakeholders to develop a common understandings of the factors which impeded youth participation in economic activity; while also developing coordinate responses to the perceived problems. These meetings also served to link unemployed youth with ongoing donor and Ugandan government programming, including but not limited to (a) Operation Wealth Creation; (b) Uganda Coalition For Sustainable Development (CDD) etc.

- As a result of the engagement with local government authorities in the target districts, the YES project partners, SNV, AFARD and CEGED were able to inform sub-country and district government officials of the importance of collaborating and orienting youth programming to the realities of the regional marketplace. Project personnel took an active role in working with representatives from the four local governments to share information and collaborate on initiatives whereby the youth engaged in YES activities would be made aware of local government led innovations; as well as ensure that there was an avoidance of duplication of activities and a maximization of current available resources. These interactions have resulted in the following initiatives being studied and led by local governments;
  - (a) Importance of Mechanization For Youth Within The Agriculture Sector
  - (b) The Availability of Water For Agriculture ( To Curb Crop Losses Due To Persistent Drought)
  - (c) Available Incentives For Youth To Engage In Agricultural Activities
  - (d) Inclusion of Agricultural Curriculum In Primary Schools & Continued Focus On Development of School Garden Programming

While these subject matters remained at the discussion level, it reflected an active interest on the part of the local governments to consider the primary importance that the agriculture sector played in terms of addressing the chronic need for youth employment. In addition to these direct engagements between SNV, AFARD, CEGED and the local sub-county/district governments, the YES project also facilitated Youth Events which provided a platform and forum for youth representatives and leaders to engage directly with their local government leadership on areas where they had an active interest and required government support. These discussions ranged in scope to include the following;

- (a) 2015- Brokering Private Sector Youth Employment Linkages
- (b) 2016- Scaling Up Agri-Finance Opportunities For Youth In Uganda
- (c) 2017- Improving Youth Access To Public Enterprise Funds & Linkages To Niche Markets

These events drew a cross section of participants including employed and unemployed youth, youth councillors, government officials, politicians and PSE representatives. On average these annual events drew in excess of 500 participants and more importantly provided the youth the opportunity to present their views to key government officials and market actors. Key discussion points usually centred around the following concerns;

- The importance for Non-State Actors to share information regarding youth beneficiaries with sub-county and district government departments to enable them to also benefit from government funded programming e.g. Youth Livelihood Program, Operation Wealth Creation etc.
- The need for sub-county and district government departments to better understand and target established youth groups for follow on programming; particularly those that have already benefited from former donor funded technical and capacity development support. In this manner, previous financial investments can be maximized.
- Improve stakeholder dialogues centred on youth employment concerns to ensure that youth representatives, non-state actors, PSE's are all represented and have an opportunity to provide their input and experiences before local governments share their youth employment initiatives with their respective national ministries.
- The need for local government support to create online platforms to enable youth to access updates on regional employment opportunities, particularly with respect to using local languages.

In focusing on our need to coordinate and collaborate with regional non-state actors regarding Youth Skilling & Employment, the YES Project facilitated the creation of a NSA network within the West Nile region; bringing together SNV, AFARD, CEGED, Self Help Africa, ACAV, Techno Serve, CARITAS, CEFORD, West Nile Youth Network and RICE among others together in a joint forum which served to share information on existing and planned youth programming, exchange youth beneficiary data, develop mechanisms for collaboration and synergy, avoid duplication of activities and waste of financial resources, improve knowledge and learning, enhance efforts to mainstream gender under youth programming, improve advocacy and resource

mobilization for further youth programming. The creation of this West Nile Forum has really served to improve regional awareness with respect to ongoing and planned youth employment interventions.

The YES project also commissioned key studies to further enrich and inform the regional knowledge with respect to the constraints of youth employment and the ability of youth focused interventions to overcome identified regional obstacles. These Action Research documents provided the following key insights;

- While many of the youth that were engaged under the YES project were already involved in farming activities prior to the commencement of the project; their focus prior to the YES intervention was on low value crops, which further dissuaded them from pursuing farming in the longer term. These conditions were further exacerbated by the provision of low value crop seeds by such programs as Operation Wealth Creation (OWC); which would imply that there needs to be an advocated change for the types of goods provided under OWC within the region. Prior to the commencement of the YES project, only 1.1% of the targeted youth were bulking, selling and/or operating as a group. This absence of organized activities provides opportunities for program intervention designs in the future, as young farmers should be more actively engaged in the bulking and collective marketing of their produce.

#### (e) Overall YES Project Implementation Impact

The overall objective of the YES project was to ensure poverty reduction through improved and sustainable youth economic opportunities within northern Uganda. Attributing reductions in poverty which were directly caused by this project is a rather challenging affair; due in no small measure to the fact that this project was implemented across a very small portion of the West Nile region's youth population and in the midst of numerous other programming initiatives which were being implemented by both government and non-governmental organizations. That said, however, the following documented project impacts were recorded as a result of the project evaluations and progress was made with respect to reducing the level of poverty within the targeted youth populations. Please see the following documented results;

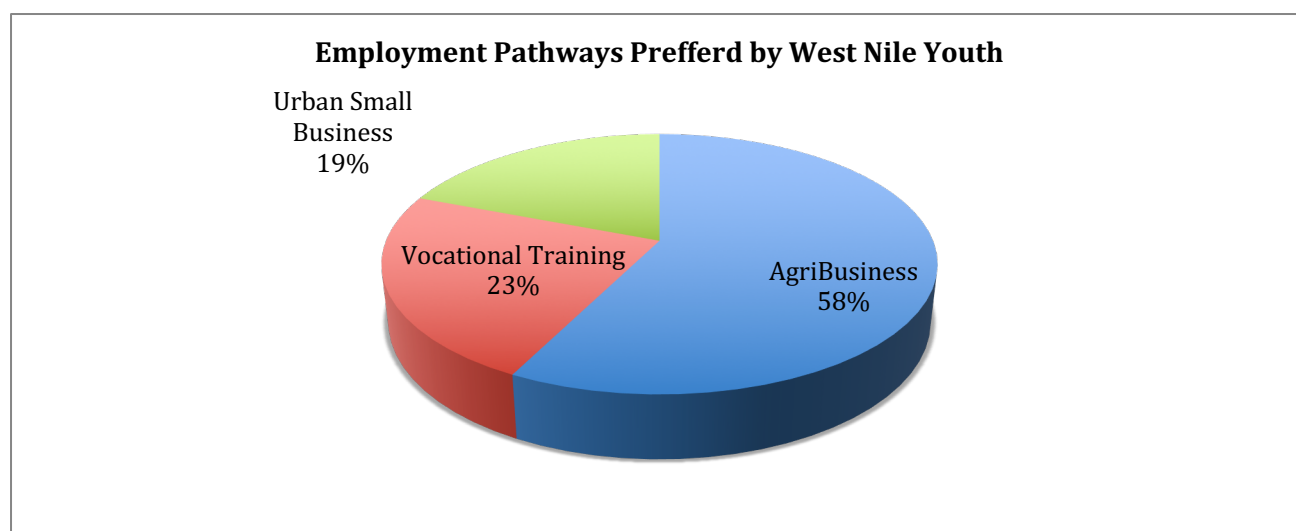
- The project target of a 25% improvement in the targeted youth incomes and the level of assets owned by beneficiaries was largely attained; while the interventions developed by the YES project in terms of supporting BTNET and PSE programming did improve both the capacity of targeted institutions to provide market driven and relevant skill sets while also improving the youths' capabilities to obtain and secure long term regional employment. The YES project had a positive impact on the broader operating environment in its ability to provide sustainable employment opportunities for youth. The YES project resulted in reduced poverty metrics for over 5,000 targeted youth beneficiaries. As reflected in the below table, there was a 39% reduction in poverty among the beneficiaries, ranging from 71.4% in 2015 to 32.4% in 2017. The increase in the level of savings and value of productive assets owned by the youth beneficiaries was the key to the attainment of the overall project goal.

**Table 1.8: Record of Reduction In Poverty For Youth Beneficiaries**

Goal	Indicator	Baseline 2015	End line Values	Difference
Poverty reduction through improved incomes and sustainable employment prospects for youth in northern Uganda	25% decrease in number of youth living on \$1.25/day	71.4	32.4	-39
	25% increase in savings in financial institution	83.2	91.8	8.6
	Average value of productive asset (UGX)	3,246,199	4,301,730	1,055,531

- Of the 5,000 project beneficiaries selected 62.4% were male and 37.6% were female. The YES project offered three employment pathways which included (a) Agribusiness (b) Vocational Training and (c) Urban Small Business. Over 50% of the beneficiaries opted for the agribusiness pathway as shown below in Table 1.8. An interesting observation was that there was overwhelming choice amongst targeted youth to remain engaged in agriculture, which was “surprising” considering the perceived observations that youth generally disliked agriculture as it was not deemed a suitable vehicle to provide a sustainable living and were believed not to want to embrace agricultural initiatives.

**Table 1.9: Employment Pathways Preferred By West Nile Youth Under The YES Project**



- In terms of evaluating both the income and savings portfolios of the target youth beneficiaries, there have been varying levels of YES project impact recorded which are dependent on the particular employment pathways that were selected; please see the following results outlined in below in Table 1.10

**Table 1.10: Recorded Increase In Youth Income & Productive Assets For The Vocational Pathway**

Variable	Baseline (UGX)	End Line (UGX)
Saving	88,077	96,821
Asset	1,269,907	3,051,327
Cash	117,258	1,839,702
Net Worth	1,273,630	4,534,102

As shown, the savings, asset, cash, and net worth of youth beneficiaries that opted for the vocational skills pathway significantly improved from UGX 117,258 in 2015 to UGX 1,839,702 over the lifespan of the project. The targeted youth within this group, realised an overall increase in the level and value of their assets, savings and consequently net worth.

**Table 1.11: Recorded Increase In Youth Income & Productive Assets For The Urban Business Pathway**

Variable	Baseline (UGX)	End Line (UGX)
Saving	88,077	797,368
Asset	1,269,907	2,948,308
Cash	117,258	1,009,781
Net Worth	1,273,630	3,899,369

As shown the savings, asset, cash and net worth of youth beneficiaries that opted for the Urban Business Pathway did also improve, though not to the same extent as those who selected the Vocational Pathways. In comparison, the growth levels were comparably modest. Reasons for this however, may relate to the need of these youth to reinvest larger amounts of capital into their own enterprises, investments which may not bear sufficient returns within lower valued regional markets.

**Table 1.12: Recorded Increase In Youth Income & Productive Assets For The AgriBusiness Pathway**

Variable	Baseline (UGX)	End Line (UGX)
Saving	88,077	324,188
Asset value	1,269,907	5,349,949
Cash value	117,258	417,897
Net Worth	1,273,630	5,649,060

As shown the savings, asset, cash and net worth of youth beneficiaries that opted for the Agri- Business Pathway grew modestly when compared with the other pathways, the rate of growth for these beneficiaries over a short 3 year period was quite impressive and the both the overall growth in asset value and net worth is worth considering for future agricultural interventions within the region. A key lesson obtained from these figures is the rate at which agricultural disposable income is quickly reinvested into agricultural inputs, tools and equipment thereby reducing the individual youth's disposable income and overall spending power, but increasing his/her's overall net worth.

In order to better compare the overall financial performance of the youth beneficiaries within the three pathways, please refer to Table 1.12 below; which provides a clear comparison of the performance within the three pathways based on overall monthly incomes/profits which were defined using an Analysis of Variance (ANOVA) statistical test. For the purpose of this analysis, it was assumed that the target crops matured within a period of 3 months.

**Table 1.13: Measured Performance Of The Different Employment Pathways In Terms of Net Worth**

Project Track	Average Monthly income (UGX)	Cash Value (UGX)	Asset Value (UGX)	Net Worth (UGX)
Vocational Pathway	219,510	1,764,612	3,051,327	4,534,102
Business Pathway (Urban Youth)	256,300	979,182	2,903,636	3,840,288
Agribusiness Pathway (Rural Youth)	131,900	388,741	5,194,427	5,484,843

As reflected in Table 1.12, the Agri-Business Pathway for rural youth was the most significant contribution to the stated YES project goal which was to ensure poverty reduction through improved and sustainable youth economic opportunities within northern Uganda. This can be attributed to the fact that there is a comparatively low entry and operating cost for youth to engage in agri-business activities and the majority of rural youth already have a significant amount of experience in crop production, in large part due to the work that they have performed on their family landholdings. That said however, project beneficiary feedback has outlined that technical instruction in Good Agriculture Practices (GAP), Water For Production, Input Knowledge, Collective Bulking and Marketing, Peer-Peer Learning and other elements of the YES project did contribute significantly to the ability of these rural youth beneficiaries to improve their overall financial performance. Please see a number of Success Stories from the Agri-Business Pathway highlighted below.



**Table 1.14: Success Story From The Agri-Business Pathway**  
**Impact of Horticulture On The Life of A Youth**

*Akumu Fosca, a 29 year old mother of 6 was forced to leave school after completing Primary Seven because her family lacked enough money to continue paying school fees. Before the YES project Fosca used to grow beans and cassava for both home consumption and sell at the local market. On average she earned UGX 500,000 from her sales every season. Before the project, she had never practiced Good Agricultural Practices (GAP) because she lacked the knowledge and benefits associated with these activities.*

*In 2016, she joined the YES Project and received GAP training from a Young Model Farmer. She received a Start Up Pack, which enabled her to plant ¼ an acre of tomatoes. From the harvest she earned UGX 630,000, which she used to buy a number of assets including goats, furniture and a solar panel. She also used part of the earnings to pay school fees for her children. The goats she bought have now multiplied from 2 to 5. She is now looking at doubling the size of her tomato garden and using her earnings to continue investing in her home.*



#### **(f) Changes In The Broader Policy Environment**

In terms of the programmatic activities undertaken by the YES project, a lot of the efforts implemented at the field level have a national relevance. The recognized mismatch between BTVET skills training and the reality of market requirements is evident nationally; and the implementation efforts of the YES project served to pilot and ground test a number of innovative approaches which would serve to effectively close that gap. In particular the YES project has served to inform us of the likely benefits drawn from the individual employment pathways; while also outlining the necessity and individual roles of the key stakeholders (e.g. BTVET's, PSE's and Local Government) when engaged in serious efforts to counter the rising challenge of chronic and pervasive youth unemployment. In terms of technical approaches, the following activities undertaken by the YES project should serve to inform a national audience, these include;

- The successful role undertaken by the government in terms of introducing Entrepreneurship & Life Skills as a compulsory subject within the BTVET curriculum; and the use of the YES Internship & Apprenticeship Guidelines as a key resource to improve national vocational institution curriculums.
- Other aspects of the YES project that served to inform the national audience and stimulate further discussion, included (a) The development of the Policy Briefs on the separate Employment Pathways and which served to have the greatest impact on reducing youth poverty, (b) The alternative Financial Inclusion Strategies that may trigger increased youth self-employment, and (c) Whether existing government programs such as Operation Wealth Creation, are effective in responding to youth unemployment concerns. These individual briefs enriched the current discussion and served to inform future local government actions-(e.g within the West Nile region, the district governments have sought to alter their beneficiary selection criteria for Operation Wealth Creation, a criteria which was found to be disadvantageous to youth).
- The YES program personnel were adept at both maintaining and strengthening the relationships with local government stakeholders throughout the life of the project. As a result, sub-county and district

government stakeholders have publicly recognized the contributions and complementary efforts of the YES project in providing long term solutions to the government's desire to tackle youth unemployment and expand youth skilling and technical training activities.

**(g) Overall YES Project Efficiency**

- **Financial Management Procedures:** The YES project financial management policies were derived from the best practices employed by the project partners; SNV, AFARD and CEGED. With SNV designated as the Grant Coordinator, YES project funds were disbursed to AFARD and CEGED on a quarterly basis after confirmation was obtained that assigned project activities had been fully implemented. A measure of flexibility was built into the budgeting scheduling, which was dependent on project activities on the ground and progress made to date. Activity plans and budget costing were determined on a quarterly basis when the project partners would meet and discuss project implementation and financial requirements. SNV financial personnel and project leadership undertook quarterly inspections of field activities on the ground in order to provide technical backstopping (where required), audit and review internal monitoring systems, review financial and programmatic records and scrutinize monitoring systems and records.
- **Procurement Procedures:** The YES project utilized a procurement process which was in accordance with the partners and the donor's Financial and Procurement policy guidelines; while also exhibiting transparency and value for money. The project utilized pre-qualified service providers and internal procurement evaluation committees prior to the purchase of any goods or services. This process ensured integrity within the process, accountability to the donor and value for money with respect to the overall project procurement actions. For both rural and urban youth, procurements were centralized due in large part to the substantial amounts of farming products required ( e.g Seeds, Spray Pumps, Watering Cans, Implements etc.) and the general availability of pre-qualified service providers who possessed the capacity to handle large orders and deliver high quality products at cost-effective rates. These pre-qualified service providers included but were not limited to; (House of Seeds, East African Seeds, and Victoria Seeds etc.)
- **YES Project Financial Resources**

The overall amount budgeted for the YES project was sufficient to both meet and complete the activities and deliverables required over the 3 year lifespan; and the YES partners never received any feedback or concerns from project stakeholders related to the adequacy of the financing. It is important to note that the project budgeting agreed to by the Project Steering Committee also played a critical role in ensuring that activities were completed with available resources; while cost savings were realized where feasible. SNV, AFARD and CEGED with their track record in ensuring prudent financial management for their project implementation needs; enabled the YES project to implement its required objectives in a cost effective manner.
- **YES Human Resources**

It was agreed to amongst the YES project partners, that the project personnel would be suitably qualified and experienced for their respective roles and have the additional resource of technical support from seasoned managers who were familiar with both the Agricultural & Youth Sectors within the West Nile Region. The depth of collaboration with experienced LA's and NSA's cannot be overstated; as these entities served to consistently provide feedback and input into the YES project implementation efforts and reflection & learning engagements.
- **YES Operational & Equipment Resources & Disposition Record**

In terms of Operational & Equipment resources, the project partners SNV, AFARD and CEGED already possessed office space within the target regions and/or shared office locations where required. While all of the partners had some equipment on hand, the remaining YES inventory was purchased and shared amongst all parties, enabling the partners to implement their required activities.



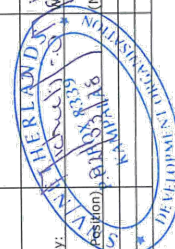

In line with Article 7.5 of the Grant Agreement, the YES partners complied with the following outlined requirements;

*'Where a Beneficiary (ies) does not have its headquarter(s) in the country where the Action is implemented and unless otherwise specified in the Special Conditions, its equipment vehicles and supplies paid for by the Budget for the Action shall be transferred to any local Beneficiary (ies) and/or to any local affiliated entity (ies) and/or to the final beneficiaries of the Action, at the latest when submitting the final report. Copies of the proofs of transfer of any equipment and vehicles for which the purchase cost was more than EUR 5000 per item, shall be attached to the final report. Proofs of transfer of equipment and vehicles whose purchase cost was less than EUR 5000 per item shall be kept by the Beneficiary (ies) for control purposes.'*

**Table 1.15: Asset List For YES Equipment Valued At More Than EUR 5,000**

Asset List For YES Equipment Valued At More Than EUR 5,000							
#	Description	Model #	Serial #	Date of Purchase	USD Value At Time of Purchase	Date of Handover	Final Beneficiary
1	Toyota Hilux Double Cabin	KUN25R-PRMDHN	AHTFR22G06092460	01/11/2014	27,099		AFARD

**Table 1.16: Record of Transfer of Toyota Hilux Double Cabin To AFARD**

TRANSFER OF OWNERSHIP OF ASSETS(>5,000 Euros)									
Grant Contract Identification Number: DCI-NSAPUD/2014/337-558									
Title of the Action: Youth Employability through Enterprise and Skills Development(YES) Project									
Name of the Beneficiary: SNV Netherlands Development Organisation									
Name of the Local Beneficiary of the Action: AFARD									
Date of Purchase	Description	Model Number	Serial # / Chassis #	Purchase price (USD)	Project / Fund	Physical Local Condition			
11/1/2014	Hilux Double Cabin	KUN25R-PRMDHN	AHTFR22G06092460	27,099	YES/EU	SNV ARUA Satisfactory			
<p><b>Please Note:</b> The above list was drawn up to comply with Articles 2 and 7.5 of the General Conditions applicable to EU-financed Grant Contracts for External Action (Annex II of the Contract). Ownership of each item listed has been transferred. The local beneficiary (AFARD) is in agreement with its content.</p>									
Done in:	On								
Approved By:	Witnessed By:								
(Name and Position)	(Name and Position)								
Kenneth Kasser Country Manager SNV ARUA	Dr. Alfred Othman Director External Relations AFARD								
 									

**(h) Enabling Factors That Influenced The Achievement of The YES Project Results**

- The YES Project was entirely premised on working through well-established institutions but importantly also enhancing the capacity of these entities to deliver youth-oriented services. Participating entities included the IPs, LAs, BTVETs and PSEs, who were all selected through a rigorous criteria. Project beneficiaries were selected through an inclusive transparent process that also included an evaluation of their respective capacity to delivery project results. This assessment then informed a process to appropriately strengthen areas that were found to be lacking.
- At the strategic level, the YES Project Steering Committee (PSC) brought together directors of the IPs to carry out periodic project reviews, quarterly budgeting and trouble-shooting. This project oversight mechanism enabled robust and flexible project implementation as well as providing an in-built learning mechanism that allowed for periodic reflection on key issues; and improvements to project delivery arrangements.
- The YES Project was anchored with very strong and capable stakeholder and beneficiary involvement along its implementation cycle. The key political and technical officials within each target district were involved at every stage of the project development, implementation and monitoring. Similarly, youth beneficiaries were significantly involved and engaged throughout the entire project cycle; and were consulted on a regular basis to ensure that key ground truths were discovered that would better inform and validate our implementation efforts. These actions enabled key stakeholders to effectively buy-in to the YES project from commencement to conclusion.

**(i) Constraining Factors That Influenced The Achievement of The YES Project Results**

- A key constraining factor for the rural youth who were pursuing the Agri-Business Pathway were the prolonged dry spells during the first two years of the YES project. These weather conditions did serve to constrain the momentum of the project under this pathway; and did serve to have a demoralizing effect on a number of our rural youth beneficiaries.
- The influx of refugees from South Sudan did also serve to impact the direction of the YES project. Prior to the influx, the project has identified a large number of capable rural youth who were well placed to benefit from interventions which would support their farming efforts. However, as the refugee numbers soared, a large segment of the initial group of rural youth chose to leave the farming opportunities behind and instead pursue short term opportunities with businesses who had expanded quickly to serve refugee market needs.
- It is true that some of the BTVET graduates did struggle after graduation to secure employment; and as we ended the project, were unable to achieve 100% employment. This is in part also due to the wider economic conditions within the region, which the YES project simply did not have the capacity to address. However, it is believed that the interventions undertaken by the YES project did work to mitigate some of these larger economic issues; and served to provide tailored applicants for PSE's who were in need of available talent and skills.

**(j) Sustainability Of The YES Project Results**

- The YES project has served to both train and effectively develop the capacity of NSA's, LA's, BTVETs and PSE's to organize, develop and deliver market focused services that promote sustainable youth employment. These entities have acted to both standardize and integrate academic and practical components of the YES project into their respective programming and development approaches. With these efforts, we are confident that proven interventions under the YES project, will be continued under both current and future youth programming efforts.

- From an economic standpoint, the YES project has improved youth livelihoods through the provision of transferrable and entrepreneurship training, apprenticeships, match-making and continuous coaching. Identified and targeted youth now enjoy better incomes, increased assets and stronger feelings of self-worth. More importantly the project has inculcated a “can do” attitude among many youth within the region which should serve to encourage their participation in future planned interventions.
- With the improved capabilities and enhanced experience of project partners and stakeholders; as a result of their engagement under the YES project; it is likely that these experiences will be utilized to position actors to develop further sole and joint programming plans for youth engagement. Currently both CEGED and AFARD are utilizing their YES project experience to position their local organizations for roles under up and coming projects; including (a) Voice Project, (b) Youth Economic Empowerment In Uganda (YEPP) etc.
- Private Sector Enterprises within the West Nile Region have now recognized the value and benefits from supporting the training and development of BTVET graduates; and many now appreciate the small costs associated with investing in youth training for their labor force. What is clear from the YES project, is that cost –effective and market oriented youth skills development programs will always serve to attract interest from regional PSE’s and must incorporate their views in order to be successful.
- Other areas which reflect the sustainability of the YES project actions, include (a) Placing youth at the center of the action to identify their own development needs; while holding NSA’s and LA’s to account to deliver on their commitments; (b) Employing participatory approaches to project design, implementation and monitoring with NSA’s, LA’s and Youth Leadership to ensure effective adoption of skills; (c) Building local capacity to manage and sustain youth skilling and development initiatives and specifically supporting the technical capabilities of NSA’s and LA’s to perform their core functions in youth skilling and service delivery; (d) Leveraging existing NSA Youth Skilling programming and collaboration, to avoid overlap and duplication and maximize resources (e) Strengthen stakeholders ownership of interventions, partnerships and synergies, particularly between NSA’s, LA’s and Youth Leadership, to ensure that the enabling environment continues to be strengthened.

#### **(k) Key Lessons Learned Under The YES Project**

- The Youth Labor Market Scan and Baseline Surveys played critical roles in informing SNV, AFARD, CEGED, NSA’s, LA’s, BTVET’s, PSE’s, Youth Leadership etc. on the current status of the youth employment sector and capacity gaps within the region; and enabled the YES project to firmly anchor our interventions with the full knowledge of existing market realities.
- Joint monitoring throughout the project by SNV, NSAs, LAs, BTVETs, PSEs, YMFs and Youth Leaders, played a key role in promoting shared ownership and transparency; while also providing opportunities to discuss and evaluate project progress.
- Stakeholder Reflection and Learning meetings which were held on a quarterly basis, proved invaluable in terms of having a forum which allows for the discussion of overall project progress, performance, results, lessons learned and relevant cross cutting issues such as youth inclusion and gender mainstreaming awareness.
- Youth engagement throughout the Project Life Cycle has allowed the youth beneficiaries to get intimately involved in the project; while also contributing immensely to its success. These engagements have motivated regional youth even more to remain engaged with Youth Skilling & Development programming within their target districts.
- Establishment of Information Exchange Platforms linked project stakeholders with Action Research Documents, Policy Dialogues, Various Stakeholder Viewpoints, Market Information etc. and proved a necessary component of the YES project’s success.
- The development of relationships with NSA’s and LA’s proved invaluable and were instrumental in

providing a strong enabling environment with which to implement the YES project. SNV and our partners worked with sub-county and district government officials to ensure that they remained fully engaged in the project implementation process; while also strengthening their direct relationships with Youth Leadership and PSE representatives. This level of support particularly from sub-county and district government officials was a necessity for the success of the project.

***The European Commission may wish to publicise the results of Actions. Do you have any objection to this report being published on EuropeAid Co-operation Office website? If so, please state your objections here.***

SNV and our partners, AFARD and CEGED have no objection to this request.