EXTERNAL EVALUATION REPORT FOR
PROGRAMS IN UGANDA

By
Bisimwa Mulemangabo (bisimwamuljohn@gmail.com)
and Bizimana David (dbizimana@gmail.com).

May 2022
Location of Uganda on the world map
Map showing the project operation areas of Kyaka 2 refugee settlement and Kampala where the evaluation was conducted

Source: Generated by the consultants using GIS
ACRONYMS

BFS  Bridge to Formal Schooling
CAFOMI  Care And assistance for Forced Migrants
CBO  Community Based Organisation
DEO  District Education Officer
EFA  English For Adults
HM  Headmaster
ICT  Information Communication Technology
MTI  Medical Team International
NGO  Non-Government Organisation
OPM  Office Of the Prime Minister
RLOs  Refugee-led Organisations
RRLI  Resourcing Refugee Leadership Initiative
SDG  Sustainable Development Goals
TaRL  Teaching at the Right Level
UNHCR  United Nations High Commissioner for Refugees
WUSC  World University Services of Canada
YARID  Young African Refugees for Integral Development
Table of Contents

ACRONYMS ...........................................................................................................................................4

ACKNOWLEDGEMENT .........................................................................................................................7

EXECUTIVE SUMMARY .......................................................................................................................8
  Background information ....................................................................................................................8
  Evaluation Findings ..........................................................................................................................9
    Programs implemented .....................................................................................................................9
    Funding sources ..............................................................................................................................9
    Human Resource capital ................................................................................................................9
    Program Impact ..............................................................................................................................9
  Organizational challenges ................................................................................................................10
  Key recommendations ......................................................................................................................11

1.0  INTRODUCTION ...........................................................................................................................13
  1.1  YARID Background and programs implemented .....................................................................13
  1.2  Objectives of the Evaluation .....................................................................................................14

2.0  EVALUATION METHODOLOGY ................................................................................................15

3.0  FINDINGS BY PROGRAM ............................................................................................................16
  3.1  Education Program ....................................................................................................................16
    3.1.2  Bridging to Formal School (BFS) .........................................................................................21
    3.1.3  Information, Communication and Technology (ICT) ..........................................................29
  3.2  LIVELIHOOD AND WOMEN EMPOWERMENT PROGRAM ................................................32
    3.2.1  Tailoring ...............................................................................................................................32
    3.2.2  Arts and Craft making .........................................................................................................34
  3.3  Protection Program .....................................................................................................................36
    3.3.1  Emergency Support, counselling and referral ....................................................................36

4.0  YARID ORGANIZATION ASSESSEMENT ..................................................................................38
  4.1  Programs implemented ..............................................................................................................38
  4.2  Management and Human Resources and Capacity .................................................................38
  4.3  Funding sources .........................................................................................................................38
  4.4  Organizational Policies and Strategic Plan documents ............................................................39
  4.5  Efficiency .....................................................................................................................................39
  4.  Effectiveness ..................................................................................................................................40
  4.7  Organizational challenges .........................................................................................................40

5.0  CONCLUSIONS AND RECCOMENDATIONS ..........................................................................41
5.1 Conclusions ......................................................................................................................41
5.2 Recommendations ........................................................................................................41

ANNEXES ....................................................................................................................................42
1. Key informant interviews and focus group discussions .................................................42
2. The Evaluation Tools ........................................................................................................43
3. References ........................................................................................................................47
ACKNOWLEDGEMENT

The evaluation consultants are Bisimwa Mulemangabo, an International Development Practitioner and social researcher and David Bizimana, a Program Monitoring and Evaluation Consultant. This evaluation was commissioned by YARID in March 2022.

The team of consultants acknowledges the support provided by YARID staff and management during the evaluation exercise.

The consultants would like to thank the people met during the interviews for having provided their time and information about the various projects activities which has been used to make this report.

Lastly but not the least, we thank the development partners for the financial and technical support provided to YARID to enable it reach out to the vulnerable refugees and host communities in the different parts of Uganda. Without this support, it would have been next to impossible to contribute to their change in life for better. YARID is gradually and steadily meeting its mission and strategic objectives through this support.
EXECUTIVE SUMMARY

Background information

This report is a result of intensive research led by two external consultants hired to carry out an external evaluation of YARID programs in Uganda. The evaluation was carried out between February and April 2022.

Young African Refugees for Integral Development (YARID) is a refugee founded non-government organization registered in Uganda under registration number INDR89332259NB with offices located in Nsambya Goggonya, Off Kabega Lane Kampala, P.O Box. 71360. YARID aims to empower refugees and displaced persons with skills to overcome the burdens of deprivation and vulnerability to become healthy, educated, self-sustaining and contributing members of society. The organization focuses on the issues that matter most to the community: how to help refugees create sustainable livelihoods and become self-reliant.

YARID is part of the RRLI project, a six organization-strong global coalition dedicated to shifting power and resources to RLOs. It is under the RRLI that this consultancy work was funded.

Objectives of the evaluation

Overall, this evaluation seeks to evaluate the performance of YARID including the extent to which the implemented programs result into improved wellbeing of the target communities and the gaps or challenges the organization is currently facing. The evaluation findings are intended to support the fundraising, programmatic, and advocacy goals of the organization and the RRLI coalition at large.

Methodology used

The evaluation employed two major phases: the inception phase that involves a series of meetings with the senior management team to agree on the evaluation methodology and timeline; and the field phase that involved key informant interviews with key stakeholders and project staff, documents reviews, Focus Group Discussions with project beneficiaries, and observations. A purposive sampling was used to select the key informants, while a convenient sampling method was used to select project beneficiaries for focus group discussions. The team visited project sites in Kampala and Kyaka 2 refugee settlement for data collection. Mainly qualitative data was collected and analysed using Content and Thematic techniques.
Evaluation Findings

Programs implemented

YARID currently implements 3 main programs: (1) Education with 4 projects (EFA, BFS, ICT and Job readiness), (2) Women Empowerment and Livelihood (with the projects of tailoring, business management and craft making) and (3) Protection with emergency support, counselling, and referrals activities. HIV and AIDS has also been addressed through a short-term project support targeting youths 16-24 years and LGBTI drug users in the urban communities in Kampala district.

Funding sources

YARID financial and technical support has been achieved from various global development partners that include Asylum Access, TARL Africa, Centre for Global Development, Data for Change, Street Child, LEGO Foundation, Open Society Foundation, BPRM, University of Toronto, MEDICOR, WUSC, RRLI coalition, UMCOR and MONDO. YARID rapid growth and strength is demonstrated by the asset base level expansion from UGX 27.6 million in 2012 to UGX 172.3 million in 2020. The assets include property, plant, and equipment. Donations from development partners and interest groups increased from UGX 297.6 million in 2019 to UGX 1.3109 billion in 2020. The current annual budget (2022) now stands at an estimated USD 750,000.

Human Resource capital

The human resource capital for YARID includes refugees and nationals and the biggest percentage of this being female. By the time of the evaluation, YARID human resource was made of 133 (68 female, 65 male) staff members at all the organisation’s three offices of Kampala, Kyaka 2 and Palabek, excluding casual workers that are not on the payroll. The organization does not discriminate against anyone in its recruitment strategy, in fact, YARID has created employment opportunities for nationals as well as refugees who do not have comparative access to the national labour market. The organization has a management structure with a board that oversees and supervises the operations of the organisation.

Program Impact

The evaluation findings show that overall, YARID programs and project activities have significantly contributed towards a positive change in the livelihoods of many of the project beneficiaries. Just to mention a few, the organization was instrumental in supporting vulnerable refugees and host communities during Covid 19 lock down where it provided emergency food and medical support to about 2,000 needy household members living in the urban areas of Kampala district.

YARID has also contributed to increased enrolment of about 3,260 refugee children in school in the Kyaka 2 refugee settlement during 2020-2022 who had no hope of joining school. This was achieved under the BFS project activities in the refugee settlement.
The organisation has skilled 117 trainers in ICT. They are training other refugees to empower them with employability skills and capacity to look for jobs and start small business enterprises. A total of 239 learners (111 males, 128 females) completed ICT training skills during 2020 and 2021 period. In 2020, a total of 137 (64 males and 73 females) graduated, of these 23 were nationals. In 2021, 102 (47 males and 55 females) graduated, of whom 28 were nationals.

The organization provided business support to 50 refugees and skilled and graduated 38 (36 women and 2 males) in the year 2020/2021 with tailoring skills to make them able to utilise the skills to either get employed or create small enterprises for themselves and earn incomes for a better wellbeing. By the time of the evaluation, 112 refugees and nationals were undergoing tailoring skills in 3 shifts at YARID main offices.

About 500 refugees have benefited from the English for Adults project. They have been able to learn to speak English language which is a critical communication barrier to access to jobs market and business enterprises. Several refugees have as a result got permanent or temporary jobs to earn a better living. Cases were mentioned as a proof.

The organisation has provided employment to at least 90 teaching staff and mentors, majority of whom are refugees who would not access similar employment opportunities elsewhere. They can earn an income to support to meet the needs of their households and have a better life.

**Organizational challenges**

The current critical organisation’s challenge is the limited and inadequate resource envelope to meet the demands from the many vulnerable refugees and host communities that need support from the organisation. The Education program and the BFS project in Kyaka 2 refugee settlement, is a very good project with very admirable positive impact. The project is using a model that has been applauded by educationists in the education sector. The project however is inadequately funded and operating in hostile environments of infrastructures and staffing levels.

The tailoring project is another good project that is empowering women with employability skills and skills that they can utilise to create tailoring businesses for themselves. However, the project lacks adequate funds to meet required equipment, raw materials for training and adequate space to meet the large number of trainees.

The organization has recently in May 2022, recruited a Monitoring, Evaluation, Accountability and Learning officer and a Supply Chain officer who will strengthen the reporting and accountability issues as regards to projects performance. The organization has a new strategic plan and revised Policy documents that are in tandem with the organizational mission, vision, and objectives. The revised organization
management structure ensures that reporting and management is done along the established structure. This ensures that hierarchy and management is effectively done.

**Key recommendations**

1. Mobilize additional resources to construct a primary school in Buliti in Kyaka 2 settlement and permanent learning centres for the BFS activities in the settlement. This will increase YARID’s visibility in the settlement and impact on the children’s enrolments in schools.

2. Improve on the logistics support to field teams to enable them carry out field activities effectively and efficiently. These include but not limited to community mobilizers, mentors, teachers and managers. The support can range from bicycles to motorcycles and vehicle for the field unit.

3. Review and harmonize salaries of staff in Kyaka 2 settlement to take care of the high increasing cost of living in the settlement.

4. Mobilize resources to support the tailoring and arts and craft projects so that learners can be supported with training materials at a cost sharing basis and where possible the very vulnerable especially women (widows, others with a disability, large family household members etc.) are provided with tailoring machines on successful completion of training as a start-up kit.

5. Replicate and pilot the BFS project in the other settlements like Rwamwanja and Nakivale where there are many more refugees from the francophone speaking countries since it is this category of refugees who experience the challenge of English barrier in Uganda. The evaluation findings reveal that it is a successful model that can be successful in other refugee sites.

6. Conduct a Market Assessment and Value Chain Analysis of the products produced by the beneficiaries of the livelihood and women empowerment program. The study would guide programming regarding the viability of existing and potential markets for the tailoring and arts and craft products, and determine which hold promise of value addition opportunities, market expansion, and employment opportunities.

Photo: YARID Executive Director awarding a certificate to a female graduate who completed ICT skills training.
1.0 INTRODUCTION

1.1 YARID Background and programs implemented

Young African Refugees for Integral Development (YARID) is a refugee led non-Government organization registered in Uganda under registration number INDR89332259NB with offices located in Nsambya Goggonya, Off Kabega Lane Kampala, P.O Box. 71360. The organization was founded in 2007 by 3 young Congolese refugees living in Uganda with the aim of empowering refugees and other displaced persons with skills to overcome the burdens of deprivation and vulnerability to become healthy, educated, self-sustaining and contributing members of society. YARID focuses on the issues that matter most to the community: how to help refugees create sustainable livelihoods and become self-reliant.

YARID Objectives are:

1. Empower refugees and displaced persons with employable skills so that they can become self-reliant
2. Advocate for refuge rights and access to services through education
3. Promote gender equity and equality through women empowerment
4. Enhance community space for refugees improve their lives and
5. Promote behavioural change and good health through sports for development.

YARID rapid growth and strength is demonstrated by their asset capital base level expansion from Ug Shs 27.6 million in 2012 to estimated Ug Shs 172.3 million in 2020. The assets include property, plant, and equipment. Donations increased from Ug Shs 297.6 million in 2019 to Ug Shs 1,310.9 million in 2020.

YARID currently implements 3 main programs: (1) Education with 4 projects (EFA, BFS, ICT and Job readiness), (2) Women Empowerment and Livelihood (with the projects of Tailoring, Business management and craft making) and (3) Protection with Emergency support, counselling, and referrals activities

This development has been achieved with support from donors and development partners that include Asylum Access, TARL Africa, Centre for Global Development, Data for Change, Street Child, LEGO Foundation, Open Society Foundation, BPRM, University of Toronto, MEDICOR Foundation, WUSC, UMCOR and MONDO.

The organization has a Board which is the main governing body that oversees the organizations development.

Current staff levels in May 2022 were a total of 133 personnel comprising of refugees and nationals and of these, 51% (68) being female.
### Staffing levels

<table>
<thead>
<tr>
<th>Staff Cadre</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin Specialist</td>
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<tr>
<td>Assistant Program Manager</td>
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<td>Assistant teacher</td>
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<td>Community Volunteer</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>Digital Competence Trainer</td>
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<td>Driver</td>
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<tr>
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<tr>
<td>EFA Kampala Coordinator</td>
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</tr>
<tr>
<td>English for Adults instructors</td>
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</tr>
<tr>
<td>Executive Director</td>
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</tr>
<tr>
<td>Field officer</td>
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<td>Finance and Administration Manager</td>
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<td>Finance and Administration Officer</td>
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<td>Kyaka 2 Program Coordinator</td>
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<td>Logistic and Procurement Manager</td>
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<td>Mentor</td>
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<td>Skill Trainer</td>
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<td>WEP Facilitator</td>
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<td>WEP Trainer</td>
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<tr>
<td>Grand Total</td>
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</table>

#### 1.2 Objectives of the Evaluation

With the support from the Resourcing Refugee Leadership initiative (RRLI), a six-organization global coalition effort, Young African Refugees for Integral Development (YARID) commissioned this evaluation of the organization core programs.

Overall, this evaluation seeks to evaluate the performance of the YARID including the extent to which the implemented programs result into improved wellbeing of the target
communities and the gaps or challenges the organization is currently facing. The evaluation findings are intended to support the fundraising, programmatic, and advocacy goals of the organization and the RRLI coalition at large.

The specific objectives of the evaluation include the following:

1. To assess the performance of the programs in terms of its relevance. Here we look into the extent to which the program addressed the beneficiaries’ needs.

2. To assess the performance of the programs in terms of efficiency. Key evaluation questions asked are: (a) are the program processes aligned with the mission and objectives of the program? (b) are the costs acceptable compared to alternative approaches to accomplishing the program objectives?

3. To assess the performance of the programs in terms of its effectiveness. Here we look into the program achievement of satisfactory progress towards its objectives and any challenges to the implementation process.

4. To assess the impact of the programs. The impact seeks to establish the most significant changes in the lives of the beneficiaries as a result of the program and understand how the different categories of beneficiaries are impacted by the program.

2.0. EVALUATION METHODOLOGY

We used a qualitative approach to conduct this evaluation in Kampala and in Kyaka 2 refugee settlement. Data was collected using 4 key methods: (i) Key Informant Interviews, (ii) Focus Group Discussions, (iii) Documents reviews, (iv) and observations of leaners in class during teaching and the infrastructures.

*Photo: Observing Leaners under the BFS project in class in Kyaka refugee settlement*

The learning centres in Kyaka 2 for BFS project were randomly sampled. As a result, 6 out of 8 (75%) of them were visited by the consultants to conduct interviews with
the teachers and mentors. A purposive sampling was used to select the key informants, while a convenient sampling method was used to select project beneficiaries.

All the 3 sites for the EFA project in Kampala were visited and interviews held with English teachers and community mobilizers. Three focus group discussions (FGDs) were held; one FGD with a sample of tailors who had graduated from the tailoring class under the tailoring project, one FGD with a sample of arts and craft learners who had graduated from the arts and craft class under the arts and craft project, and one FGD with a sample of EFA learners who had successfully completed their course.

Key informant interviews were held with YARID staff members (35) including project managers and project officers, and with other stakeholders (07) to provide deeper analysis of the YARID programs and projects across the board. The list of categories of key informants is attached in the Annexes of the evaluation report.

**Data Analysis**

The Qualitative data was analysed using Content and Thematic techniques. Themes were based on the study objectives. Processing of qualitative data was proceeded as follows: Review of transcripts to delineate aspects directly relevant to the research questions and objectives of the study; review of data for each specific issue of investigation to extract key quotations, insights, explanations and interpretations; and using the extracted responses on the specific issues in the analysis grid, narrative descriptions of the findings and inferences from the results was made into an analytical report responding to the objectives of the study.

**3.0 FINDINGS BY PROGRAM**

**3.1 Education Program**

**3.1.1 English for Adults (EFA)**

*Relevance*

Education is a very important aspect of the development of a nation. No nation can develop without an educated and skilled human resource. An educated person also has more opportunities to better livelihood and better life than uneducated person.

Refugees and asylum seekers in Uganda face a challenge of communication to get access to social services and be able to carry out their businesses to survive. English and local languages which are mainly spoken by the host communities in Kampala are a challenge to majority of the displaced persons from the Francophone speaking countries of DRC Congo, Rwanda, and Burundi. Consequently, they face social and economic challenges to survive and more often are even caught breaking the laws which are written in English.

In order to support the refugees and asylum seekers break this challenge, YARID introduced an English for Adults (EFA) project for refugees living in the urban centres
of Kampala district (i.e. Makindye, Lubaga and Kawempe divisions). The project teaches reading, writing, and speaking English to mainly refugees, asylum seekers and host communities for free. The training is carried out by trained and qualified teachers in centres mainly local church premises provided by community members.

Efficiency

The teaching is done in 3 Levels, each level lasting 3 months. Depending on the knowledge of the learners, one is assessed and admitted to the relevant level for learning. Age bracket not required but currently on going is 15 – 35 years.

Level I is for beginners who have no English knowledge, and these take 9 months to complete the course. Level II is for those who have knowledge and can speak a little of English but can’t write it. These take 6 months. Level III is for those who know a little of English, can speak English not fluently and not even write it well. These take 3 months to complete the course. Teaching is done using guidelines developed by YARID for English teaching. End of year assessment is given to the learners and some fail and repeat the level.

Project staff sensitize community members about the course through distribution of flyers. During Church services, they also inform the congregations about the course which is offered at no cost. The use of well qualified graduate teachers and the learners not paying fees is very efficient and appropriate for the refugees who have no sources of income to meet such learning which if obtained from other sources would cost a fortune to them.

The teachers do provide weekly and monthly reports on work achieved by levels, number of learners by gender and nationality and plans for the week ahead. The reports also include challenges and reasons why some learners have not reported if any. Such reports are used to monitor progress of the project in each centre and for accountability of resources provided.

Overall, there is an observed value for money regarding EFA training. The enthusiasm and satisfaction that the interviewed teachers exhibit, in addition to the commitment by the learners provide evidence that every coin put into running the EFA Centres is worth it.

Effectiveness

There is lack of space and resources to effectively run the EFA project. Information obtained from the teachers, reveal that more often the centres cannot accommodate the overwhelming numbers of persons who express interest to learn, because of limited space.

The number of learners who have graduated differ from centre to centre. For example, at YARID Kawempe centre, in 2021, a total of 20 (18 female, 2 male) leaners graduated and of these 50% were refugees. At the time of the evaluation, the centre had 60 learners (refugees and host community members) for levels I (40, of these 39 females and 1 male) and II (20, of these 15 females and 5 male).
At Makindye Centre, 11 graduates, (Refugees and Nationals) completed the course in 2021 and currently (2022 March) 44 leaners (39 refugees, 5 female nationals) are all in Level II and undergoing training.

At Nabulagala centre in Lubaga Division, 10 learners graduated in 2020 and during Covid 19, 6 were trained via zoom link and also graduated and currently (April 2022) 80 were undergoing training.

Chart: EFA graduates by gender by year

Source: YARID, Education department (Data for 2016-2019 not available).

Those who were not able to access zoom, were left out of the training. Covid 19 had a negative effect on the training.

Impact

The project impact can only be assessed through different refugees who tell their personal success story based on the training they got. During a focus group discussion with EFA graduates, several cases were mentioned about refugees who were able to get employment having sat interviews conducted in English and passed them successfully. They are employed and earning incomes to support their households.

“I started as a volunteer for a teacher (Jackson) who was teaching English at Kawempe Centre. When he left and because of my Swahili knowledge, I passed the interview for the teacher job advertised by YARID. I learnt Swahili from the church members— from Congolese. Currently, I even act as an interpreter in church. [English Teacher, F-Ugandan]

“Before I came here in Uganda as a refugee, I did not know even a word in English. But I learnt from here and was employed as community volunteer and now promoted as mobilizer. [YARID Congolese, Community mobilizer]
“I am a graduate of EFA class, I learnt English from this centre, and today I am a community mobilizer for IRC in Kawempe. I can speak English very well and teach others”. [Beneficiary of English Class, Kawempe]

Here are some few cases: One of the graduates from the EFA class is working as a community mobilizer for CAFOMI, a local NGO working and supporting refugee in the urban areas in Kampala. She passed the interview because of the English she had learnt from Kawempe centre. Another female Congolese refugee is an interpreter (from Luganda to English) in a church. Another is a community mobilizer for Mercy Corps – Learnt English from the Kawempe centre. The EFA beneficiaries no longer request for interpreters at UNHCR/NGO office during interactions with the staff. It was mentioned that when getting money from abroad they can now fill the bank withdrawal forms without being assisted, having learnt to read and write in English.

**CASE 1:** Mapendo Kavira, a female Congolese refugee is a beneficiary of English class of 2019. She came in 2016 from North Kivu, Beni in Congo. She is a single mother. "First I didn’t know English and here in Uganda to get a job you have to speak English. YARID came and asked people who want to learn English for free to register. I registered for English class at Kawempe and graduated – Studying for free without even paying ‘kikumi’. Now as you can see, I can speak English. Currently, I’m working with Mercy Cops as a community mobilizer, interpreting in the field and in church. I’m also employed in a saloon and use English to communicate with customers. I also worked for 9 months for YARID, BPRM program in 2020 during Covid 19. I also do speak French and I’m a teacher by profession. I got a job because of learning English and now earning some money. I also do gospel singing in English. I communicate easily with people and now able to take care of my child in school. Without learning English, life would be very difficult for me here in Uganda.”, narrated Kavira.

**CASE 2:** A student (Patrick) was given a job after presenting his YARID EFA Certificate. Because he was able to write a job application letter, curriculum vitae and do an interview in English, he was shortlisted and was able to pass the interviews.
**CASE 3:** A 75 years old refugee attended YARID EFA training at Lubaga Centre. He graduated and learnt how to speak English. One day he went to look for food during Covid 19 from an organization that was providing food support to the community during lockdown. He was requested to return the day after at 9.00am. The old man was able to understand the message in English and went back as instructed and got his share. This would not have been possible if he had no English language communication ability.

**Challenges**

- The key challenges faced is the poor teaching environments in places that have been provided by community members, mainly churches. Consequently, since they are used for prayers on daily basis, the teaching is done only when the places are free.
- It was mentioned, learners don’t report for training in time and need pushing. Most of them at times ae absent looking for money. It was also reported that lack of materials like books to the extent that some can’t even afford to buy them. The teaching space is small in some centres.
- Some teachers, lack the skills to teach adults and language barrier for trainers when handling Level I. The learners in Level one, do not know anything in English and need to be taught by someone who knows the local languages spoken by refugees.
- The dropout rates for learners were reported to be very high because refugees move from place to place some looking for cheaper accommodation and others relocating from the urban to the settlement where they can find free accommodation and cheaper cost of living. Teachers also lack adequate training materials to guide them.
- Assessing learners is also difficult due to their nature of changing of places of abode and addresses. Due to the challenges parents face in the urban, some move from one location to another looking for cheaper accommodation, and in some cases, others end up moving to stay in settlements or get resettled to a third country. It is not easy to follow up using next of kin information since in some cases the phone gets lost, or numbers are not available once the guardian or parent gets resettled in third country. Follow ups of students is important to find out the impact of the training to the leaners.
- Some of the learners are a working class and available either late or on weekends when they are free. This affects the attendance rate.
Conclusions and recommendations

Conclusions

The EFA project has had a significant impact on the livelihoods of those who have passed through and graduated. Having been able to learn to read, write and speak English, the few testimonies seen and heard show that the project has positively impacted on their livelihoods.

Despite the mentioned challenges, the project is a show case that demonstrates how a small intervention can impact on the entire life of the beneficiary. The skills of reading, writing and speaking English are a lifetime and can change the life of an individual for better.

Recommendations

1. The project should provide adequate teaching materials and learners’ materials needed. Some of the refugees are not able to buy the required books and other necessities for learning.
2. Whereas many refugees want to learn, there is not enough space for them and in some cases the premises are used for other community activities like prayers. The project needs to secure ample space in communities, preferably build a learning centre which can be used by the community even for other activities. This would be a buying in appreciation and an entry point for the project in the community.
3. The teachers’ salaries need to be reviewed due to increased cost of living in the settlement and even urban where they operate.

3.1.2 Bridging to Formal School (BFS)

Relevance

Among the objectives of YARID is to advocate for refugees’ rights and access to services through education and enhanced community space for refugees to improve their lives. Bridging to Formal Education is a project under the YARID Education Program targeting children who have never been in or are out of school, especially those that failed to join primary education due to language barrier and other needs. The project directly contributes to increasing access to pre-primary education by girls and boys so that they are ready for formal primary education. This is one of the objectives of the SDG number 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

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The Bridging centres – training centres are mainly temporary structures; some have been constructed and attached to formal primary schools and others built in a community or are operating within church structures (for example in Bwiriza and Mukondo). By the time of the evaluation, there were 8 learning centres in Kyaka 2 settlement, and each attached to one of the 4 primary schools (Byabatora PS; Bukere PS, Kaborogota PS, Itambabiniga PS, Buliti community). Currently, 2 other centres are being built and will be attached to Kakoni Primary School and Sweswe (Wisdom Primary School). Each learning centre has a Headteacher, 3 assistant teachers, and 3 mentors (community mobilizers) who play different roles in the centre.

“Language is a major challenge for refugees, but they pick up easily. Refugees are very clever people, some when the language is worked upon, they perform very well. The role of YARID is very excellent; there are 2 classrooms block under construction. The methodology used is good and they organize teachers to use the methodologies. The methodology used, is an added one and is not learnt through the teacher training colleges in Uganda”. [Deputy Head Teacher-Sweswe Primary School]

Efficiency- methodology

The training of learners has been described by other teachers in the mainstream primary schools as unique and not seen in any other curriculums in the teacher training colleges. This uniqueness has made the program stand out and being recommended for other teachers in the mainstream primary schools to adapt.

In each centre there are 3 teachers, each per level (I, II and III), 3 assistant teachers and 3 mentors. Centre mentors work with Refugee Welfare Committee I who is the refugee community leader where the centre is located. The mentors are also community members and are refugees attached to the centre. The Assistant teachers support main teachers to do interpretation during teaching into local languages while the teachers do teach the leaners numeracy and literacy.
Every Friday teachers meet and make report to Field Officer. Weekly and monthly reports, attendance of learners is submitted, cases handled by the mentors in a month are also reported to the centre head teacher who compiles them and reports to Field officer for compilation of the project report based on all aggregated information from all other centres.

**Effectiveness**

In 2021, a total of 1,841 learners were targeted, of whom 1,419 were transited to primary schools.

Identified learners are those who can’t read, write and count. They are taught numeracy and literacy. The mentors and community mobilizers do identify children in specific zones and in each centre a total of 200 learners are targeted per year. The teachers and mentors are also taught by project staff on how to teach the learners. The training is unique and not formal in the training of teachers under the national teacher, training program. The teaching of learners is done in phases whereby during the first phase, they are taught in their local language (Kiswahili and Kinyabwisha) to help them to progress. During the Second phase, they are taught both in their local language and in English. Then in the third phase, they are taught in English, teaching them from known (local language) to unknown (English). The organisation uses qualified grade III teachers mainly nationals and assistant’s teachers who are refugees and can speak the learners’ local languages to do interpretation.

Covid 19 affected the training and in 2020 the training was halted for 3 months. Home learning was introduced whereby teachers moved from house to house to support learners. Door to door teaching 5 – 8 learners per day following SOPs. This was very hectic and not easy to support all learners in a single day due to bad weather, long distance, and absentee learners. As a result, 19 children were supported in one centre.

*Photo: Leaners are having fun during break.*
**Duties of a mentor**

- Home visiting learners, especially those who are absent and could be sick.
- Reporting cases of sickness, mental illness, and generally child protection cases to the centre head who reports to YARID field officer. The latter reports or refers such cases to partners (mainly TPO) to handle.
- Making follow up on cases reported to check progress.
- Providing support to learners and advice parents /guardians not to engage the children in child labour like digging during learning time.

Concisely, mentors have a very supportive role they play. They follow up learners, counsel, guide them and bring them back to school, refer the child protection cases like child labour, child neglect among other cases to relevant partners for support in the settlement trough the centre head teacher.

For better and efficient communication and sharing of information, the mentors and teachers formed a “WhatsApp” group platform. This keeps them updated on workplans and other project issues that need to be addressed.

*Photo: Learners in class sitting on same level with teachers- the uniqueness of the model*

“I am happy with my work because it is good, parents like me because we help their children to learn. [*Mentor, Buliti Cell*]

“Mentors are like the foundation parents. Teachers do have time to teach but not to look for a child who is absent. It’s us who do ensure that children keep in school. [*Mentor, Sweswe*]
“BFS is a good program catering different learner category, learners enjoy it because they learn through play, jumping in numbers basket game bundled and sticks, flipping cards. The teaching is practical and not theoretical. Children feel home because they are at same level of sitting with teachers”. [Teacher-Kaborogota BFS]

Support to the project

The project is supported by senior management in various ways to meet its targets and objective. The project gets materials, transport, visibility - posters, building or rent payment, linkage with the donor (street child), monitoring and supervision, staff salaries and any other learning visits by stake holders.

OPM supports through the education sector coordination meetings led by the sector lead (FCA) and OPM education officer. OPM also provides land for structures construction. Site inspections during construction, OPM and district local government are involved in site inspections during construction.

Community leaders support the project through participation in monthly selection of the learners and project beneficiaries. They also provide learning spaces within their communities. Tenancy agreements for shared spaces are signed between YARID and them.

Photo: Learners using the flip cards as one of the teaching models of TaRL

Effectiveness

The program has had several leaners transiting to the various primary school in the settlement after completion of their classes. According to available data, in 2021, a total of 1,491 out of the targeted 1,841 transited to the primary schools and currently in February 2022, the total enrolment of learners in the centres were 1,414 (659 boys
and 755 girls). The project target is 200 learners per centre per year. Depending on the level of training, each learner is assessed and sent to the right class in the nearby mainstream primary school. This ranges from primary one to primary four and five mostly.

*Chart: Enrolment in BFS centres by gender in Kyaka 2 settlement*

<table>
<thead>
<tr>
<th>Centre</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweswe</td>
<td>89</td>
<td>92</td>
</tr>
<tr>
<td>Kaborogota</td>
<td>68</td>
<td>81</td>
</tr>
<tr>
<td>Mukondo</td>
<td>92</td>
<td>102</td>
</tr>
<tr>
<td>Itambabiniga</td>
<td>63</td>
<td>94</td>
</tr>
<tr>
<td>Byabakora</td>
<td>81</td>
<td>92</td>
</tr>
<tr>
<td>Bwiriza</td>
<td>90</td>
<td>113</td>
</tr>
<tr>
<td>Buliti</td>
<td>78</td>
<td>107</td>
</tr>
<tr>
<td>Bukere</td>
<td>95</td>
<td>107</td>
</tr>
</tbody>
</table>

*Source: YARID Report, Q1 2022.*

However, school fees after transition affects the ability to remain in school. Primary schools often charge exam fees and many dropouts in the mainstream formal schools which charge for example exam fees, and PTA fund. Others drop out because the family heads have negative attitude to schooling.

*Chart: Learners who transited to mainstream primary schools, 2021.*

<table>
<thead>
<tr>
<th>Centre</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bukere</td>
<td>190</td>
</tr>
<tr>
<td>Buliti</td>
<td>171</td>
</tr>
<tr>
<td>Bwiriza</td>
<td>169</td>
</tr>
<tr>
<td>Byabakora</td>
<td>152</td>
</tr>
<tr>
<td>Itambabiniga</td>
<td>165</td>
</tr>
<tr>
<td>Mukondo</td>
<td>160</td>
</tr>
<tr>
<td>Kaborogota</td>
<td>180</td>
</tr>
<tr>
<td>Sweswe</td>
<td>232</td>
</tr>
</tbody>
</table>

*Learners who transited to main stream schools in 2021 by Centre-[Total=1,419]*
Impact

The project has positively impacted on the parents and even the teachers and the learners who are the direct beneficiaries. As a result of the project, it has increased the literacy and numeracy level among refugee children who can now read and count. It has contributed to the increased enrolment of children in primary schools. The children can now speak English in addition to Swahili and French. It has increased their language knowledge skill which is a big asset to them in future.

“.... after learning from here even after 3 months they start reading and speaking English far better than when they did not know anything”. [Mentor, Intambabiniga Centre]

“Good project creates foundation of learners – came knowing only Swahili and French. Been able to learn to read and write”. [Centre Head Teacher-Bwiriza]

“I came to know about YARID during lockdown. They teach children who dropped out of school, teaching children in informal schools, numeracy and literacy. They teach in shifts according to age. Witnessed that they have well qualified teachers with an assistant. I visited the sites and seen what they are doing in different teaching centres. Very many children have been taught by YARID. Not easy to tell difference among YARID learners and non YARID learners. They transit, they are ready like other leaners who have been in school”. [Teacher, Bwiriza Primary school]

Parents have benefited from the project, having their children learn without paying fees and for scholastic materials. This has saved them the burden of meeting education costs.

The project has also created employment at least for 27 teachers, 27 assistant teachers, 27 mentors and 3 project staff in Kyaka 2 settlement.

“The project helps me to occupy me and get money to help solve my problems. I give some of my money to my parents to invest in a small business of selling charcoal.” [Mentor, Intambabiniga-Centre]

Project Challenges

Lack of permanent structures for the learners to attend classes. The churches are poorly ventilated and not conducive. Most of the structures being used as classroom are semi-permanent. When it rains, the rain disturbs the teaching as water passes through the walls and even the roof of the classroom.

Lack of or inadequate learning materials, books pencils, and even at times they are delayed being delivered to the centres from head office.
Lack of transport logistics and raincoats especially during rainy season for the mentors and teachers who walk long distances to go to the centres. For example, teachers in Kaborogota stay outside Kaborogota zone and have to walk long distances.

Low remuneration to project staff in Kyaka 2 where the cost of living especially housing for staff is very expensive and not affordable given the low salary.

At times the children remain home taking care of their siblings when their parents have gone to Bujubuli trading centre to solve some issues, so they miss school.

Mentors are very few to manage monitoring all the kids in some zones that are very large. Mentors do have case summary tools they submit monthly to the centre head teacher. It would be appropriate to have 4 – 5 mentors per centre.

Lack of reporting hierarchy among teachers in centres whereby some teachers were mentioned that they do report directly to the head of the field office without passing through the centre head teacher. Teachers do not report as required, i.e. jumping the cue of reporting.

The refuge mobility whereby some household decide to shift from one zone to another due to some reasons, or where some families are resettled to a third country without knowledge of the mentors and teachers.

There are cases of drop out due to the stubbornness of some children who refuse to come back to learn wanting to go for digging. Mentors always follow up with counselling sessions, however, some children end up not reporting back to school.

**Conclusions and recommendations**

**Conclusions**

The project of BFS has had a positive impact in education sector. According to the stakeholders in the sector, they have appreciated the project's contributions to the increased enrolments in schools and literacy levels of children. Despite the challenges mentioned above, the project contributions outweigh the project costs inputs and is considered a good model especially the way the teaching is carried out which is not the norm in the context of teaching curriculum in the ministry of education. If the project has to contribute more, then the following recommendations will be the pillar towards that drive.

**Recommendations**

1. The project should consider building permanent classes within or in proximity of the existing primary schools to provide better teaching environment to the learners.
2. The project should consider constructing a fully-fledged primary school in Buliti site. Very many children from the Buliti community walk long distance to the
nearest primary school which is about 3-4km away. The land is available and strategically located.

3. YARID should construct an office and staff accommodation block in the settlement for visibility and save the cost of renting offices which are costly due to competition from other strong development partners.

4. Increase renumerations to staff since the current salary structure is not proportionate to work inputs by the different cadres in the program. This needs to be aligned with other development partners salary scale to reduce the high staff attrition in the project.

5. Improve on procurement systems to save time of materials delivery instead of the organization doing the purchase. This saves delivery time and improves efficiency.

6. Provide adequate transport for staff as the 2 motor bikes provided are not adequate. Bicycles could be provided to mentors and motorbikes to centre headteachers who can be supporting the teachers when need arises. Some teachers operate far from their places of abode and accommodation in the settlement is not easy to get since the demand is very high due to high population of staff of partners in the settlement.

7. Improve on the ICT systems in the settlement to ensure effective communication between project and head office.

8. Mentors come from different cells even from different zones to work in zones of non-origin. Recommend that a mentor should be from the cell of abode to minimize operational challenges of walking long distance to learning centre and also taking advantage of having knowledge (geographical and residents) of the area of operation.

9. Review the teaching content for those learners who transit to higher classes so that they are in the knowledge of the content of the curriculum of upper primary schools. While the lower classes, the numeracy and literacy teaching is appropriate, those to join the upper primary classes need to be given an added lessons to cater for the upper-class curriculum in primary school.

### 3.1.3 Information, Communication and Technology (ICT)

**Relevance**

To provide skills for refugees so that they able to look for jobs using the computer skill and others opening small business that can provide computer services. Majority of refugees especially the youths are unemployed and living a challenging life. They because of lack of skills and language barrier are not able to get jobs to earn incomes for a living. YARID designed an ICT project to provide ICT skills to refugees.

Photo: YARID ICT skills trainers
Efficiency

With funding support from MUNDO, the project trained instructors on computer skills who are providing training to other refugees. The training of trainers provided a bank of trainers that can continuously train others in computer skills. However, the lack of adequate computers for training use, intermittent internet failures due to relying on only one internet service provider and tools and spares for repairing the computers somehow affected the training.

Effectiveness

It has skilled 117 trainers in ICT who are training other refugees in ICT skills to empower them with employable capacity to look for jobs and start small business enterprises for a living. A total of 239 refugees and nationals completed ICT training skills during 2020 and 2021 period.

Table: Number of ICT graduates by gender by year at YARID training lab

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MALES</th>
<th>FEMALES</th>
<th>TOTAL</th>
<th>Nationals</th>
<th>Refugees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>64</td>
<td>73</td>
<td>137</td>
<td>23</td>
<td>114</td>
</tr>
<tr>
<td>2021</td>
<td>47</td>
<td>55</td>
<td>102</td>
<td>28</td>
<td>74</td>
</tr>
<tr>
<td>Totals</td>
<td>111</td>
<td>128 (53.6%)</td>
<td>239</td>
<td>51</td>
<td>188 (78.7%)</td>
</tr>
</tbody>
</table>

Source: YARID, ICT Officer, 2022.
Out of the total 239 ICT graduates during 2020-2021 cohort, 53.6% are female and 78.7% refugees. Note also that the nationals also benefited from this free training provided by YARID.

**Impact**

The trainees have been able to acquire computers skills and knowledge and have passed on the skills to other refugees who are using the skills to apply for jobs. Others have opened small businesses and providing computer services while earning incomes for survival. Some of the graduates have been able to get employed because of having the knowledge of ICT skills gained from the training which is a key requirement during this era of advanced technology.

Photo: IC graduation at YARID offices in Kampala.

**Conclusions and recommendations**

The project has been a low activity due to lack of capital for the trainees to start businesses. Although they have acquired the skills, the challenge remains that of acquiring the equipment needed to start computer businesses. They also face the challenges of meeting rental costs amid other livelihood challenges. There is no adequate space and computers to carry out training at YARID centre and the training is not sustainable given the required training equipment.

The project needs to address the challenges faced by the trainees if it has to have a recognisable impact on the beneficiaries.
3.2 LIVELIHOOD AND WOMEN EMPOWERMENT PROGRAM

3.2.1 Tailoring

Relevance

The project was designed to provide skills to refugees so that they can have a source of incomes. This was in response to the challenge of limited employability skills among urban refugees, specifically the girls and single women in Kampala. The project was not only relevant to the livelihood-improvement of the target beneficiaries, but it also aligned well with one of the objectives of the Ugandan Second National Development Plan, which is "To increase equitable access to appropriate skills training at all levels". Majority of the refugees have no source of livelihood and face challenges while in the country of asylum.

Photo: A tailoring session at YARID offices in Kampala

Efficiency

The project provides free training using a trainer who is employed by the project. The training takes 6 months at YARID offices in Kampala and the trainees are mostly women refugees living in the urban areas in the project sites. The trainees are supposed to provide training materials by themselves during training. The cost of training materials is a burden to them.

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Challenges

The Learners have no materials to use while learning tailoring skills. The project provides the training while the learners are supposed to bring the materials used during learning. The materials are costly and unaffordable.

The tailoring machines are not enough but there has been a progress of acquiring machines from the original 13 as time went by. Currently 32 tailoring machines are at the training centre.

Many have not got the opportunity for training due to lack of logistics and this high demand puts the refugees to feel that the project is not caring for them whereas not.

Some are slow learners, and this affects the training of others.

The graduates lack sewing machines to start their own businesses. While they acquire skills, majority end up not applying the skills to earn a living.

The current machines for training are non-electrically operated yet the modern sewing machines use electricity. There is a trend of moving away from the manual to electrically operated machines.

Effectiveness

The project has been able to graduate 38 trainees in 2020-2021 and currently, 112 (27 in shift 3, 44 in shift two and 41 in shift one) are undergoing training in 2022. The project has been evolving over the years and has not had a stable funding source. This means that it has for many years depended on savings from other projects and ad hoc support from well-wishers.

Impact

Some of the graduates qualify to be trainers and have acquired tailoring skills which is an asset for them to use when they can have sewing machines. They also can look for jobs given that they are skilled to do the job. Many graduates were mentioned to have started business of tailoring and are earning from it. But others have not due to lack of incomes to purchase the sewing machines.

The project was contracted by UNHCR to make face masks for covid 19 prevention at a unit cost of shs1,000. This was a very big boost for the learners as many got reasonable incomes from this job. It is estimated that Ug Shs 23 million was earned through making face masks during Covid 19 period and about Ug Shs 1 million on average was earned by each person involved in the making of masks. The payment was made by UNHCR. They used money to pay rent, added into their businesses as capital, food, and other basic needs during the critical period of Covid 19 when everything was economically dead.
“Leo sio kesho” – Masomo Hayotoke kwa kichwa”. “Today is not tomorrow – Knowledge/skills does not escape from the head” [Refugee -Female, Graduate Tailor, YARID].

“I used the money to add to my crafts business and some used it for home use buying food for the family” [Refugee -Male, Mask maker, YARID]

An expression of hope that although the graduates from tailoring classes have not been able to get jobs and tailoring machines, they have not lost hope since the knowledge and skills obtained through training cannot leave their heads.

Conclusions and recommendations

The project has had a significant change of livelihood and equipped the refugees with tailoring skills which employed will support them to earn a better living. The project supported some women during covid 19 crisis, and the impact could not have been better during this period when lockdown had made it impossible to move and carry out business. The earnings from the making the facemasks greatly helped the women to survive marginally during the period of Covid 19.

Recommendations

1. YARID should make deliberate efforts to link the trainee graduates to other big tailoring enterprises so that they can get employment.
2. Since the cost of training materials is prohibitive, YARID can consider sharing the cost of training materials with the trainees to reduce the burden which is a hindrance to the training and affects performance as well. Alternatively, the use of paper could be cost effective or using old clothes.

3.2.2 Arts and Craft making

Relevance

The arts and craft project was designed to complement the tailoring project to address the challenge of limited employability skills among urban refugee women and girls in Kampala. As the need for a diversified set of hands-on skills arose, it was important for YARID to develop the arts and craft project. Even though the project is new (started in January 2022), the high number of enrolled trainees at the Makindye training centre – YARID main office (37, of whom 34 are female and 3 are males) is an indication of the high demand for the skills by beneficiaries within Makindye Division.

Efficiency

Currently, the project employs one trainer who conducts the mobilisation of communities and information dissemination about the training program in Makindye Division. The training is intended to run for 6 months, and trainees are from different nationalities including Sudanese (02), Burundians (04), Ugandans (03) and Congolese
(28). YARID provides space for the training at the main office and free training materials to the learners.

It is important to note that during the same period of January 2022, the project was initiated at the Kawempe training centre in Kawempe Division. However, due to the low number of enrolment (02 male, 03 female), the management decided to stop the project, and the 03 female trainees opted to join the tailoring cohort.

The successful set up of the project at Makindye can be attributed to the technical competency of the trainer who is largely abreast with not only the training skills but also with the mobilization and community relation competency.

Effectiveness

At three months of project implementation, there was an observed progress towards the project intended objective of "creating sustainable self-employment opportunities for urban refugee women and girls in Kampala". The beauty of the arts and craft project is that at every stage of the training, trainees can produce and sell their hand made craft products.

Impact

Although it is a new project, some few trainees reported to had started making small incomes out of the skills acquired

"When we started learning, we did not know how to make the bead rings and necklaces, today we are able to make them. In fact we make them and sell to the local shops. Even when we are still training, we can make our own pieces from home and earn an income for a living, we thank YARID for supporting us". [A female trainer]

Recommendations

1. YARID should make deliberate efforts to link the trainee graduates to other big tailoring enterprises so that they can get employment.
2. YARID should integrate a self-help group methodology into the arts and craft training so that as the trainees graduate from the training, they can have a platform for continuous learning and production of art and craft products.
3. In order to improve on the impact of the project, there is need to explore ways of can consider sharing the cost of training materials with the trainees to reduce the burden which is a hinderance to the training and affects performance as well
4. Youth involvement should be incorporated in future programming from the very start and deliberate efforts made to reach out to the urban refugee youth not involved in any productive work.
3.3 Protection Program

3.3.1 Emergency Support, counselling, and referral

Relevance

The challenges faced by refugees in the urban are diverse and many. They face the challenges of accommodation, educating children, medical care, lack of jobs, and language to enable them easily to communicate with host communities for social and economic support including business. Gender Based Violence is also common, and some cases have been reported at YARID offices for management. The schools are expensive, and refugees are not able to meet the school requirements. Medical care services are equally expensive both in private and public health facilities. The public facilities are not well stocked with medicines and drugs and patients are asked to go and buy them from pharmacies. This is also not affordable by majority of the refugees. As a mitigation support, YARID mobilized funds from well-wishers to provide emergency support, counselling and referral services to the vulnerable and most needy refugees in the urban areas of Kampala district.

Refugees as well as internally displaced persons experience stigma and isolation\(^3\), especially during a disease outbreak such as the COVID-19 pandemic. Covid-19 was perceived as “imported”, and refugees were assumed as its potential transmitters, consequently stigma and isolation were heightened. In addition, lack of culturally and linguistically accessible information and services excludes refugees from on-going efforts to prevent the pandemic. The lockdown affected refugee livelihoods and increased income insecurity, sexual and gender-based violence and anxiety. The study recommended that, given the paucity of government-led services to contain the epidemic, contingency planning must involve refugees and their communities to access accurate and relevant information in appropriate languages. It is also important to build the capacity of frontline workers to understand the specific needs of refugees to deliver appropriate protection in the context of the pandemic.

Efficiency

The emergency program is carried out by a trained and qualified staff and a department for Protection has been fully established with 4 staff (Protection coordinator, assistant, protection aide and counsellor). All are refugees. The unit handles domestic violence cases in collaboration with the Police.

The budget for emergency is limited and constrained. Only 200,000/= is provided as a one-off support to a family and this is not adequate to meet expenses such as

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36
medical treatment for those who are sick. Support is based on medical assessment and drugs are procured from central medical pharmacy in Nsambya hospital.

The project also carries out home visits for Persons With Disabilities (PWDs), the elderly and bed ridden cases for support. However, some cases are beyond the program area and are not supported even when they are needy for the support.

To efficiently deliver services by the project, a suggestion box was provided for clients to raise their concerns that the project can address. It’s through these concerns that the project can reach out efficiently and address the issues raised.

**Effectiveness**

Under the protection interventions, 811 refugees were supported with direct emergency medical support, counselling and nutritional feeds.

Chart: Percentage of refugees supported with emergencies during Covid-19 lockdown

![Percentage of Vulnerable Persons Supported Under OSF Project During Covid 19 Lockdown (N=811)]

Source: YARID Project reports.

Among the 811 refugees, 84 received direct emergency medical support including 4 children (3 Congolese and 1 South Sudanese) with severe malnutrition problem, 2 received rent support, 506 received counselling, and 226 were referred to partner organizations for further support. The project also supported burial of 2 Congolese refugee women who died during the total lockdown. A total of 52 refugees were supported with small start-up capital to restart their businesses that were affected by Covid-19.

During 2022 and 2023, the project plans to support 200 beneficiaries with emergency medical support. The need for medical support for refugees in Kampala is overwhelmingly high far beyond the organizational financial capacity.
**Impact**

The medical cases supported have had an extended life as a result. Families provided with emergency funds have also been able to address their pressing family needs including food and nutrition needs. The Covid 19 emergency support helped many refugees in critical needs of food and medical during the time when there was no easy opportunity to access markets for food and health facilities for medical attention.

**Conclusions and recommendations**

Need to recruit a lawyer to handle some of the cases involving Gender Based Violence and Violence against children. YARID currently refers such cases to CAFOMI, but management of such cases is delayed due to their internal logistical challenges. At times the perpetrators are released due to lack of follow up. The emergency project has many refugees who need support in various areas and needs to be supported by increasing the resources to solve the emergency challenges of the most venerable refugees.

**4.0 YARID ORGANIZATION ASSESSEMENT**

**4.1 Programs implemented**

YARID currently implements 3 main programs: (1) Education with 5 projects (EFA, BFS, ICT, Soccer and Job readiness), (2) Women Empowerment and Livelihood (with the projects of Tailoring, Business management and craft making) and (3) Protection and Emergency support, counselling, and referrals. HIV and AIDS has also been addressed through a short-term project support targeting youths 16-24 years and LGBTI drug users in the urban communities in Kampala district.

**4.2 Management and Human Resources and Capacity**

By the time of the evaluation, YARID human resource was 133 excluding casual workers that were not on the payroll. The organization does not discriminate against anyone in its recruitment strategy, in fact, YARID has created employment opportunities for nationals as well as refugees who do not have comparative access to the national labour market. The organization has a management structure with a board that oversees and supervises the operations of the organisation. The staff are located at the head offices in Kampala and project office in Kyaka 2 refugee settlement.

**4.3 Funding sources**

YARID’s development financial and technical support has been achieved from various global development partners that include Asylum access, TARL Africa, Centre for Global Development, Data for Change, Street Child, LEGO Foundation, Open Society Foundation, BPRM, University of Toronto, MEDICOL, WUSC, UMCHOR and MONDO.
YARID rapid growth and strength is demonstrated by their asset capital base level expansion from UGX 37.8 million in 2019 to estimated UGX 172.3 million in 2020. The assets include property, plant, and equipment. Donations increased from UGX 297.6 million in 2019 to UGX 1,310.9 million in 2020.

Chart 1: YARID Annual income growth in millions of UGX by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>UGX in millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>27.6</td>
</tr>
<tr>
<td>2013</td>
<td>31.766</td>
</tr>
<tr>
<td>2014</td>
<td>32.08</td>
</tr>
<tr>
<td>2015</td>
<td>28.68</td>
</tr>
<tr>
<td>2016</td>
<td>139.621</td>
</tr>
<tr>
<td>2017</td>
<td>565.272</td>
</tr>
</tbody>
</table>

Source: YARID Annual Audited Reports, 2012-2017

4.4 Organizational Policies and Strategic Plan documents

YARID has policy and strategic documents that need to be updated given the fact that the organization is rapidly growing in number of projects being handled and human resource capital base. New department, for Monitoring and Evaluation has recently in May 2022 been created to strengthen program monitoring and evaluation aspects.

4.5 Efficiency

By the time of the evaluation, YARID operations were in 3 divisions of Kampala (Lubaga, Makindye and Kawempe) and in Kyaka 2 refugee settlement with a plan to extent the BFS project to another refugee settlement in the northern part of Uganda.

The use of community structures to carry out mobilisation of beneficiaries contributes to organisational efficiency. The roles of the Community mobilizers include visiting communities, sensitizing, and informing them about the programs for YARID, participating in community meetings and bringing information
from the community to YARID offices. During community mobilisation sessions, mobilizers share information about the available services at YARID and how to access them. Through these sessions, they also identify individual cases in need for support and refer them to the appropriate departments. YARID clients are mainly refugees from DR Congo, Barundi, Rwanda, Sudan, South Sudan, Somalia, and Eritrea. There are also host community members who benefit from some services like tailoring, ICT, and arts and crafts trainings.

“Community members have free access to YARID unlike other organizations that require appointments. I myself gained experience to know the refugee community deeply by working in YARID. I am a refugee but did not know how refugees behave and their different life experiences.” [Eric. Male Community mobilizer]

4. Effectiveness

As a result of the tailoring, arts and craft and ICT training sessions, many refugees got permanent and temporary jobs that has allowed them to earn a better living. The organization has contributed to increased enrolment of about 2,900 refugee children in primary schools. These children had no hope of joining school due to language barrier and poor livelihood conditions. This has given the majority of the YARID Beneficiaries hope and has facilitated the self-reliance process.

In addition, the ICT project has skilled refugee youth, some of whom have been able to transfer the skilled gained to other youth, resulting into a multiplier effect of the benefits gained through the training. The organization has also created a strong positive reputation among refugee communities and has been referenced as a model refugee RLO in Uganda, creating employment opportunities and a better living for refugees.

The overwhelming need for YARID services both in Kampala and in the Kyaka 2 refugee settlement in addition to the efforts made to positively impact the lives of as many refugees as possible with the limited resources, is proof that the organisation is committed to achieving its objectives.

4.7 Organizational challenges

The current critical organisation’s challenge is the limited and inadequate resource envelope to meet the demands from the many vulnerable refugees and host communities that need support from the organisation. The Education program and in particular the BFS project in Kyaka 2 refugee settlement, is very good project with very admirable positive impact and using a model that has been applauded by educationists in the education sector. The project however is inadequately funded and operating in hostile environments of infrastructures and staffing levels. The tailoring project is another good project that is empowering women with employability skills. However, the project lacks adequate funds to meet required equipment, materials for training and adequate space to accommodate the large number of trainees.
Some community members are frustrated by other organisations; and they have a belief that YARID operates in the same way. It is a challenge to make them believe that YARID methodology of support is different. YARID is a small organisation, some beneficiaries want support which is beyond the scope of the organization’s programs. Such cases are referred to the protection department for counselling and to identify other partners who can help.

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The evaluation findings show that overall, YARID programs and project activities have significantly and positively contributed towards a positive change in the livelihoods of many of the project beneficiaries.

5.2 Recommendations

Following the evaluation findings, we recommend the following:

1. Mobilize additional resources to construct a primary school in Buliti in Kyaka 2 settlement and also construction of permanent learning centres for the BFS activities in the settlement. This will increase YARID's visibility in the settlement and impact on the children’s enrolments in schools.

2. Improve on the logistics support to field teams to enable them carry out field activities effectively and efficiently. These include not limited to community mobilizers, mentors, teachers and managers. The support can range from bicycles to motorcycles and vehicle for the field unit.

3. Review salaries of staff in Kyaka 2 settlement to ensure that they are commensurate with level of education and experience and the cost of living.

4. Mobilize resources to support the tailoring and arts and craft projects so that learners can be supported with training materials at a cost sharing basis and also where possible the very vulnerable especially women (widows, others with a disability, large family household members etc.) are provided with tailoring machines on successful completion of training as a start-up kit.

5. Replicate and pilot the BFS project in the other settlements like Rwamwanja and Nakivale where there are refugees from mainly the francophone speaking countries, since it is this category of refugees who experience the challenge of English barrier in Uganda. The evaluation findings reveal that it is a successful model that can be successful in other refugee sites.

6. Conduct a Market Assessment and Value Chain Analysis of the products produced by the beneficiaries of the livelihood and women empowerment program. The study would guide programming in regard to the viability of existing and potential markets for the tailoring and arts and craft products, and determine which hold promise of value addition opportunities, market expansion, and employment opportunities.
ANNEXES

1. Key informant interviews and focus group discussions

Key Informant Interviews

<table>
<thead>
<tr>
<th>Location</th>
<th>Organisation</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kampala</td>
<td>YARID staff</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Local authorities</td>
<td>01</td>
</tr>
<tr>
<td>Kyaka 2 Settlement</td>
<td>YARID staff</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Primary School staff</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>OPM staff</td>
<td>02</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

Focus Group Discussions

<table>
<thead>
<tr>
<th>Location</th>
<th>Group Name</th>
<th>No of groups</th>
<th>No of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kampala</td>
<td>Tailoring group</td>
<td>01</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td>Arts and Craft group</td>
<td>01</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>English for adults Learners</td>
<td>01</td>
<td>07</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>2</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>
2. The Evaluation Tools
Tools used for evaluation of the YARID programs in Kyaka 2 and Kampala (Kawempe, Rubaga and Makindye urban divisions).

KEY INFORMANT GUIDE – PROGRAM/PROJECT MANAGERS

Location:
Date:
Time:

Introduction
Hello. My name is ............. I am part of a team of two Consultants that are conducting the evaluation of YARID programs in Uganda. In my role as a consultant, I am interviewing people like you who have served the organization and who have extensive knowledge of the organization programs to learn more about the projects, their impact and how we can adjust or improve them.

The results of this interview will be compiled into a report to be used by YARID and the donors to learn more about the impact of the programs, to identify areas for program improvement, and to raise more funding for programs. You do not need to respond to any question that you are uncomfortable with.

Your participation in this evaluation is voluntary, and a decision not to participate will not be used against you in any way. Are you willing to speak with me today?

☐ OK

Biodata
Name:
Phone No:
Email address:
Age:
Nationality:
Job Title:
Length of time involved in the project and role:
Your role:
Education Level:

Relevance
1. What would you say is the added value of the project you are supporting?
2. Considering the projects’ achievement today, do you think it would be relevant to continue implementing the same project?
3. What needs have you identified or those identified by the community that you have not addressed?

Efficiency
4. What program activities are you implementing in the project area, and how are you implementing them?
5. Can you tell me a little bit more about the support you get from the different stakeholders in the implementation of your project activities (including support from the head office)?

**Effectiveness**

6. Do you think that the project/program has successfully achieved its intended objectives? If so, why or why not? Can you give some examples?

7. What recommendations do you suggest that can be shared with others implementing similar project to adopt as good practices for project implementation?

**Impact**

8. What have been your success stories and number of beneficiaries by gender?

9. What was achieved that had not been planned under this project?

**Challenges**

10. What have been your challenges and how did this affect your programming and targets?

11. Have there been challenges working with your partners? If so, what, how did they impact on the project implementation?

12. How did you address these challenges?

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**KEY INFORMANT GUIDE – SCHOOL AUTHORITIES (Head teachers, teachers) Collaborating on the BFS project**

Location:

Date:

Time:

**Introduction**

Hello. My name is …………… I am part of a team of two Consultants that are conducting the evaluation of YARID programs in Uganda. In my role as a consultant, I am interviewing people like you who have collaborated with the organization to learn more about the projects, their impact and how we can adjust or improve them.

The results of this interview will be compiled into a report to be used by YARID and the donors to learn more about the impact of the programs, to identify areas for program improvement, and to raise more funding for programs. You do not need to respond to any question that you are uncomfortable with.

Your participation in this evaluation is voluntary. Are you willing to speak with me today?

☐ OK

Name:

Phone No:

Email address:

Job Title:

Name of school:
1. How has the school been working with YARID under the BFS project?
2. What would you say is the added value of the BFS project? How is the project benefiting the school?
3. Have there been challenges working with YARID? If so, what are the challenges and how are you addressing them?
4. What recommendations do you suggest that can be shared with YARID to improve the project?
5. What recommendations do you suggest that can be shared with other education implementing organizations in the settlements to adopt as good practices?

KEY INFORMANT GUIDE – OPM and local authorities

Location:
Date:
Time:

Introduction

Hello. My name is ............... I am part of a team of two Consultants that are conducting the evaluation of YARID programs in Uganda. In my role as a consultant, I am interviewing people like you who have collaborated with the organization to learn more about the projects, their impact and how we can adjust or improve them.

The results of this interview will be compiled into a report to be used by YARID and the donors to learn more about the impact of the programs, to identify areas for program improvement, and to raise more funding for programs. You do not need to respond to any question that you are uncomfortable with.

Your participation in this evaluation is voluntary. Are you willing to speak with me today?

☐ OK

Name:
Phone No:
Email address:
Job Title:

1. Would you like to tell us about YARID? What project activities are they implementing and how do they implement those activities?
2. How are the communities benefiting from YARID projects?
3. Have there been challenges working with YARID? If so, what are the challenges and how are you addressing them?
4. What recommendations do you suggest that can be shared with YARID to improve the project?
5. What recommendations do you suggest that can be shared with other organizations working in your area?
FOCUS GROUP DISCUSSION GUIDE – PROJECT BENEFICIARIES

Location:
Date:
Time:

Introduction

Hello. My name is ............... and I am working with my colleague ............... We have been hired by YARID to conduct the evaluation of YARID programs in Uganda. We are discussing with people like you who have benefited from YARID projects to learn more about the projects, their impact and how we can adjust or improve them.

During our discussion we will be talking mostly about your own experiences of involvement in the project and we are keen to hear about how the project has contributed (positive or negative contributions) to your livelihoods and wellbeing. Although I will be asking your name, the information will be confidential and your name will not be linked to anything you say in the final report.

This discussion will not take more than one hour. We really appreciate your willingness to answer our questions but please be assured that this is entirely voluntary so if there is anything you don’t want to answer or if you need or want to stop this interview at any time, just let us know.

The results of this interview will be compiled into a report to be used by YARID and the donors to learn more about the impact of the programs, to identify areas for program improvement, and to raise more funding for programs.

Are you willing to speak with me today?

☐ OK

[before starting to ask the questions, the facilitator should go around the circle and ask participants to introduce themselves, stating their NAME, NATIONALITY OF ORIGINE and their physical address. Recap on ground rules for the focus group and ensure everyone feels comfortable and is aware everyone has a chance to speak and that there are no right/wrong answers]

1. What has the project supported you with?
2. How has this support benefitted you?
3. What challenges have you experienced during the support?
4. What would have been other support that you would have wanted that was not provided? or what was promised that was not met under the project?
5. What other areas of support do you feel the project can also address in future?
3. References


YARID audited financial reports (2018 – 2021)

YARID program reports (2020 – 2022)