

MID TERM EVALUATION OF THE 5-YEAR STRATEGIC PLAN FOR THE PERIOD 2019-2023 STROMME FOUNDATION SFEA

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StrommeFoundation

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MID TERM EVALUATION OF THE 5-YEAR STRATEGIC PLAN FOR THE PERIOD 2019-2023

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LIST OF ABBREVIATIONS/ ACRONYMS

AEE:	African Evangelistic Enterprise
BST:	Bonga Support Team
CBOs:	Community Based Organizations
CBS	Central Broadcasting Services
CEFORD	Community Empowerment for Rural Development
COVID19	Corona Virus Disease 2019
CSO:	Civil society Organizations
ECCD:	Early Childhood care and Development
ECCE	Early Childhood Care and Education
ECD:	Early Childhood Development
FBOs:	Faith Based Organizations
FGD	Focus Group Discussion
GBV:	Gender Based Violence
HTPV	Holy Trinity Peace Village
INGOs:	International non-governmental organizations
KAPDA	Karamoja Peace and Development Agency
M&E:	Monitoring and Evaluation
MOU:	Memorandum of Understanding
MTR	Mid-term Review
NDP	National Development Plan
NGOs:	Non- governmental Organizations
NTTI:	National Teacher Training Institute
OECD/DAC	Organisation For Economic Cooperation Development/ Development Assistance Committee
PALM CORPS	Promoters of Agriculture and Market Linkages
PMEAL:	Planning, Monitoring, Evaluation, Accountability and Learning
PTAs:	Parents, Teachers Association
QM	Quality Management
RBA	Rights based Approach
RICE WN	Rural Initiative for Community Empowerment Uganda
SAADO	Smile Again Africa Development Organization
SFEA:	Strømme Foundation East Africa
SGBV:	Sexual and Gender based Violence
SMCs:	School Management Committee
SOPs	Standard Operating Procedures
SP:	Strategic plan
TOC	Theory of Change
TTP:	Teacher Training Program
TVET	Technical Vocational Education and Training
WAV	Women Aid Vision

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EXECUTIVE SUMMARY

This report presents the findings of the **Midterm evaluation of Strømme Foundation's five-year Strategic Plan (SP) under Norwegian Agency for Development Cooperation (Norad) for the period 2019-2023**, as set out by **Adroit Consult International** following successful finalization of Key Informant Interviews, Focus Group Discussions, and secondary data review in the projects sites where Strømme Foundation East Africa (SFEA) partners and programmes are implementing in Uganda, Tanzania and South Sudan.

The consultant employed a descriptive cross-sectional design using a highly participatory and credible mixed methods approach of data collection to allow for wide consultation with partners and stakeholders. The evaluation was mainly conducted using qualitative methods of data collection. Quantitative data was mainly obtained from the review of reports provided by SFEA. A total of 69 Stakeholders were reached in using Key informant Interviews in Uganda, South Sudan, and Tanzania, and 42 Focus Group Discussions conducted reached 420 project beneficiaries. The evaluation was conducted using a multi-stage approach. The Inception phase consisted of the finalization of the evaluation methodology, approaches, and work plan. A detailed Inception report was prepared and approved by SFEA before data collection. This was followed by a data collection phase that took place in the field locations in Uganda, South Sudan, and Tanzania. The data was analysed, and this informed the preparation of this report. The consultants ensured the highest level of ethical considerations. Data collection was carried out per the protection and confidentiality policies. The team also sought and confirmed consent from respondents and observed confidentiality with information, and data sharing. This report presents the findings of the data collection exercise, based on the OECD/DAC Criteria of evaluation of development programmes.

RELEVANCE: The overall Goal of the Strategy, “*to end poverty*” is one of the United Nations (UN) top priority areas and is therefore aligned to Goal 1 of Sustainable Development Goals (SDGs). The consultants noted that the overall goal with regards to ending poverty is ambitious to be achievable in the implementation period and the short-run as and in playing a contributing role the strategic focus of the SFEA strategy (2019-2023) should be on the eradication of extreme/ absolute poverty, compared to poverty in its entirety or on few selected indicators of poverty. The SFEA Strategy (2019-2023) was also found to a greater extent to be aligned to SDG 10 which calls for reduction of inequality among and within countries. SFs involvement in similar interventions in key countries within the EAC provides and supports the goals of the East African Community, which calls for further stressing of regional frameworks, and identifying policies for advocacy on a regional basis.

Nationally, the findings noted that the SFEA Strategic (2019-2023) is relevant to priority areas as indicated in the key national documents reviewed. Further review showed that South Sudan is still in a volatile state and the first core strategic areas of the country is on peace building and enhancement, as it is one of the main challenges within the country, frustrating efforts towards development. The major implication of this to SFEA interventions in the remaining period of the strategy is that any conflict that occurs in programme implementation sites will lead to reversing of indicators achieved towards poverty reduction, due to for instance, destruction of property, including the school infrastructure constructed and businesses set up by trained youth, migration of people to other locations within the country, failure of CMSG groups to meet, children/ teachers to go to school, and implementing partners to support field implementation, due to fear of insecurities etc.

As with the countries key strategic areas of focus, private sector engagement and collaborations with Local Government Authorities should be further stressed and scaled up in the remaining periods of

implementation, to increase alignment of the strategy with national priority areas especially of Tanzania and Uganda.

The findings noted that the SFEA Strategic plan (2019-2023) is relevant to donor needs, objectives, and priorities. Also, SFs move towards mainstreaming climate change activities in its interventions of this strategic period is commended and should be scaled up. This is because of the shift of various development partners and donors worldwide towards this aspect.

EFFECTIVENESS: The findings noted that the supported programmes are meeting strategic plan targets to a greater extent. Majority, 70% (28 out of 40) of the outcome indicators in Tanzania, 78% (31 out of 40) of the outcome indicators in Uganda and 84% (32 out of 38) of the outcome indicators in South Sudan have achieved a result that is at least 50% of the five-year target. It is also worth noting that at midterm, some of the outcome indicators in the three countries have achieved 100% of the overall targets (40% of the indicators in Tanzania, 28% of the outcome indicators in Uganda and 37% of the outcome indicators in South Sudan). This shows the need for SFEA and partners to reinforce focus on sustainability aspects of interventions in the remaining period of implementation for these indicators.

SFEA has strengthened and is continuing to strengthen the capacity and ability of rights holders, including People with Disabilities, through providing them with the tools and skills as well as enhancement of awareness on their rights. During this evaluation, all the targeted groups interviewed reported that they were aware of their rights, and this was strongest especially amongst the Bonga adolescents and the women. Some of the rights they shared included; right to education, health services, and other basic needs. Duty bearers were trained on their roles and responsibilities and as such, local leaders are now able to call for meetings within the community, whereby issues, including rights of different marginalized groups are discussed. The programme has also created other channels through which leaders and the rights holders are able to interact, for instance, some of the leaders are part of the CMSGs, which has provided a platform for sharing information. Despite the numerous efforts being made in mainstreaming gender, factors affecting women rights are still high. Also, the log frame shows peacebuilding and conflict transformation activities being carried out in South Sudan only, yet it is relevant in Uganda as well, benchmarking from the nature of the Karamoja communities being pastoralists and prone to conflict, as well as implementation in refugee communities in West Nile.

SFEA and partners prioritized the use of Strategic networks with like-minded organizations, Disability support institutions and the private sector. The findings noted that partnerships were to a greater level to complement implementation, as compared to establishment of forums for the exchange of knowledge and learning. As such, progress under Output 1.2 of the log frame remains low. SFEA also prioritised the capacity building of partners, and during this evaluation, the following were identified; trainings in different areas, digitisation of their systems of data collection, enhancing partner portfolio in implementation of various projects, and the provision of technical guidance and mentorship through the expert and technical team. Most of the partners reported that capacity building was received to a great extent but they still required additional refresher capacity building. All the partners interviewed shared existence of gaps that need more capacity enhancement in programme development and, but they still required management (including reporting, outcome harvesting, Monitoring and Evaluation, Documentation, Data Management etc.) and Lobbying for other funding sources as well as local resource mobilization. The best practice of assigning partner mentors by SFEA is acknowledged. The findings noted that Tanzanian partners miss out on components of physical coaching and mentoring, as compared to partners in Uganda and South Sudan. This includes having frequent field visits with SFEA staff to monitor and advise on implementation, guidance to enhance resource accountability, as well as having the ability to physically consult and get physical support. This was particularly worsened during the COVID-19 pandemic when there were travel restrictions

within Uganda, that hosts the country offices, and the Tanzania field locations. Physical presence of SFEA could otherwise also be a strategy for engagement of government leaders for advocacy.

SFEA Strategy is ensuring inclusive quality education and lifelong learning (formal and non-formal) through support of ECCD and Lower Primary Schools. During an FGD conducted in Uganda, parents of ECCD children shared that these infrastructures have motivated children to attend schools, in addition to the various learning and scholastic materials provided such as story books and learning aids, which have also enhanced the quality of education. The construction of ECCE centres has also provided a basis for the child to be sufficiently prepared before moving to primary school. For instance, in Tanzania, an FGD with Teachers in Monduli revealed that through ECCE, children have been able to learn Kiswahili language, before moving to class one, which has made communication, teaching and learning easier. They also noted that ECCE has had contributions on the children's abilities to read and write, and ability to maintain personal hygiene through washing their hands, cleaning themselves etc. It is important to note that the COVID-19 pandemic had an effect on the performance of these outcomes. Apart from Tanzania which re-opened schools that were closed in march 2020, approximately three months after, other countries took longer to re-open the schools (South Sudan approx. 14 months, and Uganda 22 months). As such, there have been no figures collected on some of the indicators of Outcome 2 and Outcome 2.1 in Uganda, as schools were closed. To combat the effects of the pandemic, SFEA and partners undertook a number of steps. For instance, the adoption of home-based learning, community-based learning,¹ and digital-based learning.

The findings showed from the schools sampled, a gap in child protection mainstreaming across the three countries. Furthermore, SFEA and partners move towards strengthening Parent Teacher Association (PTA) and School Management Committees (SMC) are recognised by this evaluation. According to the findings, the two committees were guided on their roles and responsibilities, and this led to improved knowledge on especially funds management. SFEA and partners also carried out life skills trainings provided through the Bonga Centers. The data collected from the field also showed increased effectiveness of the strategy under this outcome. For instance, in Central Uganda, FGDs with adolescent girls and boys revealed that they were taught how to publicly speak and demand for their rights. The respondents also reported that the CMSG is mainly increasing their access to credit facilities/ loans, that are used for payment of school fees and purchase of requirements for children, as well as, starting small businesses such as market commodity sales, and charcoal sale.

The effectiveness of the CMSG has been enhanced by the synergies in the approach, thus increasing effects across board. For instance, more than one category of project beneficiaries is able to participate in savings. This includes the adolescents from Bonga, the youth, parents and caretakers, teachers, and local community leaders, among others. Saving groups also participate in different activities such as agriculture, that has further led to increased income, as well as improvements in food access within the different households. In addition, the members of the CMSG are skilled in numeracy and literacy through Functional adult Literacy programmes to improve effectiveness. It is also worth noting that to improve on effectiveness, SFEA is in the process of adopting digital channels to enhance savings. Despite the efforts put in training groups in financial literacy, the findings noted the need for more efforts in literacy and numeracy as well as financial literacy in South Sudan compared to other countries such as Uganda and Tanzania. The data collected showed that in South Sudan, some of the CMSGs have only one person with capability of maintaining CMSG records, and have thus not had rotational leadership since formation.

¹ Caregivers carried out door- to- door learning visits and Community centers such as churches provided spaces for children to learn while following the SOPs.

SFEA and partners have contributed to inclusion of both gender and People with Disabilities. Key to note in this aspect is the need for an SFEA disability inclusive policy, as well as increase in the overall percentage of People with Disabilities targeted by the programme. SFEA and partners have mainstreamed issues of gender rights in programming. Also, SFEA and partners have continued to empower females as the marginalised of the two genders, through creation of avenues for economic empowerment (skilling, CMSG and TVET) to increase their self-sufficiency and access to resources. It is important that besides monitoring no reports on GBV cases, emphasis of the log frame should be on tracking whether respondents have heard of any cases in the community or household, as from other studies, GBV victims rarely feel comfortable to report. Also, more efforts should be on empowerment of females to report GBV cases, establishment of clear lines of reporting, and tracking the number of cases that are successfully handled in intervention areas.

SFEA and partners have prioritised the use of M&E in implementation, and this report documents some of these methods, which include among others; digitisation, use of quarterly progress reporting and review meetings, and use of joint monitoring visits. SFs M&E systems are decentralised and much of the field data collection work is left to the partners, facilitators/ animators. Much as the mid-term evaluation noted the logistical benefits of the approach it is worth noting that this frustrates processes to ensure data quality, as trust is entirely put on the partner as data Collection and documentation aspects of M&E are still to a lower extent prioritised by partners. Partner data collection should be limited to output indicators, and partnerships made with country specific consultancies to collect annual routine data on outcome indicators and progress towards poverty reduction to inform population of the log frame.

With regards to environment and climate, SFEA and partner have used Bonga platforms to encourage their participants to plant a tree each in their home compound to enhance environmental protection. In addition, partners in other locations have also adopted the use of the platforms to enhance other environmentally friendly practices. For example, at Buwama Town Council, in Mpigi district, in central Uganda, Youth have been encouraged to support garbage disposal drives in the community. According to interviews conducted, environment and climate change is becoming strong on the agenda of many donors. As such, it is recommended that SFEA makes environmental support programmes one of the main areas within its thematic goals.

EFFICIENCY: To implement programmes, SFEA adopted the use the partner approach by use of CSO, which has been a cost-efficient way to implement the SFEA Strategy interventions. While one would argue that the implementation through CSOs is highly costly especially concerning the needs in capacity building and monitoring, this methodology offers beneficial aspects that are outlined in this report. SFEA has three offices in the region (two in Uganda and one in South Sudan). This has led to the need for frequent travel, and use of remote support and supervision methods, which have to a less extent been cost friendly, yet implementation with partners still requires close monitoring

The collaboration with media was seen as a cost-efficient strategy, as it enabled SFEA and partners reach a large number of people with low level of resources. SFEA and partner utilised media for advocacy, awareness creation and sensitisation. Important to note is the community cost-sharing initiatives which has allowed for the community to provide support. According to interviews with SF, partner capacity in efficient resource use is still low, but numerous efforts are being made to improve their capacity in this aspect. Interviews with the finance team, burn out rate of partners is still low with regards to a number of programme aspects. This is attributed to delays in submission of financial reports, as well as the back and forth that takes place to achieve the required quality of financial compliance

With regards to competitiveness, the consultant notes three main factors seen as a key strength for SF; i) the strategy of capacity building of local structures and CBOs, and ii) SFEA as an organisation is mainly focused on building communities through development programming through capacity

building, as opposed to providing handouts for emergencies iii) Focus on most vulnerable areas such as Karamoja, Monduli, South Sudan, Singida region and West Nile region. There has been no evidence of funding withdrawal from SFEA based on the data obtained during this evaluation.

IMPACT: As per the SFEA Strategy (2019-2023), the overall impact is to eradicate poverty. According to the data, the Poverty Likelihood Values for 2021 are 36.6% in Tanzania, 29.3% in Uganda and 27.9% in South Sudan. This implies that 36.6% of the project target groups in Tanzania, 29.3% in Uganda and 27.9% in South Sudan are living below the national poverty line. There was an increase in the percentage of target groups below the poverty line from 2020 to 2021. This is because of the country specific restriction such as total lockdowns, and closure of education institutions (in Uganda, education centres were closed for approximately two years). Various activities that led to meetings by large groups and movements across different locations were temporarily banned.

At an individual level, there were changes realised in the form of creation of networks, improvement in self-esteem and change of attitude especially towards Persons with Disability. At household level, the consultants established that the programme not only increased access to credit for the direct beneficiaries, but also secondary beneficiaries as well. For instance, during an FGD conducted with adolescents from Uganda, they reported that their family members are now able to borrow money from them, in order to carry out their different plans.

At a community level, the SFEA strategy is leading to communalisation through CMSGs. In relation to this, the aspect of togetherness brought by the interventions have been recognized as a peace building strategy towards reduction of conflicts. For instance, in South Sudan, according to a Key Informant Interview conducted with the Sultan/Chief Jebel Dinka - New Rombur Area, the group methodology of the programme interventions through Bonga centres and forums and CMSG had led to bonding of groups. The programme has also enhanced the savings culture in the community, hence attracting more formal financial institutions. Findings noted that the parents of some of the Bonga adolescents, who were not part of the programmes have been motivated to join savings groups as well due to experiences from their children. According to an interview with one of the SFEA partners in Karamoja, the number of CMSGs has grown in the location due to both the interventions of other organisations, and that of SFEA and partners. As such, the district that for a long period had only one formal financial institution (Stanbic Bank), got a new bank in the location (Centenary Bank), that has further enhanced savings and access to credit facilities. At a national level, the intervention was able to influence policy in South Sudan, through financial and technical support to the development of the Inclusive Education Policy for South Sudan. According to the representatives in education interviewed, the policy will to a greater extent improve ability of People with Disabilities to learn and freely interact with other children in the country.

This report also documents some of the negative impacts of the programme such as leading to increase in number of graduates with absence of ready market, for example in the tailoring enterprise; increased drop-out rates amongst adolescents as most were attracted to the TVET and start-up capital opportunities being provided and the growing dissatisfaction of males as some believed that there was more support and attention being awarded to females as compared to them, and that empowered females no longer listen to, or obey them.

SUSTAINABILITY: The overall approach of capacity building and empowerment of national and Community Based organizations/ Civil Society Organizations is viewed by the consultants as an effective pathway towards sustainability due to its self-sustaining nature. Partners have also undertaken different channels to support local resource mobilization, evidence by their contribution to the overall budgets of implementation. It is important to note that beneficiary voluntary participation is also a key factor that should be enhanced. Much as discussions were held with partners

on the need for co-owned exit strategies, limited evidence was seen on presence of co-owned partner exit strategies in place detailing the procedures and workplan for activities to ensure sustainability of each of the interventions. In addition, there was also no evidence of intervention specific- exit strategies with proper timelines on when different exit and sustainability activities will be done. The level of local resources contributed by partners still remains low (some partners reported less than 10%) as compared to the five-year target (20% contribution)² of the SFEA Strategy and there is limited evidence of financial computation and tracking of partner contributions. In addition, some of the partners still experience challenges in resource mobilization and require additional capacity building.

The findings noted that there has been variation in communication about exit and sustainability across target stakeholders, which needs to be fastpacked. Also, partners capacity in resource mobilisation is still low. However, efforts are being made by SFEA to strengthen this capacity. According to the findings of this evaluation, partners in South Sudan reported having received a one-time workshop on resource mobilization. That notwithstanding, capacity has been enhanced beyond skilling. According to an interview with representatives from Rombur NTTI in South Sudan, they shared that prior to SFEA interventions, they did not have a Board of Governors, and this has been put in place.

SFEA and partners should explore different avenues for resource mobilization. For instance, through visibility programming. The major effect of this is making sure all authorities, stakeholders and other implementing organisations are made aware of what is being done by SFEA and partners in the community, in order to solicit government and donor interest and support. According to a review of the log frame the following groups the level of participation that was desired has not yet been established.

COHERENCE: The interventions of SFEA complement government development initiatives to a greater extent. As reported in Section 3.1.1 of this report, the consultants found the strategy relevant to national development priorities. For instance, in South Sudan, a review of the National Development Strategy (NDS) noted areas of alignment. For instance, the SFEA strategic focus on improvement of learning environments through construction and renovation of education infrastructures is aligned to the one of the six national development strategies, which calls for expansion and provision of access to basic services. SFEA is also enforcing increased access to services through enhanced capacity building in areas that push forward employment opportunities. In addition to this, key South Sudan national priority areas of emphasis on nutrition aspects is also promoted by SFs participation in different agricultural value chains, and encouragement of backyard gardening among beneficiaries. In Tanzania, to build on to achievements of FYDP II, the Tanzanian FYDP III recognizes the contribution of the private sector, Civil Society Organizations and development partners, a key approach being stressed by SFEA. In Uganda, the remaining periods of implementation of the strategy will be anchored on the priority areas as presented in the NDP III, that focuses on mainly “Increased Household Incomes and Improved Quality of Life of Ugandans” through similar interventions as highlighted in NDP II. Key to note is that both the plans stress the need for strengthening the role of the state in guiding and facilitating development, one of the main areas under SFEA thematic Goal 1. In addition to this, SFEA is relevant to country objectives in enhancing productivity and social wellbeing of the population, strengthening.

Conclusion and Recommendations

SFEA interventions are highly relevant to the needs of the target groups. In addition, the COVID-19 pandemic has further scaled up the relevance of the programme interventions, thus the need for scale

² The SFEA exit and sustainability strategy targeted that within the strategic period, partners shall be contributing at least 20% to their budgets through local resource mobilizations.

up of support. SFEA implementation through Community Based Organisations is highly recommended due to the promotion of sustainability and effectiveness. In addition, partners have knowledge about the core problems affecting the communities in which they implement. This report also recognises that SFEA support through community-managed groups are relevant in areas of both efficiency and sustainability. SFEA partners have maintained transparency with local authorities to ensure smooth operation and running of programmes. This report also provides clear recommendations to inform the remaining implementation period of the strategy.

1.0 INTRODUCTION

1.1 Introduction

This report presents the findings of the **Midterm evaluation of Strømme Foundation's five-year Strategic Plan (SP) under Norwegian Agency for Development Cooperation (Norad) for the period 2019-2023**, as set out by **Adroit Consult International** following successful finalization of Key Informant Interviews, Focus Group Discussions and secondary data review in the projects sites where Strømme Foundation East Africa (SFEA) partners and programmes are implementing in Uganda, Tanzania and South Sudan.

1.2 Background Information

Strømme Foundation (SF) is a rights-based development International Non- Governmental Organisation (INGO) that works towards a world free from poverty. SFEA views development as a process which enables people to realise their potential, builds self-confidence and enables people to lead lives of dignity and fulfilment. SF's most important interventions in the fight against poverty are education, job creation and strengthening of civil society. Strømme Foundation Norway has regional offices in East Africa, West Africa and Asia. In East Africa, SFEA implements education, livelihoods and civil society strengthening programmes in remote and hard to reach areas of Uganda, Tanzania, South Sudan and Kenya. SFEA implements all programme activities within the overall framework of the 2019 – 2023 Strategic Plan. The Regional Strategic Plan, drawn to fit in with the global SFEA wider mission, provides a shared sense of direction and operation to achieve the organisation's mission over the five-year period. The strategic plan also guides the annual planning and activity implementation. The 2019 – 2023 strategic plan is drawn on three thematic areas:

- a) Strong civil society and public sector
- b) Inclusive quality education and lifelong learning for marginalized and disadvantaged groups
- c) Improved livelihoods of the rural poor through enhanced income generation

Strømme Foundation is past mid-way in implementing the 2019 – 2023 strategic plan. As such, a Mid-term evaluation was planned with an overall objective to assess progress towards achieving the goals set for the strategic plan. The Mid-term evaluation is expected to foster learning, planning, provide guidance on the implementation of the current strategic plan and set the stage for the next strategic plan. In addition, this evaluation will also assess how SFEA has adapted and responded to the disruptions of the pandemic. Like the rest of the world, SFEA was greatly affected by the Coronavirus Diseases 2019 (COVID-19) pandemic. This has fundamentally changed the environment in which programmes operate in and the underlying assumptions of the SP. The Mid-term Evaluation will come up with new innovations and ways of work to adapt to the "new normal" in the medium-term (5 years) and long-term (10 years). It is against this background that SFEA contracted **Adroit Consult International** to conduct a mid-term evaluation of its strategic plan.

1.3 Objectives of the Midterm evaluation

The specific objectives of the Mid-Term evaluation

- a) To assess the extent to which supported programmes are meeting the strategic plan targets.
- b) To assess the extent of programme integration and resulting synergy.
- c) To assess how programmes have supported rights-holders to claim their rights and engaged with duty bearers to meet their obligations.
- d) To examine the extent to which SFEA programmes are meeting the Organisation of Economic Cooperation Development/ Development Assistance Committee (OECD/DAC) criteria and making an impact in the livelihoods of targeted rights-holders.
- e) To identify lessons learnt and devise alternatives to strengthen the current interventions in light of the "new normal situation" and prepare for next strategic plan.

2.0 OUR APPROACH AND METHODOLOGY

2.1 Evaluation Design

We employed a descriptive cross-sectional design using a highly participatory and credible mixed methods approach of data collection to allow for wide consultation with partners and stakeholders. The evaluation was mainly conducted using qualitative methods of data collection. Quantitative data was mainly obtained from the review of reports provided by SFEA. The main data collection methods used included desk reviews, semi-structured key informant interviews and Focus Group Discussions (FGDs) using questionnaires (FGD Guide, Key Informant Interview Guide and Literature Review Guides).

The Mid-term evaluation was carried out in the project's sites where SFEA partners and programmes are implemented in Uganda, Tanzania and South Sudan. It targeted primary programme participants who included CMSGs, adolescent girls and boys supported under Bonga and youth supported under the TVET program, and children in ECCE and pre-primary schools, Teacher training, local government authorities and other secondary beneficiaries (such as animators, BST, Community Based Facilitators), among others. The evaluation also targeted SFEA staff and other implementing Partners. The table below shows the scope of the evaluation with regards to partners, projects and locations

Table 1 SFEA partners and projects that were considered in the mid-term evaluation

Country	Partner	Programmes
Uganda	African Evangelistic Enterprise (AEE)	CMSG, ECCE,
	Community Empowerment for Rural Development (CEFORD)	Bonga (Centres,
	Broadcasting Services (CBS) PEWOSA	and Forums),
	Karamoja Peace and Development Agency (KAPDA)	Vocational
	Rural Initiative for Community Empowerment- West Nile (Rice WN)	Training, CSO
	Promoters of Agriculture and Market Linkages (Palm Corps)	Strengthening
Tanzania	Monduli Patriotists Development Initiative (MPDI)	CMSG, ECCE,
	Organisation for Community Development (OCODE)	Bonga (centres and
	SEMA	Forums),
		Vocational
		Training, CSO
		Strengthening
South Sudan	Women Aid Vision (WAV),	CMSG, ECCE,
	Smile Again Africa Development Organisation (SAADO)	Bonga (centres and
	Rombur National Teacher Training Institute (NTTI)	Forums,)
	Holy Trinity Peace Village (HTPV)	Vocational
	MAPER National Teacher Training Institute (NTTI)	Training, CSO
		Strengthening,
		Teacher Training

2.2 Data Collection Methods and the sampling strategy

Non-random methods, specifically purposive sampling was used in determining the sample of respondents to participate in the evaluation especially in identifying respondents for Key Informant Interviews and Focus Group Discussion. The following data collection methods were used;

a) In-depth Literature/Document Review

The team I conducted an in-depth review of relevant documents obtained to generate more data that was triangulated with findings from the other evaluation data sources. Literature review enabled us

to understand the context and existing activities being carried. A list of key literature reviewed is attached as **Annex 1** of the report.

b) Key informant/Stakeholder interviews (KIIs)

These took the form of one-on-one interview with SFEA staff, Implementing Partners and project stakeholders selected purposively based on their knowledge, experience and involvement in the areas of the evaluation. Using Key Informant Interview (KII) guides, we conducted various in-depth interviews and semi-structured interviews with these stakeholders. KIIs enabled us to obtain technical views on different aspects from sector experts. It aided in the collection of data from agencies that are involved in the area of programming, the design, challenges and lessons learnt in implementation. We ensured that stakeholders interviewed have an in-depth understanding and have previous involvement in the project activities. The table below shows a sample of Key Informants reached.

Table 2 Key Informants to be interviewed

Targeted Respondents	Category	Tot. No of Interviews
SFEA Staff	Uganda- 14 South Sudan - 4	18
Staff from Partners	CSO, CBO and FBOs	21
Policy Implementers	Government representatives	14
	Other implementing organisations/ Civil Society organisations (CSOs)	3
	Local community leaders	5
Private Sector Actors		3
Other Implementing Partners		5
Total		69

c) Focus Group Discussions (FGDs) with households/ other beneficiaries

We conducted a total of 42 FGDs as shown in the table below. Each of the FGDs will be comprised of 10-12 respondents selected purposively from among the trading community.

Table 3 Categorization of Focus Group Discussion respondents

Category	Number	Total number of respondents
Teachers/ school administration	6	60
Children	4	40
ECCE Parents	4	40
Females in the TVET programme	6	60
Savings Groups (comprised of both males and females)	6	60
Adolescent Girls and boys	6	60
Youths	6	60
Persons with Disabilities	2	20
General FGD with representatives from all programme aspects	1	10
Community leaders	1	10
Total	42	420

To conduct the FGDs with children, Child friendly methodologies were used;

- Firstly, FGDs with children were conducted following approved consent from the caregivers and in the presence of an adult. The interview was also conducted outside, in an environment where children were free to play or be themselves.
- The questionnaires were short with a total of four questions only, and the interview took at most ten minutes to conduct

- Storytelling and drawing were used, and the children shared a story on if there were any changes in their school

The consultants ensured to follow the Standard Operating Procedures (SoPs) issued by the Ministry of Health for prevention of the COVID-19 pandemic during all the interviews and Focus Group Discussions conducted.

2.3 Evaluation approach

The evaluation was conducted using a multi-stage approach. The Inception phase consisted of the finalization of the evaluation methodology, approaches, and work plan. A detailed Inception report was prepared and approved by SFEA before data collection. This was followed by a data collection phase that took place in the field locations in Uganda, South Sudan and Tanzania. The data collection as paper based and tablets or phones were used to record the qualitative interviews, with consent from the respondent. The data was analysed, and this informed the preparation of this report. The consultants ensured the highest level of ethical considerations. Data collection was carried out per the protection and confidentiality policies. The team also sought and confirmed consent from respondents and observed confidentiality with information, and data sharing.

2.4 Structure of the report

The report structure gives clear descriptions of the assessment based on the objectives presented in the pre-approved inception report, using the OECD/DAC Criteria matrix.

3.0 RESULTS AND FINDINGS

3.1 RELEVANCE

3.1.1 Relevance of the Strategy to international and national development priorities

The overall Goal of the Strategy, “to end poverty” is one of the United Nation’s (UN) top priority areas and is therefore aligned to the international and national agenda of the different UN agencies, and to Goal 1 of the Sustainable Development Goals (SDGs). The findings of this evaluation showed that the strategic interventions implemented within this period respond to more than one cause of poverty (for example hunger and malnutrition, limited access to education, health and other basic services, among others), due to its multi sectoral nature of implementing livelihood - CMSG, education programmes- TVET and ECCE, while incorporating WASH, backyard gardening, environment and climate change aspects among others (SFEA Strategy 2019-2023). The strategic interventions also cover aspects of both external (example unemployment, poor physical infrastructure, gender discriminations, limited access to services etc) and internal causes poverty (limited knowledge, lack of confidence, absence of peace, poor leadership styles etc) through both tangible (construction of infrastructures, provision of start-up kits etc.) and intangible interventions (capacity building and awareness creation).

Specifically, the SFEA Strategic Plan document outlines key areas of utmost relevance to the strategy to international development priorities to include SDG 1 – 5 (on poverty, hunger, health, and education), 8 (on economy), 15 (on environment) and 16 (on peaceful inclusive societies for sustainable development)³. A review of the SDGs also confirmed this alignment.

- *Our findings note that the overall goal with regards to ending poverty is ambitious to be achievable in the implementation period and the short run as poverty takes a number of forms, and its complete eradication is subject to many factors. Much as SFEA is carrying a contributing role and playing their part in achieving the goal, strategic focus of the SFEA strategy (2019-2023) should be on the eradication of extreme/ absolute poverty, compared to poverty in its entirety or on few selected indicators of poverty.*
- *SFEA Strategy (2019-2023) was also found to a greater extent to be aligned to SDG 10 which calls for reduction of inequality among and within countries. SFs involvement in similar interventions in key countries within the EAC provides opportunities in reduction of inequalities that supports the goals of the East African Community. Much as focus is on the international and national development priorities, regional frameworks and development priorities should also be stressed and the programmes utilized as channels to bring together various stakeholders, to identify policy areas that need harmonization for advocacy within the region.*

In addition to the SDGs development priorities, the SFEA Strategy (2019-2023) was also found to be aligned to other international frameworks such as The Universal Declaration of Human Rights (UDHR) that calls for the consideration for marginalized communities’ example women, youth, and refugee groups to ensure that all human beings receive the necessary support (Article 1, 2 and 19), the International Covenant on Economic, Social and Cultural Rights (ICESCR) that underlines the need for the empowerment of communities and individuals to challenge social injustice and claim their rights, as well as, the United Nations Framework Convention on Climate Change (UNFCCC) that calls for

³ SFEA Strategy (2019-2022)

combatting the effects of climate change to create sustainable communities And the United Nations Convention on the Rights of people with disabilities which calls for protecting and promoting rights of people with disabilities in all development processes.

At a national level, the consultants reviewed three main documents, representing each of the countries that were evaluated, as shown below.

Republic of South Sudan National Development Strategy (2018-2021)

The South Sudan Development Plan (SSDP) (2011-2013) was the first strategic document formulated to guide the country's five-year development period following independence and was later extended until 2016. The SSDP core building blocks were anchored on improving governance; achieving rapid rural transformation to improve livelihoods and expand employment opportunities; Improving and expanding education and health services; and deepening peace building and improving security⁴, areas that are aligned to all of SFs strategy (2019-2023) thematic Goals. Our findings noted that following a short-lived peaceful period, a war broke out again in South Sudan in 2016 continuing until 2018, when yet another peace agreement was signed in September that year. The National Development Strategy (NDS) is thus the first national planning document providing strategic guidance since the South Sudan Development Plan (SSDP) (2011-2013). A review of this strategy noted areas of alignment. For instance, the SFEA strategic focus on improvement of learning environments through construction and renovation of education infrastructures is aligned to the one of the six national development strategies, which calls for expansion and provision of access to basic services. SFEA is also enforcing increased access to services through enhanced capacity building in areas that push forward employment opportunities. In addition to this, key South Sudan national priority areas of emphasis on nutrition aspects is also promoted by SFs participation in different agricultural value chains, and encouragement of backyard gardening among beneficiaries.

- *According to our findings, South Sudan still remains in a volatile state to date, and the first core strategic area of the country for 2018-2021 is to create enabling conditions for and facilitate the voluntary return and integration of displaced persons, through a feeling of safety and stability. In addition, two other strategic areas also focus on concepts on peace, for example in enforcing laws for controlled crime, as well as silencing the use of guns. Much as the SFEA strategy captures channels towards encouragement of peace, the aspect of peacebuilding and conflict mitigation is not stressed as strongly on the SFEA Strategy (2019-2023), as it is on the SSD National priority areas.*
- *Our findings from the field also noted that the country still needs a lot of effort in fostering mindset change to enhance security indicators, as this is to a greater extent one of the main challenges within the country, frustrating efforts towards development. The major implication of this to SFEA interventions in the remaining period of the strategy is that any conflict that occurs in programme implementation sites will lead to reversing of indicators achieved towards poverty reduction, due to for instance, destruction of property, including the school infrastructure constructed and businesses set up by trained youth, migration of people to other locations within the country, failure of CMSG groups to meet, children/ teachers to go to school, and implementing partners to support field implementation, due to fear of insecurities etc.*

Tanzania Five Year Development Plan 2016/17-2020/21 (FYDP II) and National Five Year Development Plan 2021/22 - 2025/26

The SFEA Strategy (2019-2023) falls within two Tanzanian strategic periods, represented by the FYDP II (in the first half of implementation) and the FYDP III (in the remaining period following this mid-term evaluation), all geared towards achievement of the country's Vision 2025.

⁴ South Sudan Development Plan (SSDP) (2011-2013)

According to the review of FYDP II, there are three pillars of focus: industrialization, human development and implementation of effectiveness. Key among the objectives of the plan, to which the SFEA Strategy is aligned is the focus on achievement of broad-based and inclusive economic growth that reduces poverty substantially and allows shared benefits among the majority of the people through increased productive capacities and job creation, especially for the youth and disadvantaged groups; intensification of the role of regional actors; Promotion of availability of requisite industrial skills (production and trade management, operations, quality assurance, etc.) and skills for other production and services delivery; among others. Focus of this plan was also put on the move of Tanzania into a semi-industrialized nation, and creation of enabling hubs for business and trade. To build on to achievements of FYDP II, the Tanzanian FYDP III recognizes the contribution of the private sector, Civil Society Organizations and development partners, a key approach being stressed by SFEA.

Specifically the FYDP III focuses on the main areas promoted by FYDP II, as well as the need to strengthen capacity building in the areas of science, technology and innovation in especially the productive, manufacturing and services sectors (which SFEA is promoting through the recent digitization initiatives), increased business start-up, private sector involvement and job creation, promotion of export services, and to strengthen the role of Local Government Authorities (LGAs) in bringing about development and increasing income at the community level which is linked to Thematic Goal 1 of the SFEA Strategy (2019-2023), among others.

- *As with the countries key strategic areas of focus, private sector engagement and collaborations with Local Government Authorities should be further stressed and scaled up in the remaining periods of implementation, as a way to increase alignment of the strategy with national priority areas.*

Uganda Second National Development Plan (NDP II) 2015/16 – 2019/20 and Third National Development Plan (NDPIII) 2020/21 – 2024/25

The SFEA Strategy (2019-2023) falls within two Ugandan strategic periods, represented by NDP II (in the first period of implementation) and the NDPIII (in the remaining period), all geared towards achievement of the country's Vision 2040.

Uganda's NDP II focused on increased Sustainable Production, Productivity and Value Addition in Key Growth Opportunities, increased the Stock and Quality of Strategic Infrastructure to Accelerate the Country's Competitiveness, enhance Human Capital Development, and strengthen Mechanisms for Quality, Effective and Efficient Service Delivery, key areas that the SFEA strategy responded to through intensive capacity building and strengthening of education, governance and livelihood indicators. Specifically, the remaining periods of implementation will be anchored on the priority areas as presented in the NDP III, that focuses on mainly "Increased Household Incomes and Improved Quality of Life of Ugandans" through similar interventions as highlighted in NDP II. Key to note is that both the plans stress the need for strengthening the role of the state in guiding and facilitating development, one of the main areas under SFEA thematic Goal 1. In addition to this, SFEA is relevant to country objectives in enhancing productivity and social wellbeing of the population, strengthening the private sector and job creation, among others, that are stipulated in the NDP III.

- *The findings note that in all three countries, strengthening the role of the state and local authorities in implementation is stressed. The SFEA Strategic direction to achieve this focuses on majorly capacity of CSOs, increased advocacy, empowerment of rights holders to claim their rights, lobbying and network creation, and to a limited extent towards the capacity building of/ or creation of channels for authorities to be aware of their roles and responsibilities to the people, and how to fulfil these obligations.*

3.1.2 Relevance of the SFEA Strategy (2019-2023) to donor needs, objectives and priorities

The findings noted that the SFEA Strategy (2019-2023) is relevant to donor needs, objectives and priorities. As the largest donor for SFEA, the Norwegian Agency for Development Cooperation (Norad) is strategically anchored towards achievement of the SDGs, which is one of SFs key areas of alignment, as analysed in **Section 3.1.1** of this report. The donor highlights seven thematic areas; Climate Change and Environment, Education, Energy, Global Health and Research, Macro-economic and Public administration, and Oil for development⁵, 3 of which are within SFs strategic plan.

SFs move towards mainstreaming climate change activities in its interventions of this strategic period is commended and should be scaled up. This is because of the shift of various development partners and donors worldwide towards this aspect, and that climate change is one of the biggest environmental problems facing the world today.

In addition to this, conversations about digitization, technological enhancement and innovations are growing, and from interviews with SFEA regional staff, this a key strategic direction for the organization and partners in the remaining period of the strategy.

3.1.3 Relevance to the needs as well as the contextual factors including COVID-19

According to (United Nations, 2019), it is estimated that over 7 million people in South Sudan needed humanitarian support as of 2019, as their livelihoods were destroyed by conflicts and forced migration. The findings of this evaluation noted that specifically, the episodes of conflict have resulted massive displacement, damage of infrastructure, inter-communal violence, and political instability, with the most significant negative impacts being realized on access of the public to social services, especially health care and education. The (Human Rights Council, 2021), confirms that presently, the population in are still exposed to extreme and wholly unwarranted poverty, vulnerability, and suffering, as well as failure of different authorities to fulfil their obligations.

During the review of literature, the findings indicated that the country's development indicators were still low in performance. On top of the 17year conflict that caused teachers to flee, and destruction of property among others, (Leben & Nitika, 2021) highlights that the country focus has mainly been on increasing access and lesser towards quality of education including building stronger foundations through pre and lower primary, as well as training and skilling of teachers. This is one of the key focus areas of the SFEA Strategy (2019-2023). Education indicators were worsened in the country due to the COVID-19 restrictions, leading to increased early marriages and drop out of girls. In addition to this, the Human Rights Watch also analyses the scale up of conflict, security forces' violations, entrenched impunity, and a lack of respect for rule of law, due to the Covid-19 pandemic including increased risks of sexual and gender-based violence.

Similar to South Sudan, Uganda also faces a myriad of structural human rights violations including gaps in transparency, accountability and public participation, as well as national issues surrounding GBV, Female Genital Mutilation and other harmful traditional practices⁶ against women. Persons with disabilities also continued to face societal discrimination, and limited job and educational opportunities among others, and there were reports of violence among ethnic groups for resources. Also, the country is faced with high levels of unemployment especially for youth, high school drop-out levels, and poor performance of other education indicators. Despite the progress made by Tanzania towards increase in GDP and enhancing female participation and inclusivity, the country still faces challenges similar to those identified above, especially among the rural and pastoralist communities. In addition, as with the other East African countries, cultural factors and the patriarchal nature of the

⁵ <https://www.norad.no/en/front/thematic-areas/>

⁶ Media and local NGOs reported several cases of ritual child killings, violence against widows, and acid attacks

society, still leads to effects of deeply rooted attitudes, leading to low high pregnancy levels, and high school dropout rates.

Interviews conducted with partners and SFEA staff revealed that the design of the development of the SFEA (2019-2023) strategy was informed by partner **rapid needs assessments and baselines** conducted together with SFEA in the three locations. These evaluations and assessments enabled SF, through the partners, to identify key gaps and challenges that required support through relevant interventions. This allowed for the community to define their challenges and propose the solutions to these challenges. The relevance of the project is further reinforced by the stakeholder consultations that take place in the locations of implementation, in particular the youth, administrators, and community leaders. Partners were continuously facilitated to seek feedback from the local communities and leaders to ensure interventions are tailored to their needs. To combat the challenges identified through these needs' assessments, the SFEA strategy employed a number of approaches for implementation. Among others, SFEA programmes were designed in the form of TUSOME, Bonga; Tunaweza, (TVET) and Community managed Savings Groups (CMSG)⁷ and the strategy was anchored on a Rights Based Approach, as well as other approaches such as capacity building, multi-stakeholder engagements that eased mobilization of communities, and a multi-sectoral approach recognizing that the overall goal is affected by multiple factors across livelihoods, participation, and resilience.

It is key to note that the COVID-19 pandemic worsened most of the indicators towards poverty reduction in all three countries, which further stresses the need for continued intervention. Also, SFEA and partners quick response to the pandemic by for example allocation of funding to support SOPs, adoption of digitisation and community sensitisation on WASH etc, is a demonstration that the SFEA programmes are needs based.

⁷ The CMSG approach was relevant among others, as access to finance is one of the challenges expressed by different communities as a factor for the improvement of livelihoods. Also, the multi sectoral approach recognises that gender equality and human rights is affected by access to resources and livelihoods, level of resilience, Environmental factors, level of education and skill etc. As such, development interventions are required to provide a fully packaged and complementary support to beneficiaries in line with the Commitment 6 of the Core Humanitarian Standards. The approach of engaging stakeholders is also relevant as Stakeholders also provide technical input in programming to ensure they remain relevant to the national objectives.

3.2 EFFECTIVENESS

3.2.2 Extent to which the SFEA Strategy (2019-2023) is achieving its strategic objectives with regards to the log frame target

This section provides an analysis of the SFEA log frame with regards to baseline values, figures as of 2021 and the five year planned targets. Overall, the SFEA Strategy (2019-2023) is on track for all three countries as the results for majority of the outcome indicators by 2021 towards the five-year target is greater than 50% for all the countries.

According to the data, 70% (28 out of 40) of the outcome indicators in Tanzania, 78% (31 out of 40) of the outcome indicators in Uganda and 84% (32 out of 38) of the outcome indicators in South Sudan have achieved a result that is at least 50% of the five-year target (**Annex 2**). It is also worth noting that at midterm, some of the outcome indicators in the three countries have achieved 100% of the overall targets (40% of the indicators in Tanzania, 28% of the outcome indicators in Uganda and 37% of the outcome indicators in South Sudan) as shown in **Table 4** below.

Table 4 Progress of indicators towards five-year target

Outcome	Tanzania	Uganda	South Sudan
Percentage of outcome indicators that have <i>achieved at least 50% of the five-year target</i>	70%	78%	84%
Percentage of outcome indicators that have <i>achieved 100% of the five-year target</i>	40%	28%	37%

Source: Analysis of SFEA Strategy Log Frame Matrix (**Annex 2**)

The subsequent paragraphs of this section analyse the outcomes' performances based on the results of the indicators as at 2021 and the pre-set target for five years in the light of the COVID-19 pandemic.

Outcome 1: Strong civil society and public sector delivering quality services to the community

The SFEA Strategy (2019-2023) Outcome 1 are to be achieved through two main results areas; Empowerment of individuals and communities to claim their rights and the promotion of partnerships and accountability of duty bearers. A review of the log frame shows progress to a greater extent towards the achievement of the targets under outcome. Majority of the indicators under outcome 1 in Tanzania (75% (3 out of 4)), Uganda, (100% (4 out of 4)) and South Sudan (100% (4 out of 4)) achieved a result that is at least 50% of the five-year target as shown in **Table 5** below.

Table 5 Progress towards achievement of Five-year targets of indicators under Outcome 1

Indicators	Tanzania	Uganda	South Sudan
# of community mechanisms that have successfully achieved at least one advocated issue - TGI 1.1	10.5%	64.8%	66.7%
% of rights holders expressing satisfaction with service delivery by local authorities	117.3%	76.9%	132.0%
Partners programme capacity and quality score improved	112.5%	112.5%	110.7%
Partner finance management and governance score improved	117.3%	96.3%	98.7%

Source: Analysis of Log frame (**Annex 2**)

The indicator that has the lowest performance under this outcome is on *community mechanisms that have successfully achieved one advocated issue*, with the lowest performance being in Tanzania. The achievement level is also affected by the high target set for Tanzania (153 with only 16 achieved), as compared to Uganda (71 with 56 achieved) and South Sudan (12 with achievement at 8). The findings from the field noted that the programme is to a greater extent supporting rights holder to claim their rights as a component on advocacy. There is however a need for scale up of mechanisms to educate duty bearers, particularly local leaders and government authorities about their obligations and roles in order to achieve the same.

How programmes have supported rights-holders to claim their rights: According to the evaluation, SFEA has strengthened and is continuing to strengthen the capacity and ability of rights holders, including People with Disabilities to hold duty bearers to accountable through providing them with the **tools and skills as well as enhancement of awareness on their rights**. During this evaluation, all the targeted groups interviewed reported that they were aware of their rights, and this was strongest especially amongst the Bonga adolescents and the women, as education about rights is one of the first stages in the Bonga program. In South Sudan, the adolescent girls shared that due to the programme and partner initiatives, they knew more about their right to go to school and could no longer be stopped by their parents. Other rights they shared included: right to health services and other basic needs. Findings also showed that these groups were equipped to demand their rights, and during an FGD in the same location, the women highlighted that in-case their rights were being violated, **they are aware that they need to inform the local authorities** so that amicable solutions can be developed.

How programmes have engaged with duty bearers to meet their obligations: Due to the programme interventions, **duty bearers were guided on their roles and responsibilities**. Implementing partners have been able to in their capacities serve the communities in which they are found, through tailored interventions guided by SFEA. In addition, the community local leaders (example chiefs, elders, County leaders etc.) are now able to **call for meetings within the community**, whereby issues, including rights of different marginalized groups are discussed. For example, the youth in South Sudan shared that whenever there is an occurrence or issue in the community, the local leaders call for meetings to discuss these in depth, which has aided in **improvement of transparency** to the community. Besides the meetings, the programme has also created other **channels through which duty bearers and the rights holders are able to interact**. For instance, some of the local community leaders are part of the CMSGs, which has provided a platform for sharing of community concerns regarding service delivery and demanding for accountability. One of the youths interviewed in Uganda shared that local authorities sometimes send messages to their phones, making inquiries about whether they knew their rights.

In addition to this, FGDs in Eastern Uganda also noted that some of the local community leaders have been heard **sharing information to the community through media**, such as Radio Busoga 1. Evidence in the ability of duty bearers to is also seen from their ability to provide **feedback to the partner organizations on implementation**. Some of this feedback is brought by community leaders, which further demonstrates their efforts in carrying out their roles and responsibilities to the people. The review of the log frame (**Annex 2**) also showed **high satisfaction with service delivery by local leaders** in Tanzania and Uganda (88% in Tanzania, 50% in Uganda) and 33% in South Sudan as of 2021(which is still above the pre-set target for the country of 25%).

- According to the findings, there is need for scale up of interventions that specifically target the capacity building of duty bearers, specifically government local leaders on their roles and responsibilities as avenues to minimise corruption and promote community accountability as these aspects did not come out strong during the data collection. This will also increase their ability to perform their duties.

- *The log frame shows peacebuilding and conflict transformation activities being carried out in South Sudan only. In other locations, much as messages of peace are shared during implementation, it is important that conflict mitigation projects are implemented in Uganda and Tanzania as well, benchmarking from the nature of communities being pastoralists and prone to conflict⁸, as well as the need for enhanced conflict mitigation in the refugee communities of Uganda. Emphasis should also be made on all three aspects: peace building, conflict reduction, conflict management and mitigation. This could take the form of community dialogue (for mediations and reconciliations), etc. These interventions can be linked through incorporating conflict management aspects in CMSG groups, using the Bonga Groups to share messages of peace building through the drama and awareness raising, facilitating community dialogue forums and utilisation of radios and media.*
- *Awareness creation was disrupted by the COVID-19 pandemic. As SFEA moves towards digitalization, other innovative channels for sensitization are advised, for example the adoption of mass messaging codes as some of the respondents have mentioned that leaders are already able to reach out to them through phones. In addition to this, the scale up on the use of media is also a feasible solution to enhancement of awareness and sensitization channels.*

SFEA and partners also prioritized the use of Strategic networks with like-minded organizations; Disability support institutions and the private sector. During this evaluation, the consultants interacted with some of these organizations, for example, CCBRT, a disability hospital in Tanzania, provides specialized services to People with disabilities, who have been engaged in training of teachers in inclusive education among other activities. SFEA and partners also prioritised engagement with media in all three countries. In Uganda, collaborations were made with the National Union of People with Disabilities (NUDIPU), and in South Sudan, with ADRA. During this evaluation, the consultants noted the relevance of media in visibility, awareness creation and engagement of local authorities, due to the high reach and coverage. For instance, in Uganda, one of the local leaders, the Town Clerk reported that they have utilised CBS Radio to market the youth who have been trained by CBS PEWOSA, and sharing their contacts in-case of job opportunities.

SFEA has utilised Strategic partners such as Haki Elimu to provide capacity enhancement to partners in areas of education policy engagements, social accountability monitoring, e.g. educating government, etc, and this has culminated into a lot of results. Partnerships with academia such as Makerere University and University of Juba SFEA have supported graduate students do their research projects at SFEA (SFEA progress report to Norad 2021). In this period, SFEA also implemented projects with partners in consortia, example GESS in South Sudan, Together for Inclusion (TOFI) project in Uganda and South Sudan, Programme for Education, Advocacy, Counselling Economic empowerment (PEACE) and RISING project in Uganda and ELCAP in Tanzania. This aided in knowledge exchange across consortium partners.

- *The findings noted that partnerships with other like-minded organisations were to a greater level to complement implementation, as compared to establishment of forums for exchange of knowledge and learning. As such, progress under output 1.2 of the log frame still remains low. Much as partnerships in consortia facilitated learning, this was to a greater extent restricted within the consortia, and there is need for exchange of this knowledge across the programme. In addition, SFEA established partnerships for aiding research with academia, little information is available on the dissemination of these research findings to facilitate learning for the wider stakeholders and organisations.*
- *In some locations such as South Sudan, interviews with representatives from Radio 1 revealed that since the collaboration with SFEA partners, viewers have often called to demand for more of the sensitisation shows. Due to the high coverage and benefits, media utilisation should thus be scaled up.*

⁸ Recently, pastoralists in Karamoja, Uganda led to conflicts, death of people and destruction of property

SFEA made efforts to build the capacity of partners in different aspects of the programme. The evaluation carried out an assessment of the different areas of capacity building that partners have undergone, to obtain an overall rating of the training carried out (**Table 6** below⁹).

Table 6 Extent of Training areas that partners reported having received knowledge and skills in

Training areas	Tanzania	Uganda	South Sudan
RBA	4	4	2
RBM	4	4	2
Good governance	4	4	2
Financial management	4	4	4
Community mobilisation and management	4	4	3
Program development and management	3	3	2
transparency and accountability	4	4	4
Lobbying for other funding sources and local resource mobilisation	3	3	2

From above (**Table 6**), most of the partners in both Uganda and Tanzania reported that most of the training areas were received to a great extent (4/5), and the remaining (1/5) represented the need for constant refresher trainings. All the partners interviewed shared existence of gaps that need more capacity enhancement in programme development and management in case (including reporting, outcome harvesting, Monitoring and Evaluation, Documentation, Data Management etc.) and Lobbying for other funding sources as well as local resource mobilization.

As a result of the capacity enhancement activities, analysis of the log frame showed an improvement in both partner capacity and quality score, and the finance management and governance score. Data presented in **Table 5** shows that progress with regards to the target is track, as all countries have achieved greater than the pre-set target under the programme capacity and quality score. The level of achievement in partner capacity based on the target is also shown in **figure 1** below.

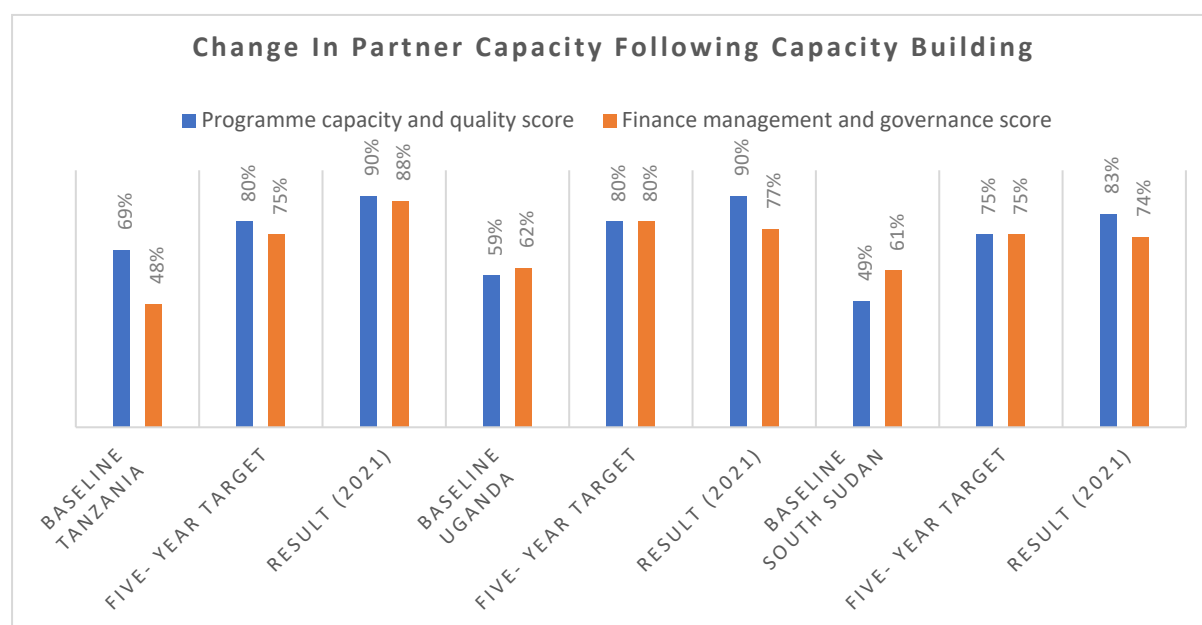


Figure 1 Partner Capacity Scores at Baseline, the five-year target and the Result for 2021

⁹ Partners were required to rate the training components received with 5 being the greatest (To a greater extent)

It can be deduced from **figure 1** above that partner capacity scores for programme capacity and quality are above the targets set for five years in all three countries. With the high levels of achievement under this indicator, the focus during the remaining period of implementation should be in providing refresher training, coaching and mentorship, as well as the establishment of mechanisms for the sustainability of training structures established by SFEA. The finance management and governance score for partners in Uganda and South Sudan however, fall slightly below the targets as at 2021 (**Figure 1**). According to the interviews conducted with partners, they still experience challenges especially with regard to the implementation using SFs financial systems. Some of the partners shared that there are frequent changes in templates which usually led to delays in the completion and submission of financial reports. From **Figure 1** above, it can also be noted that partner finance management and governance scores also still fall below the programme capacity and quality scores.

Findings during interviews with partners showed that training conducted have been several, but mostly concentrated on the period during the development of the strategic plan. Also, the COVID-19 pandemic led to a reduction of physical training with partners due to the government restrictions on movement and gatherings. As such, partners in countries such as Tanzania had minimal physical contact hours with SFEA staff due to the banning of cross-border movements during 2020 and 2021. Due to these restrictions, some of the trainings and mentorship sessions were conducted virtually.

- *Capacity building of partners had also been to a greater extent affected by the turnover, which usually presents the need for training of new staff. As such, there is need for routine refresher trainings for partner organisations. With the increased adoption of digitization, SFEA should look into use of media such as videos recorded on different project training aspects. This will not only allow for organization management to easily conduct a TOT training, but also provide platforms for refresher trainings during the implementation period, and any restrictions during the COVID-19 pandemic.*
- *SFEA should customize trainings to the level of capacity of each partner. For instance, much as all partners may require the same training areas, but their staff are at different levels of development which will present a need for trainers to contextualize training based on the organization. The findings noted that Tanzanian partners miss out on components of physical coaching and mentoring, as compared to partners in Uganda and South Sudan. This includes having frequent field visits with SFEA staff to monitor and advise on implementation to enhance accountability, provide physically consultation and get physical support.*
- *The findings also noted that collective learning is important for capacity building thus the need for scale-up of partner visits and learning workshops.*
- *With the shift of SFEA to digitalization, it is important that capacity enhancement on ICT is affected*

Besides the trainings conducted, partner capacity was also enhanced through the following ways;

- Provision of funding for partners to implement in a diversified field targeting a number of groups, as this aided in building their organizational and staff profiles and capacities.
- Digitalization of data collection: Interviews conducted with OCODE in Tanzanian revealed that digitalization of data collection has been adopted by the organization, and even with a gap left by the previous M&E personnel, data collection and monitoring in the organization has continued
- Provision of technical advice through the expert and technical team in the office that could be consulted by the partner organizations.

The best practice of assigning partner mentors by SFEA is acknowledged. According to the findings, each of the staff at the regional office are assigned partner reorganisations from whom partners can make inquiries, seek advice and mentorship, as well as relevant technical information on programming.

Outcome 2: Marginalized and disadvantaged children in East Africa enjoying inclusive quality education for lifelong learning and Outcome 2.1: Enhance access to inclusive quality education for children in East Africa

SFEA through partner organizations **supported 53 ECCD centres** (5 in South Sudan, 22 in Tanzania and 26 in Uganda) and classrooms that has led to enrolment of, hence the increased access to education for more than **5579 children from 3 to 6 years old** (2396 in South Sudan, 1637 in Tanzania and 1546 in Uganda) **as of 2021**. The support involved classroom constructions (5 in Tanzania, 25 in Uganda and 2 in South Sudan), and construction of toilet stances (4 in Tanzania, 46 in Uganda, and 10 in South Sudan constructed in 2020). To further enhance achievements of this outcome, SFEA through partners **supported 44 primary schools (3 in South Sudan, 19 in Tanzania and 22 in Uganda)** and renovated classrooms (3 in Tanzania, 2 in Uganda and 1 in South Sudan renovated in 2020) hence the increased access to education for more than **8643 children from 6 to 8 years old** (795 in South Sudan, 7795 in Tanzania, 53 in Uganda) as of 2021. The effects of this initiative have further led to encouragement of more children to go to school.

Overall, the progress towards targets for indicators of outcome 2 and 2.1 are on track, which is evidence that the SFEA Strategy is ensuring inclusive quality education and lifelong learning (formal and non-formal) through support of ECCD and Lower Primary Schools. According to **Table 7**, majority of the indicators under outcome 2 in Tanzania (100% (3 out of 3)) and South Sudan (100% (3 out of 3)) achieved a result that is at least 50% of the five-year target. Also, majority of the indicators under outcome 2.1 (100% (3 out of 3)) in both Tanzania and South Sudan achieved a result that is at least 50% of the five-year target (**Table 7**).¹⁰

Table 7 Progress towards achievement of Five-year targets for indicators in Outcome 2 and Outcome 2.1

Indicators	Tanzania	Uganda as at 2019	South Sudan
<i>Outcome 2: Marginalized and disadvantaged children in East Africa enjoying inclusive quality education for lifelong learning</i>			
% of pupils passing early grade learning outcomes test (literacy, numeracy) in supported schools - TGI 2.1	162.9%	45%	112.8%
% and # of pupils in supported schools that remain in the learning institution the following year	98.9%	92.7%	72%
% of SF supported schools meeting pre-defined quality standards	97.1%	85%	100%
<i>Outcome 2.1: Enhance access to inclusive quality education for children in East Africa</i>			
% of pupils enrolled in grade 1 that have attended ECCE	55.1%	76%	184%
Teacher attendance rates in supported schools	94.6%	108.9%	70%
Pupil attendance rates in supported schools	96.6%	102.2%	59.6%

Source: Analysis of Log frame (**Annex 2**)

The support provided to ECCE centres has provided a basis for the child to be sufficiently prepared before moving to primary school. According to the SFEA Impact report of 2020, there was remarkable improvement in early grade learning outcomes in specifically Tanzania in 2020 with 72%, of the pupils passing literacy and numeracy tests. An FGD with Teachers in Monduli, Tanzania, revealed that

¹⁰ Due to the COVID-19 pandemic, schools were closed in Uganda for approximately 22 months, and as such, there have been no figures collected on some of the indicators of Outcome 2 and Outcome 2.1 in Uganda as of 2021.

through ECCE, children have been able to learn Kiswahili language, before moving to class one, which has made communication, teaching and learning easier. They also noted that ECCE has had contributions to the **children's abilities to read and write, and ability to maintain personal hygiene** through washing their hands, cleaning themselves etc. The country has also exceeded the pre-set target for five years for the indicator of *% of pupils passing early grade learning outcomes test (literacy, numeracy) in supported schools*, as shown in **Table 7** above.

- **Table 7** shows that the achievement level is almost twice the five-year target by 2021. Further analysis of data showed that the target set for Tanzania under this indicator is however low compared to the rate of increase on the indicator¹¹ which presents the need for revision of the target for this indicator in Tanzania upwards.
- With regards to outcome 2.1, the progress of the indicator on % of pupils enrolled in grade 1 that have attended ECCE is almost twice the target set in South Sudan (five-year target of 50% vs achievement levels of 92% in 2021) as of 2021. This also presents the need for revision of the target for this indicator upwards.
- The performance level of indicators on % of pupils enrolled in grade 1 that have attended ECCE for Tanzania (which also has an effect on the indicator of % of pupils passing early grade learning outcomes test (literacy, numeracy) in supported schools - TGI 2.1 which is not on track) and pupils attendance rates for South Sudan should be enhanced in the remaining period of implementation.

It is important to note that the COVID-19 pandemic had an effect on the performance of these outcomes. Apart from Tanzania which re-opened schools that were closed in March 2020, approximately three months after, other countries took longer to re-open the schools (South Sudan approx. 14 months, and Uganda 22 months). As such, there have been no figures collected on some of the indicators of Outcome 2 and Outcome 2.1 in Uganda, as schools were closed (**Table 7**). Prior to the pandemic, performance indicators for Uganda were making considerable progress towards the overall target. Review of the log frame showed that 67% (2 out of 3) of the indicators under outcome 2 and 100% (3 out of 3) of the indicators under outcome 2.1 in Uganda had achieved a result of at least 50% of the five-year target as at 2019 and 2020 respectively.

Further analysis showed that due to the closure of schools, as well as, restrictions on movements of people, the performance of indicators such as *the attendance rates of children in targeted schools* was affected. This is shown in the figure below.

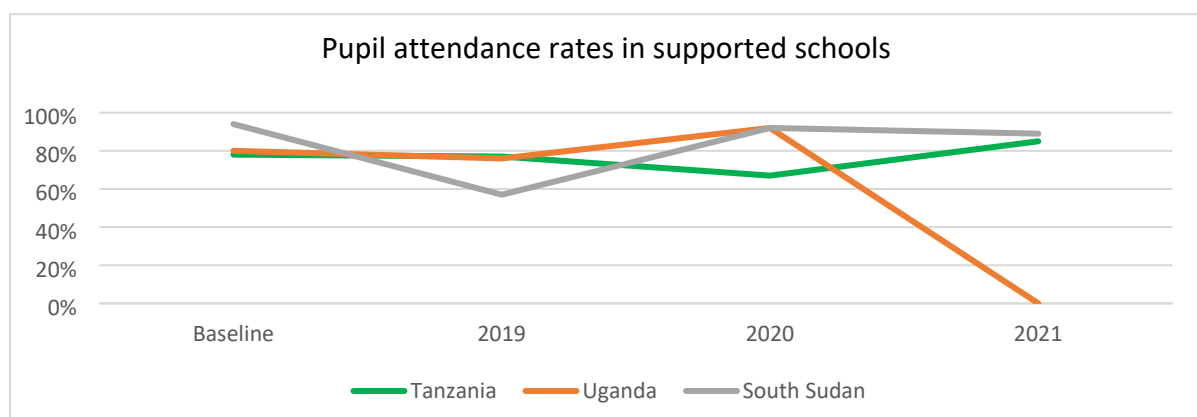


Figure 2 Pupils attendance rates in supported schools from Baseline

¹¹ from baseline, the percentage increased by 43% in Tanzania (from baseline of 14% to actuals of 57% in 2021)- yet the target is at 35%, whereas in South Sudan, the increment was only by 19% (from baseline of 69% to actuals of 88% in 2021)- yet the target is at 78%.

Figure 2 above shows that the attendance rate of pupils in South Sudan gradually reduced during the period of the lockdown in 2021, all other factors constant, whereas in Uganda, sharply fell to zero due to the closure of schools for approximately 22 months. As shown in **Table 7**, South Sudan progress on attendance towards target still stands at 59.6% which is lower than that of Tanzania.

To combat the effects of the pandemic, SFEA and partners undertook a number of steps. For instance, based on data collected during an interview with partners in Uganda, there was adoption of home-based learning and community-based learning¹² to ensure the continuation of ECCE during the COVID-19 pandemic. In addition, digital based learning was adopted and a total of 175 solar radios were procured and distributed to benefit children in Kuron (South Sudan), refugee settlements in the West Nile region of Uganda, and Busoga sub-region in Eastern Uganda (Stromme Foundation Impact Report 2020). Children thus received lessons conducted virtually through the radios. Due to these adjustments, a more accurate analysis of the performance of indicators at midterm for Uganda will thus be carried out considering data collected in 2022, that factors in the effects of the recovery adjustments to the COVID-19 pandemic.

Data collected during the fieldwork showed evidence of effectiveness under the outcome. During an FGD conducted in Uganda, parents of ECCD children shared that despite the effects of the COVID-19 pandemic, these infrastructures had started **motivating children to attend** schools, in addition to the various learning and scholastic materials provided such as story books and learning aids, which have also **enhanced the quality of education**. This is because children no longer study under tree shades, that are interrupted by heavy rains and sunshine. Also, the infrastructural renovations in all three countries are accessible for Children with Disabilities, which is a major motivating factor for these children. Further triangulation of data with FGDs conducted with children in Katulaga Nursery and primary school in Uganda revealed similar findings with regards to improvement in their early childhood learning;

“I can dress up myself on my own without being helped since my teacher taught me to”
“I am able to speak out my name and my teacher’s name”

- *Most of the schools sampled during this evaluation had gaps in child protection aspects. For instance, in Monduli, the school was located next to a game park and there was no fence to protect the ECCE children, while in other locations, toilet stances are shared by ECCE children and much older children. In South Sudan, interviews conducted reinforced findings that due to the insecurity, some of the schools are attacked by people who tend to steal, and destroy property. Also, some of the schools are crossed by vehicles and motorcycles. In Uganda, some of the structures were already having cracks, which is a risk to the little children. Only a few of the schools also had outdoor play materials for the children. As such, there is need for strong emphasis on child safeguarding within implementation.*
- *From analysis, the ratio of children enrolled to primary schools supported is still very high, an indicator of overcrowding in schools. Also, interviews with partners and school administration noted that the schools of the programme are attracting increased enrolment, as more parents are interested in bringing their children there. This shows an indicator of the pressing need for additional infrastructure to accommodate the growing number of children, and/or providing support to more schools.*
- *The findings noted limited standardisation of infrastructure constructed across countries. In some locations, the buildings were stronger while in locations like Moyo, some of the buildings easily collapsed due to heavy rains, and in other locations in South Sudan were developing cracks. Some of the buildings also did not have basic structural aspects such as ceiling boards. Strict emphasis should be placed in having contractors approved by the Local governments and working with the engineers.*

¹² Caregivers carried out door- to- door learning visits and Community centers such as churches provided spaces for children to learn while following the SOPs.

- *In some of the schools, parents have been mobilized to support the feeding of the children. This should be scaled up and adopted as a good practice. However, information provided indicates that in Uganda, the president has made public declarations banning charges in schools, including money for feeding programmes. In such locations, there is need for establishment of school run IGAs, such as animal and crop farms that parents can provide labour and other non-monetary contributions for. Parents can also be supported to provide in kind contributions to feeding programmes.*

To further enhance achievement levels under this outcome, SFEA through partners **provided soft skills training to 391 in-service primary school teachers (78¹³ in Tanzania, 144¹⁴ in Uganda and 169¹⁵ in South Sudan)** as of 2021. A similar training was also conducted for 173 caregivers (47 in Tanzania, 89 in Uganda and 37 in South Sudan). Focus Group Discussions with the teachers noted some of the training areas to included: taking care of children, allowing children with disabilities to access school and study with other children together, supporting the girl child to study and preventing early marriages. This has greatly improved teachers' skills and abilities, and also greatly **enhanced their commitment and motivation** to carry out their roles. Teachers were also trained in making of local educational materials and teaching aids for children, such as use of local back clothes for making study educational materials.

Besides the teachers, soft skills were also provided to parents, which has **boosted their knowledge on the relevance of parental involvement** in education. In Uganda, the FGD with school administration revealed that it has now **become easier to talk to parents about matters regarding their children**. Access to education was also increased by creation of awareness on the importance of educating children through community sensitizations conducted by the Baba Clubs. These are school clubs that consist of fathers and have monthly meetings at the school to discuss factors affecting learners. The clubs have made **parents more open and responsible**, and in South Sudan, the children interacted with reported that their parents have been able to purchase for them uniforms. Among others, some of the additional areas that parents shared that they learnt include the following:

- Planting more trees to provide children with sufficient shed for reading their books
- The effect of GBV on a child's psychosocial well-being and hence performance at school
- The importance of feeding children towards their mental and physical development

SFEA and partners move towards strengthening Parent Teacher Association (PTA) and School Management Committees (SMC) are recognised by this evaluation. According to the findings, the two committees were guided on their roles and responsibilities and this led to improved knowledge on especially funds management. During an FGD in Kivulya, Tanzania, a member of one of the SMC shared their experiences:

“Whenever the government gave us a grant or funds for our schools, the School Management Committee did not know how to use those funds. However, following the trainings we received, we have gained financial management skills. SFEA partners have involved us in project planning and even given us the budget and time frame of the work.” **Member, SMC, Kivulya Primary School, Tanzania**

In specifically South Sudan, SFEA and partners conducted a training of 208 pre- service primary school teachers. As compared to the target of 400, this represents 52% achievement level as at 2021, an indicator that the activity is on track. Similar to other education indicators, the training of teachers

¹³ 45 in 2019, 14 in 2020 and 19 in 2021

¹⁴ 53 in 2019, 16 in 2020 and 75 in 2021

¹⁵ 13 in 2019, 55 in 2020 and 101 in 2021

was affected by the COVID-19 pandemic, that led to adjustment of the teaching calendar and delay in finishing of the syllabus. According to the SFEA Impact Report 2020, one of the adjustments made to ensure continuity of learning was preparation of handouts for both Pre-and In-service student trainees for self-study during the COVID-19 pandemic.

The effectiveness of the training of teachers was affirmed by a representative from the Ministry of General Education and General Instruction, who also identified the need for training more teachers;

“The training of the teachers is very important because most of our teachers are not trained. When we give trainings to teachers, it further elevates their skills. What I would like to see is that S.F needs to increase the training of the teachers, so that the teachers they train will have higher levels of performance” **Key Informant Interview, Directorate of Gender, Equity, and Inclusive Education, South Sudan**

- *There is high mobility of teachers. Much as this contributes to effectiveness in a large scale, it also presents the need for refresher trainings of teachers. Other creative methodologies can also be adopted, such as use of videos, in-order to enhance a ToT method.*
- *There is need for continuous advocacy from community members and SMCs for government to increase the number of teachers in schools and to ensure their payment is carried out and fast-racked. In the meantime, there is need to guide the ECCE teachers on the formation of IGAs to relieve the challenges experienced due to the untimely or minimal facilitation from government, that may affect their ability to deliver quality education to students.*
- *Numerous benefits were realised with regards to the Teacher training in South Sudan as most people previously did not have the opportunity to get formal education. This has aided in the increase in teachers with certification to practice, and has contributed to enhancing recognition by government and soliciting government. Much as numerous resources are spend on the teacher training, the effectiveness will be seen in the long run, due to increase in skilled teachers in the country.*

Outcome 3: Empowered girls living dignified quality of life and Outcome 3.1: Adolescent girls confident about their future, equipped with life, literacy and vocational skills.

To achieve this outcome, SFEA and partners carried out life skills trainings provided through the Bonga Centres that enrolled a total of **4087 adolescents (18-19 years) (893 in Tanzania, 2640 in Uganda and 554 in South Sudan)** as of 2021. Other activities carried out included training of partner staff and animators, Bonga support team members, involvement of mothers in Bonga mama dialogues and involvement of Bonga members in CSG, among others. The Bonga adolescents are also engaged in a number of activities. For instance, in Moyo, Uganda the Bonga adolescents shared that they have been engaged in identifying key community issues such as alcoholism, and advocated for health workers to sensitize the adolescents on it. In addition to this, the adolescents also revealed their participation in sensitisation through use of media, and door-to-door activities. The Bonga group also carried out cleaning of health facilities as a result of the sanitation and health trainings.

Based on analysis of the log frame, Outcome 3 is on track, as the progress towards the target is majority of the indicators under Outcome 3 in Tanzania (60% (3 out of 5)), Uganda (80% (4 out of 5)) and South Sudan (100% (5 out of 5)) achieved a result that is at least 50% of the five-year target as shown in **Table 8**. Similarly, under Outcome 3.1, majority of the indicators in Tanzania (83% (5 out of 6)), Uganda (83% (5 out of 6)) and South Sudan (100% (5 out of 5)) achieved a result that is at least 50% of the five-year target as shown in **Table 8** below.

Table 8 Progress towards achievement of Five-year targets for Outcome 3 and Outcome 3.1

Indicators	Tanzania	Uganda	South Sudan
Outcome 3: Empowered girls living dignified quality of life			
% of Bonga girls making a contribution to household incomes	105.7%	77.3%	104.6%
% of adolescent girls who take part in household decision making- CCI 1.2	128.6%	98.6%	108.6%
% of adolescents able to cope up to shocks	27.4%	87.4%	103.2%
% of adolescents able to meet their basic needs	109.3%	82.5%	107.1%
% of adolescent girls and boys demonstrating improvement in their self-esteem	45%	33.8%	77.1%
Outcome 3.1: Adolescent girls confident about their future, equipped with life, literacy and vocational skills			
% of graduate Bonga adolescents that are engaged in IGAs/ gainful employment - TGI 3.1	93.8%	45%	70%
% of adolescents aware of their rights and how to claim them	114.1%	107.8%	100%
% of adolescents applying life skills in their lives TGI 2.7	92.9%	57.8%	98.8%
% of girls reporting not experiencing GBV in the last 12 months	95.8%	56.3%	55.0%
% of Bonga graduates achieving minimum proficiency level in reading, writing and mathematics - TGI 2.6	116.5%	77.7%	92.5%
# of advocacy successes achieved by Bonga forums and networks	13.6%	100%	N/A

Source: Analysis of Log frame (**Annex 2**)

According to **Table 8**, progress on indicators regarding knowledge about rights and how to claim them is on track. The data collected from the field also showed similar findings. For instance, in Central Uganda FGDs with adolescent girls and boys revealed that they were taught how to **publicly speak and demand for their rights**. Also, a review of the log frame (**Annex 2**) shows a high percentage of youth reporting that they are aware of their rights (97%, 97% and 95% in Tanzania, Uganda and South Sudan respectively as of 2021).

As shown in **Table 8** above, progress towards the overall target for the ability of adolescents to meet their needs is also high in all three countries. An FGD conducted in South Sudan with the girls highlighted that the incomes from the vocational training received through their Bonga groups have enabled them be more **self-sufficient and able to take care of themselves**, especially in acquiring some of the personal female materials (sanitary towels, clothes ,and soap), to relieve their parents of the responsibilities. According to the respondents, they are now able to **play important roles in their families** as empowered youth and to leave behind practices such as gambling (playing Ludo and card games). The respondents confirmed that this was attributed to the training received in life skills, health, gender, and rights, prior to receiving any vocational skills training. The findings were similar to those in Tanzania, whereby one of the beneficiaries of Bonga in Kivulya revealed that some of the youth in the programme **no longer participate in harmful practices such as drug abuse** as was the case before. They also further shared that the Bonga Forums that they later transitioned into provided a support group within which to **share ideas and experiences**. In other locations such as Monduli, the evaluation noted improvements in the ability of adolescents to **contribute to household incomes** and also take part in decision making. During this discussion, the adolescents also shared that they obtained skills in **decision making, planning** and budgeting for incomes, which has also improved their quality of life. The findings in Uganda and Tanzania were similar to those in South Sudan as well. As shown in **Table 8** above, progress towards ability of adolescents to take part in decision making is high in all three countries, with regards to the pre-set target.

Under Outcome 1, indicators with the lowest progress towards targets are on **% of adolescents able to cope up to shocks in Tanzania and % of adolescent girls and boys demonstrating improvement in their self-esteem** in both Tanzania and Uganda. This indicates the need for continuation of life skills trainings provided to adolescents in the remaining period of implementation. Due to closure of all institutions of learning for the longest period in Uganda as compared to Tanzania and South Sudan during the restrictions of the COVID-19 pandemic, adolescent girls and boys were left at home, under escalated risks to many factors affecting esteem, which among others included; teenage pregnancy and early marriages¹⁶, Sexual and Gender Based Violence in the household, fear and peer pressure, etc. Also, COVID-19 affected the implementation of Bonga activities including life skills trainings in Uganda for the longest period, which the programme adapted to through conducting life skills training but in smaller groups once the strongest restrictions were lifted. In Tanzania, various creative initiatives have been implemented, for example through the creation of the Football Bonga. However, review of literature revealed that despite the lifting of the previous ban on schooling for students who were pregnant or had a child, the effect is still being felt until 2021. Discriminatory and humiliation practices against these adolescents is leading to limited education, inability to make decisions and increase in GBV, hence low self-esteem¹⁷. This calls for additional community sensitisation in Tanzania, on the need for acceptance of and support of especially adolescent mothers.

Under Outcome 3.1, the indicators that is not on track are on **# of advocacy successes achieved by Bonga forums and networks** in Tanzania. Participation of Bonga groups in advocacy is also a channel towards enhancement of their self-esteem. It is worth noting that due to the COVID-19 pandemic, the Bonga sessions were affected as gatherings and meeting were restricted. SFEA and partners adopted a shift-based mechanism for providing of trainings (SFEA Impact Report 2020) to ensure continuity of learning, despite the closure of the training centres during the period. The Bonga adolescents that had graduated continued to however engage in various economic activities to provide incomes during the lockdown.

- *The findings note that the period provided for Bonga life skills trainings are short, as issues affecting women and adolescents are still high, such as early marriage, early pregnancies, and school dropout. However, the wait for finalisation of life skills training prior to beginning vocational skills training also makes the technical vocational trainings shorter. As such, there is need for conducting the life skills training at the start for a shorter period, then conducting a mix of both technical vocational training and life skills training concurrently thereafter.*
- *As will be discussed under the negative impacts of the programme, there was limited evidence on initiatives to encourage the programme beneficiaries to return to formal education school. A review of the log frame also showed no progress in tracking the indicator¹⁸.*
- *The findings noted the relevance of increasing efforts of promotion of life skills in schools, including a psychosocial component, especially targeting adolescents that have not yet dropped out.*
- *There is need for additional efforts towards mindset and culture are still a main factor affecting the progress of the Bonga initiative, for example, in South Sudan, the girls finish Bonga Graduation and then get married. Some believe that Bonga groups will make them spoil and yet they are housewives*

¹⁶ UNFPA reports that some parents married off their girls due to poverty during the pandemic.

<https://uganda.unfpa.org/en/news/addressing-teenage-pregnancy-during-covid-19-pandemic>

¹⁷ Relief Web (2021), Discrimination in Tanzania's Schools Ruining Girls' Lives: News and Press Release

¹⁸ % and # of adolescents continuing with formal school after Bonga program

Outcome 4: Improved livelihoods of the poor in East Africa through enhanced income generation and Outcome 4.1: Poor and vulnerable communities enjoying economic security and living dignified life

SFEA and partners promoted CMSGs and as such, over **36,394 clients were reached (9,867 in Tanzania, 22,481 in Uganda and 4,046 in South Sudan)**.¹⁹ The effectiveness of the CMSG was evident as some of the groups interviewed during this evaluation reported that the benefits and effects has led to increase in the number of members in their group over the period of implementation²⁰.

An analysis of the log frame showed that these interventions have also been effective especially in improving household welfare, contribution to basic needs, ability to send their children to school, among others. Based on analysis of the log frame, majority of the indicators under Outcome 4 in Tanzania (88% (7 out of 8)), Uganda (88% (7 out of 8)) and South Sudan (88% (7 out of 8)) achieved a result that is at least 50% of the five-year target as shown in **Table 9**.

Table 9 Progress towards achievement of Five-year targets for Outcome 4 and Outcome 4.1

Indicators	Tanzania	Uganda	South Sudan
Outcome 4: Improved livelihoods of the poor in East Africa through enhanced income generation			
% of school going age children in school	94.7%	90.5%	80%
% and # of households that have experienced a shock and did not have to sell their assets	61.1%	86.0%	100%
% of households acquiring household welfare assets like, TV, furniture, mattress, kitchen utensils	93.3%	106.2%	102%
% of households are able to meet their food requirements	64.6%	101.7%	48.6%
% of youth and women demonstrating improvement in self-esteem	30%	49.0%	83.5%
% of youth and women involved in household decision making	116.9%	104.1%	86.1%
% of youth and women contributing to household incomes	117.7%	102.3%	113.5%
% of youth who are able to meet their basic needs	125%	92.5%	98.0%
Outcome 4.1: Poor and vulnerable communities enjoying economic security & living dignified life			
% of individuals that have started new IGAs or expanded an existing one	16.7%	64.6%	10%
# of group IGAs started	4.8%	59.5%	9.7%
# of CSGs accessing government support	1.2%	5.4%	-
% of CSG members accessing loans	111.4%	116.9%	90%
# of CSGs successfully accessing loans from other institutions	0%	6.7%	-
% of targeted CSG members engaged in collective marketing	46.7%	25%	-
# of farmers adapting Climate Smart Agriculture (CSA) practices	21.7%	63.3%	31.1%

Source: Analysis of Log frame (**Annex 2**)

The findings during FGDs conducted revealed that **females have been supported to become more self-reliant** without waiting for their husbands to **provide for their children's education**.²¹ In one of the locations within South Sudan, one of the CMSG representatives shared that participation in the intervention has enabled her to even send her child to study in Uganda to get **better quality education**. As shown in the log frame (**Annex 2**), % of school going children in school was high (90%

¹⁹ SFEA Log frame 2021

²⁰ One of the group members reported an increase from 15 to 30 members

²¹ The Saving groups have a component of the Education fund, whereby members contribute percentages towards support of their children's education

in Tanzania, 86% in Uganda and 72% in South Sudan as in 2021), which shows the contribution of CMSG towards education. Findings in Uganda and Tanzania were similar to those in South Sudan.

In addition to the positive effect on education and business, savings are also **increasing ability for the females to contribute to household decisions** and indicators on this are on track (**Table 9**). An FGD conducted in Jjandira (Mpigi district) with youth also obtained information on **ability of respondents to contribute to assets**, as one of them highlighted that she was able to take up some loans to contribute to the construction of her mother's house. Some of the respondents also reported having bought assets such as goats and chickens and some household materials such as bed sheets due to the money saved from the various groups. **Table 9** also shows that according to the log frame, indicators on accumulation of welfare assets is on track in all the three countries.

In Tanzania, the FGD conducted in Monduli revealed that females who were previously seated at home doing nothing are now **more hardworking, motivated and have a new purpose** in saving and participating in businesses. In addition, the respondents shared that on top of the education fund, their group also has an **emergency fund for emergency cases, especially those related to health**. KIIs with community leaders in Tanzania also showed similar findings especially with respect to effects of the CMSG on the members, particularly women.

“People come here and ask us how we manage to grow our businesses and we explain to them that we in a savings group that supports us in different ways. Those who are not in the group are also seeing the children of group members not being chased from school so they gained interest in joining the group.”

FGD, CMSG Gudele 1, South Sudan

“The savings groups have been very helpful. Because, if a woman can save about twenty thousand but is able to borrow money twice or thrice, this can help her begin a business and in the long run support her family and her school going children by giving them fees, packing for them food and buy them uniforms 100”. **Community Development Officer, Tanzania**

According to data in Table 9, the indicators not on track are on the ability to meet food requirements in South Sudan, due to a limited number of farmers that have adapted Climate Smart Agriculture (CSA) practices. Also, there was low progress on the improvement of self-esteem of women and youth in Tanzania and Uganda. As with adolescents, the self-esteem of women and youth were affected by the closure of all institutions of learning for the longest period in Uganda that exposed youth to poverty and escalated risks. Also, the discriminatory and humiliation practices against female youths who get pregnant early in Tanzania led to low performance of esteem indicators.

Analysis of the log frame showed that Outcome 4.1 is not on track in Tanzania (only 14% of the indicators (1 out of 7) achieved a result that is at least 50% of the five-year target as shown in **Table 9**). In Uganda, 57% of the indicators (4 out of 7) and in South Sudan, 50% of the indicators (2 out of 4) achieved a result that is at least 50% of the five-year target.

The lowest performance is on linkages of CMSGs to access government support, as well as other financial institutions in order to acquire loans, as the activity was carried out to a lower extent. It is worth noting that these are both channels towards sustainability of the programme. **Table 9** also shows that the IGA performance of CMSGs are also low as compared to the target and programme implementation should be directed towards this in the remaining period. According to the SFEA Impact Report on the New normal (2020), restrictions on meetings, movements, and gatherings due to the COVID-19 pandemic affected group cohesion (which are key contributors to organisation and management of the group to achieve indicators under outcome 4.1). Also, the government restrictions further affected the ability to run IGA, as most businesses were closed off.

That notwithstanding, CMSG has increased access to loans and credit facilities. To continue with CMSG activities during the pandemic, particularly in savings and loans access, meetings were carried out in shifts (SFEA Impact Report 2020). According to **Table 9**, indicator of *% of CSG members accessing loans* is on track. An FGD conducted with a CMSG group in South Sudan revealed similar findings. The respondents reported that the CMSG is mainly **increasing their access to credit facilities/ loans**, that are used for payment of school fees and purchase of requirements for children, as well as, starting small businesses such as market commodity sales, and charcoal sale. According to these respondents also, CMSGs and have **built women's and female youth's capacity to support their husbands** thus reduction on over dependence.

The **effectiveness of the CMSG has been enhanced by the synergies in the approach**, thus increasing effects across board. For instance, more than one category of project beneficiaries is able to participate in savings. This includes the adolescents from Bonga, the youth, parents and caretakers, teachers, and local community leaders, among others. It is also worth noting that to improve on effectiveness, SFEA is in the process of adopting digital channels to enhance savings, especially to adapt to the current conditions under the COVID-19 pandemic.

Some of the CMSG groups also participate in different activities such as agriculture, that has further led to increased income, as well as improvements in **food access** within the different households. As identified in the SFEA Impact Report 2020, agricultural production was one of the main adaptations of various households and CMSG groups during the pandemic, as due to restrictions in movement and gatherings, more family labour was available for food production. Findings from the field showed that the groups carried out different projects such as piggery, horticulture,²² etc. The findings noted that these enterprises continued to operate during the COVID-19 pandemic, as they were at the close to their households, and could be monitored in shifts. In groups not participating in farming as a group enterprise, each of the members of the CMSG were individually engaged in at least on form of agriculture, mainly planting a mixture of crops. This presents an opportunity for organisation of CMSGs into farming groups, as food remains one of the highly demanded household needs during the COVID-19 pandemic. Farming was reported to be mainly affected by climatic factors, and insufficient knowledge in management of enterprises, especially the livestock.

- *Despite the efforts put in training groups in financial literacy, the findings noted the need for more efforts in literacy and numeracy as well as financial literacy in South Sudan compared to other countries such as Uganda and Tanzania. The data collected showed that in South Sudan, some of the CMSGs have only one person with the capability of maintaining CMSG records, and have thus not had rotational leadership since formation.*
- *There were cases of drop out reported in some of the groups, as well as insufficient money for savings. Projects that support economic development of the community should be continued. These include; IGAs, support towards agricultural value chains, private sector linkages etc.*
- *Private sector involvement in the form of linkage of groups to financial institutions should also be increased.*

²² One of the groups mentioned that the youth were engaged in passion fruit growing

Outcome 5: Youth equipped with skills in earning an income

According to the SFEA Strategy (2019-2023), the major purpose of the TVET programmes are for youth empowerment with employable skills to enable them to earn a living through taking up productive livelihoods and employment opportunities that contribute to their household income and the economies of their communities. The findings of this evaluation showed progress towards the overall target in Uganda as compared to Tanzania and South Sudan. While 100% (3 out of 3) of the indicators under outcome 5 in Uganda achieved a result that is at least 50% of the five-year target, only 33% (1 out of 3) in Tanzania and none (0 out of 3) in South Sudan achieved at least 50% of the five-year target as shown in Table 10 below.

Table 10 Progress towards achievement of Five-year targets for Outcome 5

Indicators	Tanzania	Uganda	South Sudan
% of youth that have gained employable skills and are in paid employment or self-employed	36%	74.7%	33.3%
% of youth who are generating their own income after completing vocational training	36%	62.2%	33.3%
% of youth accessing funds from CMSG and other financial institutions	188%	91.7%	2.5%

Source: Analysis of Log frame (**Annex 2**)

According to the analysis, the indicator on ability to generate incomes after completing vocational training is also low in Tanzania and South Sudan as compared to Uganda (27% of the youth were generating their own income after vocational training in Tanzania, 56% in Uganda and 20% in South Sudan) (**Annex 2**). As such, progress towards the overall target for this indicator is not on track two countries (**Table 10**).

- *According to the findings, in some of the locations there is an increase in number of training graduates with limited opportunities for jobs and limited market for their products, example in tailoring. A deeper market analysis is required to assess not only the needs of target groups but also profitability, potential for employment, as well as availability of market for the identified enterprises.*

The data shows a need for more efforts for transition of respondents into more employment streams from vocational trainings. This includes sensitisation of private sector enterprises to provide more apprenticeship and employment opportunities for youth.

Access to funds by youth from CMSG and other financial institutions is not on track in South Sudan as compared to other countries. More youth should be encouraged to join CMSG groups, and more groups formed in South Sudan to enhance access to funds. Also, linkage of youth CMSG to other financial institutions is necessary in South Sudan.

For the youth that have been able to increase their incomes, FGDs conducted revealed that they have been able to access better health services, household welfare assets, food for the household among others. The youth interviewed also reported that incomes increased due to the various **employment and self-employment opportunities** created and now some of them are participating in enterprises such as shoe making, tailoring, bakery, mechanics and repair, among others. Similar to the benefits of the CMSG, vocational trainings have also **enhanced ability for youth to accumulate assets**, as those interviewed also shared that they managed to purchase goats and chicken. **It is also worth highlighting that through this intervention, job opportunities were created for the artisans, who were picked from the communities.** There is thus a need for tracking of any changes in income for

community artisans as a secondary result of the programme. To demonstrate the effects of this intervention, below is a success story of a youth that has benefitted from the training in Tanzania.

*“My name is Eliza Siika. Before joining the programme, my husband was a drunkard and never used to make decisions. He passed on a year ago, and I was left alone, I was doing a business of selling milk but SFEA partners educated me and I attained knowledge on doing other businesses. Right now, I can also Cook Chapatti and bread. I make these things and supply to the community and also to the market. If I make chapatti using one packet of wheat flour, I usually earn about Ten thousand Tanzanian shillings. I use the money to support my children and also save. From savings I began another business of buying fruits and selling them to my community which have also earned me a lump sum of money. As you know the Masai community were not aware of the fruits and their benefits so when I introduced it to them, I began earning a lot of money since we are few in the business, **“Respondent, Monduli, Tanzania***

- *According to the results from the different interviews, the training time for vocational trainings is usually limited as some youth have varying ability to understand and comprehend. Life skills training takes a period of three months, before the additional six months for CBVT. However, the wait for finalisation of life skills training prior to beginning vocational skills training makes the technical vocational trainings shorter. That notwithstanding, data from other outcomes shows that life skills is still equally important as esteem levels of youth is still low. As such, there is need for conducting the life skills training at the start for a shorter period (maximum of one month), then conducting a mix of both technical vocational training and life skills training concurrently thereafter.*
- *Much as some of the partners are making efforts to provide apprenticeship linkages and opportunities, the levels still remain very low, and limited private sector engagement was also noted*
- *According to the findings, in some of the locations there is an increase in number of training graduates with limited opportunities for jobs and limited market for their products, example in tailoring. A deeper market analysis is required to assess not only the needs of target groups but also profitability, potential for employment, as well as availability of market for the identified enterprises.*
- *Some of the partners are implementing varying training approaches. (1) the use of local artisans provide opportunities for the community, is more sustainable, and allows for mothers with children to easily study. It also provides opportunity for start-up kits. On the contrary, the methodology has limitations in assessment of graduates and certification to enable them obtain employment, which is addressed by the second methodology (2) the use of vocational schools, which falls short of some of the benefits obtained through artisans. It is important that these practices are analysed and documented as part of learning and best practices on what works best in what context*
- *The youth are mobile and there is need for strengthened databases for monitoring and tracking after the vocational trainings carried out.*
- *Avenues should also be created for protection mainstreaming of youth from abuse by artisans.*

3.2.3 Contribution of the SFEA Strategy (2019-2023) to inclusion through gender equality, inclusion of Persons with Disabilities, and other marginalized groups

Inclusion of Persons with Disabilities

SFEA and partners are implementing the TOFI (Together for Inclusion Project) that allows for participation of Persons with Disabilities in the programmes being implemented. The project allows for inclusion of persons with disability in education, as well as economic empowerment.

With regards to economic empowerment;

- Persons with disability are allowed to participate in programmes such as the iSAVE model of CMSG to enable them attain positive change in their lives through increased access to credit and incomes. The People with Disabilities have also been skilled in a TVET areas (for example training in business enterprises like bakery, livestock rearing etc, to enable them to gain channels to self-employment.

“Us who cannot see have been given walking sticks or the white canes. I now try to come out of the house and mix with other people. I can also now fend for my family, “respondents, saving group, Uganda, “for me I am grateful to the donor for their work in supporting us the People with Disabilities. I used to just crawl down on the ground. When they gave me the wheelchair, I can now move to different places, carry out small business, and that help my family. I have children that go to school.

- SFEA and partners have linked Persons with Disability to health services that have provided assistive devices (particularly wheel chairs, walking sticks etc) to support the access of persons with disability to various other activities and services within the community.

With regards to inclusive education;

- SFEA and partners have trained and sensitised teachers on inclusive education and Special Education Needs education. The training has also been extended to the children in the schools, the parents & BABA clubs, youth, as well as, the various school committees. As such, teachers have gained capacity in supporting these learners. During and FGD with teachers in Uganda, they shared that they learnt to have sitting arrangements that allow for children with low vision and difficulties in hearing to sit closer to the teacher.
- SFEA and partners have built disability sensitive infrastructure such as buildings with ramps to enhance accessibility of Persons with Disability.
- In selection of enterprises, People with Disabilities are allowed to select those that are easy to implement.

With regards to general inclusion;

- Partners of SFEA have partnered with other disability sensitive organisations, to enable them increase capacity of their staff, and also extend more services closer to People with Disabilities. Example CCBRT in Tanzania, NUDIPU in Uganda and ADRA in South Sudan
- SFEA and partners have taken initiative to make referrals of People with Disabilities identified in the community, who are too old for ECCE centres, to CoRSU Organisation in Uganda in order to access various assistive devices and services
- SFEA has undertaken disability disaggregation in implementation. Staff of partner organizations who are not implementing the TOFI programmes have received training on disability inclusion, which has further ensured that disability inclusion is scaled up to their beneficiaries.

Through these initiatives, the consultants noted a change in attitude of children, teachers, parents, community and other stakeholders towards Persons with disabilities

- *According to the interviews conducted, budgets for implementation with People with Disabilities should cater for budgeting for their transportation*
- *Findings noted that periods provided for vocational trainings needed to be tailor made to cater for especially for people with learning disabilities. As such, pre and post training assessments ought to be conducted, and additional training time provided for learners that are still behind in different concepts. The length can be determined by the modules that require additional training for these learners.*
- *The percentage of People with Disabilities targeted on the programme is still low (achievement stand at approximately 5% in South Sudan, 1% in Tanzania, 8% in Uganda²³) as compared to global estimates of 15% of the world's population living with disabilities- in Uganda disability prevalence is at 14% as at 2014 National census, whereas in 9.3% in the 2012 National Census). In most of the locations, there have still been difficulty in identifying persons with disabilities, as communities are still engaged in the practice of hiding them. An interview with CCBRT in Tanzania revealed that the community still thinks they are a curse, while in South Sudan, FGDs with leaders showed that most people did not think they had a right to education. Interviews with ADRA also revealed that disability inclusion is a new concept in South Sudan, thus most of the community is still resistant.*
- *Much as efforts have been geared towards construction of toilets that are easily accessible to persons with disability, there is need for construction of toilets that can enable usability, example those with bars for support of People with Disabilities.*
- *The findings of this survey noted a gap in all countries in presence of teachers with skills in handling especially speech and hearing related disabilities.*
- *Attitude and mindset change in the community is still a main factor preventing access of People with Disabilities to services. SFEA and partners should identify more role models in the community with disabilities, to support awareness creation on the need for inclusion.*
- *Interviews conducted noted that SFEA did not have a disability policy in place, to guide inclusive implementation. In addition, partner capacity building in inclusion is still low*
- *According to other stakeholders, some of the ramps constructed are still very steep for People with Disabilities, as such, there is need to verify the different construction standards, encourage and train partners about compliance with Universal Designs Standards (UDS)*

Gender equality

SFEA and partners have mainstreamed issues of gender rights in programming. The aspect of gender has been mainstreamed in programming from the **selection and targeting criteria**, such that both males and females have been considered in implementation. Also, SFEA and partners have continued to empower females as the marginalised of the two genders, through creation of **avenues for economic empowerment** (skilling, CMSG and TVET) to increase their self- sufficiency and access to resources.

The consultants also recognise the **numerous strides made towards awareness creation** on rights of target groups, as well as the need for the community to observe these rights. This has greatly improved gender participation in the project implementation areas. Additionally, efforts have been made to sensitise the community on the need to abolish some of the bad societal practices that are against the rights of females, such as Female Genital Mutilation, and early marriages. SFEA and partners have **mainstreamed gender issues in construction of infrastructure**, through the provision of changing rooms in toilets, for the female children. In addition, both girls and boys have been educated on issues regarding sanitary health and hygiene practices.

23 Programme Log frame Matrix 2021

According to the data from the programme log frame matrix, as of 2021, 91% of the girls in Bonga in Tanzania, 46% in Uganda and 40% in South Sudan reported not experiencing GBV in the past 12 months, as at 2021. The progress in South Sudan and Uganda is still low compared to the overall target of 80%. In addition to this, the consultants note that building confidence of females to speak up is also fuelling GBV in the community, and yet many groups may not be empowered to report.

- *It is important that besides monitoring number of reports on “respondents not experiencing GBV cases”, emphasis of the log frame should be on tracking whether respondents have heard of any cases in the community or household, as from other studies, GBV victims rarely feel comfortable to report. Also, more efforts should be on empowerment of females to report GBV cases, establishment of clear lines of reporting, and tracking the number of cases that are successfully handled.*
- *SFEA is encouraged to streamline the gender disaggregation across partners and implementation structures to ensure that they are clear and uniform. Much as the target for boys is at 30%, this is not clear on ground. Also, the data in the log frame shows a variation in the target with an increase from 2019 until 2021, and a deviation from the targeted figure across countries (the current percentage of enrolled boys in Bonga is 37.3% in Tanzania, 36% in Uganda and 41.3% in South Sudan). The gender disaggregation of beneficiaries across partners should further be verified and clearer targets provided during selection of beneficiaries.*

Other marginalized groups

The programmes of the SFEA Strategy (2019-2023) have managed to reach other marginalized groups besides those marginalized based on gender and disability as described in the section above. SFEA is providing support to for example refugees in West Nile, in Uganda through support given to partners, to ensure that they too have equal opportunities. In Tanzania, SFEA through partners has made efforts in sensitisation of the community for inclusion of persons with chronic illnesses such as HIV/AIDS. Also, South Sudan has minority groups in a state of political marginalisation, that the programme interventions have provided similar opportunities as those in other locations. In addition, other groups of persons such as orphans and widows are also targeted through programmes like Bonga and CMSG.

3.2.4 Rights-Based Approach for target groups such as adolescents, women, Persons with Disabilities, and other marginalized groups?

SFEA implemented using a rights-based approach through collaboration with CSOs and CBOs that focus on enhancement of human rights. In addition to this, implementation was carried out in collaboration with other agencies that have a niche in promotion of human rights. SFEA and partners also enhanced sensitisation mechanisms across all stakeholders, on their rights, and the rights of other marginalised groups for example in areas such as why People with Disabilities should be accepted in schools, issues of gender equality for women, among others.

SFEA and partners have put at the forefront of implementation, the consultation of target groups through baselines, needs assessments and capacity assessments. It is also worth noting that implementation of the SFEA Strategy (2019-2023) has put target groups at the forefront, through use of CMSGs, human resources in the form of artisans and facilitators, among others. SFEA and partners have also encouraged and implemented capacity building and training initiatives on inclusion. They have exercised the rights of target groups in implementation. For example, through increasing access to platforms, services and interventions. SFEA and partners have made strides towards policy change in support of rights of target groups, for example in South Sudan, they provided funds to support development of the Inclusion in Education policy.

3.2.5 The main factors influencing achievement of the results and objectives of the strategy

Table 11 Positive Factors influencing achievement of the results and objectives of the strategy

Positive factors
<ul style="list-style-type: none"> • Political and community leader’s willingness to support the programme and in corporate some of the interventions in local budgets • Good communication between SFEA and partners • Response of the programme to real community challenges • Community acceptance of the programme and use of community support • Collaborations with other organisations • Programme design and synergies within the programme • Strong management structures and financial controls at SF

Table 12 Negative influencing the achievement of results and objectives

Negative Factors
<ul style="list-style-type: none"> • COVID-19 pandemic, that has greatly affected indicators of performance in especially Uganda and South Sudan²⁴ • Dependency mentality²⁵ of target groups especially dependence on humanitarian support. Local leaders need to be involved from design of implementation, and exit and sustainability meetings and activities should be started as earlier on in implementation as possible. • High expectations of target communities and local authorities²⁶ • Target groups in all the three countries are mobile, making monitoring, tracking and evaluation difficult. This is mostly among the youth, refugees, pastoralist communities and persons in volatile security situations in South Sudan. • Cultural factors, that have affected mindset and attitudinal change • Limited knowledge of the gender related laws and policies, especially what is right, or wrong leading to GBV in the locations of implementation. • Limitation in funding viz a viz the pressing needs on ground • High turnover of partner staff • Long distances to implementation sites. Some of the teachers live very far from the schools • Weather and climate factors that have affected agricultural programming. Weather has also affected attendance of both teachers and children • Insecurity, for example in Karamoja and South Sudan project locations. • Limited markets • Limited electrification in some of the locations to run IGAs • Sometimes partners bring on board people who are not technical in areas of implementation

²⁴ Tanzania did not have lockdowns due to the pandemic

²⁵ For instance, Local government authorities in South Sudan are not motivated to carry out their work as other partners in locations provide facilitation that SFEA does not. Also, community participation is still low compared to the anticipated five-year target of the log frame.

²⁶ In South Sudan there is limited support from local authorities as other partners provide facilitation and allowances while SFEA does not

3.2.6 How has Monitoring and Evaluation (M&E) been utilized by partners and SFEA to ensure the achievement of objectives of the strategy

At a higher institutional level, SFEA has a functioning Monitoring and Evaluation system, which is guided by the 2019-2023 strategy, the Theory of Change (ToC) of the interventions, as well as the log frame. The evaluation noted evidence of tracking indicators of the log frame periodically, as well as analysis of achievements of results to inform the reporting.

SFEA has also adopted **the digitalisation of Monitoring and Evaluation**, and this has been scaled down to partners, through the use of the Online Elmo tool, linked to Open Data Kit (ODK) mobile-based data collection methods. According to interviews with the regional staff, the use of digital M&E tool provided sufficient controls to ensure verification of data collection during the COVID-19 pandemic, when travel restrictions were in place. Partners were required to provide information including coordinates and images of the activities carried out in the field, as and when they are completed. In addition, digitalisation has also aided in facilitating timely collection and consolidation of data from the different countries. The evaluation also noted that SFEA as a Global entity is in the process of enrolling the Zegeba Online tool and Power BI that provides not only data collection platforms, but also analysis and visualised reports per region. The consultants note this as a good practice especially in enhancing the efficiency of M&E. To support this development, SFEA has recruited a digitalisation officer to Fasttrack the process and also provide the required capacity building to partners.

According to the findings, **routine narrative reports** are also submitted by partners, to provide added qualitative information to the data provided. During the evaluation, and analysis of one of the report formats noted that it provides data on the progress as of all the thematic areas covered per partner. SFEA is also commended for carrying out the New Normal Mapping Survey, to inform implementation following the COVID-19 pandemic, as well as, the requirement of partners to carry out other surveys such as needs assessments and baseline surveys, Market assessments to inform TVET interventions, among others. Additionally, quarterly review meetings are also carried out to supplement the M&E initiatives.

SFEA and partners have embraced **joint monitoring initiatives**. For instance, SFEA carries out collective monitoring which includes all staff representatives from different sections of the regional office, as well as partners and local community leaders. Interviews with one of the partners, Rice West Nile, revealed that this year there was a monitoring visit by SFEA education specialist, who provided technical support and advise to them on the physical implementation on the ground. Also, partners like AEE in Uganda were taken to visit and learn from one of the former IPs of SF.

SFEA and partners, specifically in Tanzanian and Uganda encouraged community accountability and transparency through **Community-led accountability forums (CAFs) which are a complaint and feedback mechanism** for all project implementation in a particular area. According to an interview conducted, these have managed to obtain feedback and complaints to ensure accountability in programming. Additional project beneficiary groups should be encouraged to be part of these forums. Review of literature indicates a significant result from Singida region in Tanzania, where there was increased community ownership, transparency and improved governance in the local governments and other stake holders' engagements (Stromme Foundation East Africa Impact Report 2020).

- *SFs M&E systems are decentralised and much of the field data collection work is left to the partners, facilitators/ animators. Much as the mid-term evaluation noted the logistical benefits of the approach it is worth noting that this frustrates processes to ensure data quality, as trust is entirely put on the partner. As such, SFEA should establish partnerships with research consultancies in each country to carry out annual assessments to inform the outcome indicators of the log frame matrix such that partners support the process through providing data on output level indicators.*
- *Data Collection and documentation aspects of M&E are still to a lower extent prioritised by partners. Findings from **section 3.4.2** indicates the need for more capacity building on the relevance of M&E.*
- *The findings noted that much as SFEA has established clear channels for reporting and feedback between partners and SFEA itself, there is need for further strengthening of structures for regular feedback and effective reporting channels from beneficiaries to SFEA itself, on implementation through use of systems for lodging in complaints from beneficiaries. These mechanisms may include use of toll-free lines. Also, SFEA should take action to inform the beneficiaries of their right to report on the support being provided as this will further provide a check on the partner implementation.*
- *Dissemination of M&E findings in terms of compiled lessons learnt, best practices among others was limited across partners, as well as to the wider stakeholders. Although the findings noted that partners participate in different forums, there was limited evidence of forums organised to specifically share some of these learnings and approaches.*
- *Partner visits good practice*

3.2.7 Integration of other Cross-cutting issues in programmes interventions to promote resilience and sustainability

The SFEA strategy mainstreamed four key cross cutting issues during the strategic period. These included; Women's rights and gender equality, Climate and Environment, Anti-corruption and Inclusiveness (especially people with disabilities). SFs integration of gender equality and inclusiveness has been discussed in section **3.2.2** of this report. In this section, the consultants capture some of the areas that showed evidence of mainstreaming climate and environment and anti-corruption.

Climate and environment

SFEA and partner have used Bonga platforms to encourage their participants to plant a tree each in their home compound to enhance environmental programming. In addition, partners in other locations have also adopted the use of the platforms to enhance other environmentally friendly practices. For example, in Buwama, Uganda, Youth have been encouraged to support garbage disposal drives in the community. The youth have also established a free recycling, to separate plastics from wastes in their communities. The garbage has further been processed to make charcoal which is aiding to minimise tree cutting for fuel in these locations

Within the Baba Clubs, **parents have been supported with seedlings and further encouraged to plant trees**. The SFEA and partner supported schools, especially those in semi-arid areas have been fitted with **water reservoir tanks, that have aided in water harvesting**. The water has also been helpful in supporting of the nursery beds. In these locations, there was also evidence from data collected on encouragement of the use of energy saving stoves in implementation areas.

SFEA and partners also **undertake community sensitization on climate change issues**. Findings from interaction with partner in South Sudan revealed that they usually used 30-40 minutes of the time during meetings in the community to discuss issues related to environmental conservation. Additionally, SFEA and partners have also utilised media to spread messages on climate and environment. Interviews with CBS PEWOSA revealed that they have a programme through their sister radio station, to air messages on environmental conservation every Monday. In addition, during the

COVID-19 pandemic, solar powered radios were distributed to facilitate learning, which were environmentally friendly, and utilised renewable resources.

- *According to interviews conducted, environment and climate is becoming strong on the agenda of many donors. Also, it is worth noting that climate change is one of the biggest challenges and threats being faced in the world today, and one of the shocks that can retract progress being made towards poverty alleviation. As such, it is recommended that SFEA makes environmental support programmes one of the main areas within its thematic goals*
- *Institutionalisation of environment and climate support, for example establishment of school woodlots, and encouragement of schools to use energy saving stoves, is a best practice for enhanced impact.*

Anti-Corruption

The findings of this evaluation noted that mainstreaming of anti-corruption was high between SFEA and partners. Capacity of partners have been built to maintain accountability and desist from corruption. Also, reporting procedures are in place in case of and corruption cases. In relation to thematic Goal 1 of the SFEA strategy (2019-2023), the aspect of corruption prevention and holding of duty bearers accountable did not come out strongly according to the findings.

3.3 IMPACT

As per the SFEA Strategy (2019-2023), the overall impact is to eradicate poverty. Based on PPI data collected by SFEA and partners in 2020 and 2021, the poverty likelihood was analysed and weighted averages obtained, to reach conclusions on the poverty rate of target groups in each country.

According to the data, the Poverty Likelihood Values for 2021 are 36.6% in Tanzania, 29.3% in Uganda and 27.9% in South Sudan (**Table 13**). This implies that 36.6% of the project target groups in Tanzania, 29.3% in Uganda and 27.9% in South Sudan are living below the national poverty line.

Table 13 poverty likelihood score

	Tanzania	Uganda	South Sudan
Weighted Average of Poverty Likelihood Values across partners (2021)	36.6%	29.3%	27.9%

Source : Programme SFEA Data on Clients 2021

The COVID-19 pandemic led to an increase in poverty levels in East Africa. This is because of the country specific restrictions such as total lockdowns and closure of education institutions. Large gatherings, meetings including trainings and operations of some of the businesses of target groups were also restricted hence the increase in the percentage of persons that fell back into poverty. (**Figure 3 below shows an increase in the percentage of persons living below the national poverty line in 2020 and 2021 for both Uganda and Tanzania**).

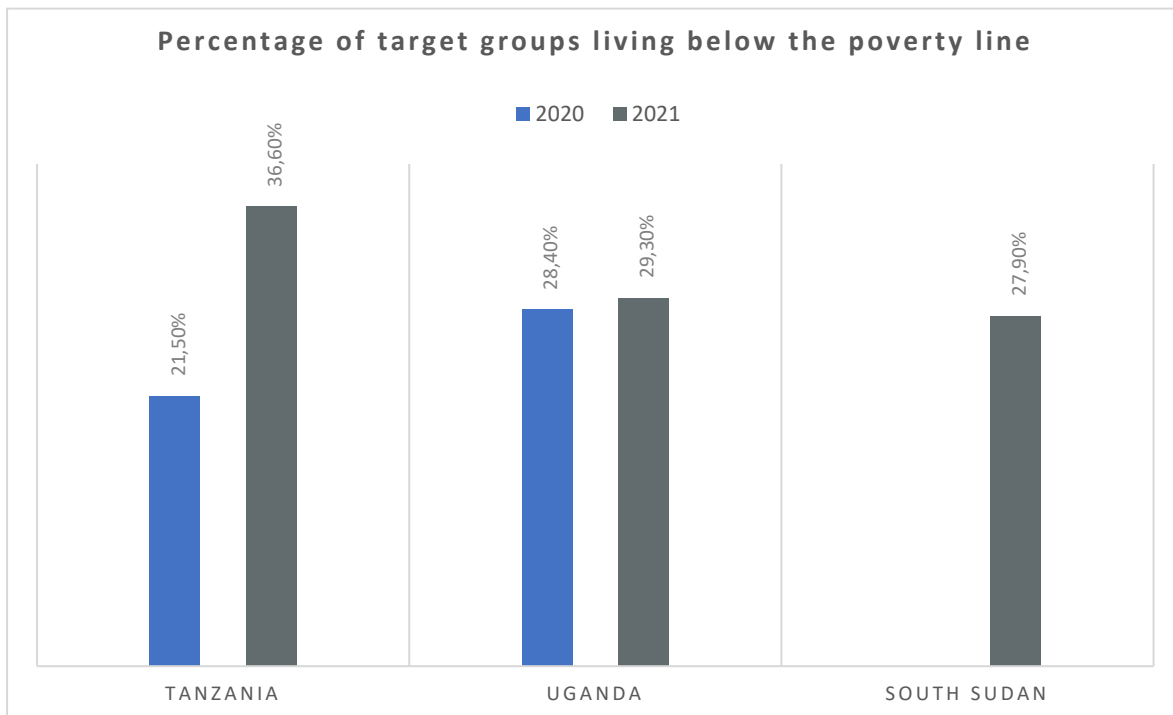


Figure 3 Percentage of target groups living below the poverty line in 2020 and 2021 for the three countries (source: SFEA Data on CMSG Clients)

As shown in **figure 3** above, the increment of the percentage of target groups below the poverty line was higher in Tanzania than Uganda, comparing 2020 and 2021 figures. Further analysis of the log frame (**Annex 2**) showed that under outcome 4.1, a higher percentage of individuals in CMSG²⁷ in Uganda (42%) have started new IGAs or expanded an existing one as compared to Tanzania (10%). This indicates that target groups in Uganda had access to alternative sources of income in 2021, hence reduction of their risks to fall back into poverty as compared to Tanzania.

That notwithstanding, in Tanzania majority of the sample of target groups from the programme (*from whom the data was obtained*) live in dry areas that are relatively underdeveloped with limited opportunities for economic development. These include the Singida region (Iramba, Manyoni and Ikungi) and Arusha region (Longido and Monduli). In Uganda however, the majority of the target groups live in regions that receive greater amounts of rainfall and have fertile soils (for example the Central, Central East and Parts of West Nile). This gives them various opportunities for livelihood engagement, allows for higher survival rates of the group IGAs, hence reducing the risk of the target groups falling back into poverty levels despite shocks such as the COVID-19 pandemic.

As shown in **Table 14** below, there was variation in percentage of people living below the poverty line across districts in each country in 2021.

Table 14 Variation in average poverty likelihood across locations of implementation

Tanzania			
Location	District	Partner	Likelihood (2021)
Arusha	Longido and Monduli	MPDI	56.2
Dar es Salam	Ubungo	OCODE	19.5
Singida	Iramba, Manyoni and Ikungi	SEMA	38.7
Uganda			
Central East	Mayuge and Luuka	AEE	19.6
Central	Butambali and Mpigi	CBS PEWOSA	9.1
West Nile	Obongi and Yumbe	CEFORD	20.7
North East	Kaabong	KAPDA	63
West Nile	Obongi	PALM CORPS	44
West Nile	Obongi	RICE WN	43.4
South Sudan			
Eastern Equatoria	Kuron	HTPV Kuron	67.2
Central Equatoria	Juba	SAADO	25.9
Central Equatoria	Juba	WAV	43.2

In Tanzania, the Longido and Monduli community, composed of mostly pastoralists communities had the highest percentage living below the national poverty line (56.3%) as compared to the community in Dar es Salam that had 19.5% living below the national poverty line. This is attributed to the contextual factors of the two locations. In Monduli, the location is mainly mountainous, and occupied by pastoralists, who mostly engage in farming which is also limited due to the dryness of the location²⁸. The target groups thus have limited livelihood opportunities to enhance indicators on income due to the shortage of rainfall and water. Also, review of literature showed that the communities of Monduli face tough and challenging school experiences including lack of support from parents (due to poor attitudes), long walking distances, and strong cultural tensions among others, which greatly affects

²⁷ Data on poverty likelihood was obtained from CMSG Clients

²⁸ Located on the windward side of Mt. Kilimanjaro

the achievement of their education indicators²⁹. On the contrary, Dar es Salam is the largest city and financial hub in Tanzania, providing numerous livelihood opportunities in business and trade for target groups. The district is located next to the Indian Ocean, which further opens up to more areas outside of Tanzania. This has led to the growth of the district, including increase in institutions of learning and employment opportunities for target groups. That notwithstanding, target groups in Dar es Salam still face high risks of urban poverty.

The findings on marginalisation of pastoralist communities also provides an explanation for the high percentage of target groups in Kaabong (63%) in Uganda that are living below the national poverty line. In Uganda locations in West Nile also have a higher percentage of target groups below the poverty line, as compared to Butambali and Mpigi. This is attributed to presence of refugee communities that are supported under the programme in the West Nile. Refugee communities face challenges such as limited access to services in education, health and livelihood³⁰, that affects their ability to improve their poverty outcomes.

- *According to the findings, the overall goal with regards to ending poverty is ambitious to be achievable in the implementation period and the short run as poverty takes a number of forms, and its complete eradication is subject to many factors. Much as SFEA is carrying a contributing role and playing their part in achieving the goal, strategic focus of the SFEA strategy (2019-2023) should be on the eradication of extreme/ absolute poverty, compared to poverty in its entirety or on few selected indicators of poverty.*
- *Strong emphasis should be placed by SFEA in minimisation of shocks as these easily revert the gains towards the strategic goal of poverty eradication. Some of the shocks identified during this evaluation included; violence example in South Sudan and Karamoja, environmental and weather factor, and the COVID-19 Pandemic. There should be contingency budgets available for handling of shocks and risks that may affect the programme. In addition, the scale up of interventions that mainstream climate and peacebuilding is relevant. Further strengthening of the IGAs set up by beneficiaries in order to increase their resilience is also another strategy.*

3.3.1 Positive changes in the lives of targeted groups

(i) Changes at individual level

The SFEA Strategy (2019-2023) generated positive effects to a greater extent in the lives of target groups example children in lower primary and pre-school, school drop outs boys and girls, rural poor youth and females, parents/ guardians, community leaders etc.)

In addition to those sighted under **Section 3.2** of this report, the findings also **showed that networks were created through the programmes interventions**. The respondents shared that they were able to meet different people from different villages and sub-counties during the vocational training areas. This have become friends and supported them in numerous ways.

There has been **improved self-esteem of marginalised groups** for example persons with disability. Findings revealed that one of the children in the schools was able to stand up for a prefect leadership position, to guide other children. Additionally, the programme has also increased access of People with Disabilities to other services within the community through provision of support with assistive devices, enabling them to easily move to trading centres, and other areas within the community.

²⁹ Pesambili C. Joseph and Novelli Mario (2021) Maasai students' encounter with formal education: Their experiences with and perceptions of schooling processes in Monduli, Tanzania, International Journal of Educational Research

³⁰ For instance absence of land for farming

Communities, parents and Teachers attitude towards Children with Disabilities has greatly been affected. According to interviews in Bugonyoka Primary School, teachers shared that they previously used to send away Children with Disabilities, because they thought they needed to be educated in Special Needs schools, but this has considerably changed following sensitisation and training by SF.

(ii) Changes that occurred at household level

From the data collected, the consultants established that the programme **not only increased access to credit for the direct beneficiaries, but also secondary beneficiaries as well.** For instance, during an FGD conducted with adolescents from Uganda, they reported that their family members are now able to borrow money from them, in order to carry out their different plans.

(iii) Changes that occurred at community Level

The SFEA strategy is leading to communalisation. For instance, during an FGD conducted in Uganda, one of the CMSG groups are able to carry out work on their enterprises in turns. They shared that to support their piggery business, they carried out a rotational schedule for work by the group members.” *This week, we are in Bugumya village, because last week we worked in Nakibango village. Next week, we have planned to work in Butumbula village and Matovu village will follow after,*” they shared. This has created a sense of teamwork and ability to implement programmes for the good of an entire community.

In relation to the above, the aspect of togetherness brought by the interventions have been recognized as a peace building **strategy towards reduction of conflicts.** For instance, according to a Key Informant Interview conducted with the Sultan/chief Jebel Dinka - New Rombur Area, the group methodology of the programme interventions through Bonga centres and forums and CMSG had led to bonding of groups. The findings were also similar to those in Gudele 1, South Sudan where community members shared that there is increased unity amongst the women in the area. According to the respondents, the women involved in the savings groups usually provided support to one another, whenever they had family problems, through making small contributions both in cash and in kind.

The interventions under the strategy have led to a **reduction of crime** in the locations of implementation, due to the empowerment of youth and women through saving groups and skilling. This has reduced crime as a result of jobless youth and also contributed to reduction in gender and domestic violence. Besides crime, findings show that the community is starting to denounce some of the harmful societal practices such as Female Genital Mutilation, early marriages, etc, and adopt better practices such as Family planning

Improvement in WASH in the community. The programme skills shared to children on how to wash their faces and hands, and be smart have aided in improvement in sanitation. Also, construction of water reservoirs has led to **access to water for children in the schools.** The adolescents trained on sanitary cleanliness and hygiene have been able to share these skills with their households and communities.

The programmes have enhanced skills in the community, due to the presence of **peer to peer mentorship and training opportunities created.** Youth that have obtained skills in for example tailoring, business, life skills and health, among others, have shared these skills with community members that are not on the programme. The programme has **enhanced the savings culture in the community, hence attracting more formal financial institutions.** Findings noted that the parents of some of the Bonga adolescents, who were not part of the programmes have been motivated to join savings groups as well due to experiences from their children. According to an interview with one of the SFEA partner sin Karamoja, the number of CMSGs has grown in the location due to both the interventions of other organisations, and that of SFEA and partners. As such, the district that had for

a long period had only one formal financial institution (Stanbic Bank), got a new bank in the location (Centenary Bank), that has further enhanced savings and access to credit facilities.

The programme has **led to increased access to various commodities in the community**. For instance, some of the skilled youth have opened up shops that bring in more communities. Some of the youth that were trained in mechanical repair in Uganda have opened shops that also bring in commodities like spare parts and Petrol etc.

The **youth have obtained skills in savings, budgeting and accountability beyond the saving groups**. For instance, one of the interviews revealed that female youth have learnt to properly utilise the money provided by their husbands for running the household, such that it covers more than one aspect, and also leaves some residue for saving.

(iv) Changes at National Level

Due to the support from SF, the intervention was able to influence policy in South Sudan, through financial and technical support to the development of the Inclusive Education Policy for South Sudan. According to the representatives in education interviewed, the policy will to a greater extent improve ability of Children with Disabilities to learn and freely interact with other children in the country.

According to the findings, SFEA initiatives have led to the increase in infrastructural development, through increased government initiatives to construct and renovate classrooms. In Tanzania, government has taken initiatives to construct more classrooms in one of the ECCE centres targeted by the programme in Kivulya. Also, in Monduli, the government has taken the initiative to register one for the ECCE centres, Enters School and increase the learning levels until Standard three which has further enhanced education for the country. The programme has built the capacity of national CBOs through training, mentorship, and also enhancement of their portfolio in management of multi spectral programmes,

Table 15 Success story on communalisation, skills enhancement and income growth

The Four Proactive Motor Cycle mechanics of Bukabooli Sub-County

The future was bleak for the four boys; Joseph Kagere, Yasin Likusooka, Matayo Ouma and Buyinza Kamu from Bubooli sub-county of Mayuge District in the neighbouring villages of Bugumya, Nakibago, Matovu and Butumbula, when they dropped out of school.

At first their thoughts were running towards being sugarcane cutters as one opportunity to make some fast money, as this was what most of the youth in the community engaged in. Some of the boys made attempts to join the venture, while others remained loitering in the villages gambling and playing Ludo and Cards in the trading centre. Due to the low profitability of the sugarcane business, with time, all the boys were left with no hope, but to remain in their communities doing nothing, leaving all but worry to their parents.

Following involvement on the programme, and a 6 months training in TVET specializing in Motorcycle mechanics, Joseph Kagere, Yasin Likusooka, Matayo Ouma and Buyinza Kamu continued working with the artisan, Matende Ivan from the village of Bugumya. Matende had been identified by AEE a partner organization implementing the project funded by Stromme Foundation in 2021 to provide skilling to the youth as part of the implementation strategy. Their trainer, Ivan, was an artisan who has been in the trade of motorcycle mechanics for years and a role model for many

young men in the village for his good work. They boys completed the three months of life skills, Reproductive and Sexual Health training, gender issues and other trainings on business management and embarked on other months of the actual TVET training which gave them the required skills they needed to be accomplished Motorcycle mechanics in their community. The boys completed the training and immediately started working as motorcycle repairs in the nearby villages, and eventually set up their own motor repair shop in the community that equally sold spare parts 1 March 2022. A month later, the boys are now settled and reaping from many customers of the business.

“There is a lot of prospect for this business. We are the only shop selling spare parts within a radius of about 5km and customers come here frequently,” they shared.

The boys mentioned that they used capital of about 300,000 UGX for repair materials and about 150,000 UGX for spare parts. On a daily, they noted that they have savings of 7,5000 UGX that they put in the CMSG that they are a part of

“We really than the donors for the support through African Evangelistic Enterprises (AEE) and the opportunity they have given to the youth within this location. They implore other youth to join them and get the training in the trade of motorcycle mechanics. They are also thinking of getting more training in the future in Motor Vehicle when the opportunity knocks.” The boys shared

3.3.2 Negative effects in the lives of target groups

The programme has led to increase in number of graduates with absence of ready market. For example, tailoring enterprises which were usually mostly preferred by most of the respondents, were revealed to lack markets for their products.

The findings noted cases of increased dropout rates amongst adolescents as most were attracted to the TVET and start-up opportunities being provided. The successful adolescents that previously dropped out are thus encouraging more children to leave school and join the programme. There is thus need for more initiatives that encourage children to continue with formal education/ to stay in school. According to the findings, some of the youth are utilising training opportunities to engage in other socially harmful practices which are leading to increase in pregnancies.

The findings noted growing dissatisfaction of males as some believed that there was more support and attention being awarded to females as compared to them. Also, the empowerment of females has led to increase in household based GBV as males feel that the females are no longer listening to them. As such, programme initiatives geared towards inclusion of men in awareness creation on gender equality are important. Also, more leaders should be involved to facilitate mindset change. SFEA should also make strides to streamline the targeting criteria for programmes.

3.4 EFFICIENCY

3.5.1 Strategic allocation of resources (funds, human resources, time) to achieve quality outcomes

To implement programmes, SFEA adopted the use of the partner approach by use of CSO, which has been a cost-efficient way to implement the SFEA Strategy interventions. While one would argue that the implementation through CSOs is highly costly especially concerning the needs in capacity building and monitoring, this methodology offers cost-beneficial aspects in terms of:

- a. The ability for co-financing for projects, such that partners incur partial costs for the projects they implement.
- b. SFEA obtaining added benefit of organizations offering administrative and technical support in form of staffing, office space, and logistical resources among others.
- c. Better knowledge of the local context by partners enabling ease in implementation
- d. Greater reach of target groups at a cheaper cost than would be incurred if SFEA was to implement all the activities on their own.

Use of partners, specifically Community Based Organisations has also provided the required benefits in terms of building local capacity, and shown signs of progress towards sustainability, thus the strategy of co-implementation is encouraged. Prior to recruitment of partners, SFEA carries out a risk assessment which informs the partner improvement plans, as well as areas that require capacity building.

- *Much as SFEA conducts monitoring with the partners, there is need to i) further supplement partner monitoring activities as relying on partners to carry out Monitoring and Accountability based on their capacities might undermine the intended outcomes of the strategy ii) Verify the work being done by partners through for example spot checks, as, some things may occur at the community level, with adverse effects on the programme but never be reported to SF.*
- *SFEA has three offices in the region (two in Uganda and one in South Sudan) The findings noted absence of an office location in Tanzania, which is a wide implementation area. This has led to the need for frequent travel, and use of remote support and supervision methods, which have to a less extent been effective, yet partners implementation requires close supervision.*
- *Findings noted that some of the SFEA staff at the regional office have more than one title and role. Much as this aid in utilisation of their skills for larger benefits, it increases on the workload and minimises the emphasis on key project areas*

SFEA has clear procedures, principles and policies for finance, and procurement. There are also internal controls in place, based on the donor requirements, and scaled down to the partners. Findings also note that SFEA is in the process of transitioning to ERP systems, to aid in improving efficiency of the finance and procurement department.

Value for money was also enhanced through the **regular annual financial audits and reporting** that allowed SFEA to identify the best practices to adopt, and potential areas of revision. It is through these audits that SFEA was able to identify and cases of misappropriation of funding of one of the partners. Due to implementation through partners, SFEA has also ensured frequent capacity building, communication and monitoring of corruption both physically and virtually

3.5.2 Prioritisation of coordination and cooperation with other relevant agencies in the same project sectors, and its effect on efficiency of the implementation

According to the findings, SFEA and partners are the only actors implementing in some of the locations, which led to absence of collaborations, for example in Monduli, Tanzania. In South Sudan

and the West Nile region however, collaborations were seen to a greater extent, due to the high concentration of other implementing agencies in these locations. Interventions were streamlined with the support of local authorities and local actors. For instance, in the West Nile implementation area, the Office of the Prime Minister (OPM) and UNHCR allocated areas of implementation to agencies. In addition, SFEA has consortium partners, that have provided programme support in terms of learning, sharing and expertise. Partners in this location participated in coordination and technical group meetings, which facilitated lesson sharing for both improved efficiency and effectiveness in implementation.

The collaboration with media has enabled SFEA and partners reach a large number of people with low level of resources. SFEA and partner utilised media for advocacy, awareness creation and sensitisation.

Important to note is the community cost-sharing initiatives which has allowed for the community to provide support. One of the contractors on the programme in Uganda was interviewed, and also confirmed that the community helped their process to secure local materials like bricks, pot sand, murram/gravel and aggregates which enabled them complete work on time. Under the TVET programmes, the community have supported through provision of human resource (trainers), rooms and space. In addition, the community and also made contributions for facilitation of ECCE programmes, which has further supported in cost related aspects of the strategy.

The findings also noted that some of the SFEA partners have made efforts to collaborate with other implementing agencies. For instance, CEFORD have collaborated with actors such as NGO Forum to implement activities related to advocacy. For Inclusive education, partners in Tanzania collaborated with CCBRT (comprehensive education hospital) and COSBET as these organisations have speciality and expertise in the sector, and in Uganda, with NUDIPU. specialises in issues of disability- to build capacity of the teachers, and how to identify Children with Disabilities. According to findings from South Sudan, SFEA has taken initiative to interact with some of the beneficiaries of Bonga Programmes being implemented by other NGOs in-order to learn some of the better techniques of implementation.

- *Findings noted the need for scale up of coordination and cooperation with other NGOs of CBOs doing similar work*
- *There are minimal efforts to quantify community contribution across partners*
- *SFEA and partners should continue with transparency with local authorities, including sharing of implementation budgets for especially education projects as it facilitates stakeholder buy in*

3.5.3 Approaches that could have been implemented in a cost- efficient way? Could a similar (or greater) level of learning have been achieved using a vastly different and less expensive methodology?

The findings noted that the SFEA strategy (2019-2023) is currently being implemented in the most cost-efficient way. This is because the partner model allows for cost sharing as reported in **Section 3.5.1**. SFs emphasis is also put on skilling and capacity building as opposed to provision of handouts that are more expensive. SFEA invested in low cost-high effect and sustainable interventions that could be more cost-effective in the long term. These included capacity building of beneficiaries, vocational skills, CMSG etc.

From the interviews conducted, and benchmarking from other partners,

- Sensitisation methodology could provide better solutions to issues of Disability inclusion and gender as opposed to training of selected groups. This is because the cost associated with gaps in training due to disruptions by COVID-19 or security issues are high. Also, with

sensitisation through media, the challenges of mobility of especially youth and pastoral communities is minimised.

- Leveraging the strategic strengths of partners to build capacities of one another in areas of youth engagement, peace building, governance and use of FBOs can aid can aid is also a best practice worth adopting
- Digitisation is also another means towards cost reductions in implementation, which is even less costly with the unpredictable nature of the COVID-19 pandemic. Benchmarking from other actors, adoption of digitisation of digitisation of saving groups has led to cost saving in elimination of the need to purchase, the risks in loss of money, and the costs in monitoring, among others. In addition to this, adoption of mobile training of teachers, also allows for training to continue even beyond the financed period.
- Private sector engagement, as some of the partners link beneficiaries directly to already facilitated private sectors, who then incur costs associated with training, extension work, apprenticeship, and market sourcing, among others

- *According to the findings, partners shared that there were price variations between the budgeted and the actual. Also, owing to the change of living standards due to COVID-19, it is important that SFEA undertakes price assessments of materials, including human resource, so as to revise he pricing strategies better.*

3.5.4 Effect of COVID-19 on efficiency of programme activities and how the strategy and projects implemented able to adapted to the changing conditions

COVID-19 led to the alignment of SFEA and partner budgets to be able to support the communities more with Prevention and protection materials (sanitizers, masks, temperature guns, washing taps, etc.). This was costly as there was a reduction in some of the essential activities of the project. Due to the SOPs, implementation periods were scaled up, leading to higher expenditures. For instance, in Uganda, trainings that involved two sessions per day were divided into five sessions of smaller groups in order to cater for the requirements for social distancing. The pandemic also limited movements, as staff required permits to move to the field. The major effect of this was on completion time of activities.

Some of the trainings that could have been done physically, leading to increased costs in terms of accommodation, feeding and per diem were carried out virtually leading to programme savings.

According to the new Normal report, SFEA authorized the implementing partners to utilize 5% of their annual budgets to implement COVID-19 response activities in their respective program areas. Additionally, partners joined the government efforts in awareness creation and made use of the locally established structures. SFEA and partners also adapted to the conditions of COVID-19 through the use of technology example media channels such as radio stations. SFEA also adapted the use of multimedia sharing through sending of pictures, videos and weekly reports. Solar powered radios were also distributed to children to facilitate learning. SFEA and partners adapted to the changing conditions through the use of community structures and stakeholders' example the facilitators and animators. Partners also adopted the use of digitalization as a form of quick solutions to adopt to the new normal. SFEA also trained Bonga adolescent son soap making, as a response strategy to the COVID-19 pandemic, but also led to increase in incomes.³¹

31 SFEA New Normal Report, Annual Report 2020

According to the findings in Uganda, partners adopted home based learning initiatives in order to teach children in ECCE programmes. This involved caregiver moving from home to home to provide learning

3.5.5 SFEA funding partners in the strategic period (2019-2023)

Efficiency is one of the criteria in the selection of partners to be supported with funding for implementation by donors. The performance of SFEA with regards to this criterion is evidenced by the increased network of funders that the organisation has had over the strategic period, with some donors funding more than one project at a time. According to interviews conducted, the SFEA Strategy (2019-2023) has a number of individual donors and a total of nine institution funders, 7 (Norad, Eriks Development Partner, ODW, AKO, Juba DFID, MFA and Norad- Elcap) of which have been funding since previous periods, and two (Atlas for TOFI project and EAC for Educate a Child) of which are supporting in the current strategic period. Norad is the largest donor, funding 80% of the budgets, and has funded five-year agreements with SFEA more than once, which is further evidence of efficiency of the organisation. SF's ability to use its own funds to co-finance projects has also made it possible to scale up interventions to more vulnerable communities.

With regards to competitiveness, the consultant notes three main factors seen as a key strength for SF; i) the strategy of capacity building of local structures and CBOs, and ii) SFEA as an organisation is focused on development programming as opposed to providing handouts for emergencies iii) Focus on most vulnerable areas such as Karamoja, Monduli, South Sudan, Singida region and West Nile region. There has been no evidence of funding withdrawal from SFEA based on the data obtained during this evaluation. Funding partners have also ensured timely disbursement of funding to SF.

3.5.6 How does SFEA sees implementing partners in terms of efficiency of resource utilization and competitiveness, and how they have supported partners to improve efficiency

According to interviews with SF, partner capacity in efficient resource use is still low, but numerous efforts are being made to improve their capacity in this aspect. According to the interviews with the finance team, burn out rate of partners is still low with regards to a number of programme aspects. This is attributed to delays in submission of financial reports, as well as the back and forth that takes place to achieve the required quality of financial compliance.

According to partners, delays in disbursement of funds, due to delay in financial approvals have led to delays in implementation, thus low burn out rates. Further interviews also revealed that COVID-19 has been a major factor in delaying implementation, firstly due to restrictions of movement, then the two-year closure of schools in Uganda, that led to low implementation of education related programmes. Also, partners in South Sudan reported issues of insecurity, that led to limitation of implementation time and reach during some periods

Much as trainings in financial controls and anti-fraud policies is high, fraud is still a challenge being experienced by SF, which further affects the rate of implementation as identified cases usually lead to freezing of aspects. In addition to this, partners implementation in the community are at times corrupt, leading to lower quality of support, example infrastructures.

- *Quality benchmarks for implementation should be developed for each of the programme aspects. For instance, to define a quality infrastructure, the partner must have involved the district and shared the budget with the authorities and the community. Also, there is need for a Quality assurance system within SFEA to ascertain quality of some of the implementation, example constructions³² to verify compliance with different standards*
- *SFEA should strengthen and streamline its whistle blower channels and platforms, such that reporting can anonymously be done by all stakeholders involved in the programme implementation including beneficiaries. Beneficiaries should be educated about their right to report.*
- *SFEA should re-instate community feedback meetings in the targeted locations.*

³² This could take the form of an engineer, a retainer or a consultancy

3.5 SUSTAINABILITY

3.5.1 Extent of implementation of the exit and sustainability plan as in the Strategic Plan (2019-2023)

The overall approach of capacity building and empowerment of national and Community Based organizations/ Civil Society Organizations is viewed by the consultants as an effective pathway towards sustainability due to its self- sustaining nature. Also, these localized partnerships allowed the different organizations to act in their capacities and within their communities such that even with the exit of SF, they will be empowered to continue to implement the existing programmes. It is also worth noting that most of these organization were already carrying out similar work prior to the programmes under the SP example during an interview with SAADO in South Sudan, they revealed that they have been undertaking a youth and women empowerment programme since 2015, thus there was available staffing to undertake the programme in case of ext. This alignment of visions of the SP is a guarantee that these organisations will continue with the activities beyond the lifecycle.

The SFEA outlines key sustainability strategies to be achieved within the planned period, and the level of achievement is shown in the table below;

Table 16 Performance level of sustainability strategies as outlined in the SFEA (2019-2023)

Sustainability strategies	Status as of April 2022		
	SS	UG	TZ
Was the exit planned for/imbedded at the start of each intervention/programme			
- Discussions held with partners to make co-owned strategies			
- Partners shall also be required to undertake local resource mobilization, at least 20% of the budgets			
- Input in implementation by communities to make inputs like meeting shelters, etc; to build community ownership.			
Sustainability shall be planned for at the onset (Exit and sustainability plan is in place)			
Consulting with partners regularly			
- Partners have annual operational plans developed by each partner with attendant budget.			
- Consultation with other stakeholders regularly			
- Frequently Communication about exit that will come			
- Embed learning on exit into organizational systems and practice (have partners met to reflect on sustainability plans)			
- Capacity development of local partners			
- Influencing wider stakeholders at community/district and national level – advocacy			
- Systematic learning, documentation and sharing of good practices			
- Partnership / Exit Closure Activities have begun			
- Capacity of partners in resource mobilization enhanced			

i) Exit planned for/imbedded at the start of each intervention/ Programme

Exit was planned for at the preparation stages of the SFEA Strategy (2019-2023). According to a review of the strategic document, the aspect of the exit strategy for all interventions is highlighted under section 3.1. In addition to this, all the partners interviewed during this review confirmed to us that

conversation about exit started from their initial time of engagement, and they were informed of the need for co-owned strategies. Partners also had strong community entry forces through the engagement of the responsible stakeholders, example location leaders from the onset of implementation, and these provided guidance on where implementation should be carried out.

According to the findings of this mid-term evaluation, partners have also undertaken different channels to support local resource mobilization, evidence by their contribution to the overall budgets of implementation. Of this aspect of the strategy, the component of community engagement in implementation to increase ownership was the strongest. Communities participated especially in provision of land, inputs (water, bricks, sand etc.) for construction, as well as labor to raise up shelters for the different interventions in all three countries (Uganda, Kenya and Tanzania). In the schools visited in Tanzania, during this evaluation, parents have also contributed food and snacks for their children. Findings also noted that parents make contribution for facilitation of ECCE teachers, example through contribution of 20,000 Uganda shillings. It is important to note that beneficiary voluntary participation is also a key factor that should be enhanced. For instance, during the fieldwork in Tanzania, none of the respondents expected any refreshments during the Focus Group Discussions. To them, the information had been shared as a contribution to the programme.

Much as discussions were held with partners on the need for co-owned exit strategies, limited evidence was seen on presence of co-owned partner exit strategies in place. In addition, there was also no evidence of intervention specific- exit strategies with proper timelines on when different exit and sustainability activities will be done. The level of local resources contributed by partners still remains low as compared to the five-year target. In addition, some of the partners still experience challenges in resource mobilization and require additional capacity building.

ii) Sustainability planned for at the onset (Exit and sustainability plan is in place)

As discussed above, the mid-term evaluation noted the presence of an exit and sustainability plan in place. Secondly, evidence of planning for sustainability from the onset is presented in the approaches and methodologies selected for implementation. The table below outlines the various aspects of the programme that demonstrate evidence of sustainability and thus require upscaling.

Table 17: Aspects of the programme that have proven more sustainable and require upscaling

- Partner capacity building approach through use of CBOs and CSOs. These are situated within the locations of implementation and are strategically focused in similar implementation areas.
- Community managed Saving Groups (CMSG) which are self-selecting and self-sustaining due to use of their own resources.
- Community entry approaches through leaders, especially government leaders
- Bonga Forum Networks, involvement of stakeholders, selection of artisan trainers from among the community, among others
- Additionally, systems strengthening, for example capacity building of and providing support to School Management Committees and PTAs have also shown aspects of contributing to sustainability of interventions
- On each intervention we make sure they are able to include local resources for example in the community saving group for the women we register them as groups with the chamber of commerce and at the ministry so now they are formal groups
- Awareness creation
- Some ISAVE groups of people with disabilities have been registered as Community Based Organizations and are benefiting from government Poverty reduction Programs.

Much as the exit and sustainability aspects were planned for, the findings noted absence of exit and sustainability activity timelines tagged to the strategy, and there was minimal monitoring and tracking

of progress towards achievement of the exit and sustainability strategy. In addition, aspects of the programme that involve giving of handouts, for example the facilitation of Community Facilitators are not sustainable and other creative ways of facilitation such as involvement in livelihood activities should be scaled up. Also, the evaluation noted that private sector involvements were not yet sustainable.

iii) Consultation with partners regularly

As planned for the period 2019-2023, regular conversation and consultations are held with partners regarding the implementation taking place. Findings note that partners prepare operational workplans and budgets as required, that support in forecasting of activities to be implemented in the subsequent periods. Partners are also required to submit regular reports on a monthly basis, that highlights both their achievements and challenges experienced during implementation.

iv) Consultation with other stakeholders regularly

As discussed in the Relevance section of this report, SFEA and partners ensured consultations were conducted from the onset in identification of their needs and priorities as well as the pressing issues so that interventions are directed towards them. In addition, leaders have been consulted on main factors such as the location of interventions in the different countries. Consulting DEO technical persons. Commission buildings. For instance, in Luuka, Uganda, the District Education Officer in charge of special needs admitted to being constantly involved and consulted in areas of People with Disabilities. Surely, I am being involved by AEE, on very many occasions including being a sign language interpreter, they consult a lot especially on the aspects concerning inclusive education and anything regarding the education of learners with disabilities.



The National Coordinator AEE (left) handing over Keys to the District Education Officer Luuka District, Mr. Francis Kamyaka during the commissioning ceremony of a 3-classroom block for Early Childhood Development at Gwembuzi Primary school in Luuka District (Source: AEE narrative reports)

v) Frequent Communication about exit that will come

The findings noted that there has been variation in communication about exit and sustainability across target stakeholders. For instance, in South Sudan, most of the beneficiaries interacted with revealed that the frequency of this is limited, and the aspect of exit was only mentioned in the first stages of implementation. FGDs conducted with beneficiaries in South Sudan however revealed that much as this information was not usually shared, they were aware from the support received from previous NGOs, that it will eventually come to an end, and are already making provisions for exit (for instance

some of the CMSGs are in the process of starting their own businesses to increase the savings and eventually sustain the group). These findings were similar to those in Uganda, whereby some respondents were aware, while others were not, but benchmarked from previous experience with humanitarian support. In Tanzania, most of the beneficiaries, especially those in Monduli had support from SFEA partners as their first interface with humanitarian interventions, but were to a lower extent aware about the concept of exit and need for sustainability. It is however important to note that the programme approaches used already have exit at the back of the mind, as beneficiaries are guided to be self-efficient.

According to the findings, there is willingness from leaders to take up the programmes in case of exit. For example, a representative of the Ministry of General Education and General Instruction in South Sudan and education supervisors at Payam level, interacted with during this evaluation revealed that they are ready for meetings to sit down and draw plans for the different programmes, in case SFEA is to exit. They are also committed to taking on the initiatives, especially through lobbying for more funds for these programmes. In Uganda also, stakeholders such as DEO office in Luuka committed to continuation of mobilization of parents, contributing a fee to the schools' sustainability and including the projects on their work plans.

vi) Embed learning on exit into organizational systems and practice

According to the findings of this evaluation, partners have conducted meetings with SFEA both physically prior to COVID-19 pandemic, and remotely, during the period of restrictions. Exit and sustainability have been discussed during these meetings, but no exclusive gatherings on learning and follow-up of exit and sustainability plans has been conducted. In addition, some of the partners do not submit reports on progress made towards exit and sustainability.

vii) Capacity development of local partners

SFEA has built the capacity of local partners to cater for sustainability aspects. As already discussed in Section 4.5, numerous trainings have been conducted, and there is need for scale up is mentorship and coaching activities alongside these training sessions. Partner capacity building is also affected by high turnover rates in the organizations which presents need for refresher and frequent trainings

viii) Influencing wider stakeholders at community/district and national level – advocacy

The evaluation noted evidence of the wider stakeholders being influenced through advocacy activities. For instance, during interviews with one of the sultan/ chiefs of the Jebel Dinka in New Rombur area, there was commitment of the community leaders to continue with sharing of the knowledge and skills that had been gained from SFEA partners. In addition, local administrators have also been supportive during graduation of youth in Bonga, by providing locations for holding these functions. Data collected from Tanzania also showed evidence of influence. Consultations with stakeholders have ensured increased buy-in. For instance, in Tanzania, due to the transparency maintained by one of the partners, OCODE, with the government, there has been construction of two additional classroom blocks by the government, to complement those being constructed by OCODE under SF.

In Uganda, findings noted that the Town Clerk of Buwama subcounty agreed to exempt all shops run by youths and adolescents trained by one of SFEA partners, CBS PEWOSA from taxes so as to enable them boost their businesses. In addition, the youth from Bonga are being accommodated at the community learning centre to enable them display their work and obtain income. Also, interviews from the DLG noted that due to the presence of representatives from the District Education office in commissioning of the building, they have agreed to continue with mobilization of the parents, and agreed to include the project activities in the workplan to support sustainability and future lobbying. Commitments towards sustainability of interventions on livelihood were limited, and the consultants recommend increased private sector advocacy.

Some leaders example the LCs have started registering the groups. It is also worth noting the progress that is being made towards linkage of SFEA partner groups to the Parish Development Model, Emyooga fund of the Government of Uganda.

ix) Systematic learning, documentation and sharing of good practices

The evaluation noted evidence of lessons learnt and good practices documented by partners through their periodic progress narrative reports submitted to SF. In addition to this, sharing of learnings have been evident through the meetings convened by SFEA to support sharing of experiences.

SFEA and partner knowledge management aspects should be strengthened further especially in consolidating and sharing knowledge within the programme, as well as with the wider stakeholders

x) Partnership / Exit Closure Activities have begun

According to the findings of this evaluation, there was no evidence of exit/ closure meetings being carried out. However, interaction with some of the SFEA staff revealed that some handover activities have been carried out already, especially for the schools supported. There is however a need for systematic documentation of meetings and processes held to facilitate exit and closure. In addition, these meetings have to be held as early as possible as some of the target groups are ready to start exit activities;

xi) Capacity of partners in resource mobilization enhanced

Partners capacity in resource mobilisation is still low. However, efforts are being made by SFEA to strengthen this capacity. According to the findings of this evaluation, partners in South Sudan reported having received a one-time workshop on resource mobilization. That notwithstanding, capacity has been enhanced beyond skilling. According to an interview with representatives from Rombur NTTI in South Sudan, they shared that prior to SFEA interventions, they did not have a Board of Governors, and this has been put in place, and the organization is being guided to open a bank account to support their implementation and mobilization of funds.

SFEA and partners should explore different avenues for resource mobilization. For instance, visibility programming. The consultants noted that this has been beneficial to one of the partners, CBS PEWOSA in Uganda, which already has high publicity. It is key to note that strong visibility aspects promote resource mobilization aspects. In most of the target locations visited during this evaluation, there were no visibility materials that share the partner work that is being carried out. Also, SFEA and partner visibility on media platforms in terms of following is still very low. Visibility programming can also include organisation of workshops and forums with other stakeholders just to share lessons learnt. In addition, standardization of implementation is another way to increase visibility, for example creating trademark features in the ECCE schools. In Tanzania for example, the ward representatives noted the strength in the structure of the ECCE classroom constructed by one of the partners and this factor mobilised them to construct additional classrooms within the same school. Corporate Social Responsibility initiatives through already established structures such as the Bonga are also a channel for advocacy

3.5.2 Factors contributing to and factors undermining programme sustainability

As part of this evaluation, the consultants have mapped out in the table below, factors that are contributing to, and those that are undermining sustainability of the strategy (2019-2023).

Table 18 factors affecting sustainability aspects of the programmes

Factors contributing to sustainability	Factors undermining sustainability
<ul style="list-style-type: none"> • Self- sustaining nature of interventions and approaches used • Regular communication and consultations between partners and SF • Government willingness to support the programme interventions • Capacity building of partners and beneficiaries • Awareness creation model • Use of local resources, example local artisans, community facilitators, and the use of community structures such as CMSG, PTA, SMC • Leveraging Public-Private Partnerships for example anchoring education programs in Public – Government owned and government aided schools. • Building capacity of public servants for example teachers employed by the respective governments. 	<ul style="list-style-type: none"> • Mobility of the target groups, example pastoralist communities in Uganda and Tanzania, as well as the south Sudanese and refugees. Mobility is also a main factor among the youth. This has also affected loans • Low private sector willingness to provide employment opportunities for the project beneficiaries under TVET • Insecurity especially in South Sudan and Karamoja areas of Uganda • Attitude of the community: This involves attitude of over- dependence on humanitarian handouts especially in South Sudan and parts of Uganda, as well as poor attitude with regards to key themes of the programme • Absence of funding for sustainability and exit activities such as periodic meetings with communities • Limited monitoring of progress towards closure, sustainability and exit • Turnover of staff in partner organizations

3.5.3 Mechanisms put in place to ensure sustainability across different dimensions

Logistics Dimension

At a partner level, partner contribution to SFEA has been noted especially with regards to logistical factors such as offices, vehicles for movement, and community presence. The partners were also operating prior to SFEA support, and are registered within the communities in which they operate. Their continued operation is thus guaranteed. In addition, there is community ownership of the program initiatives, as the schools are commissioned and taken over by government authorities. This provision guarantees continued maintenance of the strategic plan programs. With regards to staffing specific to the program. The findings noted that most of the staff both at SFEA and partner level are tagged to the donors that they support, and in the event of exit, there project-specific staff would be reduced. SFEA is thus enhancing support in staff development initiatives, so that they can be able to create change and enhance strategic objectives even outside the institutional demarcations of SFEA and partners.

Community Dimension

The programme is enhancing community participation through skills enhancement opportunities. Such as employable skills, that will allow for continuity even following exit. Other community groups that have been created to enhance sustainability include among others;

- Community accountability forums, that not only carry out monitoring of program activities, also sit to discuss and create measures through which gaps in implementation can be covered.
- Skills nets that allow for coordination of skilled groups, sharing of business opportunities, and tracking each other to enhance progress for sustainability.
- The PTA and SMCs that have continued to enhance parent participation and planning for the continuation is centres supported by the programme.
- CMMSG that make contributions to the education fund of their children

As at 2021 and during the midterm evaluation, it is expected that at least 50% of the targeted activities are achieved, including the establishment of community participation to enhance sustainability of the programme initiatives. An analysis of the log frame showed that for some of the community and stakeholder participation and support platforms, this percentage has not yet been reached, as shown in the table below.

Table 19 Community participation to enhance sustainability of programme initiatives as at 2021

Indicators	Tanzania			Uganda			South Sudan		
	Target ³³	2021 Results ³⁴	% of overall five-year target ³⁵	Five-year target	2021 Results	% of overall five-year target	Five-year target	2021 Results	% of overall five-year target
# of learning and information sharing engagements (like-minded CSOS, media, private sector, Universities and research organisation)	5	1	20%	5	1	20%	6	1	16.7%
# of supported schools and ECCE centres with functional PTAs and SMCs	14	22	157%	27	22	81.5%	3	3	100%
# of Baba Clubs established	68	5	7.3%	23	17	73.9%	1	3	300%
# of saving groups contributing to education fund	2,353	98	4.2%	1477	72	4.9%	TBD	10	-
% of local resources (monetary and in-kind) mobilized in supported schools	20%	2%	10%	20%	3%	15%	20%	3%	15%
# of artisans engaged in vocational skills training	594	19	3.2%	438	101	23.1%	178	5	2.8%

³³ Five-year target

³⁴ Results of the indicator at 2021

³⁵ Results out of the five-year target

# of functional youth skills networks	15	3	20%	60	7	11.7%	0	0	0%
# of private sector linkages created	0	0	0%	11	1	9.1%	0	0	0%

Private sector participation is essential in driving sustainability initiatives, and this was achieved to a lower extent as shown above. Also, efforts should be made to enhance collaborations and engagements with other like-minded organisations, as well as contributions to the education fund by the CMSG groups.

- *There is need to further enhance capacity of the set-up community groups structurally. This can be through assessing what support they require and clearly documenting their roles and responsibilities with regards to sustainability of the strategic programmes*
- *There is need for scale up of government presence in implementation, as this has shown beneficial aspects based on the findings*

Equity Dimension

To a greater extent, the strategic plan allows for equitable sharing of benefits. This is evident in the categorization of target groups, that cover almost all age groups found within a household. The SFEA strategy document (2019-2023) maps out the following age groups; Children (boys and girls) 3 to 8 years old, Adolescents between the ages of 13 to 19 years who either dropped out of school or have never had an opportunity to go to school, Youth - (boys and girls ages 20 to 30) – unemployed and unskilled in the poor communities, Teachers, Women – Will be targeted in the saving groups, Commercial Villages Approach and Micro franchising. Justification: women are still amongst the most vulnerable in selected intervention areas, have lowest education attainment, discriminated at the household level, suffer gender based domestic violence, are most involved in caring for children and Parents /Guardians – will be targeted through ECD, Bonga and Vocational skills training. SFEA has also made deliberate efforts to target Persons with Disabilities in each of the locations of implementation to allow for distribution of benefits.

The synergy within the implementation components also allows for distribution of benefits, for example the incorporation of the CMSG element across the different programmes being implemented.

Institutional Dimension

The considerations have been made during the selection and capacity building of partners. From the findings, partner capacity is not yet enhanced to the level that supports interventions can still continue. Most of the partners are still donor-dependent and have SFEA as their main donors. SFEA should develop partner capacity building and training plans that will carry out routine capacity building, and not only as the need arises.

3.6 COHERENCE

Assessment of the extent of programme integration and resulting synergy.

3.6.1 Extent to which interventions complement overall government development initiatives?

The interventions of SFEA complement government development initiatives to a greater extent. As reported in **Section 3.1.1** of this report, the consultants found the strategy relevant to national development priorities as highlighted in country specific development plans (Republic of South Sudan National Development Strategy (2018-2021), Tanzania Five Year Development Plan 2016/17-2020/21 (FYDP II) and National Five Year Development Plan 2021/22 - 2025/26, Uganda Second National Development Plan (NDP II) 2015/16 – 2019/20 and Third National Development Plan (NDPIII) 2020/21 – 2024/25). During the field exercise, there was evidence to further demonstrate the efforts of the strategy to complement these initiatives.

- Interviews conducted with education stakeholders in Uganda and Tanzania revealed that the interventions of the strategy complement government efforts through the Universal free education as initiatives are geared towards enhancement of inclusive and accessible education indicators, and lays a foundation for primary education through improvement in numeracy and literacy. In addition, it is important to stress that inclusion is on the agenda of the ministries of all the three countries. According to interviews with government officials in Kibamba ward, Tanzania, the ability of the programme to complement education initiatives is also visible through its promotion of life and personal things, that are usually not included in the curriculum for education, and yet are relevant for preparation of children and youth to move to adulthood.
- SFEA and partner interventions have created platforms for monitoring and reporting of status of the community to the government. For instance, the Bonga forums have been able to report cases of teenage pregnancies, alcoholism among others to local government authorities. In addition to this, SFEA and partners have also made strides towards advocacy on some of the main findings on ground in order to solicit government support
- SFEA and partners are plying a core role in mobilisation of the community, and beginning the first stages to enhance attitude change, interviews conducted with government representatives also revealed that partners have been able to mobilise communities in groups, and made it easier for them to be reached and targeted with government interventions.

3.6.2 How the implementation considered synergies with other implementing partners to implement the strategy without duplication

According to the findings of this evaluation, especially in Tanzania, SFEA is the only implementing partner doing the intervention activities in the targeted locations, thus minimising cases for duplication. In other programme locations in Uganda and South Sudan, SFEA and partners have made communication and consultations with local leaders, UNHCR and OPM where applicable, to support in allocation of implementation sites. Findings on ground revealed that even among themselves, SFEA partners implementing within the same location have maintained regular communication to prevent duplication. For example, interviews with one of the partners SAADO, shared that they maintain regular communication with WAV in South Sudan to prevent implementation in the same area. The respondent also shared that involvement of community leaders have been helpful as they help in preventing other partners with similar activities within the same region. According to the SAADO

representative, in situations where two partners are implementing in the same location, different bomas or villages are allocated.

Duplication has been minimised by participation in different coordination forums and networks. In the humanitarian setting especially in West Nile, technical working groups are organised where partners come together and share different experiences with regards to implementation. In such cases. Partners are given opportunities to identify any duplication incidences. Review of literature also noted that partners such as MPDI are member and chair of the National ECD network i.e. Tanzania Early Childhood Development Network (TECDEN) and has been part of this network for more than 6 years.

Beneficiary full participation is a mandate and has aided in minimizing duplication. Prior to implementation, partners hold inception meetings to educate the community about the programmes.

3.6.3 Were the interventions able to address synergies and how will this help future project designs? How has synergy aided in achievement of programme results and SFEA strategy targets?

SFEA has been able to address programme related synergies to a great extent. This has mainly been through the incorporation of CMSG across all implementing partners. The Bonga groups take part in CMSGs, that provide them with access to credit to enable them return to school, increase their incomes, and support their children with education among others. Parents of ECCE and lower grade primary school children are also part of ECCE and achieving the same benefits. Teachers and local leaders also participate in the CMSGs, and have a platform for sharing.

In addition, the programmes also target almost all categories of persons within a household. Findings during evaluation noted that the parents, and adolescents within the same household can be benefitting from TVET and CMSG, and the children will still be part of ECCE, which creates a multi-sectoral solution to many household problems. A child thus has good environment of growth and development both at home and in the schools within which they study.

- *The Baba Clubs have been instrumental in relationship building between the child and the fathers. Findings note that their roles can be leveraged and expanded to promote men participation in gender related work*
- *To enhance sustainability, there is need for teacher run school-based IGAs so as to minimise the need for facilitation of teacher's payments in ECCE centres. The contributions made by parents can then be channelled to children feeding and school maintenance. The School IGAs can be used as learning centers for children as well.*

3.6.4 Ways in which the programme, partners and their interventions complement each other in achieving the strategic goals (geographically, targeting, thematically, etc.)

Findings noted that to a greater extent, projects and programmes complemented each other in the target groups reached. The versatile and diversified group of beneficiaries contributed to the ability of SFEA and partners to reach several marginalized groups more cost-effectively. SFEA interventions also reach a number of marginalized groups including refugees and host communities in West Nile. Target groups also benefitted from more than thematic area of the SFEA strategy (2019-2023) at ago.

The evaluation noted that programmes and partners to a greater extent complement each other in achieving strategic goals geographically. SFEA implementation covers three countries in the most demanding areas and regions. In addition, the finding show that partners have spread to cover areas in different parts of the countries in which they implement. The table below shows partners and interventions being implemented across the region.

Table 20 Partners and programmes being implemented across the region

Country	Partner	Locations of implementation	Programmes
Uganda	African Evangelistic Enterprise (AEE)	Luuka, Mayuge Namiyingo	CMSG, ECCE, Bonga Forums, Vocational Training, CSO Strengthening
	Community Empowerment for Rural Development (CEFORD)	Yumbe, Moyo	
	Broadcasting Services (CBS) PEWOSA	Butambala, Gomba and Mpigi districts	
	Karamoja Peace and Development Agency (KAPDA)	6 sub –counties of Kathile south, ,sidok, kakama, lotip	
	Rural Initiative for Community Empowerment- West Nile (Rice WN)	West Nile locations	
	Promoters of Agriculture and Market Linkages (Palm Corps)	Zone 2 in West Nile region	
Tanzania	Monduli Patriotists Development Initiative (MPDI)	2 districts including Monduli	CMSG, ECCE, Bonga Forums, Vocational Training, CSO Strengthening
	Organisation for Community Development (OCODE)		
	SEMA	Singida region	
South Sudan	Women Aid Vision (WAV),	Juba County (mumbia, Munic and Godokoro island and sheka)	CMSG, ECCE, Bonga Forums, Vocational Training, CSO Strengthening, Teacher Training
	Smile Again Africa Development Organisation (SAADO)		
	Rombur National Teacher Training Institute (NTTI)	Rombur area	
	Holy Trinity Peace Village (HTPV)	Kuron	
	MAPER National Teacher Training Institute (NTTI)		

- AS shown in table 20, findings noted the need for more partners in other locations, as there is low balance in the number in Uganda compared to other countries, despite the pressing needs.
- SFEA should make efforts to capitalise on the niche of the partners besides community transformation and poverty reduction. For instance, the ability of AEE in faith-based programming and governance and accountability to mobilize other partners in the use of faith leaders to support implementation, the strength of KAPDA in conflict mitigation and peace, to share with other partners across the region and build their capacity.
- SFEA should also make strides in getting more strategic partners in all countries to strengthen some of the core issues.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

SFEA is highly relevant to the needs of the target groups. In addition, the COVID-19 pandemic has further scale up the relevance of the programme interventions, thus the need for scale up of support. SFEA implementation through partners is highly recommended due to the promotion of sustainability and effectiveness. In addition, partners have knowledge about the core problems affecting the communities in which they implement. This report also recognises that SFEA support through community-managed groups are relevant in areas of both efficiency and sustainability. SFEA partners have maintained transparency with local authorities to ensure smooth operation and running of programmes.

4.2 Recommendations

Recommendations on the new strategic direction and approaches and approaches to explore

- SFs should move towards implementation of climate change initiatives as a core strategic outcome, as Climate Change is one of the major threats in the world today, and weather changes were identified in this evaluation as one of the causes of shocks that have an effect on the overall goal of eradication of poverty.
- Institutionalisation of environment and climate support, for sample establishment of school woodlots, and supporting the schools to use energy saving stoves, and solar is relevant for enhanced impact of environmental activities.
- Peacebuilding and conflict transformation activities should be extended to Uganda, owing to the nature of some of the communities being targeted being pastoralists, and benchmarking from the recent Conflict in Karamoja region. Emphasis should also be made on all three aspects; peacebuilding, conflict reduction, conflict management and mitigation. This could take the form of arranging community dialogue (for mediations and reconciliations), etc. These interventions can be linked through incorporating conflict management aspects in CMSG groups, using the Bonga Groups to share messages of peace building through the drama and awareness raising, facilitating community dialogue forums and utilisation of radios and media, among others
- As a means to achievement of thematic Goal 1, there is need for scale up of interventions that specifically target the capacity building of duty bearers, specifically government local leaders on their roles and responsibilities as avenues to minimise corruption and promote community accountability as these aspects did not come out strong during the data collection. This will also increase their ability to perform their duties.
- The SFEA strategy should prioritize mindset and attitude change as this has to a greater extent one of the main challenges within the country, frustrating efforts towards development. In addition to various initiatives already being carried out, SFEA should consider increased involvement of cultural and religious leaders in interventions as a means to foster this change. Also, the use of the role models to spread messages in the community is another channel that can be explored.
- The Baba Clubs have been instrumental in relationship building between the child and the fathers. Findings note that their roles can be leveraged and expanded to promote men participation in creation of gender awareness and gender-related work.

- The findings noted that the adolescents in school are not covered by the programme, hence increased dropout rates. There is need for increased initiatives that keep adolescents in school this a programme needs to be specifically designed for the girls and boys in after ECCE.
- SFEA should look at mainstreaming WASH activities as part of the strategic interventions through for example creating WASH clubs in schools, supporting Bonga Groups to carry out hygiene related sensitisations etc.

Recommendations on partnerships

- SFEA should increase the number of partners supporting interventions in especially Tanzania and South Sudan due to the need on ground, so as to serve more of the population that requires these interventions. In addition, these countries are large as compared to Uganda, making SFEA reach on ground thin. As compared to the overall goal of eradication of poverty.
- As with the countries key strategic areas of focus, private sector engagement especially in providing apprenticeship for the Youth should be strategically analysed and encouraged in the remaining period of the strategy. Also, collaborations and advocacy should be made with the private sector to provide market for commodities of youth that have established IGA.
- SFEA should scale up the involvement of media to increase effectiveness in terms of reach, and also as one of the efficiencies and sustainability strategies.
- SFEA should get more strategic partners to support sensitisation to keep adolescents in school. For example, the use of straight talk Africa in Uganda, to carry out school visits, create reading materials and pass messages that prevent early pregnancies and school dropout
- SFEA should make efforts to capitalise on the niche of the partners besides community transformation and poverty reduction. For instance, the ability of AEE in faith-based programming and governance and accountability to mobilize other build capacity of other in the collaboration with faith leaders as duty bearers to support sensitisation and awareness creations (to foster mindset change), the strength of KAPDA in conflict mitigation and peace, to share with other partners across the region and build their capacity, etc.
- SFEA should further enhance partner capacities in especially resource mobilization, Monitoring and Evaluation (documentation, data management and outcome harvesting) and ICT SFEA should adopt the practice of carrying out post monitoring assessments and follow-ups of trainings carried out by partners. In addition, SFEA should produce digital material to support refresher training of partners and training of new staff in case of staff turnover. (example use of videos)
- SFEA should customize trainings to the level of capacity of each partner³⁶. For instance, much as all partners may require the same training areas, but their staff are at different levels of development which will present a need for trainers to contextualize trainings based on the organization. This will require both a pre- trainings and post training assessment of partner staff prior to the trainings.
- SFEA is carrying out visibility programming through a number of methods, such as print media, driving social media traffic, etc. the aspect should be scaled up through for example organising of stakeholder workshops, meetings and forums for dissemination of findings, and engaging partners to scale up on their visibility in field sites and locations.

³⁶ Despite the assessments conducted by SFEA in selection of partners, they recruit staff with minimal technical skills in implementation, leading to variation in capacities.

Recommendations on Project Management, Monitoring and Evaluation

- A deeper enterprise market analysis is required to assess not only the needs of target groups but also profitability, potential for employment, as well as availability of market for the identified enterprises.
- It is important that besides monitoring no reports on GBV cases, emphasis of the log frame should be on tracking whether respondents have heard of any cases in the community or household, as from other studies, GBV victims rarely feel comfortable to report. Also, more efforts should be on empowerment of females to report GBV cases, establishment of clear lines of reporting, and tracking the number of cases that are successfully handled in intervention areas.
- SFEA should intensify data collection on the percentage of Bonga that return to formal education channels. This is because the evaluation noted that there is dropout of students to benefit from Bonga initiatives, and that some of the beneficiaries in Bonga no longer return to formal education due to the incomes being received. Tracking of progress of this indicator will support the cause for support through TVET in providing financial resources for youth to return to formal education.
- SFEA should re-instate community feedback meetings in the targeted locations that allow for feedback to be gotten by SFEA staff direct from the communities
- The youth are mobile and there is need for strengthened databases for monitoring and tracking them after the Bonga Forum. The Bonga networks have aided in bridging this gap, and their capacity in follow-up needs to be further enhanced. Tracking of youth after vocational trainings should also be enhanced.
- SFEA is encouraged to streamline the gender disaggregation across partners and implementation structures to ensure that they are clear and uniform. The gender disaggregation of beneficiaries across partners should further be verified and clearer targets provided during selection of beneficiaries.
- SFEA should strengthen structures for regular feedback and effective reporting channels on implementation through use of systems for lodging in complaints from beneficiaries, which is relevant especially in partner-based implementation. These mechanisms may include use of toll-free lines, Beneficiaries need to be informed of their right to report.
- Dissemination of M&E findings in terms of compiled lessons learnt, best practices among others was limited across partners, as well as to the wider stakeholders.
- Much as SFEA conducts monitoring with the partners, there is need to i) further supplement partner monitoring activities as relying on partners to carry out Monitoring and Accountability based on their capacities might undermine the intended outcomes of the strategy ii) Verify the work being done by partners through for example spot checks, as, some things may occur at the community level, with adverse effects on the programme but never be reported to SF
- SFEA should scale up partner exchange visits and joint monitoring visits to implementation sites

Recommendations on Quality Assurance

- Quality benchmarks for implementation should be developed for each of the programme aspects. For instance, to define a quality infrastructure, the partner must have involved the district and shared the budget with the authorities and the community. Also, there is need for a Quality assurance system within SFEA to ascertain quality of some of the implementation, example constructions to verify compliance with different standards

- There need for an SFEA satellite office in Tanzania. Much as implementation in Tanzania has been progressing well towards the results, the country misses out on the physical presence of SFEA, which could otherwise be a strategy for engagement of government leaders for advocacy. In addition, partners do not have frequent physical field visits with SFEA to monitor and advise on implementation, as well as provide on spot guidance for improvement.³⁷ Also, M&E activities have been strained, due to the absence of staff to frequently monitor the operations, especially during the COVID-19 pandemic when travel restrictions were effected in Uganda.
- Findings noted that some of the SFEA staff at the regional office have more than one title and role. Much as this aid in utilisation of their skills for larger benefits, it increases on the workload and minimises the emphasis on key project areas. There is need to hire more staff to support these functions
- There are minimal efforts to quantify community contribution across partners. SFEA needs to make efforts to quantity the in-kind contribution from the community
- Owing to the change of living standards due to COVID-19, it is important that SFEA undertakes price assessments of materials, including human resource, so as to revise he pricing strategies better.
- SFEA should strengthen and streamline its whistle blower channels and platforms, such that reporting can anonymously be done by all stakeholders involved in the programme implementation.

Recommendations on the adoption of digital platforms in the wave of the COVID-19 pandemic

- Adoption of digital methods for running of programmes such as CMSG
- Use of mass phone messaging applications to pass awareness, sensitisation and training messages can be adopted by SFEA and partners as it will provide a greater reach.
- SFEA should adopt the use of videos on training aspects in order to cater to the need for continuous training of teachers and partner staff due to the mobility and turnover. In addition, a TOT methodology for refresher trainings, supervised by SFEA should be adopted

Recommendations on Good practices that need scaling up

- In some of the schools, parents have been mobilized to support the feeding of the children. This should be scaled up and adopted as a good practice. However, information provided indicates that in Uganda, the president has made public declarations banning charges in schools, including money for feeding programmes. In such locations, there is need for establishment of school run IGAs, such as animal and crop farms that parents can provide labour and other non-monetary contributions for. Parents can also be supported to provide in kind contributions to feeding programmes.
- Numerous benefits were realized with regards to the Teacher training in South Sudan as most people previously did not have the opportunity to get formal education. This has aided in the increase in teachers with certification to practice and has contributed to enhancing recognition by the government and soliciting the government.
- SFEA should build the capacity of teachers in alternative IGA and support in the organization of teachers into groups to run different projects in order to minimize their overreliance on the funds collected by the parents or those provided by the government.

³⁷ Some of the partners still need close support to enhance financial accountability.

- The findings note that the period provided for Bonga life skills training are short, as issues affecting women and adolescents are still high, such as early marriage, early pregnancies and drop out. Also, the training time for vocational trainings is usually limited, yet some of the youth being trained have varying ability to understand and comprehend concepts. The wait for finalisation of life skills training prior to beginning vocational skills training however makes the technical vocational trainings even shorter. As such, there is need for conducting a month of the life skills training at the start, then conducting a mix of both technical vocational training and life skills training concurrently thereafter. Also, SFEA should consider the varying standards for training of persons with disabilities
- Pre and post training assessments ought to be conducted, and additional training time provided for learners that are still behind in different concepts. The length can be determined by the modules that require additional training for these learners.

Recommendations on inclusion and mainstreaming

- SFEA should develop and implement an organisational disability policy which should be adopted by partners as well
- There is need for intensive safeguarding mainstreaming across the programme. SFEA should develop mechanisms for development of protection policies, and intensify the eyes on the ground to ensure that the key persons of focus are safeguarded including ECCE children, and adolescents in Bonga.
- Findings noted that periods provided for trainings were too short, which has led to challenges, especially for people with learning disabilities. Even people with visual impairments, hearing impairments may require more time. SFEA should thus tailor trainings that cater for persons who take time to learn and catchup
- Attitude and mindset change in the community is still a main factor preventing access of People with Disabilities to services. SFEA and partners should identify more role models in the community with disabilities, to support awareness creation on the need for inclusion.
- Much as efforts have been geared towards construction of toilets that are easily accessible to persons with disability, there is need for construction of toilets that can enable usability, example those with bars for support of People with Disabilities. Also, the that partners undertaking construction projects should ensure compliance with Universal Designs Standards, and their project managers and engineers are sensitised on the same.

Areas for counited advocacy

- The income is still low for the majority of the beneficiaries, hence the drop out from some of the groups. Projects that support economic development of the community should be continued
- Government should hire more teachers, especially those with skills in handling persons with special needs
- Government should pay teachers, and ensure prompt payment of their salaries

Recommendations on sustainability

1. SFEA and partners should fast track the processes of starting the exit/ closure meetings for the project interventions, that clearly discuss and outline clear roles and responsibilities of stakeholders as well as the community managed groups that have been set up. There is also a need for systematic documentation of meetings and processes held to facilitate exit and closure as well as handover activities
2. SFEA should conduct frequent follow-up progress made towards the exit and sustainability strategy outlined in the strategy.

5.0 ANNEXES

Annex 1: List of Key literature Reviewed

- Human Rights Council. (2021). Human rights violations and related economic crimes in the Republic of South Sudan. Conference room paper of the Commission on Human Rights in South, (pp. Forty-eighth session).
- Leben, M. N., & Nitika, T. (2021). Education in South Sudan: Focusing on inequality of provision and Implications for National Cohesion. South Sudan Studies Association.
- United Nations. (2019). South Sudan Country Report for the Fifth United Nations Conference on the Least Developed Countries.
- Republic of South Sudan National Development Strategy (2018-2021)
- SFEA Strategic Plan 2019-2023)
- SP ToC for the different interventions Uganda Second National Development Plan (NDP II) 2015/16 – 2019/20 and Third National Development Plan (NDPIII) 2020/21 – 2024/25
- Tanzania Five Year Development Plan 2016/17-2020/21 (FYDP II) and National Five Year
- Development Plan 2021/22 - 2025/26
- East Africa progress Report to Norad 2021
- East Africa progress report to Norad 2020
- East Africa progress Report to Norad 2019
- South Sudan Log frame 2021
- Tanzania Log frame 2021
- Uganda Log frame 2021
- Stromme Foundation Impact Report 2020
- <https://www.norad.no/en/front/thematic-areas/>

Annex 2: SFEA Strategy (2019-2023) Log frame matrix results as of 2021

PERFORMANCE OF RESULT AS OF 2021 (3-year progress)		TANZANIA			Progress	Tanzania		UGANDA			Progress	Uganda		SOUTH SUDAN			Progress	South Sudan		
Results Hierarchy	Performance Indicators	Baseline	Five year target	Result 2021	(Actual/Target) *100%	Achieved 100% of target	Achieved more than 50% of target	Baseline	Five year target	Result 2021	(Actual/Target) *100%	Achieved 100% of target	Achieved more than 50% of target	Baseline	Five year target	Result 2021	(Actual/Target) *100%	Achieved 100% of target	Achieved more than 50% of target	
Impact: To eradicate poverty	Improvement in progress out of poverty score	34%	50%	20%	40%			30.9%	45%	39%	86.7%		1	28%	40%	22%	55%		1	
Outcome 1: Strong civil society and public sector delivering quality services to the community	# of community mechanisms that have successfully achieved at least one advocated issue - TGI 1.1	0	153	16	10.5%			0	71	46	64.8%		1	0	12	8	66.7%		1	
	% of rights holders expressing satisfaction with service delivery by local authorities	62%	75%	88%	117.3%	1	1	49%	65%	50%	76.9%		1	15%	25%	33%	132.0%	1	1	
	% of refugees in SF programmes receiving trauma care							0	60%	880										
	Partners programme capacity and quality score improved	69%	80%	90%	112.5%	1	1	59%	80%	90%	112.5%		1	1	49%	75%	83%	110.7%	1	1
	Partner finance management and governance score improved	48%	75%	88%	117.3%	1	1	62%	80%	77%	96.3%		1	1	61%	75%	74%	98.7%		1
	% participants in SF receiving trauma care														0%	60%	N/A			
Outcome 2: Marginalised and disadvantaged children in East Africa enjoying inclusive quality education for lifelong learning	% of pupils passing early grade learning outcomes test (literacy, numeracy) in supported schools - TGI 2.1	14%	35%	57%	162.9%	1	1	18%	40%	18%	N/a			69%	78%	88%	112.8%	1	1	
	% and # of pupils in supported schools that remain in the learning institution the following year	99%	99%	98%	98.9%		1	91%	96%	89% (2019)	N/a		1	100%	100%	72%	72%		1	
	% of SF supported schools meeting pre-defined quality standards	29%	70%	68%	97.1%		1	48%	80%	68% (2019)	85%		1	33%	100%	100%	100%		1	1

Outcome 2.1: Enhance access to inclusive quality education for children in East Africa	% of pupils enrolled in grade 1 that have attended ECCE	94%	98%	54%	55.1%		1	18%	50%	38% (2020)	76%			14%	50%	92%	184%	1	1	
	Teacher attendance rates in supported schools	86%	92%	87%	94.6%		1	84%	90%	98% (2020)	108.9%	1	1	100%	100%	70%	70%			1
	Pupil attendance rates in supported schools	78%	88%	85%	96.6%		1	80%	90%	92% (2020)	102.2%	1	1	94%	99%	59%	59.6%			1
Outcome 3: Empowered girls living dignified quality of life	% of Bonga girls making a contribution to household incomes	17%	70%	74%	105.7%		1	36%	75%	58%	77.3%		1	26%	65%	68%	104.6%	1	1	
	% of adolescent girls who take part in household decision making- CCI 1.2	35%	70%	90%	128.6%		1	49%	70%	69%	98.6%		1	24%	70%	76%	108.6%	1	1	
	% of adolescents able to cope up to shocks	93%	95%	26%	27.4%			88%	95%	83%	87.4%		1	93%	95%	98%	103.2%	1	1	
	% of adolescents able to meet their basic needs	23%	75%	82%	109.3%		1	39%	80%	66%	82.5%		1	33%	70%	75%	107.1%	1	1	
	% of adolescent girls and boys demonstrating improvement in their self-esteem	42%	80%	36%	45%			29%	80%	27%	33.8%			21%	70%	54%	77.1%			1
Outcome 3.1: Adolescent girls confident about their future, equipped with life, literacy and vocational skills.	% of graduate Bonga adolescents that are engaged in IGAs/ gainful employment - TGI 3.1	15%	80%	75%	93.8%		1	25%	80%	36%	45%			16%	70%	49%	70%			1
	% and # of adolescents continuing with formal school after Bonga program																			
	% of adolescents aware of their rights and how to claim them	54%	85%	97%	114.1%		1	72%	90%	97%	107.8%		1	88%	95%	95%	100%	1	1	
	% of adolescents applying life skills in their lives TGI 2.7	51%	85%	79%	92.9%		1	51%	90%	52%	57.8%		1	64%	85%	84%	98.8%			1
	% of girls reporting not experiencing GBV in the last 12 months	89%	95%	91%	95.8%			73%	80%	45%	56.3%			62%	80%	44%	55.0%			1
	% of Bonga graduates achieving minimum proficiency level in reading, writing and	68%	85%	99%	116.5%		1	67%	85%	66%	77.7%		1	48%	80%	74%	92.5%			1

	mathematics - TGI 2.6																		
	# of advocacy successes achieved by Bonga forums and networks	0	44	6	13.6%			0	26	26	100%	1	1	0	N/A	8	N/A		
Outcome 4: Improved livelihoods of the poor in East Africa through enhanced income generation	% of school-going age children in school	T: 91%	95%	90%	94.7%		1	T: 89%	95%	86%	90.5%		1	82%	90%	72%	80%	1	
	% and # of households that have experienced a shock and did not have to sell their assets	76%	90%	55%	61.1%		1	88%	93%	80%	86.0%		1	90%	95%	95%	100%	1	1
	% of households acquiring household welfare assets like, TV, furniture, mattress, kitchen utensils	43%	75%	70%	93.3%		1	42%	65%	69%	106.2%		1	22%	50%	51%	102%	1	1
	% of households are able to meet their food requirements	36%	65%	42%	64.6%		1	29%	60%	61%	101.7%		1	9%	35%	17%	48.6%		
	% of youth and women demonstrating improvement in self-esteem	W: 63%	80%	48%	60%		1	W: 18%	80%	36%	45%			W: 31%	60%	53%	88.3%		1
		Y: 35%	70%	0%	0%			Y:18%	70%	37%	52.9%		1	Y: 56%	75%	59%	78.7%		1
	% of youth and women involved in household decision making	W: 71%	90%	99%	110%	1	1	W: 82%	90%	91%	101.1%	1		W: 74%	82%	73%	89.0%		1
		Y: 49%	80%	99%	123.8%	1	1	Y: 74%	85%	91%	107.1%	1		Y: 85%	95%	79%	83.2%		1
	% of youth and women contributing to household incomes	W: 70%	88%	92%	104.6%	1	1	W: 78%	88%	93%	105.7%	1		W:31%	60%	71%	118.3%	1	1
		Y: 37%	75%	98%	130.7%	1	1	Y: 74%	85%	84%	98.8%		1	Y: 48%	70%	76%	108.6%	1	1
% of youth who are able to meet their basic needs	40%	80%	100%	125%	1	1	66%	80%	74%	92.5%		1	97%	99%	97%	98.0%		1	
Outcome 4.1: Poor and vulnerable communities enjoying economic security and living dignified life	% of individuals that have started new IGAs or expanded an existing one	0%	60%	10%	16.7%			0%	65%	42%	64.6%		1	T: 0%	50%	5%	10%		
	# of group IGAs started	0	2.353	112	4.8%			0	148	88	59.5%		1	0	72	7	9.7%		
	# of CSGs accessing government support	0	2.353	28	1.2%			0	148	8	5.4%								
	% of CSG members accessing loans	0%	70%	78%	111.4%	1	1	29%	65%	76%	116.9%	1	1	1%	50%	45%	90%		1
	# of CSGs successfully	0%	30%	0%	0%			0%	30%	2%	6.7%								

	accessing loans from other institutions																	
	% of targeted CSG members engaged in collective marketing	0	30%	14%	46.7%			0%	60%	15%	25%							
	% premium prices earned from collective marketing																	
	# of farmers adapting Climate Smart Agriculture (CSA) practices	33%	60%	13%	21.7%			38%	60%	38%	63.3%		1	24%	45%	14%	31.1%	
Outcome 5: Youth equipped with skills earning an income	% of youth that have gained employable skills and are in paid employment or self-employed	31%	75%	27	36%			30%	75%	56%	74.7%		1	0%	60%	20%	33.3%	
	% of youth who are generating their own income after completing vocational training	31%	75%	27%	36%			41%	90%	56%	62.2%		1	0%	60%	20%	33.3%	
	% of youth accessing funds from CMSG and other financial institutions	8%	50%	94%	188%	1	1	19%	60%	55%	91.7%		1	0	40%	1%	2.5%	
Total indicators 44 but taking away 4 for TZ and UG, and 6 for SS					40	16	28				40	11	31				14	32
						40%	70%					28%	78%				37%	84%