



## **NAVIGATING CHALLENGES. CHARTING HOPE.**

A Cross-Sector Situational Analysis on Youth in Uganda

**Volume 2: Annexes**

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# ANNEX 1: YOUTHMAP UGANDA FRAMEWORK AND FINAL SCOPE OF WORK

## YouthMap Uganda - Scope of Work Overall Framework

Education and Learning	Work and Employment*	Healthy Lifestyles	Family Planning*	Citizenship and Engagement*	Risk/Vulnerability Factors
<p><b>PRIORITY SUPPLY-SIDE ISSUES RELATED TO PROVISION OF QUALITY PROGRAMS, YOUTH'S ACCESS TO SERVICES, THE ENABLING ENVIRONMENT (E.G. POLICY AND GOVERNMENT SUPPORT)</b></p> <ul style="list-style-type: none"> <li>• Provision and content of life skills, both in and out of school (OOS)</li> <li>• Availability of formal and non-formal ed. opportunities and sufficient access vis-à-vis demand</li> <li>• Effectiveness of existing structures and policies for nonformal education (NFE) and vocational education</li> <li>• Linkages between education and employment, e.g. existence of internship programs</li> </ul>	<p><b>PRIORITY DEMAND-SIDE ISSUES FROM THE PERSPECTIVE OF YOUNG PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Existence of jobs and informal sector employment for youth</li> <li>• Sectoral opportunities, labor market trends, potential for greater youth integration</li> <li>• Structure of the vocational education and training system</li> <li>• Existence of vocational, employability, life skills training, youth livelihood and youth microfinance orgs/programs and their service delivery capacity</li> <li>• Ability of private sector to absorb grads</li> </ul>	<ul style="list-style-type: none"> <li>• Barriers and facilitators to youth accessing services, including youth friendly clinical SRH services and SRH education</li> <li>• What works in programs, media, etc to reach youth and change behaviors</li> <li>• Influences on when youth become parents and/or caregivers</li> <li>• Barriers and facilitators to positive maternal and child health (MCH) outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Barriers and facilitators to youth accessing services, including youth friendly clinical SRH services and SRH education</li> <li>• What works in programs, media, etc to reach youth and change behaviors</li> <li>• Influences on when youth become parents</li> <li>• Barriers and facilitators to positive MCH outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Existence of GOU and non-State institutions, structures, policies to address youth governance issues</li> <li>• Existence of GOU and CSO interventions promoting peace, stability, and development in conflict and post-conflict areas</li> <li>• Existence of civic organizations accessible to youth</li> </ul>	<ul style="list-style-type: none"> <li>• Effective approaches and programs to addressing at risk youth needs</li> <li>• Lessons learned about psycho-social support</li> <li>• Existing GOU structures, policies and programs to support youth and their effectiveness/lessons</li> <li>• Existing donor/NGO/CBO youth activities and their effectiveness/lessons</li> </ul>
<p><b>CENTRAL FOCUS: YOUTH<sup>1</sup> ASSETS, OPINIONS, NEEDS, CHALLENGES, OPPORTUNITIES AND HOPES</b></p>					
<ul style="list-style-type: none"> <li>• Youth aspirations and expectations related to learning</li> <li>• Youth perception of utility and value-added of education</li> <li>• Reasons for school dropout or non-enrollment (e.g. financial, family, logistical, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Youth opportunities and challenges in finding jobs</li> <li>• Level of optimism/frustration related to employment</li> <li>• Preparation of youth for work, either through formal or NFE and training</li> <li>• What jobs are youth interested in? (un)qualified for?</li> </ul>	<ul style="list-style-type: none"> <li>• Youth SRH behaviors, including prevention of HIV</li> <li>• Barriers and facilitators to youth seeking services, including youth friendly clinical SRH services and SRH education</li> </ul>	<ul style="list-style-type: none"> <li>• Youth SRH behaviors, including prevention of HIV</li> <li>• Barriers and facilitators to youth seeking services: including youth friendly clinical SRH services and SRH education</li> </ul>	<ul style="list-style-type: none"> <li>• Governance-related concerns of youth in society</li> <li>• Sources of marginalization and disaffection, drivers of criminal activity and violence, potential for youths' destructive behavior</li> <li>• Motivation for and levels of youth civic participation, civic knowledge, community service</li> <li>• Concerns of youth related to conflict and stability issues</li> </ul>	<ul style="list-style-type: none"> <li>• Priorities, ambitions and frustrations of youth</li> <li>• Characteristics of different at risk cohorts (including OOS youth, OVC), contributing factors that put them at risk</li> <li>• Assets /needs of youth in post/current conflict areas and those dealing with trauma</li> <li>• Assets/needs of youth in Karamoja</li> </ul>

\* USAID/Uganda has identified three Development Objectives in its Country Development Cooperation Strategy (CDCS) that are prioritized in the YouthMap assessment: (DO1) Economic growth from agriculture and the natural resource base expanded in selected areas and population groups; (DO2) Democracy and governance systems strengthened and made more accountable; and (DO3) Improved health and nutrition status in focus areas and population groups. The Special Objective (SpO) – Peace and security improved in Karamoja – is a priority focus area, as well as the “game changers” of youth and population growth.

<sup>1</sup> The YouthMap assessment focuses on youth cohorts starting at age 15 up to age 30.

### Summary of Research Questions by Life Transition Stages

<b>EDUCATION AND LEARNING</b>	<b>Questions to be addressed through primary data collection – “What we want to learn more about”</b>	<b>Questions to be addressed through secondary data collection (i.e. desk research) – “What we know”</b>	<b>Assessment Report: Analysis of Findings, Recommendations</b>
<p><b>Priority Supply-Side Issue Areas:</b></p> <ul style="list-style-type: none"> <li>• Provision and content of life skills<sup>2</sup> training, both in and out of school</li> <li>• Availability of formal and non-formal ed. opportunities and sufficient access vis-à-vis demand</li> <li>• Effectiveness of existing structures, policies and programs for NFE and vocational education<sup>3</sup></li> <li>• Linkages between education and employment</li> </ul>	<p><b>Youth focus groups:</b></p> <ul style="list-style-type: none"> <li>• Are there adequate opportunities for youth to build/use the life skills they receive training on in school and OOS?</li> <li>• How well does the ed system provide the basic academic skills needed as a foundation for future work?</li> </ul> <p><b>Key informant interviews:</b></p> <ul style="list-style-type: none"> <li>• What are the focal themes of life skills training within the formal ed system and in programs for OOS youth? Are life skills that affect youth’s social engagement and employability addressed?</li> <li>• How well does the ed system provide the basic academic skills needed as a foundation for future work?</li> <li>• What internship/apprenticeship/ work study<sup>4</sup> opportunities exist?</li> <li>• What are successful formal ed/NFE education programs that allow youth to take advantage of job opportunities?</li> <li>• What is the perceived effectiveness of youth organizations?</li> <li>• What are lessons learned and best practices from USAID’s UNITY and Ambassador’s Girls’ Scholarship programs?</li> </ul>	<ul style="list-style-type: none"> <li>• How well does the ed system provide the basic academic skills needed as a foundation for future work?</li> <li>• Beyond basic skills, what competencies affecting employment and entrepreneurship are introduced at each level of the system? What are the gaps?</li> <li>• How/how adequately are life skills addressed in the nat’l curriculum and in OOS youth programs? What are focal themes of LST within the formal ed system</li> <li>• What structures, policies, and opportunities exist for vocational education and/or other types of NFE?</li> <li>• How well does NFE prepare youth for job opportunities?</li> <li>• What models have been used to create/strengthen linkages between ed and employment? internships?</li> <li>• What youth-led/youth-oriented orgs exist in ed sector?</li> </ul>	<ul style="list-style-type: none"> <li>• How do the supply and demand-side characteristics of the formal ed system shape the ed profile of youth and their work opportunities?</li> <li>• How do gender and class, regional, rural/urban, ethnic differences affect school access/enrollment/dropout?</li> <li>• Does the current life skills training adequately address GOUJ/USG priorities?</li> <li>• How does life skills training fit into the formal education system?</li> <li>• Where are the gaps between NFE/vocational ed and employment opportunities?</li> <li>• In terms of ed-employment linkages, what are key challenges and lessons learned to inform USG programming?</li> <li>• What are best practices and potentially scalable success stories?</li> </ul>
<p><b>Priority Demand-Side Issues:</b></p> <ul style="list-style-type: none"> <li>• Youth aspirations and expectations related to learning</li> <li>• Youth perception of utility and value-added of education</li> <li>• Reasons for school dropout or non-enrollment</li> </ul>	<p><b>Youth focus groups:</b></p> <ul style="list-style-type: none"> <li>• What do they most value about their formal ed/NFE experiences?</li> <li>• What types of life skills have they received? What are the gaps? What is their perception of the effectiveness of life skills training?</li> <li>• How has education prepared them for the decisions and challenges they face in work and life? How could it better prepare them?</li> <li>• What aspirations do youth have for their education? How do they view and compare vocational ed vs. university and why?</li> <li>• What factors determine who takes advantage of ed opportunities? What are the causes for non-enrollment?</li> </ul>	<ul style="list-style-type: none"> <li>• How many years of formal ed do youth attain, and what factors distinguish significant difference between youth cohorts’ access/enrollment/continuity in school?</li> </ul>	

<sup>2</sup> Based on the literature review, it is important to include “life skills” in the assessment. Through its *Passport to Success* program, IYF has identified the following core life skills areas: self-confidence; managing emotions; personal responsibility; respecting self and others; cooperation/teamwork; communication/interpersonal skills; creative thinking/problem solving; decision making; and conflict management. Per the World Bank’s *Children and Youth Policy Toolkit*: “Life skills (i.e. soft skills) fall into three basic categories: (i) social or interpersonal skills (communication, negotiation skills, assertiveness, cooperation); (ii) cognitive skills (problem solving, decision making, critical thinking); and (iii) emotional coping skills (managing stress and feelings). (<http://siteresources.worldbank.org/INTCY/Resources/395766-1187899515414/SYARpromising8.pdf>)”

<sup>3</sup> The YouthMap team will ensure that its research builds upon, and does not duplicate, the January 2011 study supported by the German and Belgian governments: *Recommendations to Improve the BTVET system in Uganda: Synthesis Report of the BTVET Sub-sector Analysis*.

<sup>4</sup> This was identified as a gap area in the literature review.

	Questions to be addressed through primary data collection – “What we want to learn more about”	Questions to be addressed through secondary data collection (i.e. desk research) – “What we know”	Assessment Report: Analysis of Findings, Recommendations
<p><b>WORK AND EMPLOYMENT</b></p> <p><b>Priority Supply-Side Issue Areas:</b></p> <ul style="list-style-type: none"> <li>• Existence of jobs and informal sector employment for youth</li> <li>• Sectoral opportunities, labor market trends, potential for greater youth integration</li> <li>• Existence of vocational, employability, youth livelihood and micro-finance institutions/programs, service delivery capacity</li> <li>• Ability of private sector to absorb graduates</li> </ul> <p><b>Priority Demand-Side Issues:</b></p> <ul style="list-style-type: none"> <li>• Youth opportunities and challenges in finding jobs</li> <li>• Level of optimism/frustration related to employment</li> <li>• Preparation of youth for work, either through formal or NFE and training</li> <li>• What jobs are youth interested in? Qualified/unqualified for?</li> </ul>	<p><b>Key informant interviews:</b></p> <ul style="list-style-type: none"> <li>• How can voc trg be more demand-driven and responsive to labor mkt?</li> <li>• What best practices can be identified in this area?</li> </ul> <p><b>Youth focus groups:</b></p> <ul style="list-style-type: none"> <li>• Are youth able to access voc ed, school-to-work, livelihood development, or other employment skills programs? Constraints to access?</li> <li>• What opportunities/challenges are faced by youth accessing credit?</li> </ul> <p><b>Key informant interviews:</b></p> <ul style="list-style-type: none"> <li>• What economic opportunities are available for youth and what do you see emerging, <b>particularly in CDCS priority areas</b> (e.g. oil<sup>5</sup> and maize/beans/coffee value chains, agro-inputs, ecotourism, health workers)?</li> <li>• What are the issues and lessons learned from livelihood programs? What are successful models/programs?</li> <li>• How willing and able is the private sector to hire youth as (un)skilled labor? What would increase their hiring? Opportunities/challenges?</li> <li>• What opportunities/challenges do youth face in accessing credit?</li> </ul> <p><b>Youth focus groups:</b></p> <ul style="list-style-type: none"> <li>• What are the primary occupations of youth? Gender differences?</li> <li>• What are youth aspirations with regard to employment? What future work would they (not) be interested in doing and why?</li> <li>• What are their main opportunities/challenges in accessing employment? How optimistic are they about finding work and why?</li> <li>• How access do youth have to info about job opportunities?</li> <li>• How can agricultural work/opportunities be made more attractive?</li> <li>• What are the perspectives and concerns of young women producers (that might be involved in <b>Community Connector</b> program)?</li> <li>• What are perspectives/concerns of young women entrepreneurs?</li> <li>• Which youth are interested in entrepreneurship? Why do/don't youth pursue self-employment avenues?</li> </ul> <p><b>Key informant interviews:</b></p> <ul style="list-style-type: none"> <li>• What are primary occupations of youth &amp; characteristics of activities?</li> <li>• How can ag work/opportunities be made more attractive to youth?</li> <li>• What are the main knowledge, technical/life skills and abilities that youth need to develop to be more employable?</li> </ul>	<ul style="list-style-type: none"> <li>• From what sectors are new economic opportunities most likely to emerge in the short, medium, and long-term?</li> <li>• What are the statistics on youth (un)employment?</li> <li>• What voc, entrepreneurship, employability &amp; livelihood trg orgs/programs exist? who do they target/benefit?</li> <li>• What is capacity* of these orgs/programs to deliver services? How effective* and sustainable are they?</li> <li>• What youth microfinance programs and institutions exist?</li> <li>• What policies exist to facilitate youths' entry into labor market and encourage youth employment?</li> <li>• What youth-led/youth-oriented networks exist in this sector?</li> </ul> <ul style="list-style-type: none"> <li>• What are the primary occupations of youth and in what sectors of the local economy are they engaged?</li> <li>• How does this vary by youth cohort, gender and other demographics?</li> <li>• What are the characteristics of these economic activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Which sectors show greatest potential for youth engagement, both in terms of involving new youth and increasing benefits for youth already involved?</li> <li>• What are the drivers that determine youth employment opportunities? What is the best way to foster these employment opportunities?</li> <li>• How does GOU regulation of the labor market support or weaken youth employment opportunities?</li> <li>• What youth livelihood assets/capabilities exist? How do these differ for male and female youth?</li> <li>• How do the occupations of youth vary by cohort and demographic?</li> <li>• What are best practices and potentially scalable success stories?</li> </ul>

<sup>5</sup> The growth and expansion of the oil sector will require new technologies, industries and skilled manpower, as well as a reliable supply chain with local suppliers of all sorts of services and equipment. The growth of small-scale industries will lead to increased employment opportunities and demand for services (e.g. construction, trucking, food preparation, waste management, security, transport, lodging). More specialized services will also be required (e.g. environment consultants, fabrication, maintenance, HR management, banking, data entry). All of these areas represent important opportunities for youth employment generation.

Assessment Report: Analysis of Findings, Recommendations	Questions to be addressed through secondary data collection (i.e. desk research) – “What we know”	Questions to be addressed through primary data collection – “What we want to learn more about”	
<p><b>HEALTHY LIFESTYLES</b></p> <p><b>Priority Supply-Side Issue Areas:</b></p> <ul style="list-style-type: none"> <li>• Barriers and facilitators to youth accessing services, including youth friendly clinical SRH services and SRH education</li> <li>• What works in programs, media, etc to reach youth and change behaviors</li> <li>• Influences on when youth become parents and/or caregivers</li> <li>• Barriers and facilitators to positive MCH outcomes</li> </ul> <p><b>Priority Demand-Side Issues:</b></p> <ul style="list-style-type: none"> <li>• Youth SRH behaviors, including prevention of HIV</li> <li>• Barriers and facilitators to youth seeking services, including youth friendly clinical SRH services and SRH education</li> </ul>	<p>Key informant interviews:</p> <ul style="list-style-type: none"> <li>• What are the strengths and weaknesses in youth RH services and health behaviors of Uganda’s youth cohorts?</li> </ul> <p>Health Facility Assessments:</p> <ul style="list-style-type: none"> <li>• What are the strengths and weaknesses in youth RH services and health behaviors of Uganda’s youth cohorts?</li> <li>• Are youth-friendly RH services offered by the health sector, if so, what makes them youth-friendly?</li> <li>• What information is available to youth on RH and HIV issues and services? What are the gaps?</li> </ul> <p>Youth Focus Groups:</p> <ul style="list-style-type: none"> <li>• Which media have proven most effective in communicating reproductive and HIV health information to youth?</li> <li>• What access do these youth cohorts have to RH information and services? What are the barriers in access?</li> <li>• What are the sources of health information for youth?</li> </ul>	<p>Key informant interviews:</p> <ul style="list-style-type: none"> <li>• What are the strengths and weaknesses in youth RH services and health behaviors of Uganda’s youth cohorts?</li> </ul> <p>Health Facility Assessments:</p> <ul style="list-style-type: none"> <li>• What are the strengths and weaknesses in youth RH services and health behaviors of Uganda’s youth cohorts?</li> <li>• Are youth-friendly RH services offered by the health sector, if so, what makes them youth-friendly?</li> <li>• What information is available to youth on RH and HIV issues and services? What are the gaps?</li> </ul> <p>Youth Focus Groups:</p> <ul style="list-style-type: none"> <li>• Which media have proven most effective in communicating reproductive and HIV health information to youth?</li> <li>• What access do these youth cohorts have to RH information and services? What are the barriers in access?</li> <li>• What are the sources of health information for youth?</li> </ul>	<p><b>FAMILY PLANNING</b></p> <p><b>Priority Supply-Side Issue Areas:</b></p> <ul style="list-style-type: none"> <li>• Barriers and facilitators to youth accessing services, including youth friendly clinical SRH services and SRH education, particularly family planning</li> </ul>
	<ul style="list-style-type: none"> <li>• What are the strengths and weaknesses in youth RH services and health education programs for youth that influence their health and health-seeking behaviors?</li> <li>• Are youth-friendly RH services offered by the health sector, if so, what makes them youth-friendly?</li> <li>• What information is available to youth on RH and HIV issues and services? What are the gaps?</li> <li>• Which media have proven most effective in communicating RH and HIV health information to youth?</li> <li>• What are the barriers in access to RH info and services?</li> <li>• What are the sources of health information for youth?</li> <li>• What programs exist to support RH needs and healthy behaviors of youth? What is state-of-the-art knowledge base on how RH programs and strategic approaches are working to improve youth behaviors?</li> </ul>	<p>Key informant interviews:</p> <ul style="list-style-type: none"> <li>• How adequate are the policies, programs, or social mechanisms to prevent negative RH outcomes among youth?</li> <li>• What SRH knowledge, positive antenatal/postnatal health parenting skills are taught through formal ed system?</li> <li>• How effective are programs in place to educate youth on HIV/AIDS within formal ed system and for OOS youth? What gaps are there in providing comprehensive support to young people’s knowledge, decision-making,</li> </ul>	<p><b>HEALTHY LIFESTYLES</b></p> <p><b>Priority Supply-Side Issue Areas:</b></p> <ul style="list-style-type: none"> <li>• Barriers and facilitators to youth accessing services, including youth friendly clinical SRH services and SRH education, particularly family planning</li> </ul> <p><b>Priority Demand-Side Issues:</b></p> <ul style="list-style-type: none"> <li>• Youth SRH behaviors, including prevention of HIV</li> <li>• Barriers and facilitators to youth seeking services, including youth friendly clinical SRH services and SRH education</li> </ul>
	<ul style="list-style-type: none"> <li>• What positive and negative SRH behaviors characterize Uganda’s youth cohorts? Are there significant differences between youth cohorts, or between males and females?</li> <li>• What factors motivate youth to access RH services? What are primary reasons for youth not seeking RH services?</li> <li>• If RH services are not youth-friendly, what needs to be changed to make them youth-friendly?</li> </ul> <p>DHS data analysis of:</p> <ul style="list-style-type: none"> <li>• What positive and negative SRH behaviors characterize Uganda’s youth cohorts? Are there significant differences between youth cohorts, or between males and females?</li> </ul>	<p>Key informant interviews:</p> <ul style="list-style-type: none"> <li>• How adequate are the policies, programs, or social mechanisms to prevent negative RH outcomes among youth?</li> <li>• What SRH knowledge, positive antenatal/postnatal health parenting skills are taught through formal ed system?</li> <li>• How effective are programs in place to educate youth on HIV/AIDS within formal ed system and for OOS youth? What gaps are there in providing comprehensive support to young people’s knowledge, decision-making,</li> </ul>	<p><b>FAMILY PLANNING</b></p> <p><b>Priority Supply-Side Issue Areas:</b></p> <ul style="list-style-type: none"> <li>• Barriers and facilitators to youth accessing services, including youth friendly clinical SRH services and SRH education, particularly family planning</li> </ul>



<ul style="list-style-type: none"> <li>• What works in programs, media, etc to reach youth and change behaviors</li> <li>• Influences on when youth become parents and/or caregivers</li> <li>• Barriers and facilitators to positive MCH outcomes</li> </ul>	<p><b>Questions to be addressed through primary data collection – “What we want to learn more about”</b></p> <p>and positive HIV/AIDS-related behaviors for themselves, their partners, and their children?</p> <ul style="list-style-type: none"> <li>• Are there approaches that have proven effective at encouraging young men and women to make responsible life choices regarding age at marriage, age at first pregnancy and family size?</li> <li>• Are family planning services provided in places other than health facilities, i.e., at the community level?</li> <li>• Are family planning and RH services available targeting youth? Are there specific youth-targeted messages?</li> <li>• What is the most appropriate media for youth in transmitting RH and family planning messages?</li> </ul> <p><b>Health facility assessments:</b></p> <ul style="list-style-type: none"> <li>• How accessible/affordable to youth and “youth-friendly” are health care services related to RH, family planning, MCH, STIs and HIV/ AIDS, nutrition for mothers and children, and antenatal/postnatal care?</li> </ul>	<p><b>Questions to be addressed through secondary data collection (i.e. desk research) – “What we know”</b></p> <p>What gaps are there in providing comprehensive support to youths’ knowledge, decision-making, and positive HIV/AIDS-related behaviors for themselves, their partners, and their children?</p> <ul style="list-style-type: none"> <li>• How accessible/affordable to youth and “youth-friendly” are health care services related to RH, family planning, MCH, STIs and HIV/AIDS, nutrition for mothers and children, and antenatal/postnatal care?</li> <li>• Are family planning and RH services available targeting youth? Are there specific youth-targeted messages?</li> <li>• What challenges do youth have in accessing contraceptive methods?</li> <li>• What communication strategies and programming approaches have proven most successful at supporting youth in RH and family planning? What lessons have been learned re effective gender-specific approaches?</li> </ul> <p><b>DHS data analysis of:</b></p> <ul style="list-style-type: none"> <li>• What challenges do youth have in accessing contraception?</li> <li>• What communication strategies and programming approaches have proven most successful at supporting youth in the area of RH and family planning? What lessons have been learned re effective gender-specific approaches?</li> </ul>	<p><b>Assessment Report: Analysis of Findings, Recommendations</b></p> <ul style="list-style-type: none"> <li>• What are the most effective programs, media, etc. to reach youth and change behaviors?</li> <li>• What are best practices and potentially scalable success stories?</li> </ul>
<p><b>Priority Demand-Side Issues:</b></p> <ul style="list-style-type: none"> <li>• Youth SRH behaviors, including prevention of HIV</li> <li>• Barriers and facilitators to youth seeking family planning services, including youth friendly clinical SRH services and SRH education</li> </ul>	<p><b>Youth focus groups:</b></p> <ul style="list-style-type: none"> <li>• What factors, including social expectations and norms, influence when young men and women in Uganda become parents and/or caregivers?</li> <li>• How do youth themselves perceive of this (forming families) important life event?</li> <li>• What level of independence do youth have in decision-making around family planning and RH? What do youth perceive as the ideal family size and how does this vary by demographic?</li> <li>• What is the level of youth awareness of family planning? Are youth involved in delivering family planning messages to their peers?</li> </ul>	<ul style="list-style-type: none"> <li>• What factors, including social expectations and norms, influence when young men and women become parents and/or caregivers?</li> <li>• What is the level of youth awareness of FP? Are youth involved in delivering FP messages to their peers?</li> <li>• What are youth’s patterns and preferences in use of contraceptive methods?</li> <li>• What is the most appropriate media for youth in transmitting RH and family planning messages?</li> </ul> <p><b>DHS data analysis of:</b></p> <ul style="list-style-type: none"> <li>• What factors, including social expectations and norms, influence when young men/women become parents and/or caregivers?</li> <li>• What do data indicate about trends in forming families? What trends are specific to youth and cohorts in asmt?</li> <li>• What does available data tell us about youths’ knowledge</li> </ul>	

Questions to be addressed through primary data collection – “What we want to learn more about”	Questions to be addressed through secondary data collection (i.e. desk research) – “What we know”	Assessment Report: Analysis of Findings, Recommendations
<p><b>CITIZENSHIP AND ENGAGEMENT</b></p> <p><b>Priority Supply-Side Issue</b></p> <p><b>Areas:</b></p> <ul style="list-style-type: none"> <li>• Existence of GOU and non-State institutions, structures, policies to address youth governance issues</li> <li>• Existence of GOU and CSO interventions promoting peace, stability, and development in northern Uganda</li> <li>• Existence of civic organizations accessible to youth</li> </ul>	<p><b>Questions to be addressed through primary data collection – “What we want to learn more about”</b></p> <p><u>Youth focus groups:</u></p> <ul style="list-style-type: none"> <li>• Are all youth free to participate in civic and political org’s? If not, how is their access constrained? If so, what is their role?</li> <li>• Do youth have access to community service opportunities and/or organized volunteer programs/activities?</li> </ul> <p><u>Key informant interviews:</u></p> <ul style="list-style-type: none"> <li>• How could GOU address youth governance<sup>6</sup> issues more effectively?</li> <li>• What orgs address youth governance issues or do youth-advocacy? How/how effectively do they function to advance youth priorities?</li> <li>• What programs exist to combat youth crime, political disaffection, politically motivated violence?</li> <li>• What are examples of successful models/approaches/programs?</li> </ul>	<p><b>Assessment Report: Analysis of Findings, Recommendations</b></p> <ul style="list-style-type: none"> <li>• Do government and civil society have the capacity to respond to youth needs?</li> <li>• How do youth engage with broader society in Uganda?</li> <li>• How do civic engagement opportunities and challenges differ by gender and/or other demographics?</li> <li>• What is the future potential for youth to engage in violence or other antisocial or destructive behaviors?</li> <li>• What is the future potential for youth to engage in civic and community activities?</li> <li>• What are best practices and potentially scalable success stories?</li> </ul>
<p><b>Priority Demand-Side Issues:</b></p> <ul style="list-style-type: none"> <li>• Governance-related concerns of youth</li> <li>• Level of engagement and integration of youth in society</li> <li>• Motivation for and levels of youth civic participation, civic knowledge, community service</li> <li>• Sources of marginalization and disaffection, drivers of criminal activity and violence, potential for youths’ destructive behavior</li> <li>• Concerns of youth related to conflict and stability issues</li> </ul>	<p><b>Questions to be addressed through secondary data collection (i.e. desk research) – “What we know”</b></p> <p>and use of RH and other family-oriented services? What are patterns and preferences in use of contraceptive methods?</p> <ul style="list-style-type: none"> <li>• What do youth perceive as the ideal family size, and how does this vary by demographic?</li> </ul> <p>• What institutions, structures, and/or policies has the GOU set up to address youth governance issues?</p> <ul style="list-style-type: none"> <li>• What orgs exist that address youth governance issues or do youth-advocacy? How/how effectively do they function to advance the priorities of youth?</li> <li>• What programs exist to combat youth crime, political disaffection, politically motivated violence?</li> <li>• What human rights support programs are in place for the youth? Do they address the specific needs of the most vulnerable youth identified in this assessment?</li> <li>• What are examples of successful models/approaches/programs?</li> </ul> <p>• What are youth voting rates?</p> <ul style="list-style-type: none"> <li>• Re information technology: What % of youth has access to computers? Internet? Mobile phones? Other forms of ICT?</li> </ul>	<p><b>Assessment Report: Analysis of Findings, Recommendations</b></p> <ul style="list-style-type: none"> <li>• Do government and civil society have the capacity to respond to youth needs?</li> <li>• How do youth engage with broader society in Uganda?</li> <li>• How do civic engagement opportunities and challenges differ by gender and/or other demographics?</li> <li>• What is the future potential for youth to engage in violence or other antisocial or destructive behaviors?</li> <li>• What is the future potential for youth to engage in civic and community activities?</li> <li>• What are best practices and potentially scalable success stories?</li> </ul>
<p><b>Priority Demand-Side Issues:</b></p> <ul style="list-style-type: none"> <li>• Governance-related concerns of youth</li> <li>• Level of engagement and integration of youth in society</li> <li>• Motivation for and levels of youth civic participation, civic knowledge, community service</li> <li>• Sources of marginalization and disaffection, drivers of criminal activity and violence, potential for youths’ destructive behavior</li> <li>• Concerns of youth related to conflict and stability issues</li> </ul>	<p><b>Questions to be addressed through primary data collection – “What we want to learn more about”</b></p> <p><u>Youth focus groups:</u></p> <ul style="list-style-type: none"> <li>• Do youth have access to computers? Internet? Mobile phones and SMS? Other forms of ICT? What is this technology used for?</li> <li>• How are youth engaged in community and civic life?</li> <li>• How are youth involved in national gov’t and political life?</li> <li>• Did youth vote in the recent election? Why or why not?</li> <li>• Do youth feel they are listened to by community leaders/adults/politicians? If not, what would they like to tell them?</li> <li>• What rights would youth like to ask for/have respected by the gov’t? Do you feel youth are “used” in the political arena? If so, how?</li> </ul> <p><u>Key informant interviews:</u></p> <ul style="list-style-type: none"> <li>• What are the governance-related concerns of youth cohorts?</li> <li>• What is the level of youth civic and political participation? What challenges and opportunities do they face?</li> <li>• Do youth volunteer? What motivates or dissuades their participation?</li> <li>• What are specific sources of marginalization and disaffection, and how can these be countered? Are there youth-related risks or issues of particular concern post-elections?</li> <li>• How active are youth in peace-building efforts?</li> </ul>	<p><b>Assessment Report: Analysis of Findings, Recommendations</b></p> <ul style="list-style-type: none"> <li>• Do government and civil society have the capacity to respond to youth needs?</li> <li>• How do youth engage with broader society in Uganda?</li> <li>• How do civic engagement opportunities and challenges differ by gender and/or other demographics?</li> <li>• What is the future potential for youth to engage in violence or other antisocial or destructive behaviors?</li> <li>• What is the future potential for youth to engage in civic and community activities?</li> <li>• What are best practices and potentially scalable success stories?</li> </ul>

<sup>6</sup> This broadly refers to youths’ civic participation, community mobilization and service, engagement in the local development process, participation in decision-making roles, contribution to policies and programs, etc.

Questions to be addressed through primary data collection – “What we want to learn more about”	Questions to be addressed through secondary data collection (i.e. desk research) – “What we know”	Assessment Report: Analysis of Findings, Recommendations
<p><b>RISK/VULNERABILITY FACTORS</b></p> <p><b>Priority Supply-Side Issue</b></p> <p><b>Areas:</b></p> <ul style="list-style-type: none"> <li>• Effective approaches and programs to addressing at risk youth needs</li> <li>• Lessons learned re psycho-social support</li> <li>• Existing GOU structures, policies and programs to support youth and their effectiveness/lessons</li> <li>• Existing donor/NGO/CBO youth activities and their effectiveness/lessons</li> </ul> <p><b>Priority Demand-Side Issues:</b></p> <ul style="list-style-type: none"> <li>• Priorities, ambitions and frustrations of youth</li> <li>• Characteristics of different at risk youth, OVCs, youth affected by HIV/AIDS, conflict and violence) and contributing factors that put them at risk</li> <li>• Assets /needs of youth in post/current conflict areas and those dealing with trauma</li> <li>• Assets/needs of youth in Karamoja</li> </ul>	<p><b>Questions to be addressed through primary data collection – “What we want to learn more about”</b></p> <ul style="list-style-type: none"> <li>• Is crime a major issue for youth? If so, how is it manifested and why?</li> <li>• Youth engagement in violence, antisocial, destructive behaviors?</li> </ul> <p><b>Youth focus groups:</b></p> <ul style="list-style-type: none"> <li>• For youth in different risk/vulnerability categories, what is their opinion of the strengths/weaknesses of services and level of access available?</li> <li>• For youth who have faced trauma and conflict, how do they assess the value and utility of psychosocial support activities?</li> </ul> <p><b>Key informant interviews:</b></p> <ul style="list-style-type: none"> <li>• Who are the most vulnerable youth in Uganda, and why? What factors place them at risk and are major sources of vulnerability?</li> <li>• Which strategies for addressing the needs of at risk youth have/not worked? Which have been demonstrated to be most successful, and why? What are currently the most urgent priorities?</li> <li>• How would you recommend targeting psychosocial programming for youth with the most serious challenges?</li> </ul> <p><b>Youth focus groups:</b></p> <ul style="list-style-type: none"> <li>• What do youth express as their priorities, ambitions, opportunities?</li> <li>• What potential and skills do they have that they feel are not being expressed or taken advantage of in society?</li> <li>• What vulnerabilities are specific to young men and women?</li> <li>• What issues are the most highly charged for youth? How (and how well) do they (particularly disarmed youth) deal with conflict?</li> <li>• To what extent are youth abusing alcohol and drugs?</li> <li>• What are the most pressing challenges, risks, frustration and threats facing each of these youth cohorts?</li> </ul> <p><b>Key informant interviews:</b></p> <ul style="list-style-type: none"> <li>• What unique needs do vulnerable youth cohorts have, particularly in Karamoja? What assets do they have?</li> <li>• What vulnerabilities are specific to young men and women?</li> </ul>	<p><b>Assessment Report: Analysis of Findings, Recommendations</b></p> <ul style="list-style-type: none"> <li>• Of the various youth cohorts, which are most at-risk and why?</li> <li>• What strategies and approaches are recommended for addressing the unique needs of different vulnerable youth groups?</li> <li>• What are the potential risks for Uganda if these vulnerabilities are not addressed?</li> <li>• What approaches are recommended for addressing the specific issues that put vulnerable youth at risk?</li> <li>• What are best practices and potentially scalable success stories?</li> </ul>

## ANNEX 2: USAID/UGANDA SCOPE OF WORK

### Uganda Cross-Sector Youth Assessment

#### I. PURPOSE<sup>1</sup>

Uganda has a rapidly growing youth population with enormous potential to bolster or undermine national objectives in the areas of governance, economic and social sector development. This youth population has come under increased scrutiny as neighboring East African countries have experienced youth violence and crime, and as Uganda attracts international attention for its rapid population growth and significant “youth bulge.” In addition, it is recognized that some youth may be particularly vulnerable within Uganda’s social and economic networks, including Orphans and Vulnerable Children (OVCs) and others affected by HIV/AIDS, and those victimized or affected by the 23-year conflict with the Lord’s Resistance Army in northern Uganda. In order to better inform and direct U.S. Government (USG) programming for youth in Uganda, USAID is undertaking a cross-sector youth assessment. This assessment will build upon the theoretical framework introduced in the 2007 World Development Report, “Development and the Next Generation,” which posits that youth face major life transitions as they move from childhood dependence to adult independent decision-making in the areas of health, learning, forming families, going to work, and exercising citizenship. It will identify the issues, challenges and needs that Uganda’s youth and at-risk youth cohorts face in making these life transitions, will assess the Government of Uganda’s strategy, structures and programs for addressing these needs, and will recommend an effective USG strategy for youth in Uganda. The two main Deliverables of the cross-sector youth assessment will be a “Uganda Cross-Sector Youth Situational Analysis” to be shared with the Government of Uganda (GOU), other development partners and stakeholders, and a “USAID Cross-Sector Youth Strategy Design” to guide USG and USAID programming.

#### II. BACKGROUND

Globally, three out of every ten people are under the age of 15, and one out of every four people is between the ages of 15 and 29. By 2025, while youth as a percentage of the total population is expected to have declined in many parts of the world, it is expected to be highest in Sub-Saharan Africa. In Uganda, about 75% of the population is comprised of children and youth below the age of 30. These young people represent the majority of Uganda’s population, and will predominate the future social and economic development of the country. It is essential that the USG and USAID understand how well Ugandan youth are prepared to address the challenges and responsibilities facing them, and to ensure that our development assistance is structured to effectively support them. The USG increasingly recognizes that large numbers of youth who are not productively engaged, either in earning a living or in gaining the skills and knowledge to do so, can pose a potential threat to national security and stability. In addition, while youth can play highly productive roles in their communities, economies, and government, they remain highly vulnerable to many of the problems facing broader society. In Uganda, for example, youth have been particularly at risk in the fight against HIV/AIDS and affected by LRA violence. In addition, Uganda’s youth unemployment and population growth rates are among the highest in the world, pointing to a need for youth-specific strategies and approaches in addressing these key development issues.

A 2008 World Bank Report, “Youth and Employment in Africa: The Potential, the Promise, the Problem,” cited Uganda’s youth unemployment as among the highest in the world. The study found that African youth aged 15 to 24 make up 40% or the working age population in Africa, but 60% of the unemployed. Using 1999 data, the study found that in Uganda, the share of unemployed youth among the total unemployed is 83%, and 94% of youth live on less than \$2 per day. The study noted that of the 17.9% of Ugandan youth that were employed, the highest employment rates were among urban men, despite the fact that according to statistical medians, the “typical” Ugandan youth is an 18-year old female who lives in a rural setting, and is literate but no longer attending school. A more recent briefing paper authored by the Ministry of Finance, Planning, and Economic Development revealed that despite substantial growth in Uganda’s labor force,

<sup>1</sup> Based upon further guidance from the USAID/Uganda Mission in early 2011, the assessment focused on USAID/Uganda’s strategic priorities as articulated in the Country Development Cooperation Strategy (CDCS) 2011-2015. The assessment aimed to take a broad snapshot of youth assets, opportunities, and challenges in relation USAID/Uganda’s three Development Objectives (DOs) and Special Objective (SpO) for the Karamoja region. More information can be found in the “Introduction and Overview” section of the main report.

unemployment remains particularly high in urban areas and among women; underemployment remains pronounced in rural areas and among youth; and the economic options available to youth are few (GOU, 2007). Annan et al (2006) explain that many youth do not have access to land, and a principal form of economic activity is *leje leje*, essentially casual labor and small projects that are typically sporadic and at median employ youth only seven days per month at wages of 55 cents per day.

Despite consensus on the centrality of employment creation in poverty reduction strategies, Uganda has yet to create a sufficiently conducive policy environment to adequately support job creation for youth. A primary strategy of the GOU to promote youth employment has been through bold policies to expand access to education, such as the introduction of Universal Primary Education (UPE), Universal Secondary Education (USE) and Universal Post-Primary and Technical Education (UPPET), which including substantial investment in Business, Technical, and Vocational Education and Training (BTVET). The GOU has implemented a National Youth Policy aimed at youth empowerment through education, training, and capacity building, and has created alternative education programs aimed at school dropouts, children who never attended school, and hard to reach groups. While the relationship between education and employment is complex, the effects of education on employment and income cannot be overstated. Labor is the most abundant asset of poor households in Uganda, and developing this asset is essential to helping households escape from poverty. Many experts caution that leaving school too early—or not entering at all—in order to find work can leave them unprepared to meet the demands of the labor market, limit their human capital accumulation, and restrict their upward mobility with grave implications for both individuals and national economies (Garcia and Fares, 2008).

Compounding the issue of national economic development is Uganda's recent emergence from one of the worst humanitarian crises that the world has ever seen. Over a period of two decades, the LRA claimed the lives of hundreds of thousands of northern Ugandans and displaced upwards of 1.6 million people. The LRA is thought to have been responsible for the abduction of tens of thousands of children and adults who were subsequently forced to serve as soldiers, porters, and sex slaves. Baines et al. (2006) cite the war's horrific effect on children: "of the 2,585 people interviewed in a recent survey in four districts of northern Uganda, 31 percent said they had a child that was abducted, 23 percent said their children had been mutilated, and 45 percent said they had witnessed the killing of a family member" (citing Phuong Pham et al., *Forgotten Voices*, pp. 20-22.). Anderson et. al. (2005) describe that at one point, up to 80% of the northern region's population lived in displacement camps, with children accounting for over half of the population of these internally displaced persons. The authors explain that an inadequate response to the crisis led to a drastic decline in quality of life indicators, particularly amongst children, with global acute malnutrition rates once ranging from 7% to 21%. Entire generations of young people lost out on education, employment, and the enjoyment of social and political freedoms. Currently, although the conflict has ended, there still remains a tremendous need to collect and use evidence-based data regarding the status of Uganda's youth in northern Uganda.

In order to contribute to this aim, the "Survey of War Affected Youth" (SWAY) conducted from 2005-2008 surveyed 1,000 Acholi households and interviewed a representative sample of 1,300 young men and women to gather data aimed at improving the design and targeting of youth-centered protection, assistance, and reintegration programs (Annan et al, 2008). Researchers sought to capture information on the magnitude, incidence, and nature of the violence, trauma, and suffering of youth in northern Uganda, and have captured their findings in two reports, "The State of Youth in Northern Uganda," "The State of Female Youth in Northern Uganda," and a series of policy briefs aimed at the GOU, donors, and development partners. In their findings, Annan et al. note that youth were both the primary victims and the primary actors in the protracted war between the GOU and the LRA. There are many findings of note, including that there is a general lack of understanding of the effects of war on women and girls, with even GOU and NGO officials admitting that they have little sense of the true scale of the problems facing young women and the proportion of females facing particular vulnerabilities. Income and employment reported by young women are extremely low; most work less than two days a week and earn less than 1,250 Ugandan shillings (US\$0.75) per day. One in five female youth has received no education whatsoever, and only one in three is functionally literate. The SWAY findings emphasize the importance of gender-based approaches, and suggest at a need for more extensive review of what has been learned to date regarding effective education, youth employment, and psychosocial support in northern Uganda.

While many child soldiers are presumed to return from war traumatized, stigmatized, and broken, the SWAY findings indicate that rather than psychological trauma and social dislocation, the main impact of war appears to be lower education, diminished productivity, and increased poverty and inequality. Blattman and Annan (2007) suggest that soldiering primarily hinders long-term economic performance because it is a poor substitute for civilian education and work experience. In another research project that was recently conducted to explore the long-term impact of conflict on the intergenerational transmission of poverty, the authors conclude that conflict has long-term and intergenerational impacts on well-being and livelihoods, and education helps to prevent declines into chronic poverty during and following conflict (Bird and Higgins, 2009). Perlman (2007) suggests that the most significant impact is upon a recruit's skills and productivity: schooling falls by nearly a year, skilled employment halves, and earnings drop by a third. In fact, when asked about their most pressing concerns, youth confirmed that education is their priority concern and the solution to the many challenges they face, which also include exploitation and abuse, poor health and hygiene, and lack of food as some of their primary concerns. Other issues of concern are the increased proliferation of drug use and prostitution among youth (Kasirye), as well as continued insecurity where adolescents may still be the principal targets in the involvement of illicit activities.

In addition to identifying and helping the USG develop strategies for addressing the needs of "at-risk" youth group such as those in northern Uganda, it is expected that this assessment will build upon the theoretical framework introduced in the 2007 World Development Report and focus on the major life transitions that youth face in the areas of health, learning, forming families, going to work, and exercising citizenship. On the issue of health, Uganda is often referred to as a success story of HIV prevention because the country quickly curbed the rate of new HIV infections during the early 1990s. However, Uganda's health system currently operates with very limited resources and faces immense challenges, particularly HIV/AIDS and malaria. There are an estimated 1.7 million OVCs in Uganda, with those in the upper age range representing a significant "at-risk" youth cohort that should be addressed in this assessment. The country's infant mortality rate is extremely high, and malnutrition is an underlying factor in more than half of all under-five deaths annually. Throughout the country, there are significant barriers to healthcare access, including cost, distance, and the quality of services provided. While the GOU recognizes that its development goals are inextricably linked to the quality of life of its population, high fertility, along with high maternal mortality rates, are hampering the attainment of these goals. As the major causes of morbidity and mortality are preventable, one of the primary strategies for reducing these rates is to ensure access to quality integrated reproductive health services.

Uganda's National Adolescent Health Policy was designed to complement other related sectoral policies and programs and define key areas around which adolescent health concerns can be mainstreamed into planning activities. In essence, the Policy, a framework for planning, implementing, and evaluating adolescent health services, aims to promote an enabling social and legal environment for the provision of consistent quality and accessibility to these services (GOU, 2004). Still, there are divided opinions about what constitutes appropriate provision of adolescent sexual and reproductive health information and services. The GOU has recognized that young people represent an opportunity for a sustained effort to reduce HIV infections and contribute to the national response to HIV/AIDS. Because they are generally impressionable and not yet fixed in the attitudes and behaviors that perpetuate vulnerability to the disease, youth represent a generation that can establish safer norms with respect to sexual practices, and the knowledge of their rights and responsibilities in demanding quality prevention, treatment, and care services. In 2001, the Uganda AIDS Commission developed a "Presidential Initiative on the AIDS Strategy Communication to Youth" (PIASCY). Essentially, PIASCY is a school-based initiative to educate and engage youth in the fight against HIV/AIDS, and in mobilizing and communicating with their peers about the virus.

It is clear that achieving development outcomes without the inclusion of youth is impossible. The Government of Uganda has developed its National Youth Policy (2002) and National Development Plan (2009) in recognition that youth are an integral component of the development process. There is a department for youth affairs within the Ministry of Gender, Labor, and Social Development, and a Minister of State responsible for youth affairs. Parliament established and institutionalized a National Youth Council structure in 1993, with structures at the village, sub-county, district and national level. Youth are represented at within Local Councils by two elected Youth Councillors (one male, one female), and within Uganda's National Assembly by five elected Members of Parliament. However, youth themselves question the effectiveness of these structures, their capacity to represent youth issues within official party positions, and have in the past recommended that political "heavy weights" should "desist from manipulating, diverting, disintegrating and disorganizing the

youth (National Youth Consultation Meeting, 2006). There is a certain urgency to ensuring that youth are meaningfully represented within Uganda's political sphere; many studies have found a significant correlation between large youth cohorts and political instability and violence. Youth were among those arrested for riots in Kampala in September 2009, and could be an easy target for those interested in inciting violence related to Uganda's upcoming elections.

Ugandan adolescents shoulder enormous burdens and responsibilities for themselves, their families, and the future of their country. To inform the development of a USAID youth strategy, this assessment will identify sustainable programmatic interventions that can improve their health, livelihoods, educational opportunities, and access to civic and democratic processes.

### III. PRIORITIES, DEFINITIONS AND PARAMETERS

The assessment will be focused according to the following priorities, definitions and parameters:

- **Youth:** To follow the definition of youth that the Government of Uganda uses for programming purposes, this assessment will initially define youth as individuals between the ages of 12 and 30 years old. However, one expectation of the assessment is that it will clarify the definition of youth and the age limits that USAID should use to guide our youth strategy. The term "youth cohort" is used within this Scope of Work to underscore the fact that youth are not a homogenous group, but have characteristics and experiences that can vary widely. The term is used as a theoretical construct meaning a group of youth with enough common characteristics or experiences to allow for research into the issues that they have in common. References to at-risk youth cohorts refer to young people with significant vulnerabilities, such as OVCs and youth affected by HIV/AIDS, and youth affected by the 23-year conflict in northern Uganda. This assessment should identify any other significant at-risk youth cohorts in Uganda.
- **Multi-Sector USG Priorities:** Key USG priorities for a multi-sector youth strategy include fostering livelihoods and economic growth, promoting family planning and reproductive health, addressing HIV/AIDS and OVC needs, and promoting peace, stability, and development in northern and northeastern Uganda. It is expected that the assessment team will think cross-sectorally throughout the research, analysis and strategy design phase.
- **Programming Priorities and Parameters:** Findings and recommendations should identify immediate and short-term needs and priorities for youth programming (e.g., interventions that can produce results within a two-year timeframe) as well as priorities, strategic approaches, and potential activities for a medium-term (e.g. five-year) youth strategy.
- **Coordination with GOU Structures, Policies, and Programs:** The assessment itself, as well as recommended strategic approaches to youth programming, should prioritize coordination with GOU structures, policies and programs.
- **Coordination of USG Inter-Agency and Partner Efforts:** The U.S. Mission in Uganda functions using a whole-of-government approach including multiple inter-agency initiatives. It is essential that this assessment reflect the Mission's whole-of-government approach and include coordination with the USG-funded partners engaged in programming for youth.
- **Geographic Parameters:** The focus of this assessment should be national in scope, with particular attention to northern Uganda.
- **Funding Parameters:** The funding parameters for the assessment itself will be identified by USAID/Washington. USAID/Uganda does not receive funding specifically for youth, and thus has no clearly set budget for the youth strategy to be developed. It is expected that the assessment team will facilitate discussions within the Mission in order to further define the funding parameters that will shape the nature of USAID's youth strategy.

### IV. GUIDING RESEARCH QUESTIONS

The two main Deliverables of this cross-sector youth assessment will be a "Uganda Cross-Sector Youth Situational Analysis" to be shared with the Government of Uganda (GOU), other development partners and stakeholders, and a "USAID Cross-Sector Youth Strategy Design" that will be used to guide internal USG and USAID programming. The guiding research questions that the assessment will answer in these two documents are: (a) What are the opportunities, issues and

challenges facing youth in Uganda as they cope with major life transitions in the areas of health, education/learning, forming families, going to work, and exercising citizenship? (b) Who are the most vulnerable youth populations in Uganda, and what are their unique needs? (c) How effectively have the GOU and Uganda's development partners developed policies, structures, programs and partnerships to address the needs of youth, and to take advantage of their enormous potential? (d) What priorities, approaches, and programs should be included in a multi-sector USG youth strategy, and how should this inform the development or revision of USAID's programs that benefit youth?

It is expected that the assessment team will work with USAID, the GOU and development partners to further refine these four broad research questions and identify the research areas that are most significant, salient, and of strategic interest to Uganda. Illustrative secondary-level research questions have been identified and grouped into seven categories below: Youth Demographics and Dynamics, Growing up Healthy, Learning for Work and Life, Forming Families, Going to Work, Exercising Citizenship, At-Risk Youth, and Addressing the Needs of Youth. As part of the research design process, the assessment team will determine which of these or other secondary-level research questions best support the assessment's broader research and strategy design agenda.

## **V. ILLUSTRATIVE SECONDARY-LEVEL RESEARCH QUESTIONS**

### ***Youth Demographics and Dynamics***

- What are the defining structure and characteristics of youth cohorts in Uganda? What are the distinguishing characteristics of these youth cohorts?
- What are the most pressing challenges, risks and opportunities facing each of these youth cohorts? Of these youth cohorts, which are the most at-risk, and why?
- What are the prevailing differences between male and female youth cohorts? What are the prevailing differences between urban and rural youth cohorts?
- What do these youth cohorts express as their priorities and ambitions? What are their greatest frustrations? How are these ambitions and frustrations expressed?
- How much independence do youth have in making decisions and determining key issues in their lives? How do they occupy their time?
- What are the statistics on youth employment and unemployment in Uganda? What are the primary occupations of youth, and how does this vary by youth cohort and demographic?
- What youth-led and/or youth-oriented networks exist in Uganda? What are the media used by youth for information-gathering, information-sharing and communication?
- How hooked into information technology are youth in Uganda? What percentage of youth has access to computers? Internet? Mobile phones? Other forms of ICT?
- How do youth engage with broader society in Uganda, and how are they perceived?
- What are the greatest threats and opportunities facing Uganda as a result of their youth demographics and dynamics? What are priorities of the Government of Uganda, and what should be the U.S. Government priorities for youth programming?

### ***Growing up Healthy***

- What are the strengths and weaknesses in pediatric health services and health education that influence the health and health-seeking behaviors of Uganda's youth cohorts?
- Are youth-friendly services offered by the health sector; if so, what makes them youth-friendly? If not, what needs to be changed to make them youth-friendly?
- What information is available to youth on health issues and services? What are the gaps?
- Which media have proven most effective in communicating health information to youth?
- What positive and negative health behaviors characterize Uganda's youth cohorts? Are there significant differences



between youth cohorts, or between male and female cohorts?

- What access do these youth cohorts have to health information and services? What are the barriers in access to health information and services?
- What does the available data tell us about how youth prioritize, access and use health services? Which health services are in the highest demand? Which health services are youth actually using? What factors motivate youth to access health services? What are the primary reasons for youth not seeking health services?
- What level of independence do youth have in making decisions that affect their health? What are the factors influencing how decisions are made? What opportunities exist to enhance youth capacity to make responsible decisions and develop healthy behaviors?
- What are the health issues and needs unique to: (a) male youth cohorts, (b) female youth cohorts, (c) youth-aged OVCs and youth affected by HIV/AIDS, (d) youth affected by conflict in northern Uganda, (e) any other particularly vulnerable youth cohorts? Are these needs being met, and if not, what are the major gaps?
- What programs exist in Uganda to support the health needs and healthy behaviors of these youth cohorts? What is the state-of-the-art knowledge base on how these programs and strategic approaches are working? Where could/should the USG fit in?

### ***Learning for Work and Life***

- What aspirations do Ugandan youth have for their education? What do they most value about their educational experiences, and how do they feel their education has prepared them for the decisions and challenges they face in their lives?
- What is the education profile of the various youth cohorts in Uganda, and how do their education level and profile influence their other distinguishing characteristics?
- What are the formal and non-formal education opportunities available to youth in Uganda? What factors determine who takes advantage of these opportunities? What percentage of youth access such opportunities, and how does this influence patterns of employment?
- How do the supply-side and the demand-side characteristics of Uganda's formal education system shape the education profile of Uganda's youth, and their employment opportunities?
- How many years of formal education do Ugandan youth attain, and what factors distinguish significant difference between youth cohorts' access/enrollment/continuity in school? How do gender and class, regional, rural/urban, ethnic differences affect these same issues?
- How well is Uganda's education system faring at providing the basic academic and life skills necessary to serve as a foundation for future employment? At what age are basic academic skills (literacy and numeracy) consolidated? Beyond basic skills, what competencies affecting employment are introduced at each level of the system? What are the gaps?
- How (and how adequately) are life skills addressed in Uganda's national curriculum? What are the focal themes of life skills training within the formal education system or in programs for out-of-school youth? Do these adequately address GOU/USG priorities?
- Are the life skills that affect youth's social engagement (i.e., leadership and communication skills, critical thinking, creativity, constructive problem-solving, etc.) addressed either in or out of school? Are there adequate opportunities for youth to build and use these skills?
- What are the causes for non-enrollment in school, and what is the profile of youth who have never attended school? What experiences and/or non-formal education opportunities have been most valuable to them in preparing them for their work and life?
- What are the structures, policies, and opportunities exist for vocational education and/or other types for non-formal education? What is Uganda's success at using non-formal education to generate employment opportunities? Where are the gaps?
- What models have been used in Uganda to create or strengthen linkages between education and employment? Do

meaningful internship/work study opportunities exist? What have been the challenges, and what lessons learned that should inform USG programming?

### ***Forming Families***

- Which actors are involved and what factors influence when young men and women in Uganda become parents? What are the dominant norms or social expectations for when and how this important life event will occur?
- What do the available data indicate about trends in forming families in Uganda? What data trends are specific to youth and the youth cohorts identified in this youth assessment?
- How do youth themselves perceive of this important life event? Are there significant differences in perspective between youth cohorts and/or along demographic lines? Is there a significant generation gap in how this life event is perceived?
- How adequate are the policies, programs, or social mechanisms in place in to prevent negative reproductive health outcomes among youth (risky behaviors, early/unintended pregnancies, malnutrition of young mothers, closely spaced births, etc.)?
- How do youth in Uganda build life skills in areas related to forming families? What sexual and reproductive health knowledge, positive antenatal and postnatal health behaviors, and parenting skills are taught through the formal education system? What other programs/practices exist to spread information, knowledge and skills in these areas?
- How effective are programs in place to educate youth on HIV/AIDS? What gaps are there in providing comprehensive support to young people's knowledge, decision-making, and positive HIV/AIDS-related behaviors for themselves, their partners, and their children?
- How accessible/affordable to youth and "youth-friendly" are health care services related to reproductive health, family planning, maternal and child health, sexually transmitted diseases (STI) and HIV/AIDS, nutrition for mothers and children, and antenatal and postnatal care?
- Are there specific services in place to address reproductive health needs, including family planning, and are these services accessible and affordable? Are family planning services provided in places other than health facilities, i.e., at the community level?
- Are family planning and reproductive health services available targeting youth? Are there specific youth-targeted messages? What is the most appropriate media for youth in transmitting reproductive health and family planning messages?
- What is the level of youth awareness of family planning? Are youth involved in delivering family planning messages to their peers?
- What does available data tell us about young Ugandan's knowledge and use of reproductive health and other family-oriented services? What are their patterns and preferences in use of contraceptive methods, and what challenges do they have in accessing them?
- What do youth perceive as the ideal family size, and how does this vary by demographic? What level of independence do youth have in decision-making around family planning and reproductive health? Are there approaches that have proven effective at empowering young men/women to make responsible life choices in these areas?
- What communication strategies and programming approaches have proven most successful at supporting youth in the area of reproductive health and family planning? What lessons have been learned regarding effective gender-specific approaches?
- How do marriage and childbearing decisions influence young people's employment and other life trajectories? Do programs exist for young parents who are interested in pursuing ongoing education or employment opportunities?

### ***Going to Work***

- What are the aspirations of Ugandan youth with regard to employment? What are their main opportunities/challenges in accessing employment? What is their level of optimism for finding employment that will allow them to achieve economic security and support a family?

- What access do youth in Uganda have to information about opportunities in the job market? Which communication methods have proven most effective at addressing this need?
- In what sectors of the local economy are youth engaged? How does this vary by youth cohort, gender and/or other demographics? What are the characteristics of these economic activities? How do they define or influence other characteristics of Uganda’s youth cohorts?
- Which sectors show the greatest potential for youth engagement, both in terms of involving new youth and increasing benefits for youth already involved? From what sectors are new economic opportunities most likely to emerge in the short, medium, and long-term?
- What opportunities exist for youth in the agriculture sector? What can be done to make employment in the agriculture sector attractive to youth?
- What are the drivers that determine youth employment opportunities?
- How (and how well) does Uganda’s education system provide the foundational skills for employment and/or entrepreneurship? Are youth able to access vocational education, apprenticeships, school-to-work programs, internships, livelihood development programs, or other programs aimed at building employment skills? Do the employment opportunities available to youth provide them opportunities to further develop their human capital?
- What vocational, entrepreneurship, employability and life skills training institutions/programs exist in Uganda, especially for girls? What is the capacity of these institutions/programs to deliver services? What has been the role of the private sector in determining their curricula? How relevant are these curricula to the existing/projected labor market? Has the private sector absorbed program graduates?
- What second chance youth livelihood programs exist in Uganda, and who do they target/benefit? How effective and sustainable are they? What are the issues faced by these livelihood programs, and what are lessons learned/recommendations for addressing them?
- What opportunities and challenges does the private sector have in working with youth in general, with the youth cohorts identified in this assessment, and with vulnerable youth? What services exist that connect potential employers to adequately trained youth?
- What youth livelihood assets and capabilities exist (social, human, financial, physical)? How do these differ for male and female youth?
- What youth microfinance programs and institutions exist? What youth credit solidarity groups exist? What “in-kind/physical” credit facilities exist? What opportunities and challenges are faced by youth in accessing credit and building savings?
- To what extent are youth moving between rural and urban areas and/or migrating to other countries or regions to find employment? What opportunities and issues does this raise?
- How does government regulation of the labor market support or weaken youth employment opportunities? What policies exist in Uganda to protect against abusive child labor, facilitate young people’s entry into the labor market, and encourage youth employment?

### ***Exercising Citizenship***

- What are the governance-related concerns of youth in Uganda, and of the specific youth cohorts identified in this assessment?
- What is the level of engagement and integration of youth within Ugandan society? Are there specific sources of marginalization and disaffection, and how can these be countered?
- What institutions, structures, and/or policies has the GOU set up to address youth governance issues? Is the government addressing these issues? Does government have the capacity to respond to youth needs? How effective have these been?
- What human rights support programs are in place for the youth? Do any of these programs address the specific needs of the most vulnerable youth identified in this assessment?
- Which non-state actors are engaged in addressing youth governance issues? What youth advocacy or youth-serving

organizations exist in Uganda? Nationally? Locally? How—and how effectively—do they function to advance the priorities of youth?

- What is the level of youth civic participation?
  - What are youth voting rates?
  - How often do youth attend public meetings or discussions?
  - What is the level of civic knowledge amongst youth?
  - Do youth understand how policy is made and how they might influence it?
  - To what extent do youth feel part of Uganda’s policy- and decision-making bodies?
  - Are youth active in politics (campaigning, attending political events, running for office)?
  - Are there youth wings or special youth-centered activities within political parties? If so, how effective are they?
  - Do barriers exist with respect to youth participation in politics?
  - Are there civic organizations that are accessible to youth?
  - Do they have access to community or national service opportunities?
  - Do they volunteer regularly? What motivates youth to participate in these activities?
  - How active are youth in peace-building, particularly in northern Uganda?
- What role is youth expected to play in Uganda’s upcoming elections? How is this perceived by the government and the various political parties? Are there youth-related risks or issues of particular concern during the run-up or aftermath of elections?
- Are youth engaged in politically motivated violence? If so, how has this violence been manifested, and what are the projected trends for the future? Are there programs addressing political disaffection and/or politically motivated violence?
- Is crime a major issue for youth in Uganda? If so, how is it manifested, and why? Are there programs in place to combat youth crime?
- What challenges and opportunities do youth experience in their civic engagement? How do these challenges differ by gender, and/or other demographics?

### **Sources of Vulnerability**

- Who are the most vulnerable youth in Uganda, and why? What are the factors that place them at risk? What unique needs do they have, and what approaches have proven to be the most appropriate and effective at addressing these needs?
- When looking at USAID’s OVC-focused programs from a youth perspective, how well is the Mission addressing the needs of this particular youth cohort? What could be done to improve our strategies and programs to ensure an even greater impact?
- More broadly, do HIV-affected youth have significant vulnerabilities? If so, how is this manifested? What are their unique needs, and what strategies are recommended for addressing them?
- Are the vulnerabilities that are specific to young men or young women, and if so, what approaches are recommended for addressing the specific issues that put them at risk?
- What are the forms and magnitude of gender-based violence? How is gender-based violence addressed? What programs are in place to address female genital mutilation? Is emergency contraception available, and is it accessible by youth?
- What are the unique needs of youth in post-conflict northern Uganda? Which strategies for addressing these needs have/have not worked? Which have been demonstrated to be most successful, and why? At this point in time, what are the most urgent priorities?
- Given that youth in northern Uganda have faced trauma, what are the lessons learned about psychosocial support

and whether/how it should be integrated into youth programming?

- Do youth in Karamoja have specific vulnerabilities? If so, how is this manifested? What are their unique needs, and what strategies are recommended for addressing them?
- What is the recent experience and future potential for youth to engage in violence or other antisocial or destructive behaviors? What issues are the most highly charged for youth? How do various youth cohorts perceive violent/non-violent means of expression?
- What are the major sources of vulnerability for youth in Uganda? What are the potential risks for Uganda if these vulnerabilities are not addressed?

### ***Addressing the Needs of Youth***

- What structures, policies and programs has the Government of Uganda created to support youth? How effective are these efforts? What opportunities exist for the USG to support the GOU's youth strategy?
- What is the level of budgetary allocation and expenditure by the local governments and NGOs on the key youth-related issues identified in this assessment?
- What other donors, international and local non-governmental organizations (NGOs), and community-based organizations (CBOs) are active in youth-centered activities in Uganda? What have been their experiences and accomplishments? What lessons learned and/or recommendations do they have for potential USG youth programming? Are there areas where the USG should look at partnering with these organizations?
- What service providers and other institutions address the needs of youth in the different areas categorized above (growing up healthy, learning for work and life, forming families, going to work, exercising citizenship) and/or address the needs of at-risk youth?
- What are the orientation, capacity, and quality of these services? What are the opportunities and implications for potential USG intervention/collaboration in these areas?
- Is there a forum that involves youth in the planning, implementation, monitoring and evaluation of the services that most affect their lives?
- How might USG programs most effectively target young populations and at-risk youth in Uganda? What sort of multi-sector approach would best maximize programming efficiency and impact? What strategic approaches and specific activities are recommended?
- What are the potential weaknesses and risks inherent in these recommended approaches/activities? Who would/would not benefit from such approaches? What development hypotheses and critical assumptions underpin the recommendations?

## **VI. RESEARCH METHODOLOGY**

The assessment will employ research methodologies with sufficient rigor to generate actionable answers to the research questions within the resources and timeframe available for this effort. USAID, through the EQUIP 3 mechanism, has invested in the development of youth-focused resources including a 54-page "Guide to Cross-Sectoral Youth Assessments." This guide provides valuable recommendations on developing an assessment framework, examining country data by sector, mapping USAID sector programs, engaging youth and learning about their perceptions and experiences, learning about perceptions and experiences of other in-country stakeholders, and developing findings and recommendations. This guide should serve as a foundational tool for the development of research methodologies to be used in the Uganda youth assessment.

A research design based on rigorous research methodologies should be proposed, including a mix of qualitative and quantitative methodologies. Principles of participatory, respondent-driven sampling should guide the research process to increasing levels of detail and focus. Key components of the research methodology should include:

Youth-Centered & Participatory Methodologies: The assessment should actively engage youth as participants throughout the research design, data-gathering, and analysis. Engagement of youth is a key objective of the assessment, and both

qualitative and quantitative youth engagement approaches are required. Participatory methodologies are mandatory, and should include diverse participant samples to create a nuanced picture of youth development from multiple perspectives.

Engagement of Multiple USG and GOU Stakeholders and Partners: The assessment should take into account the U.S. Mission’s whole-of-government approach and GOU leadership in addressing youth issues. Information-sharing and engagement of GOU stakeholders, USG Agencies and USG-funded partners should be a priority from the outset. Opportunities should be created for input into the assessment design, the data collection process, and the vetting of assessment recommendations.

Multi-Sector Teambuilding: The youth assessment will explore linkages between sectors that support youth development, but also those instances where such linkages present challenges. The assessment team will work with USAID sector teams to map its current and planned programs and how these affect youth. This mapping exercise will allow the assessment team to work with each sector in detailing its programs and developing strategies to effectively address youth populations.

Literature Review and Secondary Data Collection: A large body of recent and relevant research exists on youth in Uganda, the context and background of youth programming within various sectors, and methodologies for multi-sector youth assessments. USAID will assist in compiling known materials (see Annex 1), and the assessment team should set aside sufficient time to review the literature before field work begins. Once in-country, the assessment team should seek to identify, collect and incorporate additional secondary data sources wherever possible.

Focus Group Discussions: It is expected that systematic youth focus groups will be the core approach for primary data collection and participatory assessment.

Key Informant Interviews: Primary data collection through focus group discussions and surveys should be complemented and expanded using structured interviews with key informants, such as youth-serving organizations, service providers, educational and training institutions, private sector stakeholders, government officials, and donors.

Actionable recommendations: The youth assessment will be structured in close partnership with USAID and lead to provide practical, evidence-based recommendations for the U.S. Mission in Uganda. These recommendations must be based on valid conclusions drawn from the assessment data and vetted within a group of key stakeholders that include young people.

## VII. TEAM COMPOSITION

USAID/Uganda must review and approve the team composition prior to the commencement of the assessment. The assessment team will include American and Ugandan professionals with expertise in youth assessments and youth programming for the various issues touched by this assessment. The assessment team will be led by a senior specialist with at least 15 years of experience in youth development, field research methodologies, and cross-sector youth assessment. Experience in East Africa is required, with a preference for prior experience in Uganda. The team leader will be complemented with an appropriate mix of professionals with collective expertise in relevant sectors:

- Health, Family Planning and Reproductive Health, HIV/AIDS (in conjunction with Family Health International)
- Education
- Livelihoods
- Democracy/Governance
- Conflict

It is expected that the assessment team will work in an integrated, cross-sector fashion and will suggest program options that are not stove-piped, but synergistic across sectors. Team members with a proven track record in multi-sector work would be of particular value. In forming the entire team—which may also include individuals not described above—it is required that Ugandan expertise be included to ensure the appropriateness of the research design to the Ugandan context, to facilitate the identification of and interactions with local stakeholders, and to expedite fieldwork.

USAID will be closely involved with the assessment and considered part of the extended team. In addition to reviewing and approving assessment deliverables, USAID may also contribute personnel to guide the strategic focus of the assessment, strengthen sectoral expertise, and/or interact with relevant stakeholders within USAID, the donor community, and the Government of Uganda.

## VIII. COLLABORATION WITH FAMILY HEALTH INTERNATIONAL

USAID/Uganda will fund some or all of the health-related components of this Scope of Work through FHI, a development partner with particular expertise in the area of family planning and reproductive health. To maximize resources and avoid duplication of effort, the International Youth Foundation will work closely with Family Health International, the USAID/Uganda Mission, and with Washington stakeholders to harmonize Scopes of Work, finalize decisions about how to address the illustrative research questions under “Growing Up Healthy” and “Forming Families,” and identify how best to plan and coordinate efforts in the field. An initial meeting was held between USAID, the International Youth Foundation and Family Health International at the Uganda Mission on May 20, 2010, during which it was decided that the two implementing organizations should begin communicating directly with each other on the planning of the assessment, in order to determine how best to conduct joint research and analysis. It is intended that this collaboration will extend and deepen the analysis of health-related issues.

## IX. DELIVERABLES

This assessment will result in a series of Deliverables to be approved USAID/Uganda at different stages in the planning, research, analysis, and strategy design process. The Deliverables include:

1. **Work Plan:** Due to USAID/Washington and USAID/Uganda at least two weeks prior to arrival of the assessment team in country. The Work Plan should lay out the composition of the assessment team, logistics for the assessment, and a schedule of activities. It should include a draft proposed research agenda including methodologies, protocols, and tools.
2. **Facilitated Briefings and Discussions with Mission Staff and Partners:** This must include a structured in-brief presentation within the first week in-country, and follow-up meetings with technical teams throughout the research and strategic design phases of the assessment.
3. **Facilitated Meeting(s) with GOU and Development Partners:** The assessment team will hold a structured in-brief and an out-brief meeting for GOU and Development Partners. The assessment team will also meet with these stakeholders throughout the research phase.
4. **Uganda Cross-Sector Youth Situational Analysis:** A main Deliverable of the assessment will be a situational analysis that answers the following research questions: (a) What are the opportunities, issues and challenges facing youth in Uganda as they cope with major life transitions in the areas of health, education/learning, forming families, going to work, and exercising citizenship? (b) Who are the most vulnerable youth populations in Uganda, and what are their unique needs? (c) How effectively have the GOU and Uganda’s development partners developed policies, structures, programs and partnerships to address the needs of youth, and to take advantage of their enormous potential? This Deliverable is expected to become a public document, and should be further focused and structured in response to the research priorities of the GOU and other development partners as well as USAID.
5. **USAID Cross-Sector Youth Strategy Design:** A second main Deliverable of the assessment will be a design document for USG and USAID purposes only. This document will answer the following research question: What priorities, approaches, and programs should be included in a multi-sector USG youth strategy, and how should this inform the development or revision of USAID’s programs that benefit youth? The strategy design should describe what contributions USAID can make to supporting youth in Uganda, how to target interventions and beneficiary populations, and what results the USG could expect in 5-10 years. It should fit the budget available the Mission, lay out as specifically as possible the specific interventions recommended for ongoing and any proposed new programs.

6. Out-briefing Presentation(s): Prior to departure, the assessment team will hold one or more briefings for the Mission aimed at presenting and finalizing the Cross-Sector Situational Analysis and Strategy Design. The purpose will be to ensure broad Mission approval of situational analysis and strategy design, in order to ensure it meets USG/USAID needs.

## **X. ILLUSTRATIVE TIMEFRAME**

Award: July 2010

Field Research: August/September 2010

Deliverables Submitted: October 2010

USAID Comment: October 2010

Deliverables Approved: November 2010

## **XI. ESTIMATED BUDGET**

Core funding for this assessment will be identified and communicated by USAID/Washington.



## ANNEX 3: ASSESSMENT METHODOLOGY AND IMPLEMENTATION

### *Desk Review of Documents and Existing Data*

**Literature Review:** As part of the assessment preparation, the *YouthMap Uganda* team reviewed:

- Descriptive and analytical literature on demographic, economic, and social issues and trends affecting Ugandan youth.
- Documentation on relevant USAID and donor-funded projects; programs and services of relevant GOU entities and local/international NGOs. Documentation included program reports, evaluations, studies, and planning documents.
- Documentation related to USAID/Uganda's Country Development Cooperation Strategy 2011-2015 (CDCS), the Collaborating, Learning, and Adapting (CLA) Strategy, and related strategy documents as well as recent assessments conducted for USAID.

See **Annex 14** for a bibliography of selected documents included in the literature review.

**Quantitative Data Review:** The assessment team collected and analyzed existing Uganda Bureau of Statistics (UBOS) data on issues relating to young people. The main dataset used was the 2010 Uganda National Household Survey (UNHS). The team relied on the UNHS data to generate descriptive statistics not already analyzed in existing literature for the youth population including poverty, inequality, education, and labor indicators for the youth population. Indicators were disaggregated by region, rural/urban, gender, different age cohorts, employment status and sector, education level, land ownership, and other factors. Other data analyzed included the 2004 and 2008 National Service Delivery (NSD) surveys and the 2004 and 2008 Northern Uganda Surveys (NUS).

The team also reviewed statistical reports/databases maintained by multilateral and bilateral

organizations (e.g. Demographic Health Survey, UN country-specific education status) and by business and manufacturer associations and trade unions. These data assisted in presenting the macro picture and helping to frame the education, economic, health and political environment of Ugandan youth.

### *Sampling Strategy*

**Key Informant Interviews:** The respondent sample for key informants consisted of individuals most informed about specific aspects of youth conditions in Uganda and/or who manage youth-oriented programs in the country. Interviews included a sample of respondents from the **public, private, civil society, and donor sectors:**

1. In the public sector, national-level government stakeholders included representatives of the Ministry of Gender, Labour and Social Development; Ministry of Education and Sports; Ministry of Health; Ministry of Agriculture, and Animal Industry and Fisheries, among others. At the local level, the team interviewed district officials as well as school officials within sampled districts.
2. The private sector sample included representatives of relevant youth employers, trade and business associations, farmer and producer associations, business leaders, and business owners in the formal and informal sectors.
3. Civil society informants included leaders and representatives of non-governmental, community-based and advocacy organizations, including youth-led organizations that serve young people. The sample of NGO/CSO representatives included a sub-sample of USAID Implementing Partners, international, and local organizations.
4. The donor sample included leaders and program directors within the donor community. Donors provided perspectives on their strategic investments with youth, as well as the lessons learned and results achieved through their projects and interventions in Uganda.

**Health Facility Assessment:** In each of the selected districts, two health facilities from either the HC III or HC IV level

were selected in collaboration with local District Health Officers for inclusion in the health facility assessment. HC III and HC IV facilities were selected because they are the lowest level at which reproductive health services are provided.

**Sample of Youth:** IYF and FHI selected purposeful samples of youth, ages 15 to 30, from urban, peri-urban, and rural areas in Kampala, Kabale, Kamwenge, Gulu, Kotido, Nakapiripirit, Mbale, Butaleja, Luwero, Namutumba, Masindi, and Nebbi. The sample included cohorts of in- and out-of-school youth; employed, unemployed, and inactive youth; and other cohorts of youth especially at risk. Youth cohorts are defined as groups of youth with common characteristics. “At-risk” included those with significant vulnerabilities, as outlined below.

In selecting the youth sample, the team targeted representation of the following cohorts:

- In-school youth:
  - Secondary school students
  - Vocational school students
  - Higher education students
- Out-of-school, unemployed youth and inactive youth<sup>1</sup>
- Employed youth:
  - Employed / self-employed in formal sector
  - Employed / self-employed in informal sector
- Youth at risk, including:
  - Out of school youth
  - Youth affected by conflict or violence (esp. Karamoja, northern Uganda)
  - Disabled youth
  - HIV-affected youth including orphans and vulnerable children
  - Young women in domestic work or prostitution and teenage mothers
  - Juvenile offenders and youth who have committed crimes

Although not randomly selected from a universal youth population, this sample was designed to be acceptably representative of the major characteristics of Uganda’s youth and to fit the time and resource constraints of the assessment—allowing a modest degree of generalization to the larger youth population.

### **Data Collection**

**Interviews with Key Informants:** The assessment team collected data from key stakeholders through individual interviews, using semi-structured interview guides designed collaboratively with the local research team and pilot-tested with respondents. The purpose of these interviews was to gain a detailed understanding of the Ugandan youth situation from the point of view of key stakeholders across sectors, and to collect information about past/current programs. These interviews helped to shed light on the policy and enabling environment for youth empowerment, document lessons learned, and suggest areas where increased intervention may be necessary. See **Annex 13** (*YouthMap* data collection instruments) for key informant interview guides.

**FGDs with Youth Cohorts:** The team worked with local partners, youth-serving organizations, schools, and local government bodies to recruit youth in the target cohorts and schedule FGDs over the course of in-country data collection. Over the five weeks of fieldwork, the **team conducted a total of 97 youth FGDs involving 1,062 youth**. Each FGD included an average of 8-10 participants and lasted roughly 90 minutes. Two FGD guides (see **Annex 13**) were used to elicit discussion among youth participants. The first FGD guide included a set of questions intended to elicit youth opinions on the major research questions. The second FGD guide was used to discuss SRH issues which are considered sensitive topics

<sup>1</sup> Inactive refers to young people who are not in school, not working, and not looking for work.

within the country. FGDs were conducted in the preferred language of most interviewees in a group, with simultaneous translation provided as needed. FGDs aimed to delve beneath initial or superficial answers and get at the less-understood dynamics of youths' lives. Facilitators sought to bring to bear multiple and even conflicting views in discussion sessions to engender a deeper and more dynamic exchange on youth issues and perspectives.

Youth voices, captured through FGDs in the twelve regions, were the central focus of the *YouthMap* assessment. The compilation of the youth FGD data was designed to provide a basic “snapshot” of youth circumstances in Uganda—in essence, to help “tell the story” of youth. The FGD data and analysis were intended to reveal the interrelationships between various factors, and will ultimately be compared across all eight of the *YouthMap* countries.

**Youth Survey:** A short survey was also administered to youth FGD participants to compile descriptive information about respondents. The survey (see **Annex 13**) collected basic demographic information about the youth, including their gender, residence, marital status, and age. Other substantive information included: years of completed schooling and level completed; work status; participation in post-schooling training and/or continuing education; and access to technology.

**Health Assessment:** The goal of the health facility assessment was to conduct a service provision analysis of youth-friendly services (YFS) by determining the availability of existing YFS and assessing the presence of specific components of YFS. Health facility assessments were conducted using a modified version of Pathfinder International's *Clinic Assessment of Youth Friendly Services: A Tool for Assessing and Improving Reproductive Health Services for Youth*. This tool was designed to capture general background information about a clinic, client volume and range of services, availability of personnel and supervision, and an assessment of the youth-friendliness of the clinic across 12 attributes. Interviews with service providers, officers in charge of health facilities, and young clients were conducted in order to aid in understanding the challenges (including knowledge and attitude gaps) and opportunities for providing clinical health services targeted at young people.

**Local Market Survey:** A short survey was administered with sub-county officials within the target districts of Mbale, Gulu, Nebbi, Masindi, Namutumba, Kamwenge, Kabale, and Luwero. The survey collected information on missing businesses, needed businesses, and skills training in the sub-counties. Please refer to **Annex 10** for complete information.

**Training of Interviewers:** The assessment team ensured that all interviewers and data collectors were trained in uniform administration of the data collection instruments. Training was conducted in Kampala in early April. The goal of the training was consistency in data collection and, hence, findings of the highest validity. Training covered all key elements of the assessment, including data to be collected, data collection and recording procedures, and approach to writing up findings. Team members were trained in conducting FGDs and individual interviews and administering surveys and were coached on the handling of sensitive and discussions/situations that might arise in FGDs or interviews. Interviewers were also trained to verbally obtain informed consent of key informants and youth FGD participants and to ensure the confidentiality of survey/interview data.

**Piloting of Instruments:** Prior to the first week of field work, the assessment team piloted the rapid survey and education institution interview guide (see **Annex 13**). During the first week of in-country field work, the assessment team recruited a small group of youth and key informants to be a pilot sample and pilot-tested the questionnaires for clarity, appropriateness, consistency, and coherence. The instruments were modified based on the results of this review of interview guides and the survey questionnaire. Assessment tools were adapted from the *YouthMap* Senegal assessment conducted in January/February 2011.

**Data Capture:** For each interview, a team member other than the lead interviewer was responsible for transcribing the interview into digital format. As permitted, the interview team digitally recorded interview sessions to assist in accurately capturing data. The audio files of sessions were stored as a back-up of the transcribed interview and will be deleted when the assessment is completed.

### **Data Analysis**

Following completion of fieldwork, electronic transcripts of key informant interviews and youth FGDs were imported into qualitative data-analysis software (both Atlas.ti and NVivo were used). Analysis included four components: data reduction

(i.e., open, focused and axial coding); displaying data; drawing conclusions; and verifying through data triangulation (e.g., comparing qualitative and quantitative findings). Qualitative data were analyzed using a coding system developed by an expert in qualitative analysis. This analysis enabled the team to draw conclusions from the data, note patterns and themes, assess plausibility, note relations between variables, and uncover intervening variables. IYF endeavored to protect against bias by testing and confirming findings (e.g., ensuring the basic quality of the data, checking findings by examining exceptions, and testing explanations).

Descriptive, quantitative data from the rapid youth survey were reviewed for missing information and, where possible, corrected. Data were cleaned to ensure that missing values were captured and input appropriately. Once cleaned, the data were analyzed using STATA.

## ANNEX 4: KEY INFORMANTS INTERVIEWED, BY REGION

Butaleja Stakeholders		
Organization	Contact	Position
Local Government	Dr. Mweru Kanami Haumba	District Health Officer

Gulu Stakeholders		
Organization	Contact	Position
American Refugee Committee	Sam	Deputy Program Coordinator
Benchmark Construction Company Limited	Ojara Richard	Managing Director
Bohma Hotel	Charles Onaka	Manager
Chamber of Commerce	Mark Moro and Freddy Oyat	Chairman and Director
Concerned Children and Youth Association (CCYA) (in Lira)	Caxson Ray Can	Program Coordinator
Local Government	Oyat Michael	District Youth Officer
Gulu NGO Forum	Alaroker Zipporah Jean	Project Officer
Gulu University	Rev. Sr. Margret Acheng	Dean of Students
Ministry of Health – District Health Office	John Opwonya	Ag. District Health Officer (at time of interview) District TB/Leprosy Focal Person
Norwegian Refugee Council	Kenneth Kakiizu Okwira	Project Coordinator
Peyero Millers	Sunday Nyeko	Manager
Pope John Paul Secondary School	Obita Francis	Headmaster
Recreation Project	Ben Porter	Program Manager
Tourism Trade and Industry	Mr.Obina Benard Okumu	Commercial Service Officer
United Movement to End Child Soldering (UMECS)	Anthony Ojok	Education Field Coordinator
UNFPA	Molly Fair	Program Manager
Universal Standard Technical School	Patrick Ogwal	Head Teacher

Kabale Stakeholders		
Organization	Contact	Position
Local Government	Kasimbazi James	NAADS Coordinator
Bwindi Beekeepers Development Association	Sabiiti Elijah	
Children’s Rescue Voluntary Organization	Tumwesigye Leonard	
Hot Loaf Bakeries	Vuningoma Davis	
Kabale Tourism and Hotel Training Institute	Kamugisha Charles	
Kigezi Diocese Water Project	Reuben, Grace, Milton and Phillip	
Local Government	Nkwasiwwe Denis and Ndugu Kahonaho Isaac	Youth Council Chairman and Secretary for Finance for National Youth Council / Treasurer for District Youth Council
Local Government	Okello James Fred and Mugisha James	Deputy Chief Administrative Officer (CAO) and Principal Administrative Secretary
Local Government	Sabiiti Teophil	Community Development Officer
Ministry of Health – District Health Office	Dr. Tusiime Patrick	District Health Officer

Kabale Stakeholders (cont'd)		
Organization	Contact	Position
Silverback and Uganda Tourism Information Center	Byarugaba Seith	
White Horse Inn	Muniola Sam	

Kampala Stakeholders		
Organization	Contact	Position
Aga Khan Foundation	Akim Okuni and John Ekwamu	Executive Officer, Uganda and Senior Education Program Officer
African Youth Development Link	Ahmed Hadji and Wanzari Martin	Co-Directors
BRAC	Niki Banks	Head of Research
Chamber of Commerce	Janepher Sambaga	Head of Lobby and Advocacy
Civil Society Fund	Sheila Coutinho, Lillian Sekabembe, and Denis Bwayo	Chief of Party, Deputy Chief of Party, and HIV Care and Support Specialist
Comprehensive College Kitetitika	Mr. Simon Ocola	Head Teacher
Crested Stocks and Securities	Robert Baldwin	CEO
DANIDA/Royal Danish Embassy	William K. Mugerwa	Programme Officer
Educate!	Libby Daghlian and Brendan Sullivan	M&E Manager and Program Manager
Enterprise Uganda	Charles Ocici and George Oumo	Executive Director and Director of Information and Communication
Federation of Ugandan Employers	Mr Opio	Policy and Research Officer
Forum for African Women Educationalist (FAWE)	Dorothy A.K. Muhumure	Program Manager
German Aid Agency (GIZ)	Branko Wehnert	Coordinator
Grameen Foundation	Paul Ssengooba and Lydia Namubiiru	Data Collection Manager and Management & Evaluation Analyst
International Alert	Anena Lucy Latim	Program Officer
International Rescue Committee (IRC)	Martin Omukuba	CYPD / LEAP Director
International Republican Institute (IRI)	Jeremy Liebowitz	Resident Country Director
LEAD	Susan Corning and Maria Paula Jaramillo	Chief of Party and OVC Manager
Lugogo Vocational School	Mwesigye George Shillingi	Principal
Mercy Corps	Tara Noronha	Youth Economic Empowerment Advisor
Ministry of Agriculture	Chango Mangeni	Senior Economist / M&E Officer
Ministry of Education and Sports (MoES)	Aggrey Kibenge	Under Secretary
MoES	Ms Namuli Tamale	BTVET Asst. Commissioner
MoES	Mr Ssebuku	Private School Assistant Commissioner
MoES	Mr Osuban	Government Schools Education Officer
MoES	Mr Oceng	Commissioner Higher Education
Ministry of Gender, Labor and Social Development (MGLSD)	Kyateka F. Mondo	AG Commissioner, Youth & Children Department
Ministry of Health	Dr. Collins Tusingwire	Senior Medical Officer RH/FP Focal Person
Ministry of Local Government	Dr. Godfrey Habomugisha	Reproductive Health Coordinator
MTN	Joachim Masagazi	Organizational Development Manager
National Democratic Institute (NDI)	Heather Kashner	Resident Director, Uganda
National Youth Council	Shaft Nasser Mykwaya	Executive Secretary

Kampala Stakeholders (cont'd)		
Organization	Contact	Position
Peace Corps*	Jan Droegkamp	PTO for Peace Corps/Uganda and APCDs and PEPFAR Coordinator
Private Sector Foundation Uganda	Ruth Musoke	Director Member Services
Save the Children	Daisey Muculezi	CRC Technical Manager
Straight Talk Foundation	Godfrey Walakira	Programme Officer
Stanbic	Flavia Ntambi	Head of Human Resources
Tiner International School of Beauty, Hairdressing Art and Fashion Design	Paul	Administrative Coordinator
Tullow Oil	Arthur Nsubuga	Talent Manager
Uganda AIDS Commission	Dr. Grace Murindwa	Director
Uganda Girl Guides Association*	Morine Wavamunno	Chief Commissioner
Uganda Investment Agency	Dr. Maggie Kigozi	Executive Director
Uganda Manufacturers Association	Mr. Kigozi	Executive Director
Uganda National Federation of Farmers	Mwendya Augustine and Emmanuel Sunday	Director Youth Secretary
Uganda Red Cross Society	Nataka Michael Richard	Secretary General
Uganda Youth Forum	Francis Katana	Executive Director
Uganda Youth Network (UYONET)	Emmanuel Kitamirike	Executive Director
UK Department for International Development (DfID)	Will Hines	Programme Manager
UNFPA	Brian Kironde	National Program Officer
UNICEF	Sabine Michiels and David Stewart	Communication and Development Specialist and Policy Analyst
U.S. Embassy - Public Affairs Office (PAO)	Joann M. Lockard Eriki Peter	Public Affairs Officer Media Program Assistant
World Vision - SPEAR Project	Warren Tukwasibwe	Program Manager
Young Entrepreneurs Uganda	Muhumuza Edwin	Director
Youth Link Africa	Ntale Peterson	Program Director
Young Women's Christian Association (YWCA)*	Laetitia Kiyingi	Executive Director

Kamwenge Stakeholders		
Organization	Contact	Position
Ave Maria Technical Training Center	Fred Samuel Asimwe and Sister Teresa Shirima	Dean of Studies and Bursur/ Head of Christian Studies
Bigodi Peanut Butter Project	Helen Abiyo	Chairperson
Bigodi Tourism and Hotel Training Institute	Benjamin Twiteise and Benson Rukundo	Tutors
Local Government	Winifred Kemigisa	Senior Personnel Officer
Local Government	Gertrude Tuhairwe	Senior Community Development Officer
Local Government	Eriya Magumba	Deputy CAO
Kamwenge Town Council	Juma Mutabazi	Town Clerk
Kamwenge Town Council	Joseph Karungi	District Youth Chairman
Ministry of Health	Gregory Ocen	Ag. District Health Officer
Post Bank	Patrick Kagimu	Branch Manager

Kamwenge Stakeholders (cont'd)		
Organization	Contact	Position
Primate Lodge	Darius Biryomeisho	Supervisor
Rwenzori Youth Volunteer Services	Enos Kaizera and Shatrah Kabagahi	Field Officer and Secretary
Samaritan's Purse International Relief	Emmanuel Dusabe	Project Manager
Semliki Dairy and Beverages (U) Ltd.	Mike Mugabi	Production Manager

Kotido Stakeholders		
Organization	Contact	Position
IRC	Ateu Benjamin	Project Officer
Kotido Peace Initiative	Romano Longole	Coordinator
Kotido Cattle Traders Assoc	Alex Akori	Chairman
Kotido Secondary School	Emuk Opure	Head teacher
Local Government	Kapel Romano	Senior Education Officer
Local Government	Mark Namuya	Deputy CAO
Local Government-Health Centre III	Robert Logiel	I/C, Health Centre
Mercy Corps	Frewengel Michael	Program Manager
Kotido Town Saving and Credit Cooperative Society	Atoom Menyia Alex	Chairman
SAEMSA Co Ltd	Samuel SAYEKWO	Director
UNFPA	Sambey Logira	Program Officer
Warrior Squad	Milton Lopiria	Coordinator

Luwero Stakeholders		
Organization	Contact	Position
Bukalasa Agriculture College	Anyait Christine Mary	Ag Principal
EM Grain Milling Center	Victor Nabasa	Manager
Kimaliridde Coffee Factory	David Kimbugwe	Director
Local Government	Henry Musisi	Asst. CAO, Katikamu County
Local Government	Martha Butono	Community Development Officer
Local Government	Florence Katasi	District Community Development Officer
Local Government	Hajji Jjuuko Kamoga Uthman	Senior Education Officer
Local Government	Luzze Charles	District Planner
Local Government	Kasirye Haruna	NAADS Coordinator, Bamunanika Sub-County
Local Government	Kabale Robert	Bamunanika Sub-County Chief (Senior Asst. Secretary)
Local Government	Lubowa Moses Paul	Resident District Commissioner
Ministry of Health	Joseph Okware	District Health Officer
Plan International	Natseli Margaret	Manager



Luwero Stakeholders (cont'd)		
Organization	Contact	Position
Rwamomahar Investment Carpentry	Raphael Wabwire	Director
Save the Children	Odong Robert Omara	Project Manager (Central Uganda)
Young Positive Living Ambassador/National Association of Women Living With AIDS	Richard Sseruyange	Coordinator
Youth Alive	Tebuseeke Vincent	Chairperson

Masindi Stakeholders		
Organization	Contact	Position
Agro-Vet Farmers	Lilly	Accountant
District NGO Forum	Businge Nicholas	Program Coordinator
Kinyara Sugar Factory	Albert Bituura	Ag. HR Manager
Kinyara Sugarcane Growers Ltd	Kusiima Richard	General Manager
Local Government	Bahemuka Godfrey	Senior Community Development Officer
Local Government	Ngobi Fredie Aggrey	CAO
Local Government	Kyomuhendo Francis	District Education Officer
Local Government	Byabakama Blasto	District Production Officer
Ministry of Health	Dr. Turyagaruka John	District Health Officer
Recreation for Development and Peace	Kenneth Orone	Project Assistant
St. Kizito Vocational Institute	Agnes Nakazibwe	Principal
Stanbic Bank	Kamugisha Joseph Barya	Manager
Uganda Persons with Disability Development Network	William Mwambu	Director
Uganda Technical College - Kyema	Robert Kakura	Registrar
Victoria Bijja Hotel	John Omukala	Hotel Manager

Mbale Stakeholders		
Organization	Contact	Position
Arlington Academy of Hope	John Wanda	Founder
Bugisu Cooperative Union	Patrick Nabisi Nabutaala	HR/Administration Manager
MGLSD	Meresi Mutonyi and Nathan Wakwabubi	Senior Probation Officer and Assistant Probation Officer
Marie Stopes	Steven Misanvu	Manager
Mbale Resort Hotel Limited	Mr. Paul Wamaungo	General Manager
National Agriculture Advisory Services	Dr. Michael Wandukwa	Veterinary Officer

Nakapiripirit Stakeholders		
Organization	Contact	Position
Community Integrated Development Environment Protection Organisation	Cornelius Kokoi	Director
IRC	Abol Bernard	Peace Building Officer
Kobil Petrol Station	Ngiro James	Manager
Local Government	Ilukol Jobs Lomenen	Deputy CAO

Nakapiripit Stakeholders (cont'd)		
Organization	Contact	Position
Happy Cow	Loese Atibu	Project Coordinator
Ministry of Health	Athiyo Denis	Senior Probation Officer/ Ag. Community Development officer
Ministry of Health	Anguzu John	District Director of Health Services
Nakapelimoru Health Centre III	Robert Logiel	Nursing Officer, in charge, Health Centre
Nakapiripit Technical Institute	Oloka Joseph	Acting Principal
Pian Agro-Pastoral Development Centre	Alinga Hellen	Program Coordinator
Hill View Resort	Bernard Abila	Manager
World Food Programme	Peter James Odongo	Program Officer

Namutumba Stakeholders		
Organization	Contact	Position
Community Development	Samuel Lwanga	Community Development Officer
District Education Office	Godfrey Bwaita	Sports Officer
Kisiki College, Namutumba	Deborah Basekanakyo Wesonga	Head Teacher
Ministry of Health	District Health Office	District Health Officer
Mpolyabigere Rural Community Recreation	Enoch Magala	Program Officer
Mpyangu Kassim and Brothers, Ltd	MPYANGU KASSIM	Director
National Agriculture Advisory Services	James Bakalikwira	NAADS Officer
Namutumba Youth Development Association	Simon Menyha	Secretary for Finance
Wambi Foundation	Dauson Ndokero Wambi	Founder
Youth Alive	Yololimu Nabongho	Coordinator

Nebbi Stakeholders		
Organization	Contact	Position
Agency for Accelerated Regional Development	Alfred Lakwo	Program Director
Local Government	Langoya Patrick	CAO
Community Empowerment for Rural Development	John Bosco Okaya	Program Officer
Local Government	Angala Patrick	Education Officer
Kakembo Metal Fabricators	Kakambo Swaib	Owner
Ministry of Health	Jakor Oryema	DHO
National Agriculture Advisory Services	Piwa Joyce	District NAADS Coordinator
People Living with HIV Role Models Action Group	Wilfred Omondi	Coordinator
Rwenzori Cotton Gineries	Anthony Kubiri	Area Coordinator
Satellite One	Akello Beatrice	Assistant Director
Uganda Agriculture cooperative	Jackline Aduny	Secretary
West Nile Private Sector for Sustainable Development	Eujenio Ajuma	Finance and Administration Manager

### USAID Personnel Consulted<sup>1</sup>

Organization	Contact	Position
USAID	David Eckerson	Mission Director
USAID	John Mark Winfield	Deputy Mission Director
USAID	Natasha DeMarcken	Education Team Leader
USAID	Jeremiah Carew	Team Leader, Program and Policy Development Office
USAID	Juno Lawrence Jaffer	Health Officer
USAID	Allyson Phelps	Deputy Program Officer, Program and Policy Development Officer
USAID	Barry Wojega	Senior Budget Specialist
USAID	Jessica Ilomu	Education Specialist
USAID	Michael Ronning	Director, Democracy Governance and Conflict Programs
USAID	Andrew Colburn	Democracy and Governance Officer
USAID	Theresa Tuano	Team Leader, Economic Growth
USAID	Jacqueline Wakhweya	Development Finance Specialist
USAID	Sudi Bamulesewa	Team Leader, Environmental / Natural Resource Sub-Team
USAID	Lee Forsythe	Economic Growth
USAID	Megan Rhodes	Health Team Leader
USAID	Andrew Namonyo	Health Officer
USAID	May Mwaka	Monitoring & Evaluation Officer
USAID	Jeanne Briggs	Team Leader, Northern Uganda Field Office
USAID	David Mutazindwa	Program Manager
USAID	Ambrose Olaa	Program Manager

<sup>1</sup> Met in consultative meetings.

### PRE-ASSESSMENT VISIT, NOVEMBER 2010—STAKEHOLDERS MET

Organization	Contact	Position
World Bank	Suleiman Namara	Youth Employment
World Bank	Innocent Mulindwa	Education Specialist
MGLSD	Kyateka Mondo	Youth Commissioner
UNICEF	Sabine Michiels	Communication for Development Specialist
UNICEF	Dr. Sharad Sapra	Representative
Ministry of Health	Dr. Katumba	Principal Medical Officer
Ministry of Education and Sports	Dr. Yusuf K. Nsubuga	Director of Basic and Secondary Education
Peace Corps	Jan Droegkamp	PTO for Peace Corps/Uganda and APCDs and PEPFAR Coordinator
Uganda AIDS Commission	Dr. David Kihumuro Apuuli	Director General
FAWE	Ruth Kavuma	MP Kalanga District
UNFPA	Brian Kironde	National Program Officer

YOUTHMAP PEER REVIEW COMMITTEE <sup>2</sup>	
Name	Organization
Shaban Ahmed A. M.	UNICEF Uganda
Brian Asiimwe	World Vision / SPEAR
Solomon Kayiwa	EDUCATE!
Anena Lucy Latim	International Alert
Elizabeth Nuwe	Uganda Youth Forum
Owor Michael Okoya	Associates in Rural Development (USAID/LEAD project)
Helena Okung	Uganda Youth Network (UYONET)
Namatovu Mastula	National Youth Council
Najjemba Maureen	Baveeko Barome
Josephine Muwalana	YWCA
John Paul Ssemyalo	Brandvision
Epudu George Titus	Restless Development

<sup>1</sup> Additional USAID personnel were consulted through team meetings; all of these personnel are not listed here.

<sup>2</sup> Following the completion of the draft YouthMap Uganda assessment report, a youth committee was established with the help of individuals and organizations interviewed during the YouthMap field work. This group of twelve young Ugandans forms the YouthMap Peer Review Committee. The objectives of the first meeting of the YMPRC were to: present the preliminary findings from the assessment; discuss and provide feedback on the findings; and discuss future collaboration of the committee.

## ANNEX 5: YOUTH FOCUS GROUP DISCUSSIONS, BY REGION

Kampala Focus Group Discussions	
Type of Youth	Number of Participants
Disabled youth	10
Out-of-school youth	10
Youth at risk – Female inmates	12
Youth at risk – Male inmates	11
Youth in technical school	10
High school students	12
Formally employed youth	10
Unemployed youth	11
Informally employed youth	12
University students	9
Unemployed youth	10
Youth in technical school – Females	11
<b>Total FGD Participants</b>	<b>128</b>

Kabale Focus Group Discussions	
Type of Youth	Number of Participants
In-school youth	10
Youth at risk – youth living with HIV	8
In-school youth	10
Vulnerable youth (1)	10
Employed youth (1)	11
Employed youth (2)	10
Vulnerable youth (2)	11
Unemployed youth	10
<b>Total FGD Participants</b>	<b>80</b>

Kamwenge Focus Group Discussions	
Type of Youth	Number of Participants
Out-of-school youth	10
Married youth	10
Employed youth	12
In-school youth	10
Vulnerable youth (1)	9
Vulnerable youth (2)	9
Employed youth	9
Unemployed youth	9
<b>Total FGD Participants</b>	<b>78</b>

Butaleja Focus Group Discussions	
Type of Youth	Number of Participants
In-school youth (1)	10
In-school youth (2)	10
<b>Total FGD Participants</b>	<b>20</b>

Nebbi Focus Group Discussions	
Type of Youth	Number of Participants
Youth Straight Talk Club	14
Youth living with HIV	11
In-school youth (1)	10
In-school youth (2)	11
Unemployed university graduates	11
Employed youth – Informal sector	13
Employed youth	12
Youth living with HIV/AIDS	11
Disabled youth	5
<b>Total FGD Participants</b>	<b>98</b>

Kotido Focus Group Discussions	
Type of Youth	Number of Participants
In-school youth	9
Out-of-school youth – Unemployed	10
Employed youth	16
Youth at risk – OVCs	11
Out-of school youth – Unemployed	9
<b>Total FGD Participants</b>	<b>55</b>

Gulu Focus Group Discussions	
Type of Youth	Number of Participants
Young mothers	9
Out-of-school youth in relationships	10
Unemployed youth	10
Employed youth	12
Youth at risk – HIV-affected, disabled, and young mothers	10
Youth affected by conflict (1)	13
Out-of-school youth	13
Employed youth	10
Youth affected by conflict (2)	10
Youth at risk – HIV-affected, OVCs, young mothers, single parents, divorced	13
University students	10
In-school youth and youth in technical school	10
<b>Total FGD Participants</b>	<b>130</b>

Luwero Focus Group Discussions	
Type of Youth	Number of Participants
In-school youth	10
Out-of-school youth	10
College students	19
College students	8
Employed youth	22
Unemployed/Self-employed/Employed youth	16
Self-employed	10
Youth at risk – Females	11
Youth living with HIV	8
Employed youth	4
<b>Total FGD Participants</b>	<b>118</b>

Masindi Focus Group Discussions	
Type of Youth	Number of Participants
Disabled youth	10
Youth at risk (1) – OVC	9
In-school youth	10
Unemployed/out-of-school youth	13
Youth at risk (2)	10
Employed youth	12
Unemployed/out-of-school youth	12
Employed youth	14
Disabled youth	12
<b>Total FGD Participants</b>	<b>102</b>

Mbale Focus Group Discussions	
Type of Youth	Number of Participants
Out-of-school youth	12
High school students	12
Youth at risk (1)	12
University students	8
Youth at risk (2)	11
Employed – Informal sector	15
Employed – Formal sector	16
Youth in technical school	17
<b>Total FGD Participants</b>	<b>103</b>

Nakapiripirit Focus Group Discussions	
Type of Youth	Number of Participants
In-school youth – secondary & vocational students	10
Unemployed/Out-of-school youth	14
Employed, formal sector	10
Employed, informal sector	11
Youth at risk – OVCs	9
Out-of-school youth	15
<b>Total FGD Participants</b>	<b>69</b>

Namatumba Focus Group Discussions	
Type of Youth	Number of Participants
Young mothers	9
Youth at risk – youth living with HIV	6
In-school youth	12
Employed youth – informal sector	8
Youth at risk – OVCs	10
Unemployed youth	10
Employed youth – formal sector	8
Youth at risk – OVCs	18
<b>Total FGD Participants</b>	<b>81</b>



## ANNEX 6: YOUTHMAP SELECTION CRITERIA FOR YOUTH FOCUS GROUP DISCUSSION PARTICIPANTS, BY COHORT OF YOUTH

SELECTION CRITERIA FOR YOUTH FOCUS GROUP PARTICIPANTS	
1. In-School Youth - Secondary Students	<ul style="list-style-type: none"> <li>• Age range of youth: between 15 and 20</li> <li>• Currently enrolled in senior secondary school/high school</li> <li>• Schools can be public or private</li> <li>• If possible, select approximately half males and half females</li> </ul>
2. In-School Youth - Vocational School Students	<ul style="list-style-type: none"> <li>• Age range of youth: between 17 and 30</li> <li>• Vocational schools can be public or private or NGO-run</li> <li>• If possible, select students that represent various areas of study</li> <li>• If possible, select approximately half males and half females</li> </ul>
3. In-School Youth - Higher Education / University Students	<ul style="list-style-type: none"> <li>• Age range of youth: between 17 and 30</li> <li>• Schools can be public or private universities or polytechnic institutes</li> <li>• If possible, select students that represent various areas of study (e.g. not all from the same program or subject area), but keeping university students with university students, polytechnic students with polytechnic students, etc.</li> <li>• If possible, select approximately half males and half females</li> </ul>
4. Employed - Formal Sector	<ul style="list-style-type: none"> <li>• Age range of youth: between 18 and 30</li> <li>• Select youth who have jobs in the formal sector (i.e. they receive regular wages, pay taxes, etc.); incl. self-employed entrepreneurs with formally registered enterprises</li> <li>• They can be employed either part-time or full-time</li> <li>• If possible, select youth that represent various areas of work</li> <li>• Include agriculture-related businesses</li> <li>• If possible, select approximately half males and half females</li> </ul>
5. Employed - Informal Sector	<ul style="list-style-type: none"> <li>• Age range of youth: between 18 and 30</li> <li>• Select youth who have jobs in the informal sector, including self-employed (i.e. they don't pay taxes or receive regular wages—receive pay based on the piece rate, daily/weekly work done <b>other than agriculture</b>);</li> <li>• They can be employed either part-time or full-time</li> <li>• If possible, select youth that represent various types of work (e.g. market or road-side stall, handicrafts, street sales, shoe shining, food processing, transportation) and include those working in agricultural work</li> <li>• If possible, conduct separate FGDs for males and females</li> </ul>
6. Unemployed / Inactive Youth	<ul style="list-style-type: none"> <li>• Age range of youth: between 17 and 30</li> <li>• Select youth that are not currently working, but who would like to work and are looking for work</li> <li>• Also select youth who are "inactive"—not in school, not working, and not looking for work</li> <li>• Unemployed focus groups will be gender-specific (i.e., females only and males only)</li> </ul>
7. Youth at Risk	<ul style="list-style-type: none"> <li>• Age range of youth: between 15 and 30</li> <li>• Include the following youth cohorts: <ul style="list-style-type: none"> <li>◦ Orphans and vulnerable children (OVC)* and youth living with HIV/AIDS;</li> <li>◦ Disabled youth;</li> <li>◦ Alcohol / drug users/abusers;</li> <li>◦ Juvenile offenders including incarcerated youth;</li> <li>◦ Young women, especially teenage mothers, those affected by GBV, and sex workers;</li> <li>◦ Youth affected by conflict/violence, especially in Karamoja and northern Uganda.</li> <li>◦ Dropouts</li> </ul> </li> <li>• At-risk focus groups will be gender-specific (i.e. females only and males only)</li> </ul>

### \* Definition of OVC

- Age range of youth: between 13 and 17
- An OVC is a child who is either orphaned or made more vulnerable because of HIV/AIDS.

*Orphan:* Has lost one or both parents to HIV/AIDS.

*Vulnerable:* Is more vulnerable because of any or all of the following factors that result from HIV/AIDS:

- Is HIV-positive;
- Lives without adequate adult support (e.g., in a household with chronically ill parents, a household that has experienced a recent death from chronic illness, a household headed by a grandparent, and/or a household headed by a child);
- Lives outside of family care (e.g., in residential care or on the streets); or
- Is marginalized, stigmatized, or discriminated against

## ANNEX 7: ANALYSIS OF NATIONAL & REGIONAL SURVEY DATA ON YOUTH IN UGANDA<sup>1</sup>

### Introduction

This annex presents analysis of quantitative data in Uganda in order to better understand the conditions of youth in the country. The annex utilizes a number of data sets that interviewed a range of individuals. The analysis focuses on those aged 15 to 30 throughout the country.

The main data set used is the Uganda National Household Survey (UNHS). The UNHS was conducted across the entire country, and so presents a way to systematically understand the differences across the different regions of the country.

UNHS interviews were conducted in 2006 and again in 2010. The surveys asked detailed questions about the entire household and all members of the household. Among the data collected was information on the sex, age, health, and education of every person in the household, as well as the number of adults and children and the assets of the household, which include cash, animals, kitchen and household utensils, electronics such as radios, land, and vehicles including bicycles and motorcycles.

The 2004 and 2008 National Service Delivery (NSD) surveys were nationwide surveys conducted on the presence of services in a representative sample of communities in Uganda. Questions were asked in a representative sample of communities across the country and included information on access, quality and quantity of staff and quality of facilities.

The 2004 and 2008 Northern Uganda Surveys (NUS) cover the north of the country and provide in-depth data on households and communities. The data was collected by the Uganda Bureau of Statistics (UBoS) in late 2004 and then again on the same households and communities in late 2008 for use in a development program funded in part by the World Bank. As the NUS data sets are not representative of the entire country, only the north, they are used exclusively for analysis into the impact of the conflict on those forced to move into IDP camps. As most people returned home before the 2008 survey, it has been used to measure the lasting impact after displacement.

### Data Results

This section presents the results of the analysis of the data sets for different age cohorts and regions. Regional categories are based on the following division of districts:

The **northern** region (which encompasses Karamoja) includes Kotido, Abim, Moroto, Kaabong, Nakapiripirit, Katwaki, Amuria, Bukedea, Soroti, Kumi, Kaberamaido, Gulu, Amuru, Kitgum, Pader, Apac, Oyam, Lira, Amolatar, Dokolo, Moyo, Adjumani, Yumbe, Arua, Koboko, Nyadri, and Nebbi;

The **western** region includes Masindi, Bullisa, Hoima, Kibaale, Bundibugyo, Kabarole, Kasese, Kyenjojo, Kamwenge, Bushenyi, Rukungiri, Kanungu, Kabale, Kisoro, Mbarara, Ibanda, Isingiro, Kiruhura, and Ntungamo;

The **eastern** region includes Kapchorwa, Bukwa, Mbale, Bududa, Manafwa, Tororo, Butaleja, Sironko, Paliisa, Budaka, and Busia;

The **central** region includes Kalangala, Masaka, Mpigi, Rakai, Lyantonde, Sembabule, Wakiso, Kayunga, Kiboga, Luwero, Nakaseke, Mubende, Mityana, Mukono, Nakasongola, Jinja, Iganga, Namutumba, Kamuli, Kaliro, Bugiri, Mayuge, and Kampala.

### Population

The population of those aged 15 to 30 is 26 percent of the population of Uganda. As shown in Table 1, the percentage populations of the cohorts are similar across the regions, with the exception that as a percent of population, there are slightly

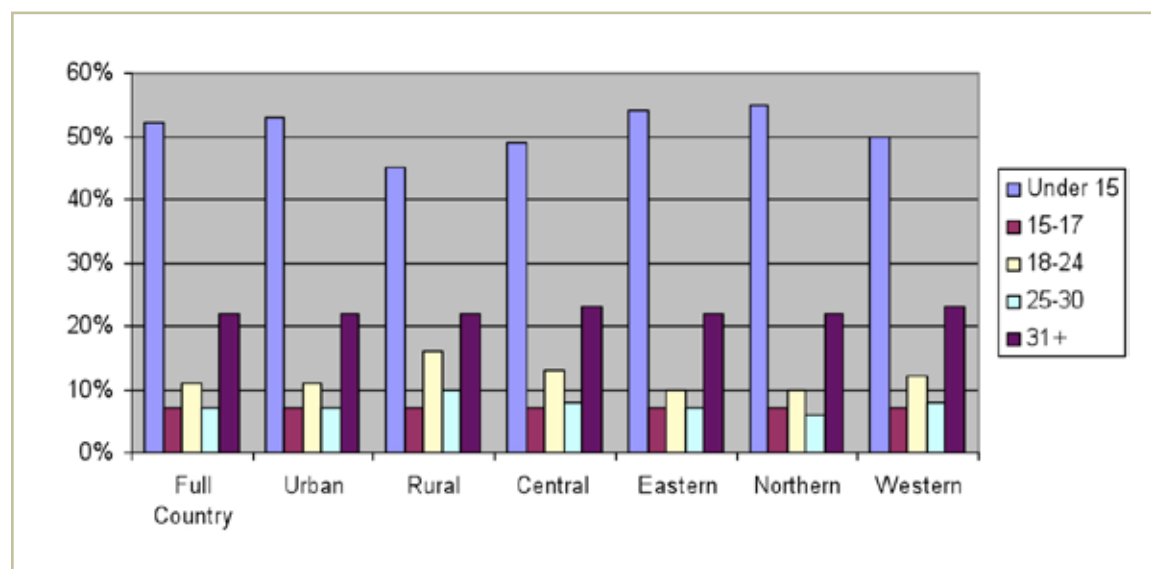
<sup>1</sup> This Annex was prepared by independent researcher Nathan Fiala, under the overall guidance of the YouthMap team.

fewer children under 15<sup>2</sup> and slightly more youth between 18 and 24 in the rural areas.

**Table 1: Population of Uganda by Age Cohorts, 2010 UNHS**

	Under 15	15-17	18-24	25-30	31+
Full Country	52%	7%	11%	7%	22%
Urban	53%	7%	11%	7%	22%
Rural	45%	7%	16%	10%	22%
Central	49%	7%	13%	8%	23%
Eastern	54%	7%	10%	7%	22%
Northern	55%	7%	10%	6%	22%
Western	50%	7%	12%	8%	23%

**Figure 1: Population of Uganda by Age Cohorts, 2010 UNHS**



### Poverty

For the purposes of this analysis, poverty is defined by the international standard of \$1 and \$2 per person per day.<sup>3</sup> Table 2 presents the percentage of age cohorts by consumption. These values come from the UNHS household questionnaire on total household consumption and are converted into a per person, per day value. They thus represent the population that lives in poor households. These values are converted into the international standard of purchasing power.

<sup>2</sup> Under 15 refers to children from 0-15 years of age.

<sup>3</sup> It is not possible with the available data to say how much each person actually consumes, only what the average consumption per person in the household is.

**Table 2: Youth Poverty, 2010 UNHS**

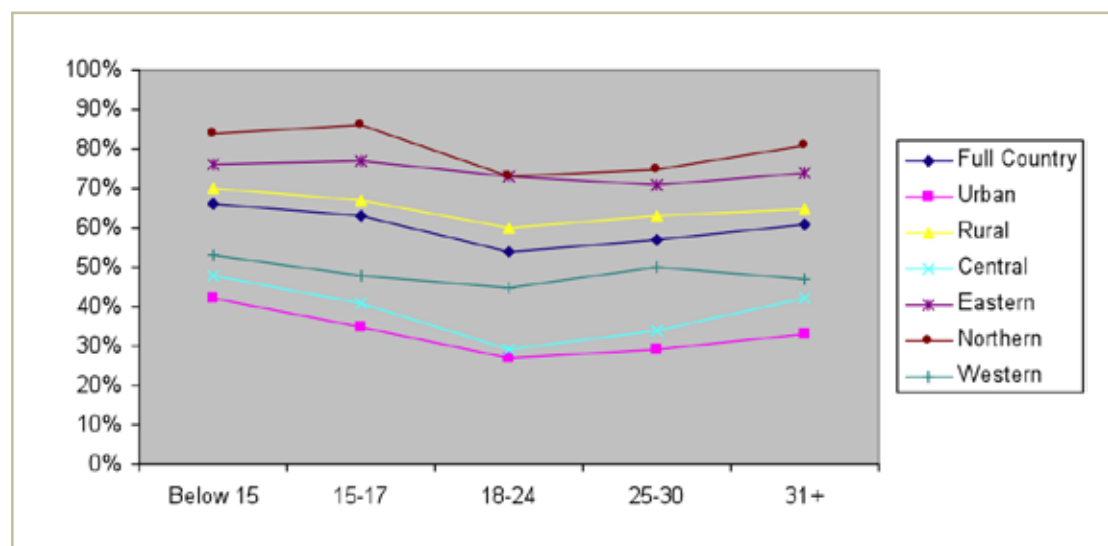
Below \$1 per day, PPP					
	Below 15	15-17	18-24	25-30	31+
Full Country	66%	63%	54%	57%	61%
Urban	42%	35%	27%	29%	33%
Rural	70%	67%	60%	63%	65%
Central	48%	41%	29%	34%	42%
Eastern	76%	77%	73%	71%	74%
Northern	84%	86%	73%	75%	81%
Western	53%	48%	45%	50%	47%

Below \$2 per day, PPP					
	Below 15	15-17	18-24	25-30	31+
Full Country	84%	81%	73%	76%	79%
Urban	58%	50%	44%	46%	48%
Rural	88%	86%	80%	82%	84%
Central	69%	61%	47%	53%	62%
Eastern	92%	92%	89%	89%	88%
Northern	94%	95%	88%	88%	92%
Western	80%	77%	74%	75%	74%

The poverty rate for the entire country is between 54 percent and 66 percent for the entire population for \$1 per day, and 73 percent to 84 percent for \$2 per day. There is a not much difference between the age cohorts for the entire country, but there is a significant difference in rates of poverty between urban and rural areas. Over 60 percent of people in the rural areas live on less than \$1 per day. There is also great variation across the regions. Those in the central and western regions are much less likely to be in poverty.

**Figure 2: Youth below \$1 Per Day, 2010 UNHS**



As shown in Figure 2, the difference between the age cohorts presents a U shape for many areas. Those under 15 and those over 30 are the most likely to be in poverty, while those aged 15-30 are often less likely. It is not clear why this is the case. It is

not possible to present actual poverty per person, only household poverty per person. Thus, one reason for this relationship could be that older youth are able to contribute to the household, thus increasing the total household income. Those under 15 would not be able to contribute much, if anything, to the household, and so they are simply consuming resources. Those over 30 are also likely to have their own young children, thus increasing the likelihood there is a greater burden on their household.<sup>4</sup>

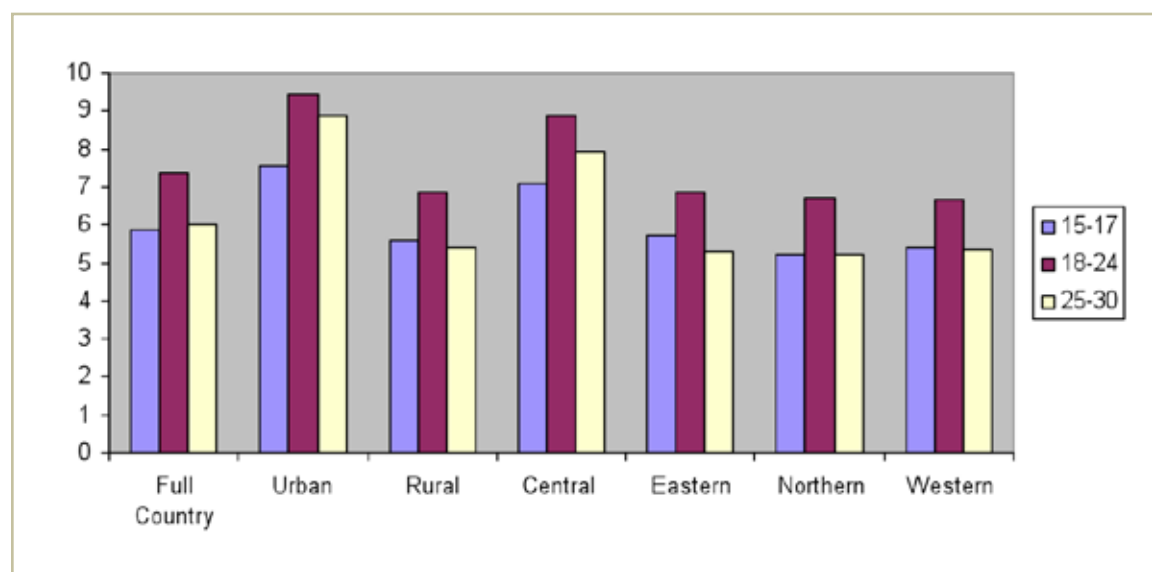
### Education

The years of education (Table 3 and Figure 3) show a generally very low rate of education in Uganda at between five and seven years of education for the entire country. There is also a big difference between the central and other regions. Urban youth aged 18-24 report the highest number of years of education at 7.5 years. Note that many of those aged 15-17 are still in school, compared to the older cohort of 25-30, which report almost nine years of schooling if urban and about five years in rural areas and most districts. This suggests that there is a general increase in schooling, though schooling remains low overall.

**Table 3: Years of Education, 2010 UNHS**

	15-17	18-24	25-30
Full Country	5.87	7.36	6.01
Urban	7.56	9.46	8.85
Rural	5.61	6.86	5.39
Central	7.08	8.89	7.92
Eastern	5.72	6.87	5.32
Northern	5.20	6.73	5.19
Western	5.42	6.65	5.34

**Figure 3: Years of Education, 2010 UNHS**



<sup>4</sup> To see this concretely, imagine two households. The first has two adults aged 35 who make income and a child of 10 that does not have income. The total household income is determined by the two adults, but the per person income must be calculated by dividing that number by three. The second household has two adults aged 35 with income, and a youth of 20 with income. They are the same size as the first household, but they have more income as there are three incomes.

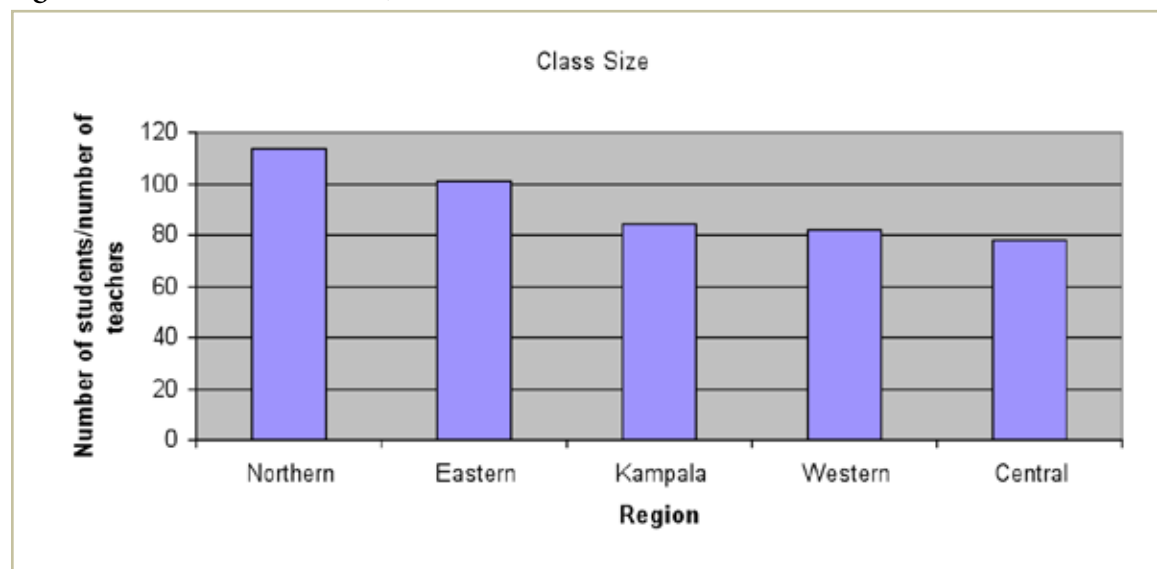
As shown in Table 4, the majority of youth report being literate. As with any self-reported data, there may be a problem with misreporting, though this offers the best measure of functional use of education. The lowest literacy rates are those between 25 and 30 in the eastern and northern regions. Youth aged 15-24 report literacy rates of over 85 percent for the entire country.

**Table 4: Literacy of youth, 2010 UNHS**

	15-17	18-24	25-30
Full Country	90%	87%	73%
Urban	94%	92%	91%
Rural	89%	85%	69%
Central	94%	92%	88%
Eastern	91%	86%	66%
Northern	87%	83%	64%
Western	88%	84%	70%

In addition to the quantity of education, quality is a critical factor in the successful acquisition and use of skills. Figure 4 presents a proxy measure of quality: the ratio of students to teachers. Data limitations do not permit separating out primary and secondary schooling, so both levels are included together. Studies in developed countries have shown a robust negative correlation between the size of a classroom and the lifetime success of students.<sup>5</sup> The number of students per teacher can offer a rough idea of the quality differences across the regions. In this figure, Kampala is separated from the central region.

**Figure 4: Teacher Student Ratio, 2008 NSD**

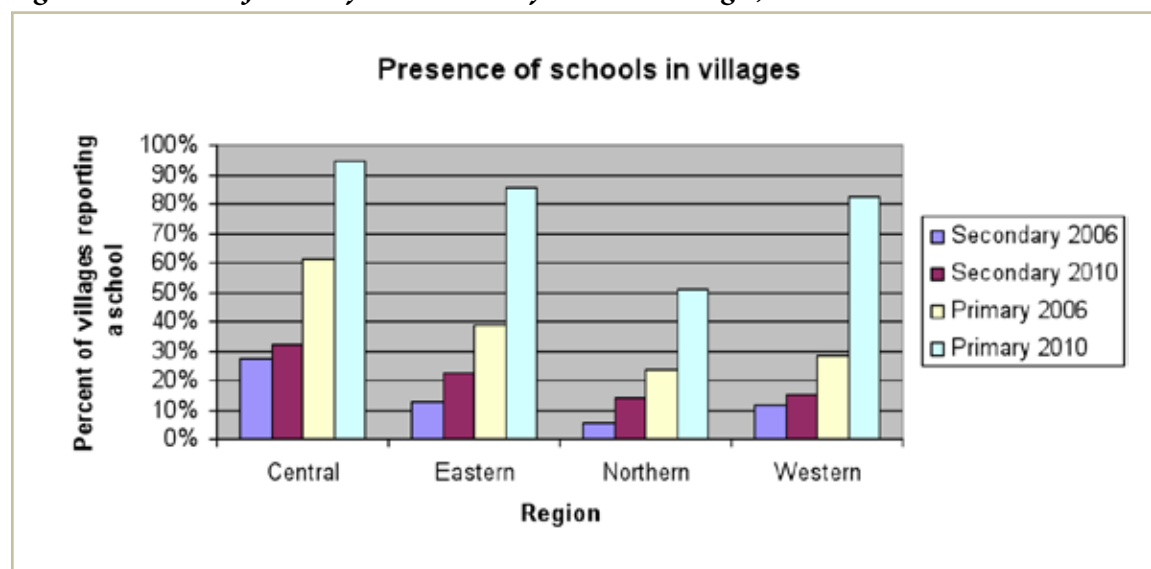


There is clearly a much larger ratio of students to teachers in the northern region, and to somewhat less extent in the eastern region. Schools in the north have a 46 percent greater ratio than in the western and central regions of the country. This means teachers have less time to spend with their students, and so students likely have lower skills acquisition.

Access to schools may be an additional constraint for learning. Figure 5 presents the presence of primary and secondary schools by region. There is no reliable, central data on the presence of vocational or non-formal schools.

<sup>5</sup> Card, David; Alan B. Krueger, "School Quality and the Return to Education", in Gary Burtless, *Does Money Matter? The Effect of School Resources on Student Achievement and Adult Success*, (Washington, D.C.: Brookings Institution, 1990), pp. 118–119. Molnar, A., Smith, P., Zahorik, J., Palmer, A., Halbach, A., & Ehrle, K., "Evaluating the SAGE Program: A Pilot Program in Targeted Pupil-Teacher Reduction in Wisconsin," *Educational Evaluation and Policy Analysis*, 21, 165-177, 1999.

**Figure 5: Presence of Primary and Secondary School in Villages, 2006 and 2010 UNHS**



Overall there is high access to primary schools across much of the country, with significant improvements recorded between 2006 and 2010. In three of the four districts, between 85 percent and 95 percent of villages have access to primary schools. Secondary schools lag behind: at most, just over 30 percent of villages have a secondary school.

The north falls far behind the rest of the country in the presence of schools. In 2006, only 23 percent of villages in the north reported having a primary school and six percent of villages reported having a secondary school. This is almost two-thirds as many primary and one-third as many secondary schools as the rest of the country and one-fifth as many as villages in the central region. By 2010, the gap had decreased to two-thirds of secondary schools and only slightly for primary schools.

The lack of access to schools means increased commute times for students, and so less time can be spent on studies, thus potentially leading to lower retention and utilization of skills learned. Combined with the lack of teachers, the education situation in the north looks very poor.

Despite universal education, there are very high rates of youth not currently in any form of school. Table 5 shows that about 20 percent of youth aged 15-17 across the regions report not being in school. This number obviously increases as youth get older. Surprisingly, about 35 percent of youth aged 18-24 report still being in school. This is because of the high utilization of vocational schools. Also, many students do not complete secondary school until age 19.

**Table 5: Rate of Youth Not in School, UNHS**

	15-17	18-24	25-30
Full Country	21%	65%	96%
Urban	22%	60%	95%
Rural	21%	66%	96%
Central	24%	63%	96%
Eastern	18%	64%	97%
Northern	22%	63%	96%
Western	22%	68%	94%

Table 6 looks at why youth are not in school. The vast majority report that schooling is too expensive for them to continue. Only one percent complains that the school is too far away. A small number also report that they completed the amount of schooling they desired. This suggests there is ample interest in schooling, and thus that the rate of low education is not due to the interest of the youth, but another factor.

**Table 6: Reasons Not in School, 2010 UNHS**

Reason Not in School	Percent
Too expensive	49%
Completed desired schooling	11%
Not willing to attend further	7%
Sickness or calamity in family	7%
Parents did not want	6%
Other	5%
Poor academic progress	4%
Pregnancy	4%
Had to help at home	3%
Further schooling not available	1%
Too far away	1%
Poor school quality	1%
Had to help with farm work	1%
Had to help with family business	0%

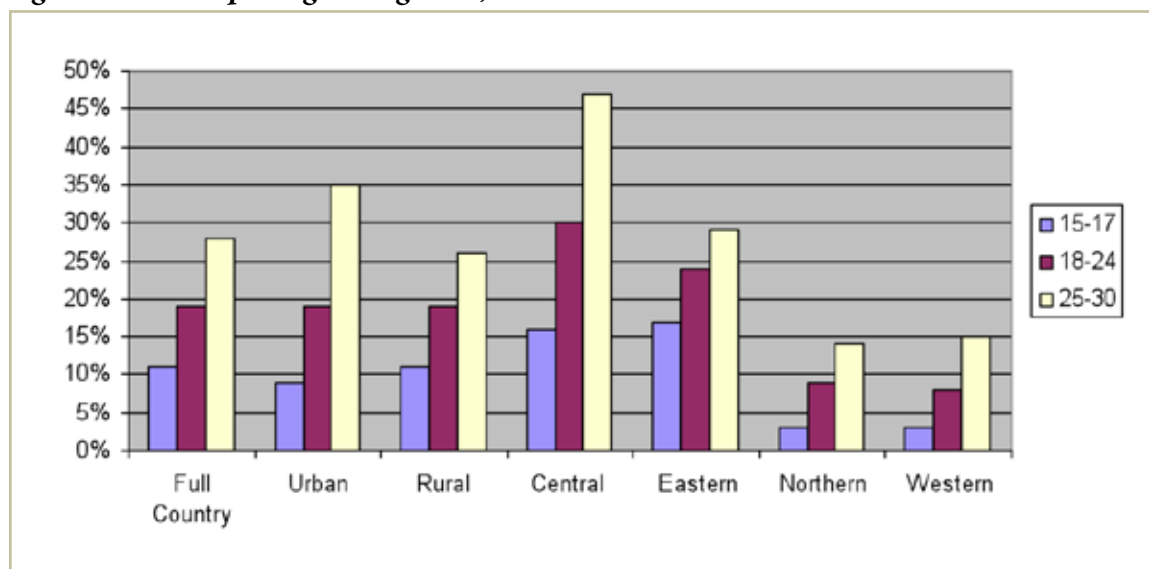
There are a number of values to schooling. One is to impart skills that the youth can use in their economic lives. Table 7 looks at the rate of youth reporting they received some kind of skills training. Skills are defined as the following: welding, carpentry, construction, masonry, electrician, plumbing, automotive/transport repair, computer repair, phone repair, sewing/tailoring/textiles, crafts/basket weaving, catering/food service, laundry/dry cleaning, beautician/hair/nails, health care/traditional medicine, massage/reflexology, agriculture/land management/fishery, and accounting/book keeping.

**Table 7: Are Youth Skilled? 2010 UNHS**

	15-17	18-24	25-30
Full Country	11%	19%	28%
Urban	9%	19%	35%
Rural	11%	19%	26%
Central	16%	30%	47%
Eastern	17%	24%	29%
Northern	3%	9%	14%
Western	3%	8%	15%



**Figure 6: Youth Reporting Having Skills, 2010 UNHS**



As expected, the rates are very low for those aged 15-17. The rates increase as the age of the cohort increases, reaching a maximum of 47 percent for 25-30 year olds in the central region. Those in the northern and western regions report very low levels of skills training across the age cohorts with values of one-third to one-half of those in the central region.

The results of the education values suggest that despite universal education, there is a shortage of education, especially in the north.

### Employment

Table 8 looks at several employment indicators for youth.

**Table 8: Employment of Youth, 2010 UNHS**

	Working or in School			Hours Working			Working for a Wage		
	15-17	18-24	25-30	15-17	18-24	25-30	15-17	18-24	25-30
Full Country	80%	81%	86%	13.2	25.9	30.9	7%	21%	28%
Urban	61%	67%	79%	19.5	41.1	46.6	13%	28%	47%
Rural	83%	85%	88%	12.5	22.6	28.1	5%	19%	24%
Central	72%	74%	82%	16.1	34.4	41.1	8%	25%	33%
Eastern	91%	84%	87%	11.3	20.8	24.0	7%	19%	22%
Northern	82%	81%	88%	11.9	17.5	24.1	6%	14%	22%
Western	75%	88%	89%	14.2	28.2	34.1	5%	22%	35%

Across the country, about 80 percent of youth are either in school or working, meaning about 20 percent are either doing domestic work at home or are idle. This rate varies dramatically across the regions, with those aged 15 to 17 in the eastern region the most likely to be busy in school or work (91 percent), while there are very low rates for those aged 15 to 17 and 18 to 24 in urban areas at about 60 percent. Approximately 40 percent to 50 percent of those youth in school are working (not shown).

The youth are working many hours, despite having education commitments. Those aged 15 to 17 average 10 to 20 hours of work a week, while the older groups average between 20 and 40 hours a week. Across all of the groups, urban youth work almost twice as much as do rural youth. This is likely due to the lack of employment options. About 50 percent of all youth

across all regions reported that they wished to work more, with a slightly higher rate for urban youth.

Employment for wage, which is used here as the best measure of whether formally employed, is very low for those aged 15 to 17 (less than 10 percent), but varies greatly across the regions for those aged 18 to 30. Urban youth aged 25 to 30 are most likely to work for a wage at 47 percent, while those youth in the northern region are the least likely to work for a wage.

### Health

Table 9 presents the rate of marriage among the youth. Youth report very low rates of marriage until the 18-24 age group. The rates of marriage increase dramatically as the youth age, but it is still below 80 percent for the 25-30 age group.

**Table 9: If Youth Are Married, 2010 UNHS**

	15-17	18-24	25-30
Full Country	1%	30%	73%
Urban	1%	23%	63%
Rural	1%	31%	76%
Central	1%	24%	69%
Eastern	1%	35%	79%
Northern	1%	30%	77%
Western	0%	30%	70%

From Table 10, the youth report similar levels of illness<sup>6</sup> for those aged 15-17 and 18-24. The older cohort has much higher rates of illness. It is not clear why this would be, though it is possible that older youth may be more likely to identify an illness.

**Table 10: Incidence of Illness in Last 30 days, 2010 UNHS**

	15-17	18-24	25-30
Full Country	33%	31%	41%
Urban	26%	28%	40%
Rural	34%	32%	42%
Central	32%	28%	40%
Eastern	43%	38%	49%
Northern	23%	29%	41%
Western	29%	28%	33%

Ninety percent of the youth who reported an illness sought some kind of medical attention. The reasons for the remaining 10 percent for not seeking attention are show in Table 11. The majority felt that the illness was too mild to warrant medical help. About one-fifth of the youth reported that the health facilities available were too expensive to go to.

<sup>6</sup> Self reported symptoms include diarrhea, major weight loss, fever, malaria, skin rash, weakness, severe headache, fainting, vomiting, coughing blood, pain on passing urine, genital sores, abdominal pain, sore throat, difficulty breathing, burns, fractures, wounds, and child birth related.

**Table 11: Why Did Not Seek Help, 2010 UNHS**

	15-17	18-24	25-30
Illness mild	46%	40%	36%
Facility too far	3%	10%	16%
Hard to get to facility	7%	6%	2%
Available facilities are costly	22%	20%	26%
No qualified staff present	2%		
Staff attitude not good	2%		
Too busy / long waiting time	1%	1%	1%
Facility is inaccessible	2%		2%
Facility is closed			1%
Drugs not available	6%	8%	6%
Other (specify)	8%	14%	10%

In Uganda, access to health facilities varies by region, as shown in Table 12.

**Table 12: Percentage of Communities Reporting Presence of Health Facilities, 2010 UNHS**

Health Facility	Kampala	Central	Eastern	Northern	Western
Health Unit Government	6.0	8.7	23.2	12.9	14.1
Hospital Government	0.9	2.0	0.0	0.7	0.9
Health Unit NGO	7.6	18.9	9.9	1.6	4.9
Hospital NGO	1.3	3.3	1.3	0.3	2.0
Private Clinic	72.6	56.5	38.9	33.5	22.3
Pharmacy	45.9	29.8	35.7	2.7	4.8
Traditional Healer	71.4	70.6	74.3	49.0	51.4
Traditional Birth Attendant	33.4	48.3	72.5	87.1	69.8

The presence of health facilities varies dramatically by region. While the north has more government health units than the central region, the north has far fewer hospitals and NGO health units. This lack of access in the north means that people must take longer to reach a facility, or simply do not go to a facility.

### **Cultural Interaction**

Youth are engaged in numerous cultural activities, including visiting cultural sites, visiting the theatre for shows, participation in music galas, attending introductions, funeral rites, marriage ceremony, social events such as birth, giving of names, initiation into adulthood, and participation in any traditional games. As shown in Table 13, two-thirds of youth between 18 and 30 listen to music. Almost half of those aged 18 to 24 report reading, while fewer (about one-third) of those 25 to 30 report reading. The majority read books and newspapers. Those aged 18 to 24 are more likely to read books and less likely to read newspapers than older youth. Those aged 18 to 24 also participate more in cultural activities, though the rate is very low at less than one-third of youth participating.

**Table 13: Cultural Activities of Youth, 2010 UNHS**

Cultural activity	18-24	25-30
Listening to music	66%	59%
Read	46%	31%
Participate in cultural activity	30%	21%
Of those that read, what read	18-24	25-30
Books	88%	76%
Newspapers	38%	48%
Magazines	10%	9%

### **Data Results for the Northeast**

This section looks specifically at the northeast as a proxy for Karamoja, a sub-region of the north of Uganda that has extremely low levels of development. We have used the UNHS definition of the northeast, which includes Kotido, Abim, Moroto, Kaabong, Nakapiripirit, Katwaki, Amuria, Bukedea, Soroti, Kumi, and Kaberamaido districts. This list includes some districts outside of Karamoja in the Iteso region (Amuria, Bukedea, Soroti, and Kumi). Due to UNHS data limitations, it is not possible to separate out the Iteso districts. As Iteso is normally considered to be significantly better off than Karamoja, the inclusion of these districts in the analysis means that the results here understate the level of poverty in Karamoja.

As shown in Table 14, only 21 percent of the population of the northeast region is aged 15 to 30. This is slightly lower than the country average of 25 percent.

**Table 14: Population of Northeast, 2010 UNHS**

Below 15	15-17	18-24	25-30	30+
60%	6%	8%	7%	19%

Table 15 looks at poverty rates. Poverty rates in the northeast are significantly higher than the rest of the country. Over 90 percent of the population lives in households with consumption below \$1 per day. Like the rest of the country, poverty displays a U shape, with those below 15 and above 30 the most likely to be extremely poor, while those aged 18 to 24 are the least likely to be poor.

**Table 15: Poverty Rates for Northeast, 2010 UNHS**

Below \$1 Per Day				
Below 15	15-17	18-24	25-30	31+
94%	90%	83%	85%	92%
Below \$2 Per Day				
Below 15	15-17	18-24	25-30	31+
96%	93%	88%	89%	95%

From Table 16, the education rate of those in the Northeast is very low. The majority of those aged 18 to 24 are not in school (76 percent), with years of education less than 5 for those aged 18 to 24 and slightly over three years for those aged 25 to 30. Literacy rates increase dramatically for the younger age groups. This is likely due to the introduction of universal

primary education and other recent education initiatives which have greatly increased education access for youth.

The percentage of youth who have had some type of skills training is also very low. Less than ten percent of the population report having acquired any type of skills.

**Table 16: Education Rates for Northeast, 2010 UNHS**

15-17	18-24	25-30
<b>Not in school</b>		
36%	76%	97%
<b>Years of education</b>		
3.75	4.93	3.38
<b>Literacy</b>		
67%	56%	38%
<b>Skilled</b>		
0%	8%	10%

### ***Effect of Displacement in the North***

The civil war in northern Uganda has led to a number of significant impacts on the population. The conflict was mostly focused in the Acholi sub-region, though there was some spillover to the neighboring sub-regions of West Nile, Karamoja, and Lango. As the conflict covered most of the north, it is not possible to answer the most interesting question: what was the impact of the conflict. This section will look at one part of the conflict, displacement, and how displacement affected the provision of infrastructure and services. As displacement only happened in the Acholi and Lango sub-regions, this section will focus on those two regions only.

The analysis will utilize the NUS 2004 and 2008 surveys. At the time of the NUS survey in 2004, 1.6 million people were displaced in the north of the country – up to 90 percent of the population in some areas. A simple comparison of displaced and non-displaced communities would compare: a) households that faced high levels of conflict and moved to b) those households that faced much less conflict and did not move. Also, if the conflict focused on poorer communities, an estimate of the association between displacement and assets would be biased. For instance, communities with greater access to roads and transportation may make a better target for raids. They may also be better off economically. Comparing such communities to others with worse access would then give an incorrect estimation of the effect.

In order to minimize these potential problems, this study uses a number of sample selections. The first is a naïve comparison across all of the north, where all of the sub-regions are included in the sample. Using this sample requires the assumption that conditions are comparable across all of the north. This is obviously an incorrect assumption as people in Karamoja, West Nile, Langi and Acholi sub-regions all faced different challenges. Simply including controls for different areas is also not a solution as the problem is not to control for differences across the regions, but to control for biases present in the sample.

The second method uses a range of comparison communities to Acholiland. This will focus on two comparisons: the Langi and West Nile sub-regions. Separate estimations will be conducted for each of these two sub-regions in order to check if the results hold between different comparison groups. If they do, there is little reason to be concerned about selection of a comparison group. If they don't, then results will need to be interpreted carefully.

The final, and most accurate method, is to compare communities that were as similar as possible before the conflict. This is an exceptionally difficult method to employ, and is only possible to use in one area: Lira.

The impact of displacement on infrastructure, such as roads, and social services, such as schools and hospitals is analyzed by

looking at reported presence of these elements in community level data collected during the NUS 2008. Table 17 presents the results of this analysis.

The results are not significant for many variables and suggest that displacement has not had a lasting impact on secondary schools, health centers, presence of banks, and types of roads. This result however does not imply that the conflict did not affect infrastructure provision in the north. The level of destruction and underinvestment by the government in the area was large, and so it is very likely that there are fewer of these infrastructures in the north than the rest of the country.

The results simply mean that, comparing communities that faced destruction and underinvestment, areas that were displaced are not lagging behind non-displaced areas. This may be somewhat surprising given that displacement took people from their property. This result could be due to the high level of destruction across the north, or it could be due to infrastructure being rebuilt quickly after displacement ended.

Primary schools, however, appear to have been very negatively affected by the displacement. Being displaced is associated with having between 0.28 and 0.74 less primary schools in a community. Primary schools thus do not exist in these communities to the same level they exist in non-displaced communities. This is a significant effect, and suggests that people living in displaced communities will likely face difficulties in acquiring education. For those in the north that are already behind the rest of the country in education, income and welfare, it is unlikely they will reach the development of the rest of the country without significant assistance.

**Table 17: Impact of Displacement on Presence of Social Services and Infrastructure**

	Acholi and West Nile Sample	Acholi and Langi Sample	Langi Sample Only
Effect of IDP status on primary schools	-0.743***	-0.280***	-0.056
	[3.93]	[2.75]	[0.40]
Observations	207	143	66
R-squared	0.16	0.07	0
Effect of IDP status on secondary schools	-0.114	0.005	0.063
	[1.05]	[0.08]	[0.68]
Observations	207	143	66
R-squared	0.02	0.02	0.01
Effect of IDP status on health centers	-0.171	-0.093	-0.056
	[0.75]	[1.12]	[0.55]
Observations	207	143	66
R-squared	0.02	0.01	0
Effect of IDP status on banks	-0.1	-0.033	
	[1.23]	[0.88]	
Observations	207	143	
R-squared	0.01	0.03	
Effect of IDP status on tarmac roads	-0.114	-0.121**	-0.125
	[0.93]	[2.23]	[1.58]
Observations	207	143	66
R-squared	0.04	0.05	0.04
Effect of IDP status on murram roads	0.043	0.047	0.049
	[0.22]	[0.45]	[0.40]

	Acholi and West Nile Sample	Acholi and Langi Sample	Langi Sample Only
Observations	207	143	66
R-squared	0.03	0.01	0
Effect of IDP status on feeder roads	-0.229	0.136	0.312**
	[1.49]	[1.19]	[2.34]
Observations	207	143	66
R-squared	0.2	0.01	0.08

t statistics in brackets. \*significant at 10%; \*\* significant at 5%; \*\*\* significant at 1%.

### ***Business Markets in the North***

Now that conflict has ended in northern Uganda, the economy is engaged in a dynamic process of change. People can now return to their normal lives. Returning to normalcy is not easy, though, as much of the structural development of the north has been lost. This section will discuss one important component that lags behind in Acholiland: **trade markets**. While almost all communities across the country report having some markets, much of Acholiland lags behind in access and usability of markets. The data discussed here is from a market survey<sup>7</sup> conducted by the researcher in July 2009. As the data collected in this survey is a snapshot in time, there is no clear way to identify the causal relationship between the different determinants of business success. The estimation methods are designed to identify the major correlations between businesses only.

During this survey, as well as the more recent discussions with local leaders conducted by IYF, it became clear that government district staff, including the district commercial officers (DCO), were unaware of the number, composition, and types of very small businesses in the districts. Local and district governments were unable to provide clear details of what markets exist or what businesses in them are like. This is perhaps because of the rapid growth and changes in local markets, or suggests that there is very little oversight or interest by the government towards these businesses as it is normally considered a private sector issue.

The majority of the small sellers interviewed reported making less than one dollar (2,000 USH) per day. Among the small sellers interviewed, 75 percent reported making less than one dollar per day, with 75 percent using less than \$15 to start their businesses, while half of the businesses had been operating for only one year.

The average seller had about 20,000 USH (\$9) in materials on hand. This was immobile and could not be easily transformed into cash until sold. Yet, over 25 percent had no materials at all on hand, and the median business had only 3,000 USH (\$1.35) on hand.

In order to better understand the composition of the sellers, an exploration of the correlations across the different variables can be enlightening. Correlation does not imply causation, so any results presented here must be interpreted carefully. Table 18 presents the results of a simple regression with different samples. Gulu refers to the entire district of Gulu. Kitgum, because of the low level of development in the district, was divided into those selling in villages and those selling in the main markets, which are normally located in the subcounty headquarters.

<sup>7</sup> The survey began on 3 June 2009 and was completed over two weeks. The first week was spent in Kitgum district and the second in Gulu district. In each district, 30 sites, with at least two sites per parish, were randomly selected for a morning visit by the research team. Within each of the 60 sites, the team conducted a survey to collect basic business information. In total 454 businesses were surveyed.

**Table 18: Correlations between log of profits in last week and different variables.**  
Numbers in parentheses are p-values. A p-value below or near 0.100 is normally considered significant.

	Gulu	Kitgum Market	Kitgum Village
Age	0.005 (0.597)	-0.048*** (0.003)	0.02 (0.597)
Sex	0.385 (0.209)	0.648 (0.295)	0.466 (0.528)
Log starting capital	0.247** (0.014)	0.348** (0.023)	0.634 (0.123)
Log age of business	0.086 (0.329)	0.361** (0.017)	-0.119 (0.534)
Log hours worked	0.403 (0.142)	-0.039 (0.894)	0.236 (0.360)
Buying from the source	0.266 (0.211)	0.742* (0.054)	-0.28 (0.711)

<sup>a</sup>p-values in parentheses. \* significant at 10%; \*\* significant at 5%; \*\*\* significant at 1%.

For Gulu, the correlations with a significant p-value (less than or near to 0.100) are starting capital and hours worked. As both the dependent variable, profits, and starting capital and hours worked are in logarithmic form, the correlations are interpreted as percents. A ten percent increase in one-time starting capital is associated with a 2.5 percent increase in weekly profit. Also, a ten percent increase in hours worked is associated with a four percent increase in weekly profit.

Within Kitgum villages, only starting capital appears to be significant. The effect size is extremely large, with a ten percent increase in one-time starting capital associated with a 6.3% increase in weekly profit. The Kitgum villages are not well developed and could benefit from increased development. For instance, in some villages, the community has expressed interest in rebuilding market stalls that once existed. There appears to be some difficulty, though, in organizing the construction and use of such facilities. For the Kitgum markets, there appear to be a number of important correlations. Older business owners are associated with lower profits. While the effect of starting capital on profits is lower than in the villages, it is still very high as a ten percent increase in starting capital is associated with a 3.5% increase in weekly profits. Both distance to supplier and whether that supplier is the source are also important in Kitgum.

Buying from the source is a dummy variable, which means it takes the value of either 1 (if the seller bought from the source) or 0 (if the seller bought from a middleman or agent). As profits are in log form, the interpretation of this variable is to remove the log form. Thus, we must take the obtained value of 0.742 to the exponential power, obtaining  $e^{0.742}=2.100$ . Switching from buying from a middleman or agent to the source is thus associated with a 110 percent ( $2.10-1.0=1.10$ ) increase in profits. Buying from the source thus significantly increases profits for those in Kitgum. It also has the added impact of decreasing risk from economic shocks, which Kitgum was facing during this survey in the form of a drought. Those that were buying from an agent were very negatively impacted by the decrease in supply and so had to pay more for their goods.

The results of this market survey suggest that markets are underdeveloped in Gulu and Kitgum. As markets are key for individuals to conduct trade, it suggests that market infrastructure rehabilitation may be valuable in these districts.



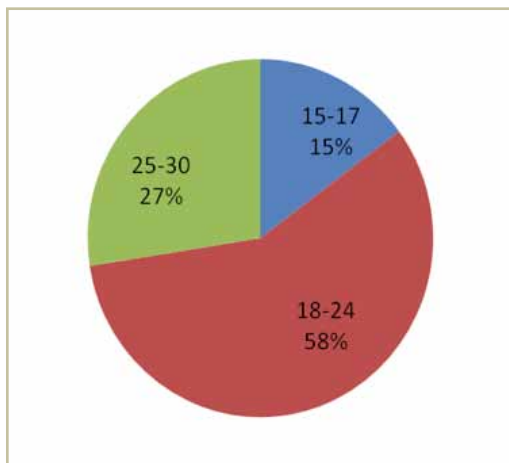
## ANNEX 8: DESCRIPTIVE STATISTICS ON YOUTH FOCUS GROUP PARTICIPANTS

### POPULATION

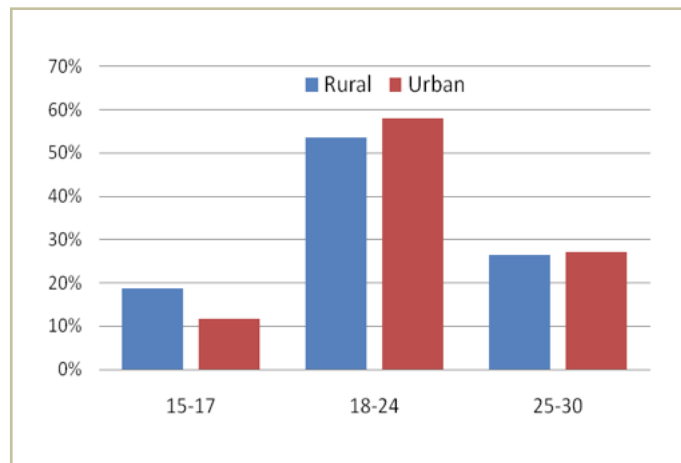
#### 1. Sample Youth By Age and Gender

Age Group	Total Sample	Gender		Rural	Urban
		Male	Female		
15-17	14%	12%	18%	19%	12%
18-24	56%	55%	57%	54%	58%
25-30	27%	31%	23%	27%	27%
Total Sample		53%	47%	42%	58%

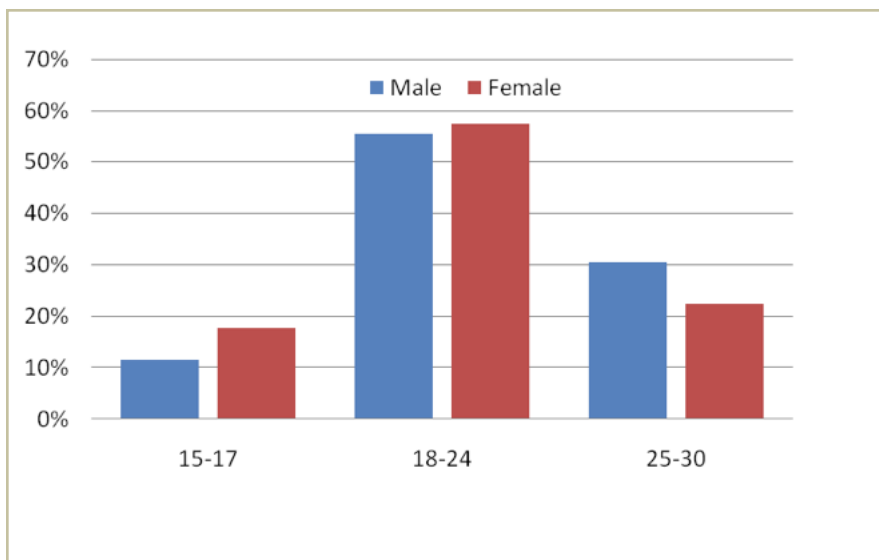
#### Sample by Age



#### Rural vs. Urban



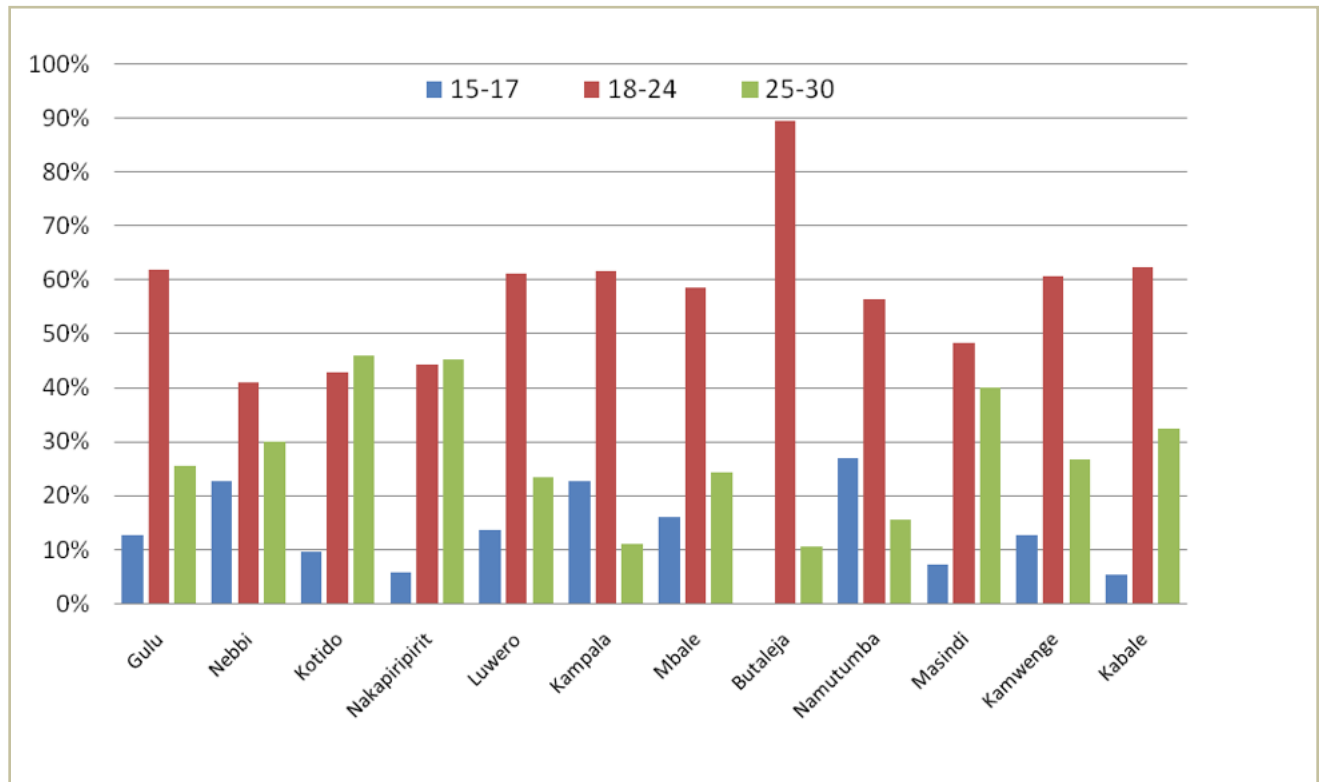
#### Gender



## 2. Sample Youth By District and Age Group

District	Age Group		
	15-17	18-24	25-30
Gulu	13%	62%	25%
Nebbi	23%	41%	30%
Kotido	10%	43%	46%
Nakapiripirit	6%	44%	45%
Luwero	14%	61%	23%
Kampala	23%	62%	11%
Mbale	16%	59%	24%
Buteleja	0%	89%	11%
Namutumba	27%	56%	15%
Masindi	7%	48%	40%
Kamwenge	13%	61%	27%
Kabale	5%	62%	32%

### Sample youth by age and district



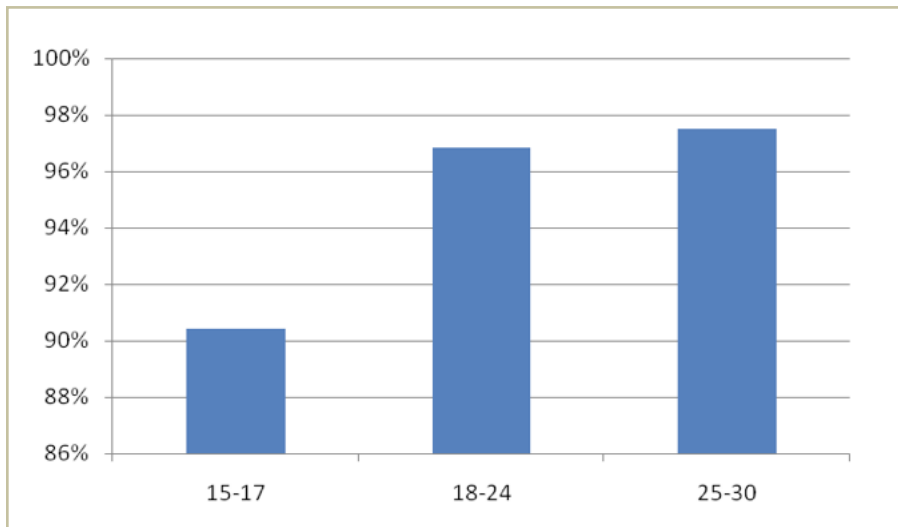
## ACCESS TO A PHONE

### 3. Youth With Access To a Cell Phone, By Age and Gender

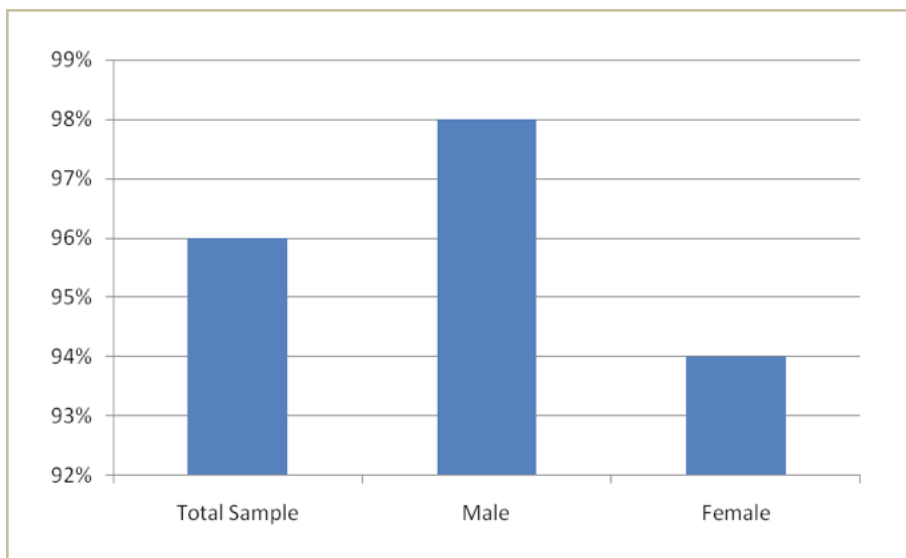
Age group	Total Sample
15-17	90%
18-24	97%
25-30	98%

Gender	Access to a phone
Male	98%
Female	94%
Total Sample	96%

#### *Youth with access to a cell phone by age*



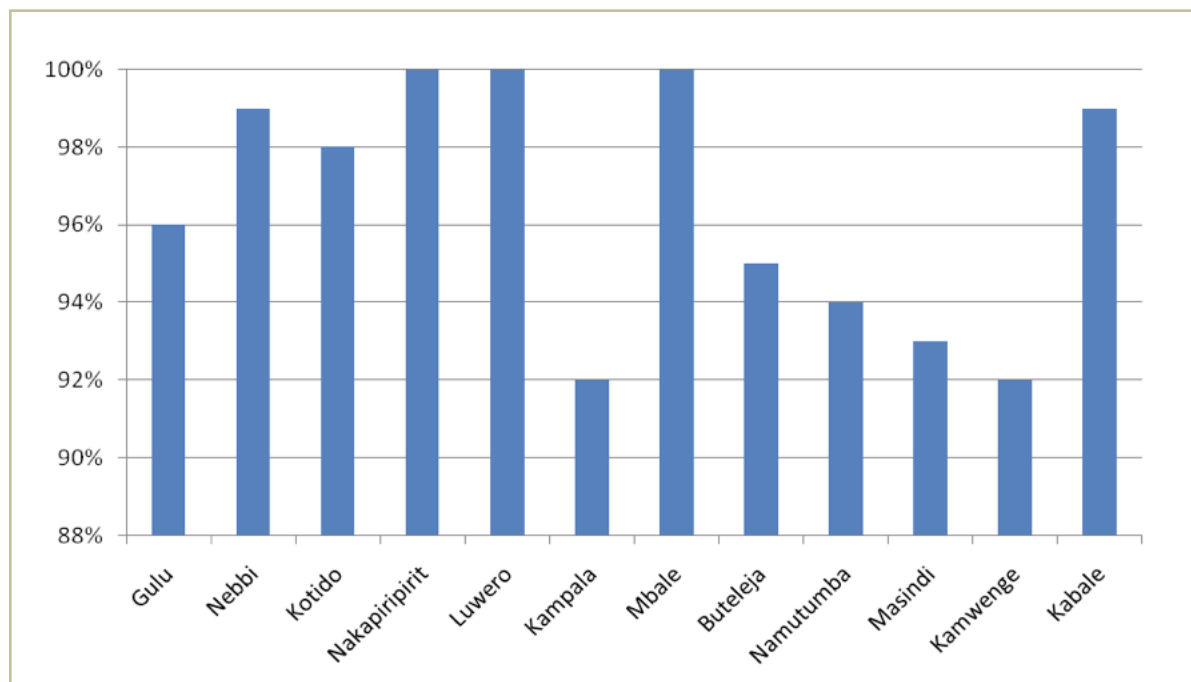
#### *Youth with access to a cell phone by gender*



#### 4. Youth With Access To a Cell Phone, By District

District	Youth with access to a cell phone
Gulu	96%
Nebbi	99%
Kotido	98%
Nakapiripirit	100%
Luwero	100%
Kampala	92%
Mbale	100%
Buteleja	95%
Namutumba	94%
Masindi	93%
Kamwenge	92%
Kabale	99%

*Youth with access to a cell phone, by district*

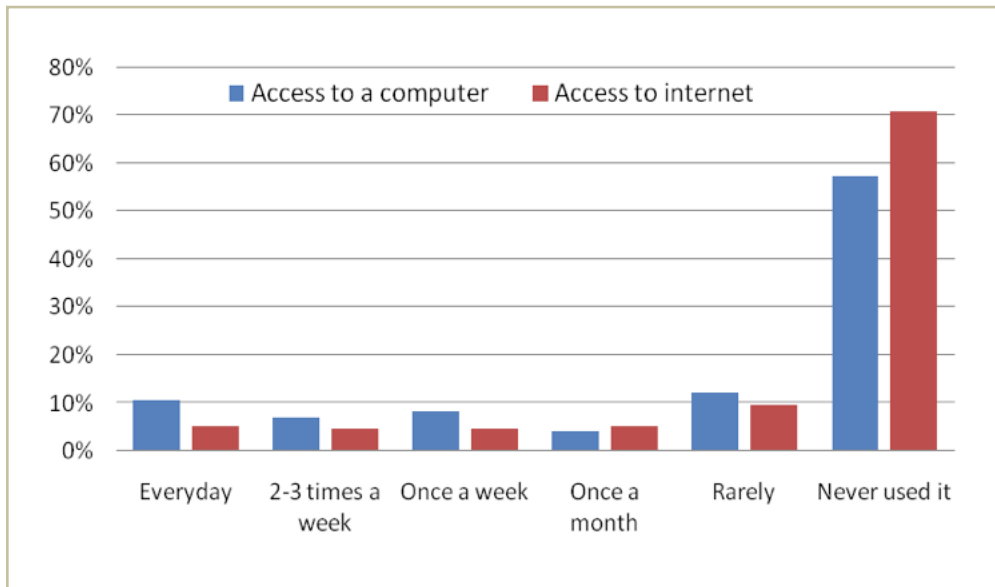


## ACCESS TO A COMPUTER AND INTERNET

### 5. How Often Do You Have Access To a Computer or Internet?

Access	Total Sample	
	Computer	Internet
Everyday	11%	5%
2-3 times a week	7%	5%
Once a week	8%	5%
Once a month	4%	5%
Rarely	12%	10%
Never used it	57%	71%

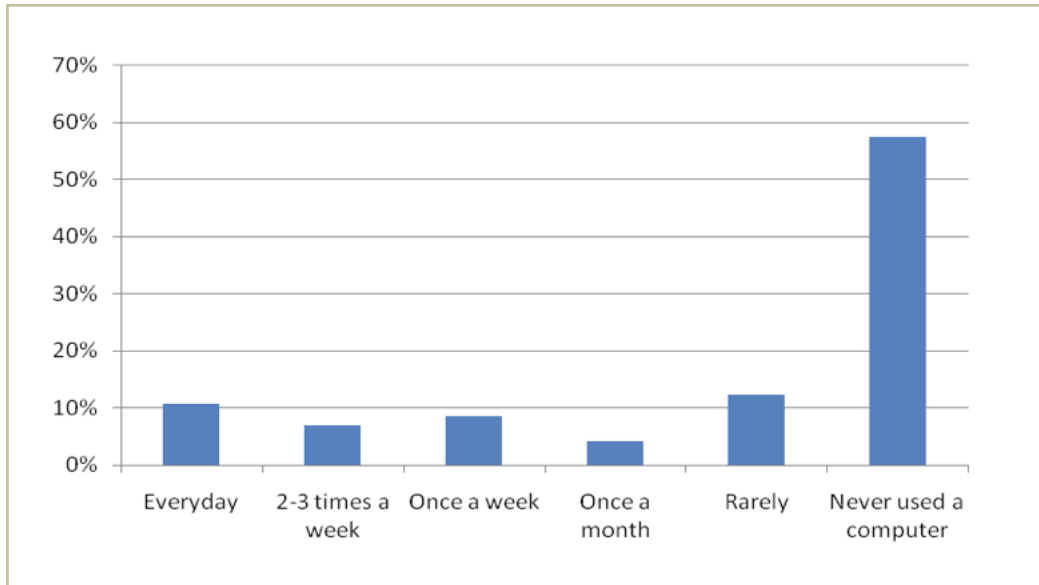
### Access to a computer and Internet



### 6. Youth With Access To a Computer

Access to a computer	Total Sample
Everyday	11%
2-3 times a week	7%
Once a week	8%
Once a month	4%
Rarely	12%
Never used a computer	57%

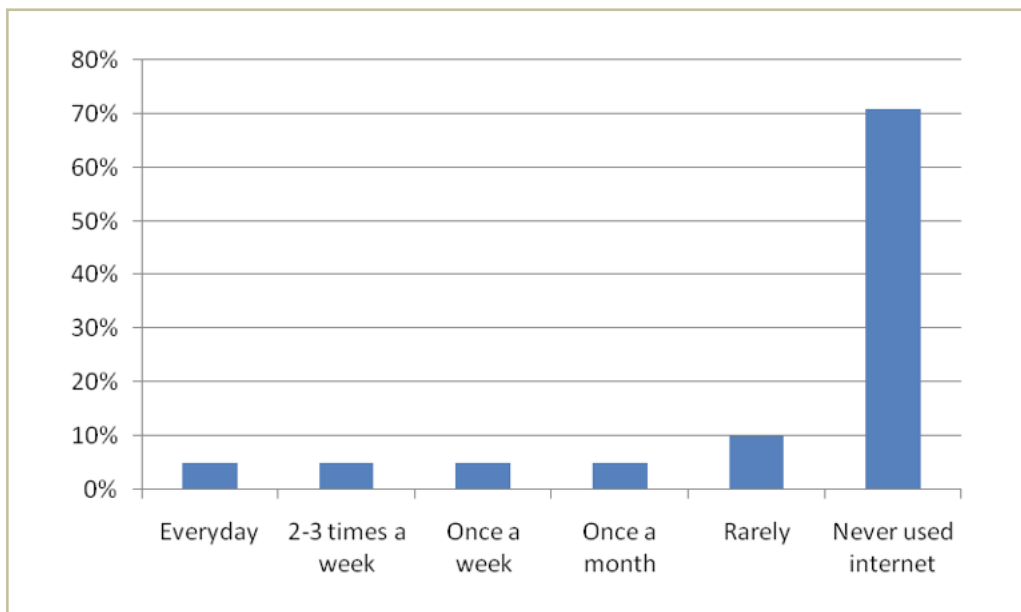
**Youth with access to a computer**



**7. How Often Do You Have Access To Internet?**

Access to Internet	Total Sample
Everyday	5%
2-3 times a week	5%
Once a week	5%
Once a month	5%
Rarely	10%
Never used internet	71%

**Youth with access to Internet**

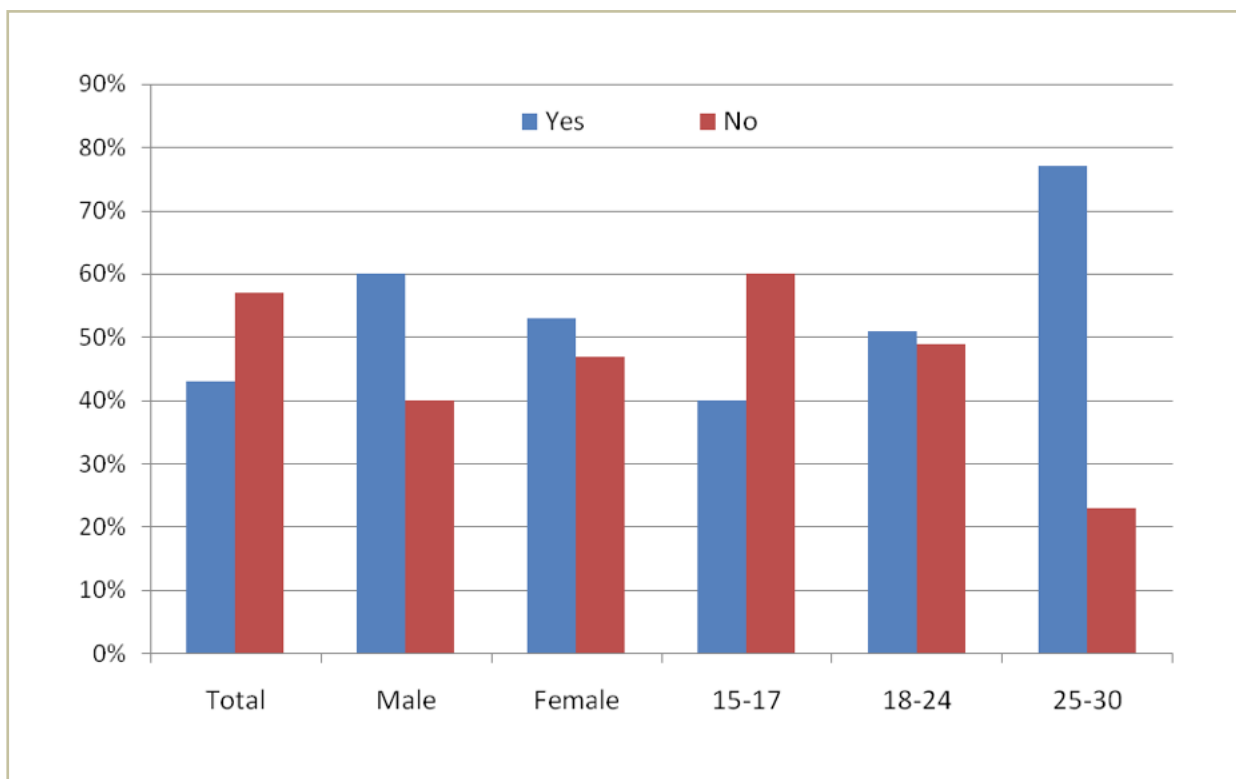


## EMPLOYMENT

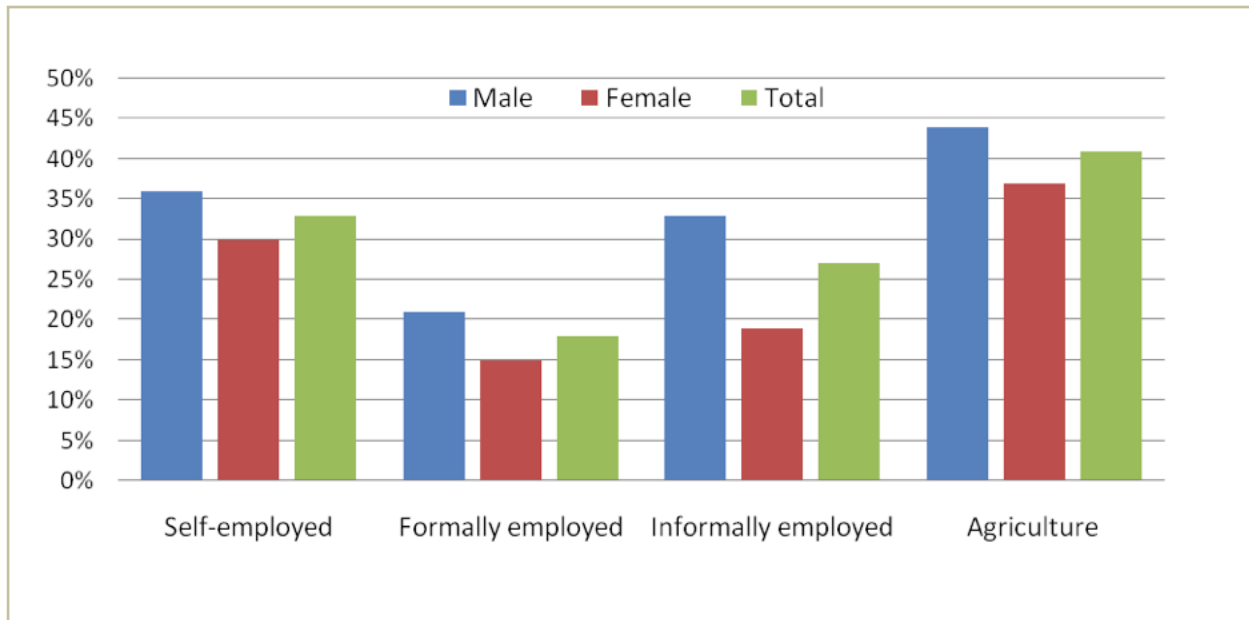
### 8. Youth Engaging In Any Economic Activity (Paid Or Unpaid) By Gender And Age

Engaged in any economic activity, paid or unpaid?	Total Sample	Gender		Age		
		Male	Female	15-17	18-24	25-30
Yes	43%	60%	53%	40%	51%	77%
No	57%	40%	47%	60%	49%	23%
<b>Of 43 percent engaging in an economic activity (paid or unpaid)...</b>						
Self-employed	33%	36%	30%	12%	28%	59%
Formally employed	18%	21%	15%	3%	13%	39%
Informally employed	27%	33%	19%	16%	23%	44%
Agriculture	41%	44%	37%	30%	35%	59%

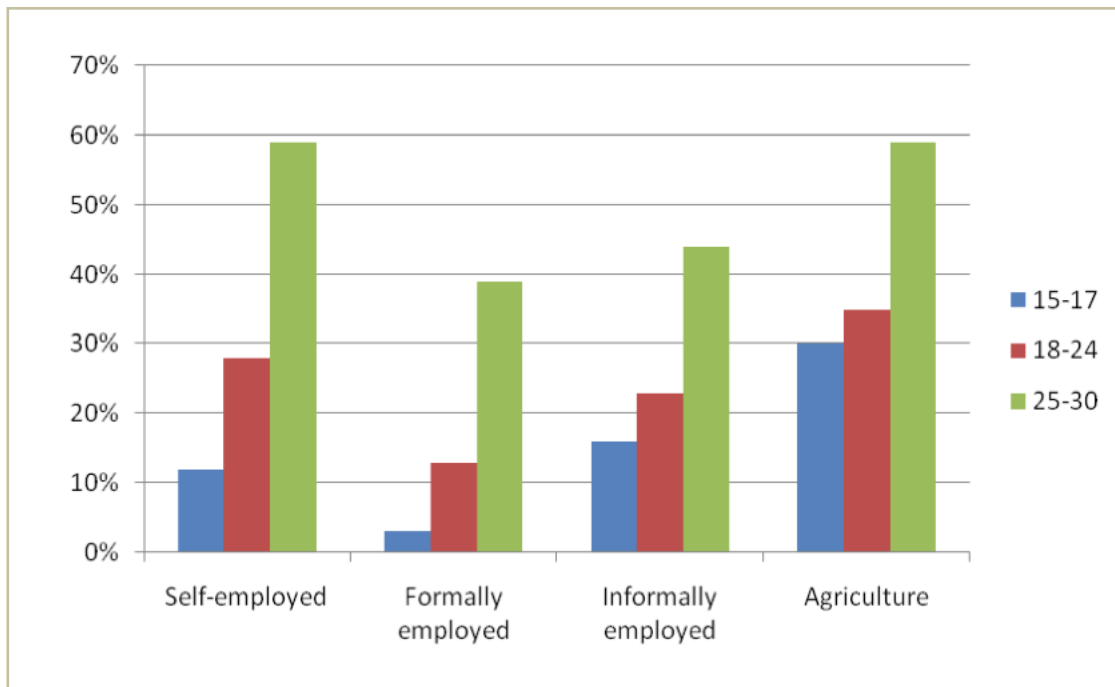
### Youth engaging in any economic activity (paid or unpaid) by gender and age



**Employment status of youth engaging in an economic activity, by gender**



**Employment status of youth engaging in an economic activity, by age**





## 9. Employment Status Of Youth By District

District	Engaged in an economic activity, paid or unpaid?		Of youth who are engaged in an economic activity, paid or unpaid			
	Yes	No	Self-employed	Formally employed	Informally employed	Agriculture
Total sample	43%	57%				
Gulu	43%	57%	26%	5%	21%	28%
Nebbi	83%	17%	53%	10%	52%	80%
Kotido	43%	57%	33%	18%	16%	35%
Nakapiripirit	70%	30%	47%	59%	24%	64%
Luwero	38%	62%	27%	10%	17%	30%
Kampala	62%	38%	22%	21%	24%	22%
Mbale	60%	40%	37%	13%	38%	48%
Buteleja	16%	84%	5%	5%	5%	11%
Namutumba	45%	55%	24%	12%	14%	27%
Masindi	74%	26%	44%	25%	41%	37%
Kamwenge	65%	35%	48%	29%	36%	57%
Kabale	59%	41%	38%	25%	24%	54%

## 10. Number Of Hours Working, By Type Of Employment And Gender

Formally		Informally		Self-employed		Agriculture	
<20 hrs	27%	<20 hrs	32%	<20 hrs	35%	<20 hrs	49%
20-30 hrs	10%	20-30 hrs	25%	20-30 hrs	19%	20-30 hrs	19%
30-40 hrs	10%	30-40 hrs	12%	30-40 hrs	11%	30-40 hrs	10%
>40 hrs	53%	>40 hrs	30%	>40 hrs	35%	>40 hrs	22%

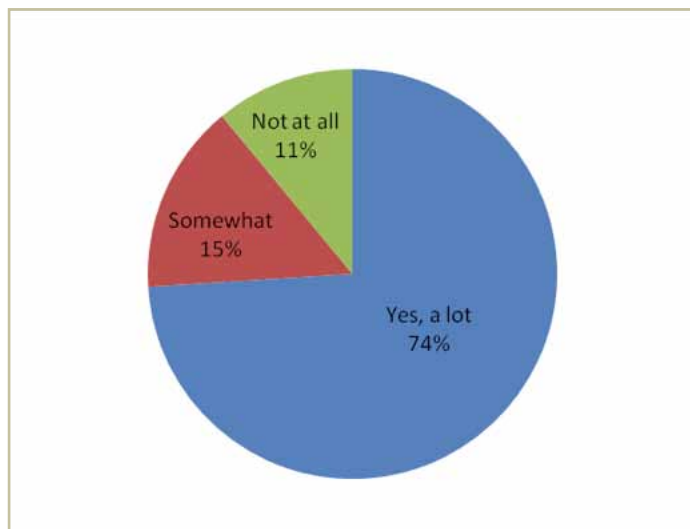
### Male

Formally		Informally		Self-employed		Agriculture	
<20 hrs	31%	<20 hrs	34%	<20 hrs	37%	<20 hrs	48%
20-30 hrs	6%	20-30 hrs	25%	20-30 hrs	20%	20-30 hrs	17%
30-40 hrs	10%	30-40 hrs	12%	30-40 hrs	9%	30-40 hrs	9%
>40 hrs	53%	>40 hrs	29%	>40 hrs	34%	>40 hrs	26%

### Female

Formally		Informally		Self-employed		Agriculture	
<20 hrs	23%	<20 hrs	27%	<20 hrs	33%	<20 hrs	50%
20-30 hrs	15%	20-30 hrs	27%	20-30 hrs	19%	20-30 hrs	22%
30-40 hrs	9%	30-40 hrs	13%	30-40 hrs	14%	30-40 hrs	11%
>40 hrs	53%	>40 hrs	33%	>40 hrs	34%	>40 hrs	17%

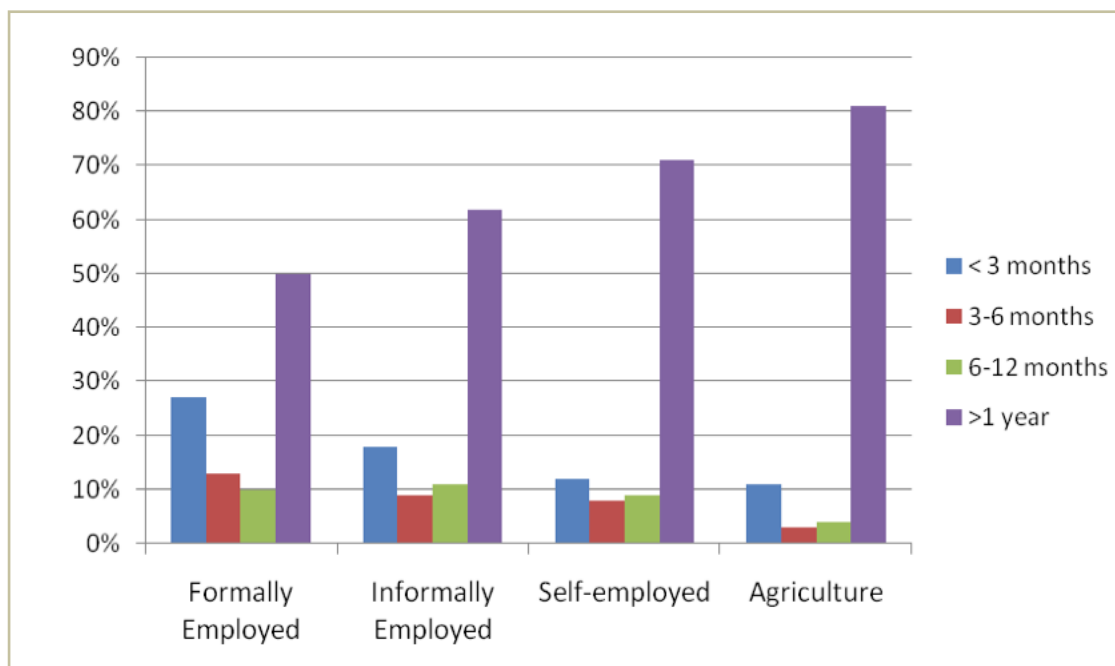
### 11. Do You Like The Work That You Are Currently Doing?



### 12. Duration Of Employment By Type Of Work

Duration	Formally Employed	Informally Employed	Self-employed	Agriculture
< 3 months	27%	18%	12%	11%
3-6 months	13%	9%	8%	3%
6-12 months	10%	11%	9%	4%
>1 year	50%	62%	71%	81%

#### Duration of employment by type of work



**13. Are You Looking For Work?**

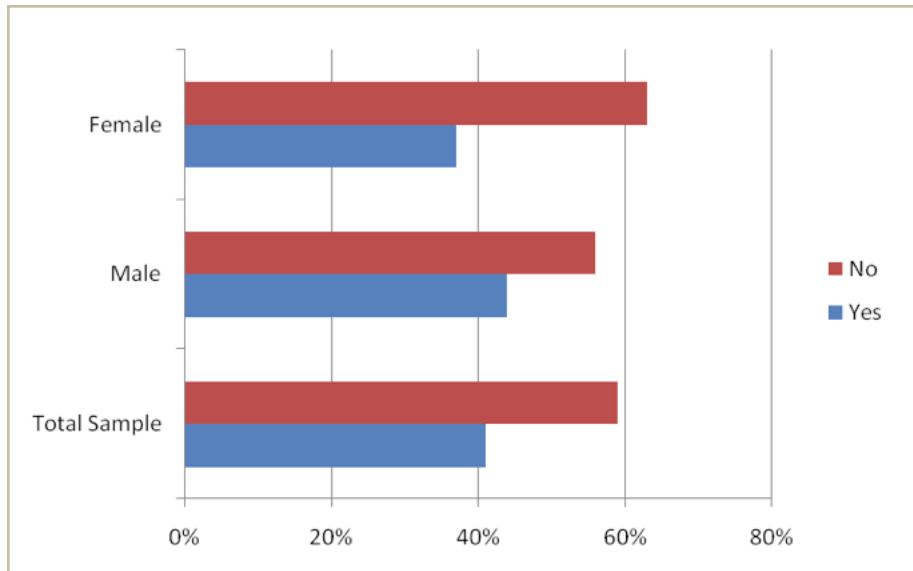
Looking for work	Percent
Total sample	70%
Male	75%
Female	63%

**AGRICULTURE**

**14. Are You Employed Or Engaged In Agriculture (For Those Engaging In An Economic Activity)?**

Engaged in Agriculture	Total Sample	Male	Female
Yes	41%	44%	37%
No	59%	56%	63%

*Are you employed or engaged in agriculture?*



**15. If Yes, How Many Hours a Week Does This Work Take?**

Number of Hours	Total Sample
<20 hours	49%
20-30 hours	19%
30-40 hours	10%
>40 hours	22%

### **Employment Profile of Focus Group Participants**

- Of youth FGD participants, 57 percent were not engaged in any economic activity at the time of this study and 70 percent of those not engaging in any economic activity were looking for work
- For those who are looking for work:
  - 48 percent for youth between 15-17 years
  - 67 percent for youth between 18-24 years
  - 86 percent for youth between 25-30 years
- Among the 43 percent who were working:
  - 33 percent said they were self-employed
  - 18 percent reported working in the formal sector
  - 27 percent said they were working in the informal sector
  - 41 percent said they were engaging in agriculture
- Percentage of youth reported to have been working for more than six months:
  - 60 percent for youth in the formal sector and 73 percent for youth in the informal sector
  - 80 percent for self-employed youth and 85 percent for youth in agriculture

### **16. Employment Profile of the Sample**

By gender	Engaged in any economic activity?			
	Yes	No		
Total Sample	43%	57%		
Male	60%	40%		
Female	53%	47%		
By age	Yes	No		
15-17	40%	60%		
18-24	51%	49%		
25-30	77%	23%		
Of those who are engaging in an economic activity...				
Gender	Formal	Informal	Self-employed	Agriculture
Male	21%	33%	36%	44%
Female	15%	19%	30%	37%
Total Sample	18%	27%	33%	41%

### **17. Are You Looking For Work?**

By gender	Yes	No
Male	75%	25%
Female	63%	37%
Total Sample	70%	30%
By age	Yes	No
15-17	48%	52%
18-24	67%	33%
25-30	86%	14%

## EDUCATION

### 18. Self-Reported Literacy Data

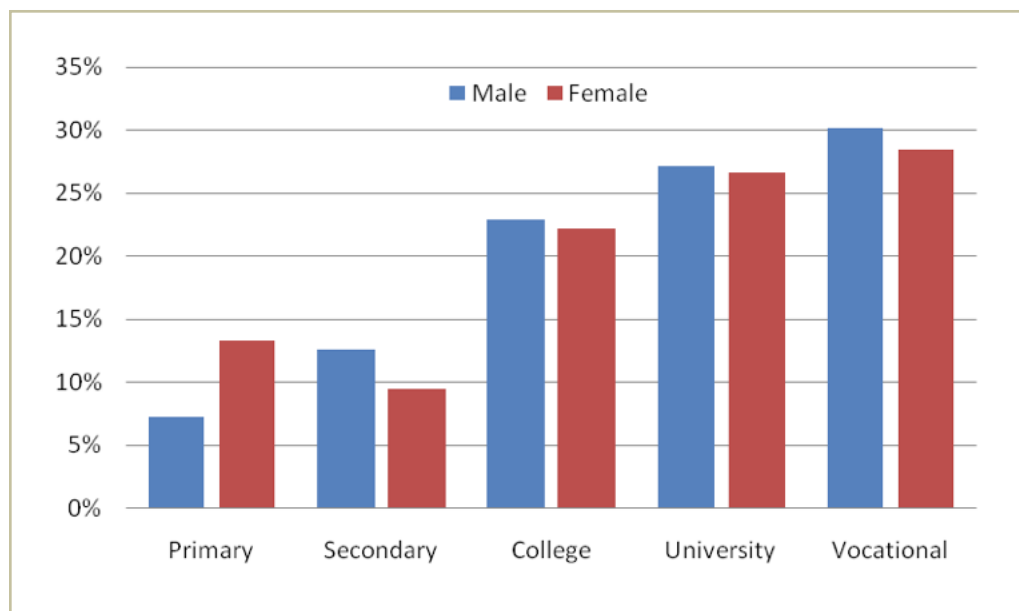
Self-Reported Literacy	Total Sample	Male	Female	Urban	Rural
Percent of youth who read and write	89%	92%	86%	91%	89%
Percent of youth who read and write in English	84%	88%	80%	87%	82%
Percent of youth who are literate	90%	92%	88%	91%	89%

### 19. Are You Currently Enrolled In School (Formal School Or Vocational Training)? If So, What Level?

Level Enrolled	15-17	18-24	25-30	Male	Female	Total Sample
Are you enrolled in school?	73%	67%	38%	63%	63%	63%
Primary	47%	3%	7%	7%	13%	10%
Secondary	24%	8%	5%	13%	9%	11%
College	10%	28%	9%	23%	22%	22%
University	2%	30%	44%	27%	27%	27%
Vocational	16%	31%	35%	30%	28%	29%
Ever attended vocational or professional training?	33%	52%	74%	57%	54%	55%

Note: Vocational training can be in addition to the other categories.

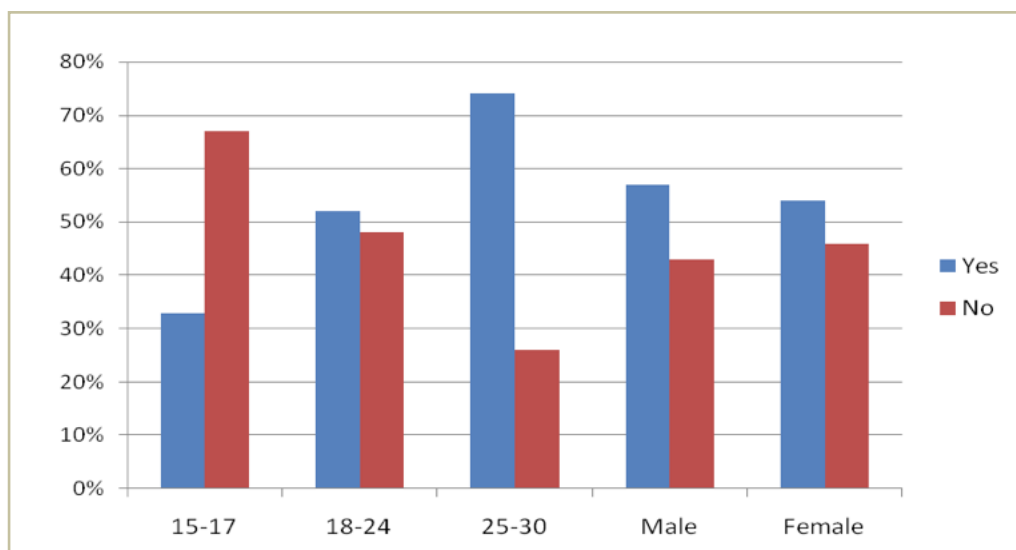
#### Level enrolled for in-school youth



### 20) Have You Ever Attended A Vocational Or Professional Training?

Response	15-17	18-24	25-30	Male	Female
Yes	33%	52%	74%	57%	54%
No	67%	48%	26%	43%	46%

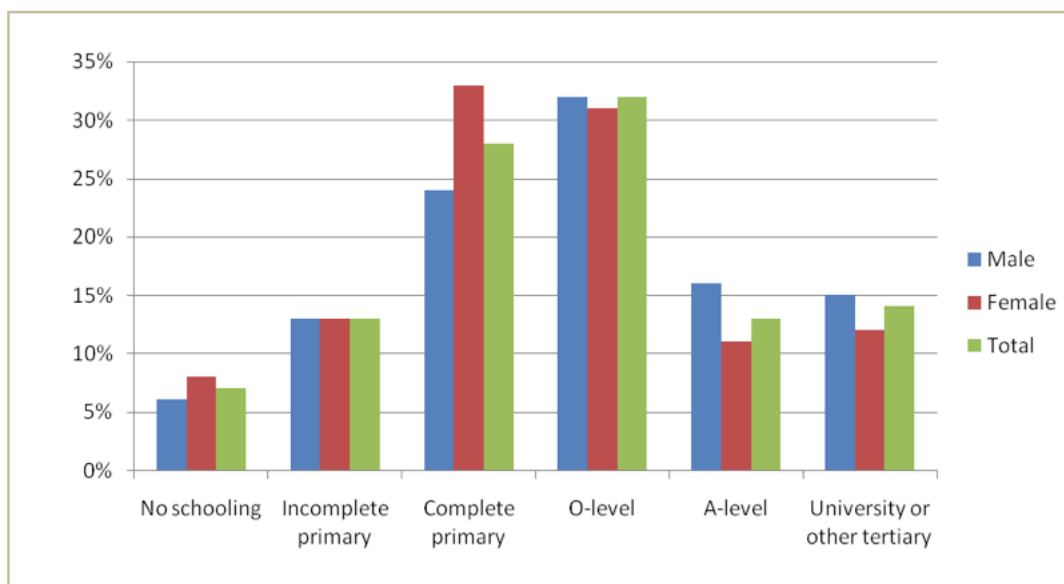
**Youth who have ever attended a vocational or professional training, by age and gender**



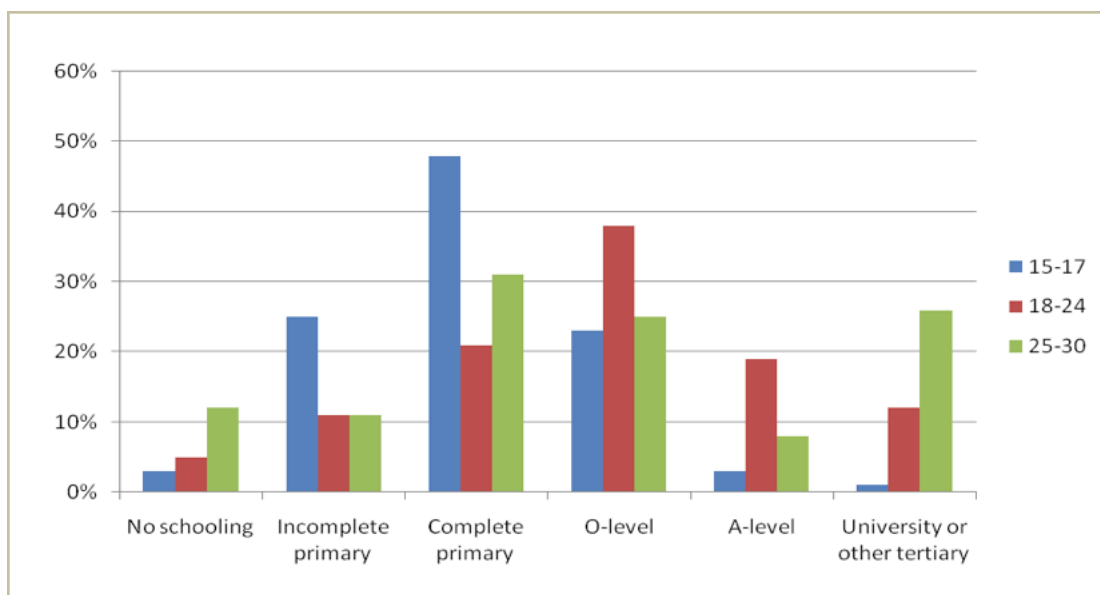
**21. Highest Level Schooling, If Ever Enrolled, By Gender And Age**

If Ever Schooled	Total Sample	15-17	18-24	25-30	Male	Female
No schooling	7%	3%	5%	12%	6%	8%
<b>Of those with some schooling,</b>						
Incomplete primary	13%	25%	11%	11%	13%	13%
Complete primary	28%	48%	21%	31%	24%	33%
O-level	32%	23%	38%	25%	32%	31%
A-level	13%	3%	19%	8%	16%	11%
University or other tertiary	14%	1%	12%	26%	15%	12%

**Highest level schooling, if ever enrolled, by gender**



### ***Highest level schooling, if ever enrolled, by age***



### ***Education Profile of Focus Group Participants***

- 63 percent are currently enrolled in education, of which:
  - 10 percent in primary school
  - 11 percent in secondary school
  - 29 percent in vocational school
  - 49 percent in university or other tertiary
- Of those not currently enrolled:
  - 7 percent had never been to school
  - 41 percent had not studied further than primary school
  - 45 percent had attended secondary school only
  - 33 percent had attended or completed a vocational training program
  - 14 percent had enrolled in or completed a university program

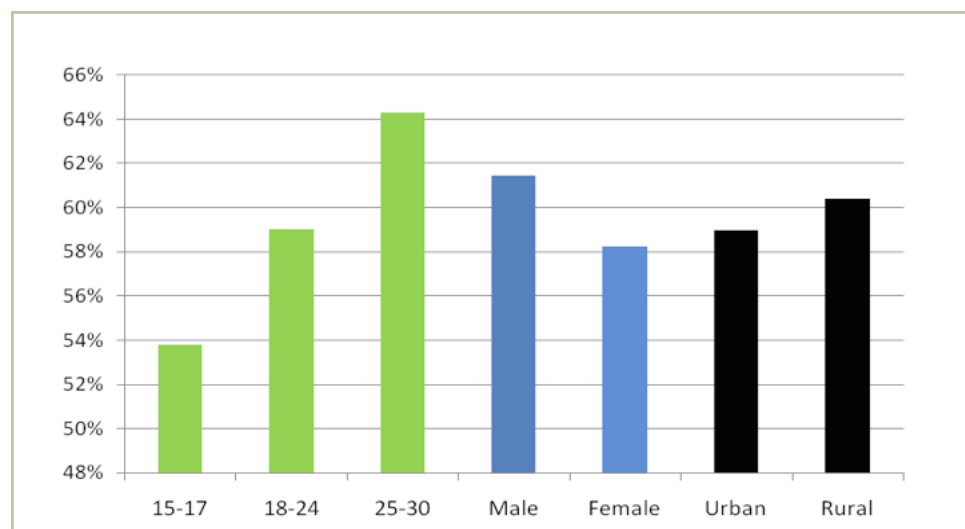
*Note: Vocational training can be in addition to the other categories.*

## CITIZENSHIP AND ENGAGEMENT

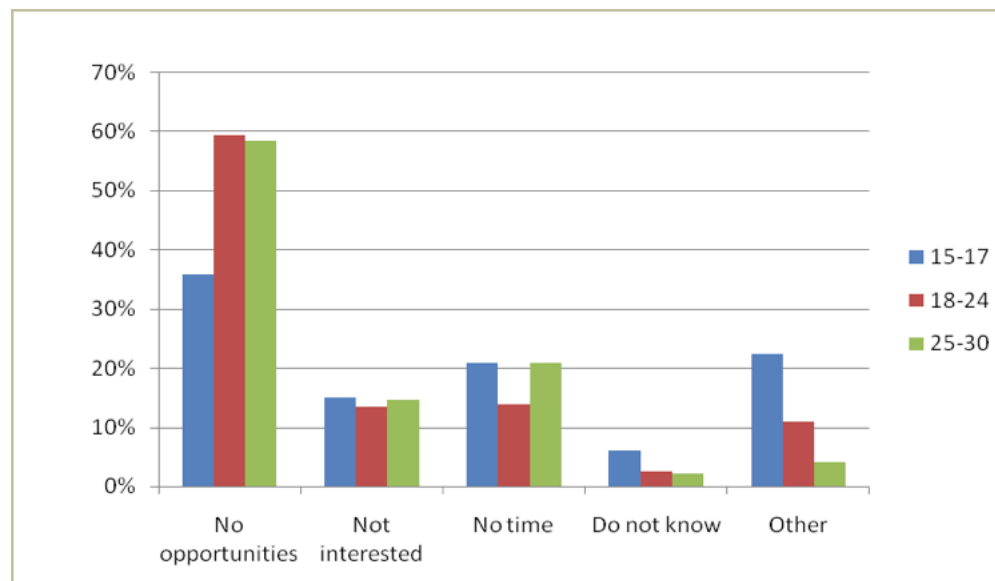
### 22. Do You Currently Participate In Any Civic Activities In Your Community?

Civic activities	Total Sample	15-17	18-24	25-30	Male	Female	Urban	Rural	If working
Participate	60%	54%	59%	64%	61%	58%	59%	60%	64%
<b>Why not?</b>									
No opportunities	55%	36%	59%	58%	51%	59%	54%	54%	52%
Not interested	14%	15%	13%	15%	14%	13%	11%	17%	12%
No time	17%	21%	14%	21%	15%	18%	19%	13%	17%
Do not know	3%	6%	3%	2%	3%	3%	3%	3%	3%
Other	12%	22%	11%	4%	17%	8%	12%	13%	12%

### Youth participation in civic activities by age, gender, and location

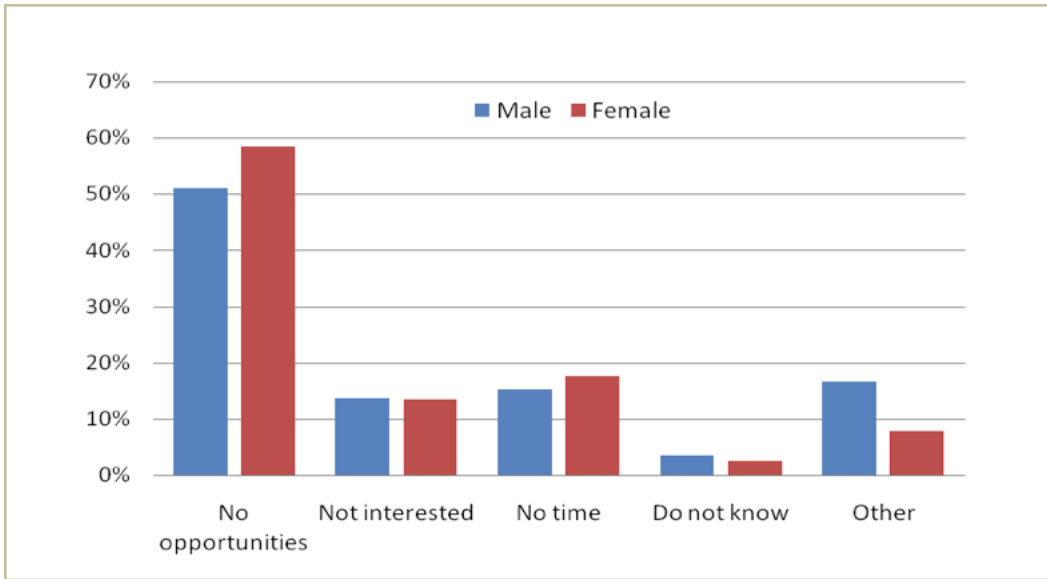


### Reasons for not participating, by age

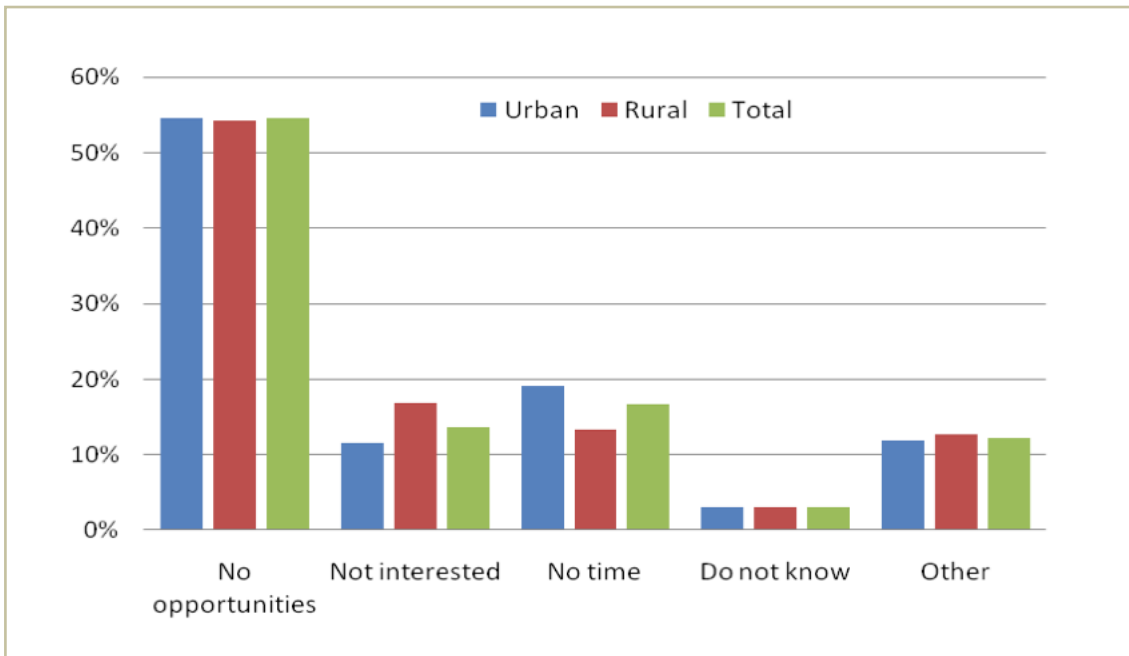




**Reasons for not participating, by gender**



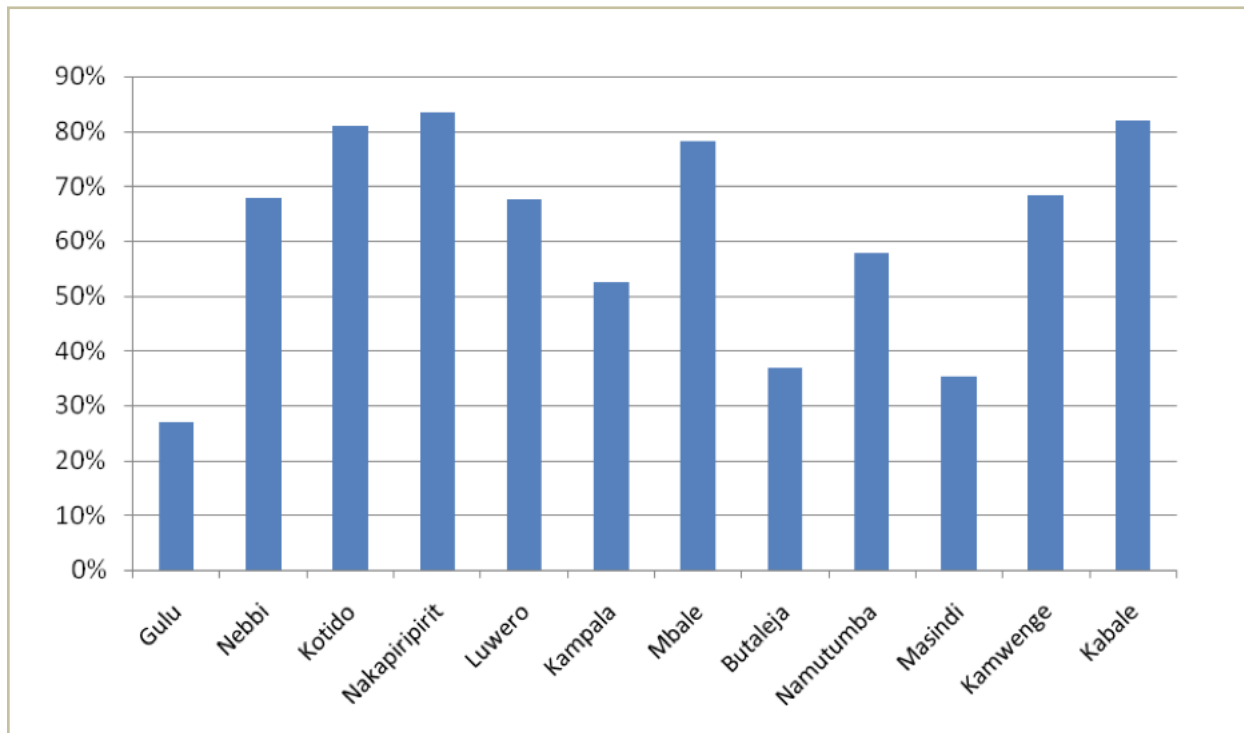
**Reasons for not participating, by location**



**23. Do You Currently Participate In Any Civic Activities In Your Community?**

District	Participate in Civic Activities
Gulu	27%
Nebbi	68%
Kotido	81%
Nakapiripirit	83%
Luwero	68%
Kampala	52%
Mbale	78%
Buteleja	37%
Namutumba	58%
Masindi	35%
Kamwenge	68%
Kabale	82%

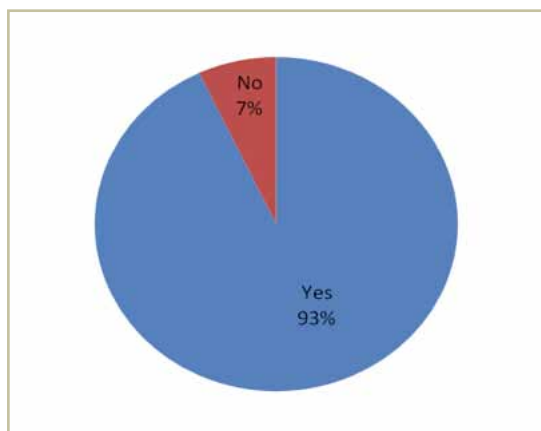
**Youth participation in civic activities by district**



## 24. Participation In Civic Activities By Age, Gender, Location And Employment Status

Civic Activities	Volunteering	Political	Religious	Other
Total Sample	84%	68%	84%	70%
<b>By age</b>				
15-17	79%	58%	83%	64%
18-24	86%	68%	89%	63%
25-30	85%	71%	75%	84%
<b>By gender</b>				
Male	86%	75%	80%	71%
Female	81%	56%	86%	69%
<b>By location</b>				
Urban	79%	56%	78%	62%
Rural	93%	86%	91%	86%
<b>By employment status</b>				
If working	81%	69%	81%	77%

## 25. Registered To Vote In Recent Elections?



## 26. Registered To Vote, By Gender And Age

<b>By gender</b>	
Male	94%
Female	92%
<b>By age</b>	
18-24	91%
25-30	98%
<b>Total sample</b>	
Yes	93%
No	7%

## 27. If You Did Not Register, Why Not?

<b>If not registered, why not?</b>	
Not interested	30%
Not able	19%
Did not know how	4%
Did not know about elections	2%
Don't know	4%
Other	40%

## 28. Registered to vote, by region

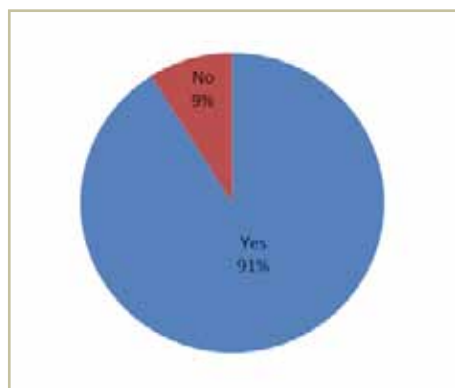
District	Total percent of youth registered to vote
Gulu	84%
Nebbi	83%
Kotido	100%
Nakapiripirit	100%
Luwero	94%
Kampala	65%
Mbale	100%
Butaleja	78%
Namutumba	93%
Masindi	81%
Kamwenge	84%
Kabale	99%

### ***Citizenship and Engagement-Related Data on Focus Group Participants***

- 93 percent of youth over the age of 18 registered to vote
  - 61 percent of young men participate in civic activities
  - 58 percent of young women participate in civic activities
  - 54 percent of those ages 15-17 participate in civic activities
  - 59 percent of those ages 18-24 participate in civic activities
  - 64 percent of those ages 25-30 participate in civic activities
- Of those who do not participate in civic activities:
  - 17 percent say it's because they do not have “enough time”
  - 14 percent say they are not interested in participating
  - 55 percent say there are “no opportunities” to participate
  - 3 percent say they do not know
  - 12 percent say it is because of other reasons

## OTHER GENERAL INFORMATION

### 29. Is There A Skill Or Trade That You Would Like To Learn That You Have Not Had The Chance To Learn?



Skill	Total sample
Driving	18%
Computer	17%
Tailoring	13%
Mechanic	9%
Construction	4%
Nursing	9%
Other	29%

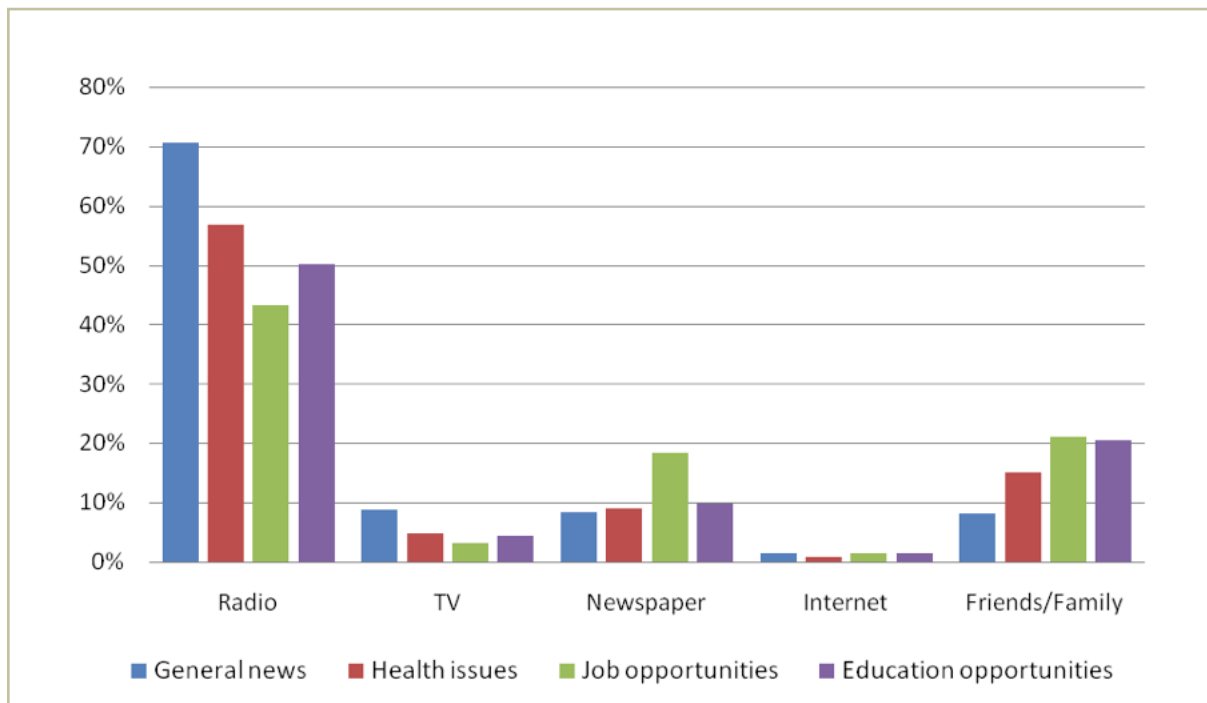
**30. If You Were Given Ush.350,000, What Would You Do With The Money?**

Use of money	Total sample
Save	4%
Invest in current business	18%
Invest in new business	45%
Pay for immediate needs	24%
Other	9%
Do not know	0%

**31. How Do You Mainly Learn About The News?**

Source	General news	Health issues	Job opportunities	Education opportunities
Radio	71%	57%	43%	50%
Television	9%	5%	3%	4%
Newspaper	8%	9%	18%	10%
Internet	1%	1%	1%	1%
Friends/Family	8%	15%	21%	20%
Other	1%	11%	3%	5%
None	1%	2%	6%	7%
Do not know	0%	0%	3%	2%

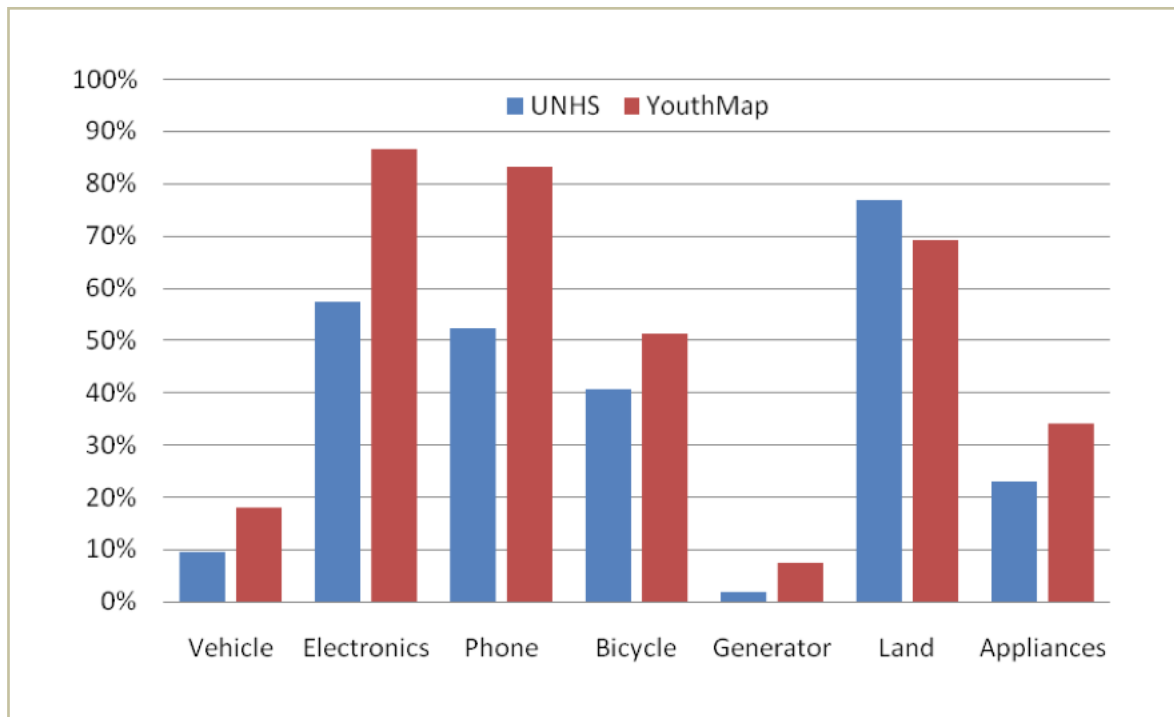
**Major sources of news**



### 32. Assets: Comparison Of UNHS and YouthMap Data

Assets	Percent with Assets	
	UNHS	YouthMap
Vehicle	10%	18%
Electronics	57%	87%
Phone	52%	83%
Bicycle	41%	51%
Generator	2%	7%
Land	77%	69%
Appliances	23%	34%

### Assets: Comparison of UNHS and YouthMap data



## ANNEX 9: COMPARISON OF YOUTHPMAP FGD PARTICIPANTS WITH 2010 UNHS POPULATION DATA<sup>1</sup>

### Introduction

This annex describes the sample of youth interviewed by IYF and FHI 360 for the *YouthMap Uganda* assessment and compares it with representative samples from the 2010 UNHS data. The results of this comparison suggest that the *YouthMap* sample was not statistically representative of youth in Uganda in general, but that it does represent the major characteristics of Uganda’s youth.

For *YouthMap*, a purposeful sample of youth—capturing the differences in geography, rural/urban areas, ethnicity, language, sex, education level, and age range—was developed. IYF and FHI 360 worked with local partners and local consultants to develop a recruitment strategy that was both efficient and effective in assembling a broadly representative sample. The assessment team then worked with local officials, along with community mobilizers and enumerators, to identify groups of young people to participate in the assessment. After the youth participated in FGDs, a short questionnaire was administered to understand the demographic and socioeconomic characteristics of participating youth.

The *YouthMap* team determined that the most effective way to organize the sample was to disaggregate it into categories reflecting logical youth cohorts. The age range of youth to be studied, 15 to 30 years old, was one such dimension. For assessment purposes, youth respondents were further divided into the following age groups: 15-17, 18-24, and 25-30. These categories served as the basic youth cohorts in all sampled districts and are used here to describe the youth characteristics.

The assessment conducted FGDs with a total of 1,062 youth across the seven different regions. The description and comparison of this group of youth vis-à-vis the 2010 UNHS data is described in detail below. (Analysis is based on survey results for the youth who completed the *YouthMap* survey.)

### Population

The composition of the youth can be compared between the UNHS population data and *YouthMap* survey data in Tables 1 and 2.

**Table 1: Population of Uganda by Age Cohorts, 2010 UNHS**

	15-17	18-24	25-30
Full Country	7%	11%	7%
Urban	7%	11%	7%
Rural	7%	16%	10%

**Table 2: Population of FGD Participants by Age Cohorts, YouthMap**

	15-17	18-24	25-30
Total Sample	14%	56%	27%
Rural	19%	54%	27%
Urban	12%	58%	27%
Male	12%	55%	31%
Female	18%	57%	23%

<sup>1</sup> This Annex was prepared by independent researcher Nathan Fiala, under the overall guidance of the *YouthMap* team.

Per the *YouthMap* scope of work, the assessment focused on youth aged 15 to 30, while the UNHS looked at the national population. The difference in the general population between those aged 15 to 17, 18 to 24, and 25 to 30 is not very different for the general population. The *YouthMap* sample, though, focused more on ages 18 to 24, with 56 percent of youth from this age range. The *YouthMap* numbers are very close to each other across the categories of male/female and urban/rural.

## Poverty

Because *YouthMap* did not collect data on consumption, it is not possible to directly compare poverty rates between the *YouthMap* and UNHS samples. An alternative measure of poverty is to look at the rates of asset ownership in the households of the youth. This is done in Table 3.

**Table 3: Youth Poverty, 2010 UNHS and YouthMap<sup>2</sup>**

Type of Asset	Percent with Asset	
	UNHS	<i>YouthMap</i>
Vehicle	10%	18%
Electronics	57%	87%
Phone	52%	83%
Bicycle	41%	51%
Generator	2%	7%
Land	77%	69%
Appliances	23%	34%
Index	-0.09	0.88
Household Size	6.03	6.32

As shown, the households of the *YouthMap* population:

- Have almost twice as many motor vehicles (10 percent vs. 18 percent)
- Are about 50 percent more likely to have electronics and phones (about 50 percent vs. 85 percent)
- Are slightly more likely to own a bicycle (41 percent vs. 51 percent)
- Are three times more likely to own a generator (2 percent vs. 7 percent)
- Are less likely to own land by 8 percentage points (77 percent vs. 69 percent).

Direct comparison of assets may be misleading if households have different tastes for different assets. An index of assets is thus constructed using the principal components analysis method.<sup>3</sup> This number does not have any direct meaning, except that samples can be compared. The UNHS sample scores nearly zero, which is the sample mean, while the *YouthMap* sample scores 0.88, which is positive and above the mean. This suggests that individuals in the *YouthMap* sample do have a larger amount of assets. This is not due to household size, which is similar across the UNHS and *YouthMap* samples.

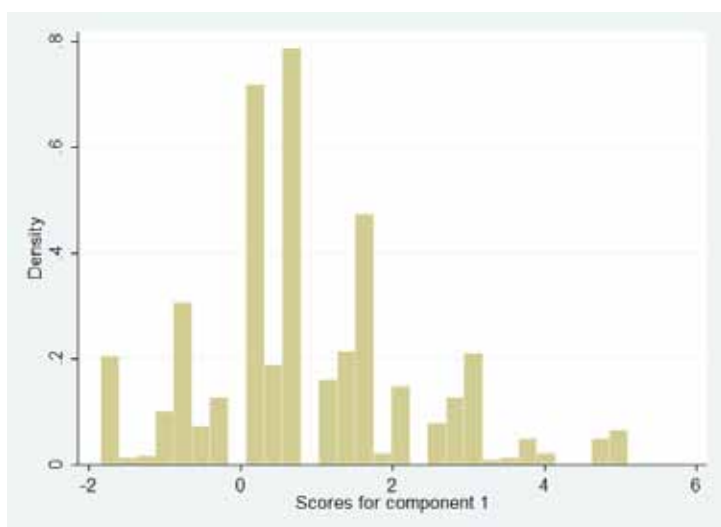
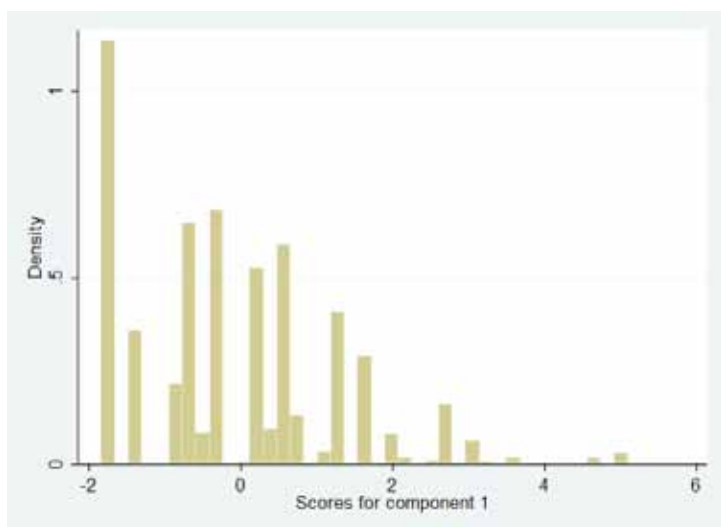
Figure 1 also shows histograms for the UNHS and *YouthMap* samples. The distribution of assets for the *YouthMap* sample is shifted higher, further confirming the results in Table 3.

<sup>2</sup> Both the UNHS and *YouthMap* samples focus on the assets in the households of those aged 15 to 30.

<sup>3</sup> Principal component analysis extracts a linear combination of assets that best express the common information. Each variable is first normalized by its mean and standard deviation, and then, for the first principal component, a linear combination of all of the variables is found that maximizes the variance. This procedure produces an index of assets with zero mean that is very robust to the specification of what assets are included (Lindeman 1980 and Filmer 2001). This is normally done using the number of assets. The UNHS dataset though has many missing values for the number owned, and so a dummy variable for if any are owned by the household is used instead.



**Figure 1: Asset Index for 2010 UNHS and YouthMap**



## Education

Education was measured slightly differently between the UNHS and *YouthMap*, though a comparison can still be made from Tables 4 and 5.

**Table 4: Years of Education, 2010 UNHS**

	15-17	18-24	25-30
Full Country	5.87	7.36	6.01
Urban	7.56	9.46	8.85
Rural	5.61	6.86	5.39

**Table 5: Years of Education, YouthMap**

If ever schooled	Total Sample	15-17	18-24	25-30	Male	Female
No schooling	7%	3%	5%	12%	6%	8%
Incomplete primary	13%	25%	11%	11%	13%	13%
Complete primary	28%	48%	21%	31%	24%	33%
O level	32%	23%	38%	25%	32%	31%
A level	13%	3%	19%	8%	16%	11%
University/other tertiary	14%	1%	12%	26%	15%	12%

From the UNHS, the average youth in Uganda has between five and nine years of education, with those in urban areas having the highest education rates. In the *YouthMap* sample, only 20 percent of the sample had not completed primary school. Eighty percent thus had completed primary and were at the secondary level, (i.e. seven or more years of education). This rate is fairly consistent across the age and sex samples. The *YouthMap* sample thus clearly has more years of education than the general population across all age categories. This is partly the result of the design of the study, which purposefully targeted youth across a range of education levels.

Another method to establish the education level of the *YouthMap* sample is by comparing self-reported literacy rates. These are shown in Tables 6 and 7.

**Table 6: Literacy of Youth, 2010 UNHS**

	15-17	18-24	25-30
Full Country	90%	87%	73%
Urban	94%	92%	91%
Rural	89%	85%	69%

**Table 7: Literacy of Youth, YouthMap**

Self-Reported Literacy	Total Sample	Male	Female
Percent who read and write	89%	92%	86%
Percent who read and write in English	84%	88%	80%
Percent illiterate	10%	8%	12%

Self-reported literacy rates in the UNHS are extremely high at 90 percent for most samples, and this is also reflected in the *YouthMap* sample where about 90 percent of the sample is also literate.

## Employment

Employment comparisons can be made in Tables 8 and 9. The UNHS and *YouthMap* have measured employment differently, though a simple comparison can be made.

**Table 8: Employment of the Youth, 2010 UNHS**

	Working for a wage		
	15-17	18-24	25-30
Full Country	7%	21%	28%
Urban	13%	28%	47%
Rural	5%	19%	24%

**Table 9: Employment of the Youth, YouthMap**

Employment Status	Age		
	15-17	18-24	25-30
Working	40%	51%	77%
Self-employed	12%	28%	59%
Working for someone else	28%	23%	18%

Across the country, 7 percent of those 15 to 17, 20 percent of those 18 to 24, and 28 percent of those 25 to 30 report working for a wage. In the *YouthMap* sample, between 40 and 70 percent of those interviewed report working at all, with between 12 percent and 60 percent working for themselves. The remaining youth are thus working for someone else, which can be interpreted as for a wage or on the family plot of land. For the *YouthMap* sample, about 28 percent of those ages 15 to 17, 23 percent of those 18 to 24, and 18 percent of those 25 to 30 are likely working for a wage.

The two samples are very close to each other for those 18 to 24 and 25 to 30, but the *YouthMap* sample is much more likely to be employed for a wage or working on a family plot of land.

## Conclusion

These results suggest that *YouthMap* succeeded in targeting the range of participants it aimed to target, based on its research plan. Youth from all income, education, and employment groups, as well as youth from specific at-risk cohorts, are represented in the sample. Yet, by design, the *YouthMap* sample is different from the general population, and the results presented here show that *YouthMap* targeted a purposeful sample of youth that was not statistically representative of youth in Uganda in general. It is thus important to be cautious when interpreting results as they may not be representative of the general population as a whole.

## ANNEX 10: YOUTHMAP MARKET SURVEY RESULTS<sup>1</sup>

### Introduction

This annex summarizes the results of the market assessment conducted as part of the YouthMap field work. The assessment was conducted by surveying two subcounty officials in Mbale, Gulu, Nebbi, Masindi, Namutumba, Kamwenge, Kabale, and Luwero districts.<sup>2</sup> In addition, in Masindi, Gulu, and Nebbi districts, three additional subcounty officials, for a total of five, were interviewed to better identify the needs of these three critical districts. In total, 25 officials were interviewed across the country about missing businesses, needed businesses, and skills training in the subcounties.<sup>3</sup>

The purpose of the market assessment was to investigate the existence or nonexistence of local market economies in Uganda in order to better understand potential ways forward to address youth employment needs around the country. While the YouthMap FGDs and survey of youth captured information on what kinds of work youth are doing and what they would like to do, the market assessment aimed to study which businesses and skills are present and which are missing, pointing to potential opportunities for youth employment. The market assessment was designed to provide USAID with a guidance tool to identify the needs of target districts and some areas where youth may be able to fill those needs. The assessment was based on previous work conducted by Nathan Fiala for War Child: Holland to identify appropriate programming for a new post-conflict development project in northern Uganda.

Due to resource and time constraints, a full market assessment was not conducted; thus these results are not meant to be definitive. Ideally, a study could take a large random sample of subcounties in target districts and survey a random selection of businesses at the main market locations and in the villages and homes of people in rural areas to better analyze which businesses and skills are present and what people say they want/need, providing information on the most profitable and sustainable options for youth in these areas. Yet this more limited survey of subcounty officials on the status and needs of local markets points to the value of collecting such information, even when done on a small budget. The results also suggest ways to help focus development projects across the country. We recommend that any future programs conduct additional detailed assessments in order to complement and update the results presented here.

### Results

Agriculture is the most important activity for the majority of people across Uganda. As can be seen in Table 1, leaders in most of the districts report a lack of important agriculture inputs. Except in Luwero, all of the districts are missing easy access to fertilizer and seeds. Leaders in Kamwenge and Luwero are the only ones not missing pesticides and veterinary drugs. In fact, leaders in Luwero reported all of the inputs are available in their subcounties.

**Table 1: Missing Agriculture Inputs by District**

District	Inputs Missing			
Mbale	Fertilizer	Seeds	Pesticides	Veterinary drugs
Gulu	Fertilizer	Seeds	Pesticides	Veterinary drugs
Nebbi	Fertilizer	Seeds	Pesticides	Veterinary drugs
Masindi	Fertilizer	Seeds	Pesticides	Veterinary drugs
Namutumba	Fertilizer	Seeds	Pesticides	Veterinary drugs
Kamwenge	Fertilizer	Seeds	None	None
Kabale	Fertilizer	Seeds	Pesticides	Veterinary drugs
Luwero	None	None	None	None

<sup>1</sup> This Annex was prepared by independent researcher Nathan Fiala, under the overall guidance of the YouthMap team.

<sup>2</sup> Due to organizational difficulties, the research team was not able to collect complete survey information in Karamoja, and so the data is not presented here.

<sup>3</sup> The specific subcounties include Budwale, Bukonde, Palaro, Patiko, Layibi division, Odek, Koro, Nebbi town, Parombo, Erussi, Nyaravur, Pakanyi, Kampala Central Division, Miirya, Karujubu, Budongo, Nsinze, Namutumba, Busiriba, Kamwenge, Hamurwa, Ikumba, Luwero town council, and Bamunakika.

Local leaders were also asked about missing skills and businesses. During this survey, as well as the more recent discussions with local leaders conducted by IYF, it became clear that government district staff, including district commercial officers (DCO), were unaware of the number, composition, and types of very small businesses in the districts. District governments were unable to provide clear details of what markets exist or what businesses in them are like. This is perhaps because of the rapid growth and changes in local markets, or suggests that the government may lack the capacity or interest to assess these businesses as it is normally considered a private sector issue.

This survey was conducted with village leaders, who may also not be aware of all businesses in the area, though they can provide a rough approximation of those that are present and those that are needed.<sup>4</sup> These results are reported in Table 2. A number of these skills and businesses could be provided or filled by youth, including skills such as carpentry, metal work and hair salons, and food and produce trading. At this time, it is not possible to say definitively why these do not exist, though future market assessments could address this issue.

**Table 2: Most Needed Skills and Businesses**

District	Most Needed Skills and Businesses
Mbale	Food business, roasting chicken and meat, milling, welding, water business, metal fabrication
Gulu	Produce, bee farming, fish farming, dairy production, food processing, welding, metal work, grinding at small scale, larger animals such as pigs and cattle, large scale farming, commercial farming
Nebbi	Carpentry with machines, seeds and pesticides, tractor land opening, maize and fruit processing, oil processing
Masindi	Agro-processing, more horticulture for youth — especially girls, youth-led beekeeping, transportation for agriculture products, welding and metal fabrication, poultry and pig farming
Namutumba	Retail shops, market stalls
Kamwenge	Metal work, maize milling, hair salons, fertilizer shops
Kabale	Pesticides and fertilizers, welding and steel work, motorcycle repair
Luwero	Construction, fish farming, beekeeping

These businesses do not exist for a number of reasons. First, the capital needed to start such businesses is missing in many areas. Some businesses, such as meat selling, milling, metal work and welding, require significant capital to begin. If people do not have the capital, they cannot start the businesses—even if there is demand. Second, there are risks to starting these businesses. These include disease for animals, especially in areas where there are no or few veterinarians, and a high chance of the business failing if there are droughts or market contractions. Most people in Uganda are averse to taking many risks, and so they do not engage in some of the most high risk—but also high return—businesses. Subsidizing such businesses, or providing appropriate facilitation (e.g. veterinarian services), can decrease these risks.

Finally, there is a lack of knowledge needed to run these businesses. This is in part due to the lack of training facilities in the area. In order to take advantage of these missing skills and businesses, youth would need to be trained in them. However, the assessment found a lack of training facilities in many of the subcounties, especially in the north. Training facility access per district is summarized below:

- **Mbale:** None of the local leaders interviewed knew of training facilities in their subcounties.
- **Gulu:** In some areas, there is tailoring, mechanics, bricklaying, concrete practice, carpentry, and joinery training.
- **Nebbi:** Tailoring, carpentry and joinery, mechanics and masonry training are available.
- **Masindi:** There are three training institutes that offer a combination of engineering, mechanical, craftsmanship, mechanics, welding, petroleum, metal work, fabrication, and carpentry training.
- **Namutumba:** None of the local leaders surveyed knew of training facilities in their subcounties.
- **Kamwenge:** Bricklaying, carpentry, weaving, and hotel management training are available.

<sup>4</sup> This highlights the need for donors such as USAID to support capacity building initiatives for district governments and help them acquire better knowledge of local businesses in their areas. This could be accomplished by working with UBOS to conduct such business surveys (using the current survey or developing a new one based on this model) on a larger scale and disseminating the results.

- **Kabale:** Tailoring, breeding, and brick-making training are available.
- **Luwero:** Tailoring, carpentry, and hair dressing training are available.

This lack of access means that youth would need to travel in order to get access to training in needed skills, which would increase the cost of the training and therefore decrease the likelihood that youth would get the training on their own.

## Key Recommendations

The results of the market assessment provide some insights into the state of the local economy in Uganda and suggest some ways that USAID and development partners can better target options for the youth in the future. Given the limitations of the survey methods, the results cannot be taken as conclusive as it would have been better to talk in detail with local businesses and consumers rather than just local leaders. Nevertheless, the results suggest the **value of conducting low cost, high efficiency full market assessments** in the future.

The first issue that arises from the results is that **people need better access to agriculture inputs** across much of the country. Without access to inputs, agriculture cannot be optimized, and so people will not be able to produce at the efficiency level at which they could be producing. Second, it is important to **identify the most needed skills and businesses in each of the subcounties for youth. In some cases, it will be important to assist youth in getting the training, especially when training facilities are not easily accessible.** In some cases, this could require leaving the district to get the needed training.

Finally, it is **important to conduct future market assessments whenever programs are being developed in order to target the most needed, and most lacking, skills.** This would ideally include not just interviews of local officials, but also speaking with businesses and local people to get the most accurate picture of the state of the local economies.

## ANNEX 11: USAID IMPLEMENTING PARTNER SURVEY RESULTS

### 1. Sample

USAID Implementing Partners	Total
Received the online survey	ALL
Completed the survey	19
Have lessons to share	12 (68% of respondents)
Sample interviewed by YouthMap	6

No.	Organizations with Lessons to Share	Focus areas
1	Mercy Corps	<ul style="list-style-type: none"> <li>• Education and learning</li> <li>• Work and employment<sup>1</sup></li> <li>• Healthy lifestyles<sup>2</sup></li> <li>• At-risk youth</li> </ul>
2	World Vision – SPEAR Project	<ul style="list-style-type: none"> <li>• Education and learning</li> <li>• Work and employment</li> <li>• Healthy lifestyles</li> <li>• At-risk youth</li> </ul>
3	Associates in Rural Development (ARD) - LEAD Project	<ul style="list-style-type: none"> <li>• Work and employment</li> <li>• Healthy lifestyles</li> <li>• At-risk youth</li> </ul>
4	Civil Society Fund	<ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• At-risk youth</li> </ul>
5	National Democratic Institute (NDI)	<ul style="list-style-type: none"> <li>• Citizenship and engagement<sup>3</sup></li> </ul>
6	Kigezi Diocese Water and Sanitation	<ul style="list-style-type: none"> <li>• Healthy lifestyles</li> </ul>
7	Uganda National Association for the Deaf	<ul style="list-style-type: none"> <li>• Education and learning</li> </ul>
8	Northern Uganda Transition Initiative (NUTI)	<ul style="list-style-type: none"> <li>• Work and employment</li> <li>• Citizenship and engagement</li> <li>• At-risk youth</li> </ul>
9	ACDI/VOCA	<ul style="list-style-type: none"> <li>• Work and employment</li> <li>• At-risk youth</li> </ul>
10	Health Communication Partnership	<ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Family planning</li> <li>• At-risk youth</li> </ul>
11	Strengthening TB and HIV/AIDS Response in East Central Uganda (STAR-EC)	<ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Family planning</li> <li>• At-risk youth</li> </ul>
12	Management Sciences for Health (MSH) - STAR-E	<ul style="list-style-type: none"> <li>• Healthy lifestyles</li> </ul>

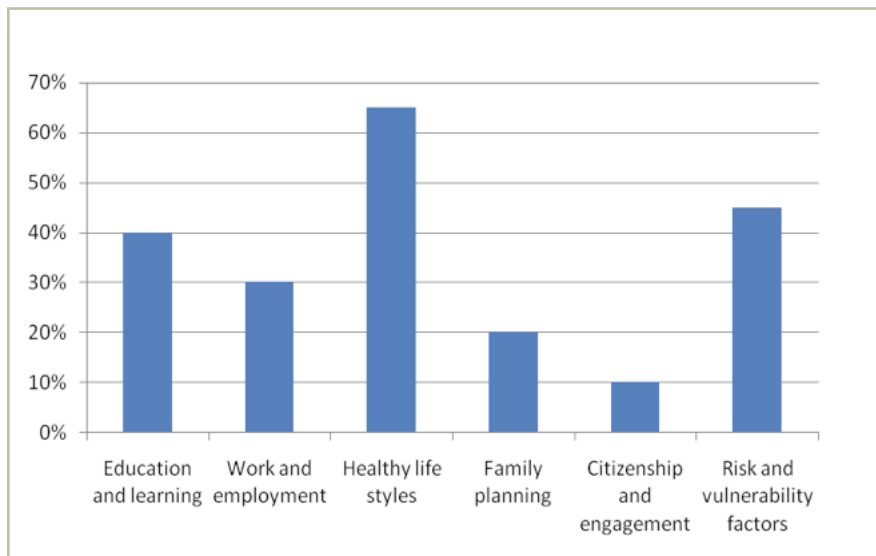
<sup>1</sup> This category includes agriculture, economic growth, and workforce development programs.

<sup>2</sup> This category includes health programs.

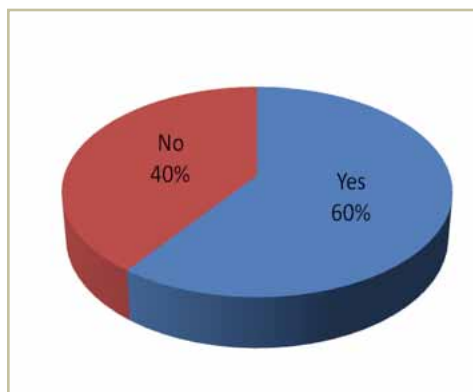
<sup>3</sup> This category includes democracy and governance programs.

**2. List all sectors in which your work with USAID is focused**

Sector	Total Sample
Education and learning	40%
Work and employment	30%
Healthy life styles	65%
Family planning	20%
Citizenship and engagement	10%
Risk and vulnerability factors	45%



**3. Do your USAID activities/projects address youth (ages 15-30) as a target cohort?**



**4. Overview of types of various USAID projects addressing as a target cohort**

See **Annex 11B**, “USAID/Uganda Implementing Partners Working with Youth”



**5. If you are not directly implementing youth-oriented activities, how could you incorporate youth activities into your program in the future?**

- Identify youth as a special cohort for strategic focus
- Incorporate training and strategies aimed at meeting youth family planning needs
- Create awareness programs with key messages on health and sanitation
- Offer HIV testing for youth
- Strengthen referral and linkages of HIV positive youth to care and treatment services
- Encourage beneficiaries to form youth groups

**6. Analysis of promising models, best practices or effective approaches based on results achieved to date**

Partner Organization	Models, Practices and Approaches Highlighted in Survey
<b>Mercy Corps</b> <ul style="list-style-type: none"> <li>• Education and learning</li> <li>• Work and employment</li> <li>• Healthy lifestyles</li> <li>• At-risk youth</li> </ul>	<ul style="list-style-type: none"> <li>• Joint livelihoods projects</li> <li>• Connecting economic opportunities with peace-building efforts</li> </ul>
<b>World Vision – SPEAR</b> <ul style="list-style-type: none"> <li>• Education and learning</li> <li>• Work and employment</li> <li>• Healthy lifestyles</li> <li>• At-risk youth</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstreaming HIV interventions in training institutions</li> <li>• Peer education</li> <li>• Small group affinity sessions</li> </ul>
<b>ARD – LEAD</b> <ul style="list-style-type: none"> <li>• Work and employment</li> <li>• Healthy lifestyles</li> <li>• At-risk youth</li> </ul>	<ul style="list-style-type: none"> <li>• Youth’s caregivers are members of producer organizations and receive support in the areas of food security, nutrition, socioeconomic strengthening and psychosocial support. The interventions benefit directly all members of the household. The caregivers being part of LEAD encourage the youth to be part of the groups.</li> <li>• LEAD uses a group approach since the group structure represents an opportunity for youth to put in practice the life skills they learn, to discuss openly different topics and to design and come up with income generating ideas as a group.</li> <li>• The business curriculum and 4-H methodology guide youth in the process of identifying and selecting an income generating activity. If the information is limited to the usual ideas, youth will likely select the same activities every time. The business development training presents new options to the youth and introduces agriculture as a business opportunity -- not only a subsistence activity.</li> <li>• The combination of social and economic interventions is crucial in a youth program and especially in a post conflict scenario. Positive youth development in LEAD integrates individual, social/psychosocial and economic development.</li> <li>• Although the LEAD/4-H youth program works with vulnerable youth (mothers, out of school, formerly abducted, orphans, affected by HIV, etc), youth group members are not treated as recipient of a service but are seen as actors with ideas and the potential to design and create new opportunities when given the necessary tools.</li> </ul>
<b>Civil Society Fund</b> <ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• At-risk youth</li> </ul>	<ul style="list-style-type: none"> <li>• Peer education and support</li> <li>• Post-test clubs and school health clubs</li> <li>• HIV youth-friendly centers</li> <li>• Integrating HIV &amp; AIDS into OVC programs and apprenticeship training</li> <li>• Radio talk shows</li> <li>• Young Talk and Straight Talk publications, especially for in-school youth</li> </ul>
<b>Kigezi Water &amp; Sanitation</b> <ul style="list-style-type: none"> <li>• Healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>• Health education trainings focusing on youth using youth-friendly approaches like drama, games and competitions have been very effective.</li> <li>• Provision of water and sanitation facilities within easy reach of these youth has helped to eliminate long queues at water points and the risks of rape brought about by traveling long distances.</li> <li>• Working alongside school teachers in organizing trainings within the schools has enabled the program to reach youth in schools.</li> <li>• Activities organized within the community like games have helped to reach out to out of school youth.</li> </ul>
<b>Uganda National Association for the Deaf</b> <ul style="list-style-type: none"> <li>• Education and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Empowering the deaf youth to communicate in Sign Language, this builds their self esteem to participate in community activities.</li> </ul>
<b>NUTI</b> <ul style="list-style-type: none"> <li>• Work and employment</li> <li>• Citizenship/engagement</li> <li>• At-risk youth</li> </ul>	<ul style="list-style-type: none"> <li>• Vocational training is not a good investment of donor resources if there is no post-training market insertion support. The USAID/NUTI program provided demand for trained at-risk war-affected youth. Our program enabled these youth to earn income for the skills they had gained and develop practical hands-on experience.</li> </ul>

Partner Organization	Models, Practices and Approaches Highlighted in Survey
<b>Health Communication Partnership</b> <ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Family planning</li> <li>• At-risk youth</li> </ul>	<ul style="list-style-type: none"> <li>• Rock Point 256 radio serial drama, comic books, and community outreach tool</li> <li>• Men's and women's family planning seminars</li> <li>• Telephone hotline</li> <li>• Trigger videos</li> <li>• Centralized health communication design and technical assistance in support of district based implementing partners</li> </ul>
<b>STAR-EC</b> <ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Family planning</li> <li>• At-risk youth</li> </ul>	<ul style="list-style-type: none"> <li>• Peer-led model and peer support groups/clubs</li> </ul>
<b>MSH - STAR-E</b> <ul style="list-style-type: none"> <li>• Healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>• In my experience, the best models have been the youth peer approach, it is very effective.</li> <li>• Also youth camps and using faith-based organizations, especially in promoting child to parent/guardian communication.</li> </ul>

## 7. Recommendations to USAID/Uganda: How to do more effective youth programming

Sector	Recommendations
Education and Learning	<ul style="list-style-type: none"> <li>• Integrate issues like alcohol abuse and gender into school curricula or extracurricular activities. Train police to discuss these issues.</li> <li>• Create more vocational training institutions; this will create affordable training options for youth who cannot join universities.</li> </ul>
Work and Employment	<ul style="list-style-type: none"> <li>• Support vocational and skills training aligned with labor market demand.</li> <li>• Support economic and peace building activities in high risk areas such as Karamoja and Acholiland, where the economic needs of youth are great.</li> <li>• Provide viable and appealing economic opportunities for youth as it is critical to Uganda's stability. Youth at all levels struggle to find economic opportunities.</li> <li>• Improve youth's access to financial institutions.</li> <li>• Create programs for youth engaged in the informal sector instead of focusing heavily on the formal sector.</li> <li>• Link business development to social entrepreneurship with the objective of developing business skills, innovative IGAs and social responsibility.</li> </ul>
Healthy Lifestyles and Family Planning	<ul style="list-style-type: none"> <li>• Fund the implementation of systems to address domestic violence outlined in the recently enacted Domestic Violence Act.</li> <li>• Train health workers to assess clients for GBV and alcohol abuse in order to provide effective counseling.</li> <li>• Support the creation of youth-friendly health centers.</li> <li>• Increase the service outlets for youth, both in the public and private sector.</li> <li>• Support UNAD to fund specific projects that address the RH rights of deaf youth.</li> </ul>
Citizenship and Engagement	<ul style="list-style-type: none"> <li>• Increase youth participation in the design and implementation of programs. Involve them from the beginning because youth understand their needs and what works best. Perceive youth as actors in the process.</li> <li>• Don't forget political party and private sector youth. They are as integral to a youth focused strategy as any civil society group - probably more so.</li> <li>• Support more community dialogues to inform effective youth programs, and engage other key actors especially the aunties, parents, elders, community leaders and teachers.</li> <li>• Approach youth issues and concerns using a bottom-up approach so that the youth are able to contribute on issues affecting them, based on their regional settings.</li> <li>• Use a group and community approach for identifying and selecting youth.</li> <li>• Offer networking opportunities regularly for various youth groups so that they can form purposeful links - keep in mind that the civil society sector is incredibly competitive.</li> </ul>
Risk and Vulnerability Factors	<ul style="list-style-type: none"> <li>• Interactive programs that include sports, music, dance, or drama.</li> <li>• Ensure that programs are inclusive of the needs of deaf youth.</li> <li>• Need to allocate more resources targeting youths, especially those who are vulnerable, to give skills to support their livelihoods.</li> <li>• Fund the implementation of systems to address domestic violence.</li> <li>• Plan and implement with youth, especially the most vulnerable; apply a human rights approach to programming.</li> <li>• Apply affirmative action for female youth.</li> <li>• Place more resources into a telephone hotline – possibly regionalizing it. There are many problems that youth face where there are limited services to refer them to. With a hotline, youth could get information and counseling as well as referrals to resources.</li> </ul>

Sector	Recommendations
Overarching and Cross-Cutting	<ul style="list-style-type: none"> <li>• Do a rigorous assessment of the services and networks provided by youth organizations and choose several rather than one to work with. Don't make the mistake of trying to provide incentives for them to 'come together' or to force them together.</li> <li>• Increase the service outlets for the youth both in the public and private sector.</li> <li>• Exploit synergies with established youth projects / activities at national and district level to maximize use of resources.</li> <li>• Focus on demonstrable results and ensure effective linkages with other institutions such as the police, judiciary and extension workers of government and NGOs.</li> <li>• Develop a program that focuses exclusively and multisectorally on youth, rather than on mainstreaming (and losing) youth in existing programs.</li> <li>• Encourage/initiate partner interactions to harmonize approaches and share challenges and lessons learnt during implementation.</li> <li>• Support youth exchange programs, especially to successful ones.</li> <li>• Evaluate programs with promising models and outcomes.</li> </ul>

### 8. What do you see as the most urgent youth-related issues and opportunities in Uganda?

Sector	Issues	Opportunities
Education and Learning	<ul style="list-style-type: none"> <li>• Access to and quality of education</li> <li>• Lack of adequate vocational training</li> <li>• Gender discrimination especially for the girl child's education</li> <li>• Lack of access to technical education</li> <li>• Lack of career guidance</li> <li>• Rote education reinforces the status quo and the tendency to "look-up" for solutions</li> <li>• The school system fails in providing critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Have the interest and aspirations of learning and getting involved in artistic, sport, group, economic and social activities</li> <li>• Improved education systems, USE and UPE</li> </ul>
Work and Employment	<ul style="list-style-type: none"> <li>• High youth unemployment</li> <li>• Need to create economic opportunities and empowerment for youth</li> <li>• Lack of vocational training skills</li> <li>• Linking youth to private sector actors</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture activities</li> <li>• Savings and credit groups/associations</li> <li>• Agricultural activities with short gestation periods/ limited land area</li> </ul>
Healthy Lifestyles	<ul style="list-style-type: none"> <li>• Access to health and legal services</li> <li>• HIV/AIDS</li> <li>• Alcohol and drug abuse</li> <li>• Safe male circumcision</li> </ul>	
Family Planning	<ul style="list-style-type: none"> <li>• Unintended pregnancy</li> <li>• Early marriage</li> <li>• Early sexual debut</li> </ul>	
Citizenship and Engagement	<ul style="list-style-type: none"> <li>• Inadequate representation in advocacy and decision making affecting youth</li> <li>• Youth play little part in governance</li> <li>• Corruption, terrorism, thuggery, mob justice</li> <li>• Inadequate fora for legislation on youth</li> </ul>	<ul style="list-style-type: none"> <li>• Community is highly valued by youth and this presents an opportunity for social entrepreneurship and team work.</li> <li>• Policy and legal frameworks (e.g. National Youth Policy)</li> <li>• Local government and parliamentary representation</li> <li>• Community is highly valued by youth and this represents an opportunity for social entrepreneurship and teamwork.</li> </ul>
Risk and Vulnerability	<ul style="list-style-type: none"> <li>• Poor life skills, idleness</li> <li>• Orphanhood</li> <li>• Education for young deaf people</li> <li>• Lack of access to basic human needs</li> <li>• Lack of parental guidance and adult advice/ information/ encouragement</li> </ul>	<ul style="list-style-type: none"> <li>• Domestic Violence Act has been enacted.</li> </ul>
Other	<ul style="list-style-type: none"> <li>• Cattle raiding and peace building in Karamoja</li> <li>• Giving youth economic alternatives to violence and rustling. Increasing opportunities for economic engagement for Acholi youth, including workforce development through NFE such as life skills and financial literacy training.</li> <li>• Gender discrimination, negative gender norms</li> <li>• Youth need better and more positive role models among their peer groups. The lack of these skills and networks make it difficult for youth to find solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Will and commitment to support youth programs by donors and religious institutions</li> <li>• Widespread access to mobile phones</li> <li>• Radio stations that reach all corners of Uganda in many different languages</li> <li>• Presence of youth support organizations</li> <li>• There is a will and commitment to support youth programs by donor agencies and religious institutions.</li> </ul>

## ANNEX 11B: USAID/UGANDA IMPLEMENTING PARTNERS WORKING WITH YOUTH<sup>1</sup>

**Last Updated: March 3, 2011**

Program Name	Development Sector <sup>1</sup>	Does Program Benefit Young Populations Ages 12-30? If Yes, How Program Benefits Youth <sup>2</sup> If No, How Program Could Incorporate Youth
<b>Kigezi Diocese Water and Sanitation Program</b>	Health	<p>Yes; The program is a rural water and sanitation program, aiming to reduce poverty through provision of safe and sustainable rural water and sanitation services. It focuses on everyone and in order to make its interventions more clear and effective, categorizes populations basing on sex and age, i.e. female less than 18, male less than 18, female greater than 18 and male greater than 18.</p>
<p><b>Notes:</b></p> <p>The program operates in Kabale District, South-western Uganda, reaching all areas within the District as the need arises. All water facilities constructed both at household level and at institutions benefit the whole population. Youth benefit directly because traditionally in Kabale water hauling is the work of women and children. Easy access to water and sanitation facilities relieves the youth from the physical injuries, saves young girls risks of harassment and rape, allows children to have more time for their education. However, hygiene education training sessions are carried out in smaller groups for the whole community, segregated as; female youth (12 - 18), male youth (12 - 18), women (19+) and men (19+). This has brought the incidence of water/hygiene related diseases low and this in turn increases family savings that would otherwise be spent on medication. HIV/AIDS awareness raising trainings are carried out in similar groups. The need for VCT services usually arises as a result of the awareness raised and AIDS service providers are invited to carry out this service. School sanitation is also conducted, in the event that the area of operation at that particular time includes a school(s). Hygiene education is carried out for all children by class (usually 5 – 15). Young children are aware of HIV/AIDS; they compose songs and drama which are presented to communities around in a bid to mitigate the spread of the scourge.</p>		
<b>Roads to a Healthy Future: ROADS II Project (FHI)</b>	Health	<p>Yes; The project, Regional Outreach Addressing HIV/AIDS Through Development Strategies (ROADS) works among five vulnerable communities along the Uganda transport corridor. These are in Busia, Katuna, Malaba, Koboko and Mbuya Kinawattaka.</p>
<p><b>Notes:</b></p> <p><i>Sexual Prevention Programming Among Youth Aged 12 – 30 Years</i></p> <p>ROADS project targets both in and out of school youth with sexual and behavioral risk prevention. The youth are particularly targeted through their peers with messages to promote both primary and secondary abstinence. They are mainly targeted through debates and sporting events for in-school-youth, peer education outreaches to places where youths usually spend their leisure time as well as their working places (for the out-of-school youth), such as bars, restaurants, video dens, washing bays, parking yards, markets centers etc., In Malaba and Busia Youth are also targeted through alcohol and drug free Youth Resource and Recreational Centers which are managed by Youth Clusters. Activities that are conducted at the Youths Resource and Recreational Centers include ongoing peer education, educational videos, Magnet Theater Performances, HIV counseling and testing, screening and referral for STIs as well as recreational activities such as board games, card games, volleyball, etc. Currently, the project works with 5 Youth community clusters as follows: 7 youth groups in Busia (847 members); 10 youth groups in Katuna (394 members); 8 youth groups in Mbuya (4,920 members); 9 groups in Koboko (436 members) and 8 groups in Malaba (495 members).</p>		

<sup>1</sup> Current USAID/Uganda investments, such as, Education, Health, Livelihoods and Economic Growth, Governance and Civic Participation.

<sup>2</sup> Including Geographic Focus of Programming and Significant Results to Date.

<p><i>Care And Support Programming Among Youth Aged 12-30 Years</i></p> <p>ROADS Project implements care and support programming that mainly targets orphans and vulnerable children (OVCs) in Busia and Katuna ROADS Sites. Currently, the project supports a total of 3079 OVC (1579 in Katuna Site and 1,500 in Busia sites) with at least 1 OVC core program beyond Psychosocial/spiritual support, and 982 (319 in Katuna and 663 in Busia) with at least 3 OVC core programs which include care and support, food security and nutrition, psychosocial support and counseling, child protection and legal support, health and education. Under health the OVCs are supported to access health care through the government health centers at each of the sites. The HIV positive OVCs also receive Home Based Care kits for malaria and diarrhea prevention which have ensured they are able to protect themselves from the two diseases. They are also facilitated with transportation where possible to access CD4 count tests as well as Antiretroviral Therapy. Under Education, all the school going OVCs are supported with scholastic materials, school fees and the girls who have reached puberty are provided with sanitary towels to ensure that they do not miss school due to monthly periods. In some sites, OVCs and their care givers have also been linked with the National Agricultural Advisory Services (NAADS) program for further technical support after receiving initial training in agriculture. This promotes kitchen gardening which improves food security amongst the targeted households</p> <p><i>Alcohol Programming among Youth aged 12 – 30 years</i></p> <p>Alcohol and other substance abuse is a big problem among the young population. And recognizing the strong link between Alcohol and HIV transmission, ROADS has worked to strengthen alcohol and drug abuse programming in Katuna, Busia, and Malaba Sites. 19 Alcohol anonymous groups have been formed in Malaba (5), Katuna (11) and Busia (3) Sites. Some of the participants in the AA groups are young people aged 12 – 30 years. Through AA groups participants are supported to openly discuss about alcohol and substance abuse and its consequences, offered counseling on Alcohol abuse, impact of alcohol on positive living among PLWHAs.</p>	
<p><b>HIV Counseling and Testing (HCT) Program</b></p>	<p>Health</p> <p>Yes; Mulago Mbarara Teaching Hospitals Joint AIDS Program (MJAP) is implementing the HCT program in 22 districts in Uganda targeting all the population in the districts but with a special focus on MARPS, children and pregnant women.</p>
<p><b>Notes:</b></p> <p>The youth are targeted as part of the general population with the following activities:</p> <ol style="list-style-type: none"> <li>Creation of demand for HCT services utilization with focused messages on HIV counseling and testing and preventive messages especially on “A” for those who are not married and “B” for the married ones</li> <li>HCT to inform ones HIV Status</li> <li>Participation in mobilization for HCT through formation and support for peer groups and post test clubs</li> <li>Participate in linkage of other youth who may need services to HCT services, care, and OVC services</li> <li>involvement in sports events for demand creation</li> </ol>	
<p><b>STRIDES for Family Health</b></p>	<p>Health</p> <p>Yes; Uganda has one of the highest teenage pregnancies and as a vast number of youth begin sexual relationships early, there is a need to provide SRH services for this age bracket. Our geographic focus is on 15 districts in Uganda covering 3 districts in the west, 7 in the central region and 5 in the eastern region. They also work on Tetanus toxoid and HPV vaccination for non-pregnant females in reproductive age.</p>
<p><b>Notes:</b></p> <p>The STRIDES for Family Health project supports the implementation of adolescent friendly sexual and reproductive health as well as other reproductive health services in the districts receiving support from the project. Examples include:</p>	

<ol style="list-style-type: none"> <li>1. Family life education programs which involve sensitization and education on the physiology of the reproductive system and knowing the dangers of early pregnancy and child birth;</li> <li>2. Sexually transmitted infections counseling and treatment;</li> <li>3. Voluntary counseling and testing for HIV;</li> <li>4. Pregnancy testing and counseling;</li> <li>5. Youth-friendly antenatal care and delivery services;</li> <li>6. Postnatal services.</li> </ol>	<p>No; The Tuberculosis Control Assistance Program (TBCAP), supports health services in districts to deliver TB/HIV services. No specific age group is targeted. All members of the community affected by TB receive support through the program.</p>
<p><b>The Tuberculosis Control Assistance Program (TBCAP)</b></p> <p><b>Notes:</b> None.</p>	
<p><b>Youth Capacity Building and Community Education</b> (Mercy Corps)</p> <p><b>Notes:</b></p> <p>The Program is envisioned to have war affected youth in Northern Uganda empowered economically and personally, resulting in less time being spent on non productive activities and healthier life choices being made. The goal of the program is for youth to be empowered economically (increased ability to earn an income) and personally (increased ability to make critical life decisions). The youth in the program are returning from Internally Displaced person (IDP) camps in Pader District to their original homes.</p> <p>Program Objective:</p> <ul style="list-style-type: none"> <li>▪ Vulnerable Youth becomes self-reliant through the establishment of an income generating activity (small business)</li> <li>▪ Knowledge of critical life skills is increased among youth and the community</li> <li>▪ Youth involvement in non-productive activities is reduced and behavior is promoted</li> </ul> <p>The program has 2 components which are Economic Development and Life Skills; In the economic component, youth are supported in Income Generating Activities (IGAs) after an initial training on business skills development, this is to enable them earn an income as they are returning to a more traditional way of life and become self reliant. Two kinds of support are available here i.e. Support to selected youth groups and individuals. Activities that have been implemented from October 2009 to May 2010 are as explained below:</p> <p><i>Economic Component</i></p> <p>Economic Component work with youth to identify business opportunities and then support in establishing small business through training in organizational dynamics, business skills and technical skills related to their small business. The program and the youth share the cost of establishing their business. The program provides in-kind support, while the youth contribute their labor and locally available materials. Follow up during and after the program ensures that youth receives technical support in the first month of their business and the lessons learned are available to other youth.</p>	<p>Yes; Mercy Corps has since 2006 been implementing programs in Uganda, the programs include WASH, Livelihoods, peace building, IDP returns, and youth empowerment. The Youth Capacity Building and Community Education is a youth focused program being implemented in Lira Palwo sub-county (Agengo &amp; Lanyinyiri parishes) in Pader district.</p>

a) For youth group support, selected youth (gender balanced) are trained on business skill development then later various selected support is given to each groups to manage. The supports given include oxen and ox plough for ploughing land and planting high value and market oriented crops like Chili, maize and sun flower, goats for rearing and selling off after they multiply and each group members has received one each, the excess will be sold to generate income for the groups saving scheme. The incomes are saved in the groups' bank account. Other groups are supported with bee hives so as to harvest honey in the near future. However, all the groups have been supported with high value seed like chili seeds, sun flower and maize seeds that have been planted and also linked up to the market buyers who will buy their products in the future when it ready for the market.

b) In the individual support, individuals have been identified with various potentials skills and will be supported in various IGAs within the communities. The various enterprises to be supported are Bakery, small retailer traders (locally known as "Awaro awara"), Tailoring for young mothers with the skills, carpentry and art and design. In these entire projects, the beneficiary individuals and groups all have something to contribute towards the progress of the project to ensure sustainability. The program reforms and support youth groups to enable them open up farm land for cultivation as a group or individual, raise livestock, and start small businesses and ensuring that female youth are involved in the process. Those attending classes want to raise the fees necessary for secondary school. Many are eager to join with other youth for sports and cultural activities. They are acutely aware of the problems of their former camp life, but also a bit unsure where to begin their new lives.

#### Linkages & Networking

The team has closely been doing consultative meetings with relevant stakeholders in areas of the programming to avoid duplication and encourage active participation of beneficiaries. Consultation was done with International Organization for Migration (IOM) for labor market analysis, World vision and Friends of Orphans. This was mainly concerning the economic aspects of the program, with KITWOBEE in Kitgum and NEPCA in Lira for technical support and possibility of market linkages. Also, regarding life skills, we were able to meet and held discussions with the Kitgum Youth centre and the Madi Opei cultural centre for possible opportunities for partnership and linkages; looking at the nature of the project, it necessitates involvement specific stakeholders to establish the market linkages and guarantee a longer term relationship that should lead to greater sustainability.

#### *Life Skills Component*

This component is centered on a series of training modules encompassing reproductive health, dangers of HIV/AIDS, interpersonal communication skills, decision making, leadership and substance abuse (and its relation to GBV). An intensive training of youth mentors from communities leads to training sessions for larger groups of youth in the communities. The program works with the established youth groups in the community, empowering both individuals and the groups themselves. In addition, the life skills component reaches upper primary students by training teachers who brings life skills topics into the schools' debate program. The Program currently focuses on or benefits youth from 13 to 30.

a) Youth groups selected and given general life skills training in the communities; the groups are supported with various cultural dances items for cultural dancing and foot ball (Sports items). All this is aimed at bringing youth together so as to sensitize community members/youth on various life skills, group dynamics, dangers of HIV/AIDS, reproductive health, GBV, decision making skills, interpersonal communication skills, dangers of alcohol and drug use and abuse, conflict resolution, leadership skills and personal values for Life skills development. The draft life skills training module was developed with the help of the Mercy corps' Youth Transformation Framework.

<p>b) Also in the life skills component, 2 primary schools in the project area, two peer educators' clubs have been established with a total of 16 core members from upper primary classes. The reason for forming the clubs is to enable pupils in the schools to engage in activities aimed at positive behavioral change among pupils in and out of schools. The peer educators are trained in basic debating skills, core life skills topics; dangers of early marriage/pregnancies for young girls. They are expected to actively participate in activities such as debating competitions and interactive video shows as a sensitization method that is also aired on the local radio stations of Pader district. The activities are on issues related to HIV/AIDS, early pregnancy, girl child education. Children (under 18) in particular are happy about the reduced crowding in the schools, the chance to help in the garden, and the healthier living conditions. However, they are sensitive to the issues that affect them: a lack of clothing, soap, and basic household items, long walks to reach even a basic health clinic, and continued social problems.</p> <p>However, despite the intervention, the number of idle youth is still alarming in the project area that needs urgent intervention to enable them start up self sustaining project. They will need support in terms of trainings, and start up capital, community wide sensitizations that will bring them together, earn incomes to enable them live their lives doing productive work and improve on their livelihoods.</p>		
<p><b>Health Care Improvement Project (HCI)</b></p>	<p>Health</p>	<p>No; HCI focuses on improving quality of care in 183 HIV and ART clinics around the country. We do not focus specifically on youth but do focus on making sure all patients receive the services they require. This includes helping clinics address specific groups within the clinic.</p>
<p><b>Notes:</b></p> <p>HCI works closely with the MoH as part of their Quality of Care Initiative. If the MoH and USAID are interested in increasing the focus on youth we could do that but would need to discuss what work we would stop to create more time to focus on youth.</p>		
<p><b>The AIDS Support Organization (TASO)</b></p>	<p>Health</p>	<p>Yes; TASO is an indigenous NGO founded in 1987 with a mission to contribute to the process of preventing HIV infection, restoring hope and improving the quality of life of persons, families and communities affected by HIV infection and disease. TASO has endeavored to provide comprehensive services to its young clientele in partnership with other service providers. As per policy priority areas, TASO has been able to improve the livelihoods of young people directly in 22 districts and indirectly through mini TASOs and CBOs in over 56 districts of Uganda</p>
<p><b>Notes:</b></p> <p>The table below has a summary of the services provided and the number of young people (12-30 years) that benefited in 2009.</p>		



Center	HIV Prevention	Counseling	Treatment	Education	SLP	Food Support
Entebbe	160	308	708	187	16	0
Gulu	250	272	713	180	30	345
Jinja	100	239	424	330	9	0
Mulago	240	157	317	307	150	0
Masaka	500	409	708	234	0	0
Masindi	200	290	360	272	114	46
Mbale	1,050	385	532	271	10	0
Mbarara	453	313	830	190	19	0
Rukungiri	50	289	305	204	5	0
Soroti	50	473	698	254	88	252
Tororo	480	337	523	219	230	0
<b>Total</b>	<b>3,433</b>	<b>3,472</b>	<b>6,118</b>	<b>2,648</b>	<b>671</b>	<b>643</b>

#### *HIV Prevention*

A total of 3,433 as indicated above received HIV prevention services in 2009. HIV prevention services provided to young people included life skills training, HIV/AIDS sensitization and information giving (including abstinence and delaying sexual debut, being faithful, condoms for older youth who are sexually active, HIV Counseling and Testing, Prevention of Mother To Child Transmission, Septtrin Prophylaxis, condom distribution, Medical Male Circumcision counseling and information giving, involvement in AIDS challenge youth club or Peer support groups, STI and TB screening and treatment, information on Positive Prevention for the HIV positive young people.

Counseling was given to 3,472 young people either through individual, couple and group sessions. In addition, TASO conducted both home and school visits targeting young people in school to provide the necessary support through counseling. TASO ensures the psycho social needs of the different categories of young people are met through counseling. Child/Parent/Guardian workshops are also conducted during holidays. During the workshops issues such as discipline, school performance, TASO, parents and children roles are discussed. Such fora have contributed greatly to improving communication between the children and the parents/guardians. TASO also trained teachers and non-teaching staff in basic child communication skills in order to equip them to handle children more so the adolescents.

Treatment was provided to 6,118. This included treatment for opportunistic infections and Anti-Retroviral drugs. Treatment is provided to HIV positive youth whereas counseling and other services are extended to both HIV positive and the anonymous individuals. A total of 2,648 (1,279F; 1,369M) youth were supported with scholastic materials and other school dues to facilitate their school attendance. Through health talks and community sensitization, parents/guardians learn the importance of the girl child education and ensuring regular school attendance/completion.

Sustainable Livelihoods Projects (SLP) benefited 671 households with an estimate of 5 or more young people per household. Priority is given to the female-headed households (particularly young women) to improve their income as a strategy towards HIV prevention. Projects range from crop husbandry, animal husbandry and small income generating activities. Food was distributed to 643 households in Gulu and Soroti centers that are in the post conflict areas. Along with food support, food security measures are instituted such that the needy families will be in position to grow their own food. The food support to households is provided by TASO partners such as ACDI/VOCA.

<b>Civil Society Fund (FMA, MEA, TMA)</b>	Health	Yes; Civil Society Fund is mechanism to provide grants to Civil Society Organizations (CSOs) working with HIV/AIDS and OVC programs.
<b>Notes:</b>		
<b>Program Focus</b>	<b>Benefits to Youth</b>	<b>Results to date</b>
OVC	<ul style="list-style-type: none"> <li>• Education,</li> <li>• Basic health</li> <li>• Legal support</li> <li>• Child protection</li> <li>• Social economic support</li> <li>• Food support</li> <li>• Care and support</li> <li>• Psychosocial support</li> <li>• HIV prevention messages through IEC/BCC, peer educators, youth clubs, etc</li> <li>• HCT/PMTCT</li> <li>• Palliative care</li> </ul>	Since Oct 2007, CSF has served a total of 56,037 OVC of which of which 7% are aged less than 5 years and 92% are 5-18 years
HIV/AIDS		Since Oct 2007, CSF has reached a total of 1,489,750 people with HIV prevention messages, of which 27% are aged 10-14 years, 33% are aged 15-24 and 40% are aged 25 and above
<b>Partnering for Positive Livelihoods (PPLP)</b> <i>(WellShare International)</i>	Health	Yes; Partnering for Positive Livelihoods (PPLP), particularly the BUSY Project, has a sub-component of abstinence based HIV Prevention for in school and out of school youth aged 10 -24 years through partnership with Secondary schools and Faith/Community Based Organizations (F/CBOs) involved in youth programming.
<b>Notes:</b>		
The objective is 'To promote behavior change that reduces new HIV infections by implementing abstinence only and other sexual prevention activities targeting 4,000 individuals'		
This objective is to be achieved by:		
<ol style="list-style-type: none"> <li>1. Increasing capacity of 10 F/CBOs and 20 secondary schools to design, manage, supervise, monitor and evaluate comprehensive behavior change (BC) and PSS interventions for youth.</li> <li>2. Improving levels of knowledge, attitudes and skills/practices of mobilized youth through PSS and BCC interventions to prevent new HIV infections.</li> <li>3. Increasing community involvement through parents and families to support and reinforce HIV prevention messages among youth</li> </ol>		
<i>Benefits:</i> Provides the youth with training in life skills and empowers them to delay sexual debut and reduce frequency for those already sexually active.		
<i>Results to date:</i> 4385 youth aged 10-24 yrs have been registered into youth groups and are receiving small group sessions on life skills planning.		

counseling and guidance and referrals for testing.

*Geographical focus:* Mubende and Ssembabule districts in the Central region.

Livelihoods and Enterprises for Agricultural Development (LEAD)

Livelihoods

Yes; LEAD project has an Orphans and Vulnerable Children (OVC) component through which youth, between the ages of 12 – 18 years are reached with services. This component is in its second year of implementation.

**Notes:**

The LEAD OVC component targets OVC households and youth across ten districts including Gulu, Amuru, Pader, Kitgum, Oyam, Lira, Dokolo, Kaberamaido, Apac and Amolatar basically covering Acholi and Lango Sub region. Implementation of this program started in 2009, and to date LEAD has mobilized youth into groups alongside the producer organizations (these are farmers’ groups comprised of 20-25 people supported by LEAD’s mainstream programs) and OVC caregiver groups. The program targets vulnerable youth who are in or out of school.

This program is being implemented with the support of the 4-H Global Network and the US Peace Corps. The 4-H education strategy based on ‘four-fold’ development of youth; Head, Heart, Hands and Health equips youth with varied skills related to science, agriculture, engineering, technology, citizenship and healthy living which will enhance the productive capacity of youth.

The main objective of the LEAD-4H youth program is to strengthen the capacity of the youth to realize their full potential, become leaders and engage in meaningful livelihood activities, while at the same time contributing to the improvement of their communities. Economic strengthening, life skills, psychosocial support, health, food security and nutrition are all elements within the scope of program.

Using the 4-H methodology and a manual entitled “Un veiling the hidden potential” that was developed by LEAD, the youth groups are trained by LEAD facilitators on behavioral change, prevention of substance abuse, youth movement building and leadership, critical thinking, coping with emotions, building identity and self -esteem, adolescent reproductive health, HIV management, sexually transmitted infections among other topics that are essential to building life skills and healthy behaviors in vulnerable youth. Around 150 youth groups comprised of 15 to 25 members have been trained to date.

In addition, the program aims at increasing the income generating capacity of the youth, particularly the child headed households, child mothers and youth out of school and as such an apprenticeship training program was initiated where selected youth are attached to work with experts to learn varied trades according to interest; to date 300 youth (aged 14-18) have participated in this activity.

LEAD also provides training in business development to all youth groups. Financial and/or material support will be given after groups are trained in the business curriculum and the life skills manual so that they can select and develop a group income generating project that makes use of skills they acquired during the training. The youth are especially encouraged to design and start up agricultural enterprises.

Through their caregivers, youth households have also been given seeds for agricultural production (for income generation and food security). The youth have been working with their caregivers in selecting and growing different enterprises; this is an opportunity to encourage the youth, especially those out of school, to get involved in agricultural activities which is a key component of the program.

Also, although we are working with youth in the OVC component only, it is a very strong LEAD sentiment that youth must be encouraged to

<p>become more involved in agriculture – both via the informal and the formal venues. We are working with Global 4-H and the Peace Corps for the informal program, but feel that there should be more emphasis at getting formal education (via vocational schools etc) if Uganda is to remain food secure, and if youth are going to have meaningful employment.</p>	
<p><b>A2Z Micronutrient Project</b></p>	<p>Health</p>
<p><b>Notes:</b> None.</p>	
<p><b>Francois-Xavier Bagnoud (FXB) International</b></p>	<p>Health</p>
<p><b>Notes:</b>  We have two categories of youth among the mentioned age group; <b>youth in school and out of school</b>. The two categories have identical programs in the areas of;</p> <ul style="list-style-type: none"> <li>▪ <i>Livelihood skills</i> development, such as health promotion through training and awareness <i>campaign against</i>; HIV/ AIDS, other STDS, delinquency, defilement, and related abuses, reproductive health, and entrepreneurship.</li> <li>▪ <i>Child rights promotion</i>; focusing on equipping child /youth and the public with skills to manage children/ youth with friendlier programs that address their proactive development needs as well as addressing cases of abuse.</li> <li>▪ <i>Results</i>; include; over 200 youth trained in entrepreneurship, health promotion and child protection skills.</li> </ul> <p>Our youth programming is dependent on the geographical program operational areas. The youth program is part of the package for OVC care and support integrated in the FXB-Village strategy benefiting OVC households in selected areas.</p>	
<p><b>Strengthening TB and HIV/AIDS Response in East Central Uganda (STAR-EC)</b></p>	<p>Health</p>
<p><b>Notes:</b>  STAR-EC is currently focusing on young populations between the ages of 12-30 years with interventions aimed at:</p> <ul style="list-style-type: none"> <li>* Increasing the proportion of youth 12-30 years that consistently engage in behaviors that reduce risk of HIV transmission</li> <li>* Increasing knowledge and awareness on HIV&amp;AIDS prevention with the youth in particular and the general population</li> <li>* Increasing the proportion of youth who take up male circumcision for reduction of risk for HIV acquisition</li> </ul> <p><i>Targeted Behaviors:</i></p>	

- \* Multiple sexual partners
- \* Low condom use
- \* Transactional sex
- \* Cross-generational sex
- \* Non-circumcision
- \* Alcohol and drug use

STAR-EC's abstinence and be-faithful (AB) interventions promote sexual abstinence, delay of sexual debut and secondary abstinence. Through Behavior Change Communication Programs (BCPs), life skills training and education youth are helped to avoid negative peer influence, negotiate for safe sex, avoid casual, transactional and cross generational sex. Life skills education encompasses clarification of values, negotiation, critical thinking, self-esteem, self-worth and decision-making; all geared towards helping youth to make healthy informed choices especially in the era of HIV&AIDS. STAR-EC uses a peer-centric approach in reaching out to youth with HIV prevention information, commodities and referral services. The youth peer educators also conduct one-on-one counseling and community dialogue sessions for small groups.

STAR-EC has supported the formation of 25 community based youth clubs with an average membership of 25 youth. Young people meet regularly to play games using play kits provided by STAR-EC. As a result of these approaches, 35,686 young people have been reached through CSOs with AB interventions.

STAR-EC intends to reach youth in tertiary institutions with messages discouraging cross generational sex, and with forum discussions, health fairs where services such as HCT, STI information and treatment; and with family planning commodities including condoms. STAR-EC will also support formation of youth corners within 30 health facilities where youth-friendly reproductive health services will be provided.

**Achievements:**

1. By December 2010, we had reached 19,414 and 23,926 males and females respectively between the ages of 15-24 with ABC messages.
2. We conducted youths caampas in 6 of the 9 districts of STAR-E which involved 540 youths (girls and boys) between the ages of 15-24.
3. Have circumcised 638 males of whom more than 80% are of ages between 15-30 years.
4. We conducted workshops for promotion of Child, Parent/Guardian communication involving faith based institutions, teachers and opinion leaders as community change agents to spearhead the promotion among families.

**Lessons Learnt:** The youths need someone who values them and considers them important and can go an extra mile with someone who identifies himself/herself with them.

<b>Inter-Religious Council of Uganda (IRCU)</b>	Health	Yes; IRCU's HIV/AIDS program primarily addresses youth under the OVC and HIV Prevention thematic areas.
<b>Notes:</b>		
<i>Youths Reached Through HIV Prevention Interventions</i> The IRCU prevention intervention has been mainly focused on abstinence for the both in-school and out-of school youth. IRCU uses faith based structures to reach youth. These structures include youth clubs and associations in institutions of learning, churches and mosques. These clubs and		

<p>associations include the Scripture Union, Young Christian Students, Legion of Mary, Uganda Muslim Youth Assembly, Uganda Muslim Students Association, boys and girls' brigades, and Path Finder clubs. Youths leaders and peers are trained and have provided information to fellow youths on HIV/AIDS, life kills, protection, responsible living, and spiritual values, among others. By the end of the December 2009, IRCU reached 359,717 youths (135,075 males and 224,642 female) with messages that promote Abstinence.</p> <p><i>Youth Supported Through OVC Care and Support Intervention</i></p> <p>The IRCU OVC program responds to the eminent needs of OVC and their care takers, arising from increasing vulnerability due to HIV/AIDS. Interventions focus on thematic areas of education, vocational/apprenticeship skills training, child protection, socio economic security, health care, psychosocial and spiritual care and support. Over the last three and half years, IRCU through 44 FBOs has reached 12,963 OVC (6,084 M and 6,879 F). Children aged 12 years and above were supported in vocational or apprenticeship skills training. IRCU reached 1,418 OVC (youths) (878 -515 F, 363 M) were supported with apprenticeship training while 540 (344 F, 196 M) received vocational training and start up tool kits. These youth graduated in various apprenticeship trades namely, tailoring, brick laying and concrete practice, motor vehicle repairs, catering and hotel management, salon and hair dressing. The trainings took a holistic approach that saw trainees empowered with communication, customer care skills, HIV/AIDS prevention and related knowledge and spiritual values. These were done during onsite training and family visits by program staff, religious leaders and volunteers. Currently a number of those trained are employed (self and by others). Some have formed joint businesses for purposes of attracting greater demand and manage the field competition. We have planned a series of follow up activities to establish the status of all apprentices supported over the last two years.</p>	
<p><b>HealthPartners Uganda</b> <b>Health</b> <b>Cooperative/Malaria</b> <b>Communities Program</b> <b>(UHC/MCP)</b></p>	<p>Health</p> <p>No; Our maternal child interventions focus on women 14-49 however a mixed gender youth target population is not currently a focus of our projects. Still, our projects are being implemented in the five health sub districts of Bushenyi district: Bushenyi, Buhweju, Rubirizi, Mitooma and Sheema.</p>
<p><b>Notes:</b></p> <p>With additional fundings, we could add this target audience to our BCC plan, developing specific malaria prevention and treatment interventions to reach them. We also work in cooperative development, focusing on setting up community-owned health financing systems and building local capacity to manage them. We are piloting village savings and loan opportunities to increase income, solidarity and sustainability for Village Health Teams. The cooperative development approach could have valuable outcomes for empowering youth and building their capacity to set goals, organize and collaborate democratically to reach them. We are very interested in this work but would need additional funds to expand beyond our current focus and target audiences.</p>	
<p><b>Promoting Smallholder</b> <b>Food Security and</b> <b>Income</b> <i>(HPI/USAID Project)</i></p>	<p>Livelihoods &amp; Economic Growth</p> <p>Yes; The program engages the youth in a series of training including sustainable agriculture, gender, environment management, home hygiene and sanitation and animal production. This is followed by preparation and provision of oxen for animal traction to support food production and dairy heifers for milk production to improve nutrition and surplus milk sold for income. Geographic focus in the Lira, Gulu and Amuru Districts of Northern Uganda. HPI also has youth programs in Eastern, Western and Central Uganda.</p>
<p><b>Notes:</b></p> <p>The significant results to date include; improved nutrition through milk consumption and income through sale of surplus milk, active role of youth</p>	

<p>in agricultural marketing, significant reduction of gender based violence in households, enterprise diversification through income raised, improved environment management and improvement in social networks through informal exchange of goods and services.</p>	
<p><b>Promoting the Good Life at School (GLAS)</b> <i>(Health Initiatives in the Private Sector, HIPS)</i></p>	<p>Health</p>
<p>Yes; The HIPS project designed a school program targeting young people aged 15-19 in secondary schools supported by six of the partner companies. The program is aimed at strengthening capacity of the in school young people to adopt sustained practice of abstinence as an HIV prevention practice. The companies in this partnership include; Kakira Sugar works, Kinyara Sugar, Kasese Cobalt Company, Hima Cement, Cornerstone and Lambu.</p>	
<p><b>Notes:</b> A total of 25,000 students are targeted in the 48 secondary schools supported by those companies. The schools have an average of 500 students. This program is called Good Life at School (GLAS) and builds on the Good Life at Work strategy which was adopted from Uganda Health Marketing Group (UHMG). The HIPS project trained young professionals (interns) on facilitation of life skills sessions and trigger videos and sent them out to some of the participating secondary schools to implement activities. The interns move out in groups of four to each school.</p> <p>Activities conducted include; Video shows, life skills sessions and dissemination of communication materials. They conduct video shows to a maximum of 100 students at a time. After the video show, students are divided into groups of not more than 25. Each of the interns then facilitates a life skills session with a relevant role play. The focus on communication content is increasing levels of risk perception regarding HIV/AIDS and STIS as well as building life skills/communication skills to support adoption of abstinence as an HIV prevention practice. So far 14,943 of the 25,000 students targeted have been reached by the program in 34 schools.</p>	
<p><i>Achievements Realized So Far</i></p> <ul style="list-style-type: none"> <li>• Baseline data collected on HIV/AIDS and related communication and life skills gaps</li> <li>• Communication materials developed with JHU/CCP and MOH</li> <li>• 6 companies committed themselves to participate in the program</li> <li>• 14,943 students reached through life skills sessions and interactive video shows</li> </ul>	
<p><i>Geographical Coverage</i> Program implementation is based on the locations of the districts where the participating companies are located. Schools around and within company locations are targeted within a 10 kilometer radius from the companies. Kakira Sugar Works supported schools are in Jinja and Mayuge, Kinyara Sugar schools are in Masindi district, Kasese Cobalt Company schools in Kasese town council and three of the surrounding sub-counties. Hima Cement schools are located around Hima town and Lambu in one sub-county surrounding the company.</p>	
<p><i>Sustainability Plan</i> As part of the efforts to ensure sustainability, the HIPS project plans to support partner associations to implement the program using a cascade approach. Under this approach, HIPS staff will train staff from Federation of Uganda Employers and Uganda Manufacturers Association who will provide ongoing technical support to the implementing partner companies. The trainers from the two partners will conduct trainings of the teacher trainers from the participating companies. The teachers will then train the student peer educators who will conduct the peer to peer communication activities. Activities to be implemented by the student peer educators include; trigger video shows, drama shows and life skills sessions.</p>	
<p><b>Northern Uganda Access</b></p>	<p>Health</p>
<p>Yes; Under the BCC component of the NUAPROACH program, the youth are targeted</p>	

<p><b>Prevention Referral and Organizational Assistance to Combat HIV/AIDS (NUAPROACH)</b> <i>(American Refugee Committee)</i></p>	<p>through peer education activities where they are trained as peer educators to eventually form peer education groups and disseminate HIV prevention messages mainly on Abstinence, Being faithful, Condoms and other prevention methods.</p>				
<p><b>Notes:</b> Also, young people’s live radio listening clubs have been formed and weekly radio programs on HIV and RH related issues are conducted to sensitize the youth (club members and other young radio listeners) on HIV and other RH issues/topics. The youth also receive condoms through young people trained as mobile and fixed condom distributors in the communities where they stay. The program also provides facility based HCT services which benefits youths referred for HCT through the peer education activities and community mobilization activities. Geographically, the program covers four sub-counties in each of the three Northern Uganda districts of Gulu, Amuru and Pader. These include;</p> <ul style="list-style-type: none"> <li>- Gulu: Bungatira, Koc Ongako, Paicho and Patiko Sub-counties</li> <li>- Amuru: Anaka, Lamogi, Alero and Atiak Sub-counties</li> <li>- Pader: Lamiyo, Orum, Ogum and Kot omor Sub-counties</li> </ul>					
<p><b>International Rescue Committee (IRC)</b></p> <p>Yes; However, please note that none of the IRC/Uganda programs mentioned below are funded by USAID. Still, IRC/Uganda does have a number of programs serving youth in the demographic mentioned (ages 12-30) and have described those activities below.</p>					
<p><b>Notes:</b></p>					
<p>(1) Name of your program <i>*Main sources of current funding are noted.</i></p>	<p>(2) Does your program currently focus on or benefit young populations between the ages of 12-30?</p>	<p>(3) If no, please provide some sentences explaining whether/how your program could incorporate a greater focus on youth.</p>	<p>(4) If yes, please provide some sentences explaining how your program does focus on or benefit youth, along with any significant results to date.</p>	<p>(5) Please mention if there is a geographical focus to your programming.</p>	<p><b>Health (primary care, systems strengthening, and Community-based Health)</b>  * Funding in northern Uganda is from SV, ECHO, and CIDA. UNICEF under</p>
<p>Yes</p>	<p>With additional resources, the IRC would expand focus on reproductive health, which includes a high number of young women (youth) who are of child-bearing age.</p>	<p>IRC’s health program in Uganda focuses on health systems strengthening, capacity building for CBOs, and provision of integrated Community Case Management for children under 5.  <b>Northern Uganda</b> By supporting the full range of services delivery in Uganda’s Health Centers (including PMTCT, ANC, and EmOC) the health program specifically benefits female youth of child-bearing age. Age disaggregated data on consultations for youth in this age range are not available as the Health Management Information System (HMIS) does not prioritize this data collection. The IRC data collection and analysis focuses more on utilization, immunization and/or treatment for children under 1 and under 5.</p>	<p><b>Karamoja and northern Uganda</b> (Moroto, Kotido, Nakapiripiri, Amudat (from mid-2010), Kitgum, and Lamwo)</p>		



<p>* Funding in Karamoja is from CIDA, UNICEF under negotiation.</p>			<p><b>Karamoja</b> The IRC health program in Karamoja is scaling up more comprehensive support at the health facility and community-level; supporting VHTs to carry out iCCM and sanitation/hygiene education at the community-level, as well as supporting health centers to provide high quality health care for mothers and children, including PMTCT and EID.</p>		
<p><b>Gender Based Violence</b></p> <p>* Funding in Kitgum is from the Johnson and Novo Foundation.</p> <p>* Funding in Karamoja is from UNFPA/ Norwegian government.</p>	<p>Yes</p>	<p>Youth is a key target group to promote behavior change and prevention of GBV.</p> <p>There is scope for expanding awareness raising and livelihoods opportunities for young women (an girls) and men.</p>	<p><b>Northern Uganda</b> Approximately 60% of the IRC's GBV target in Kitgum and Lamwo are youth. Youth have benefitted from knowledge on GBV issues, medical and psycho social support, and training in income generating activities such as bead making, knitting etc. They have used these skills to generate income and meet their immediate needs.</p> <p><b>Karamoja</b> Approximately 35% of the IRC's GBV targeted project participants in the Karamoja sub-region are youth. Youth have benefitted from training on GBV related issues, therefore raising their awareness about how communities can access further development options when women/girls are involved in decision-making and participate in social services. Youth have also gained access to clinical care in health centers when sexual assault occurs.</p>	<p><b>Karamoja and northern Uganda</b> (Moroto, Kotido, Nakapiripirit, Kitgum, and Lamwo)</p>	
<p><b>Economic Recovery and Development</b></p> <p>* Funding in Karamoja is from OFDA (Mercy Corps is prime on consortium).</p> <p>* Funding in Lira and Lamwo is from Sida.</p>	<p>Yes, IRC's program is benefiting the youth in the following areas: <b>Northern Uganda</b> 1. Agronomy 2. Village Savings and Loan Association 3. Collective marketing</p>	<p>Program focuses on the economically active and engaged, with the typical direct beneficiary being a farmer over 18 years of age (many of whom are farmers between the ages of 18 and 30 years old).</p>	<p><b>Northern Uganda</b> In Kitgum, approximately 1,527 direct beneficiaries (731 females and 796 males) are from 18-30 years. While in Lira of the 746 direct beneficiaries (males 408, females 338) are between 18-30 years. Additionally, approximately 9,092 children of direct beneficiaries would likely also fall into the youth age range. Assumption: average family size is 7, which includes 2 heads of household but we assume that an average of 4 children fall within the youth age range.</p> <p><b>Agronomy:</b> Over 40% of the farmers who received agronomy training and applied it were youth. These have increased their family income and improve the quality of life they live.</p> <p><b>Village Savings and Loan Associations (VSLAs):</b> More than 60% of VSLA members are youth. The savings they are making is helping them to increase agricultural production, start small business (especially the female youth), paying medical bills, paying school fees for children &amp; siblings, and meeting household expenses.</p> <p><b>Collective marketing:</b> Many of the collective marketing committees are youth, by selling their produce collective they had been able to fetch higher profit which would be ploughed back in agricultural and business production and.</p> <p><b>Karamoja</b> <b>Community animal health workers (CAHWs):</b> 80% of the CAHWs that IRC is working with are youth. CAHWs are the</p>	<p><b>Karamoja and northern Uganda</b> (Moroto, Nakapiripirit, Lira, and Lamwo)</p>	

			<p>CAHWs that IRC is working with are youth. CAHWs are the government structure at the community levels that helps to fill in the veterinary extension gap (e.g. vaccination, disease diagnosis, treatment, minor surgery disease surveillance). The IRC has trained and equipped 60 CAHWs in Moroto and Nakapiripirit, they are supporting in the above and also training the livestock owners in livestock health and nutrition.</p> <p><b>Agronomy:</b> about 48% of our farmer group members are youth (men and women) they are trained on group dynamics, basic agronomic practice and seeds.</p> <p><b>Local Economic Development Committees (LED):</b> 30% of the LED committee members are youth. The LED committees having approximately nine members and are comprised of LC III Chairperson, Sub-County Chief, Community Development Officer, Parish Chief, representative of business community, representative of women, and opinion leader. The LED committees, beside supporting in the implementation of local economic development &amp; value chain projects, will eventually have the capacity to lobby with other development partners for ongoing funding.</p>	
<p><b>Kenya-Uganda Cross-Border Peace Building Project</b></p> <p>* Funding is from Europe Aid – (EIDHR)</p>	<p>Yes</p>	<p>Youth are a key component of social change, but may often be overshadowed by traditional leaders and elders. Furthering youth inclusion and participation in decision-making is critical.</p> <p>In addition, youth in Karamoja often request alternative livelihoods. While this is outside the scope of our current project, emphasizing youth livelihoods will be essential for reducing inter/intra-clan conflict.</p>	<p>The IRC works closely with both male and female youth to:</p> <ul style="list-style-type: none"> <li>- share the message of peace;</li> <li>- raise their awareness about possibilities of being involved in activities that don't involve a gun;</li> <li>- include them in decision making process in communities;</li> <li>- build their capacity to become active members of their communities/villages (trainings, livelihoods, community actions);</li> <li>- realize that there are education opportunities, which will improve their employment opportunities; and</li> <li>- serve as role models for other youth.</li> </ul> <p>The target groups of youth who the IRC works include:</p> <p>Male:</p> <ul style="list-style-type: none"> <li>• current warriors</li> <li>• reformed/demobilized warriors</li> <li>• those who did not become involved in raiding, but have a commitment to building peace in their communities</li> </ul> <p>Female:</p> <ul style="list-style-type: none"> <li>• young wives of warriors</li> <li>• young wives of reformed warriors</li> <li>• siblings of warriors</li> <li>• those who are not directly involved in raiding, but have a commitment to building peace in their communities</li> </ul>	<p><b>Karamoja</b> (Moroto, Kotido, Nakapiripirit, and Amudat)</p>

<p>* Funding is from UNHCR</p>		<p>community driven approaches that codify participation of youth in decision-making</p>	<p>communities to contribute to shelter (hut) and latrine construction for PSNs and selecting a sub-set of these individuals for livelihood support. Some PSNs are young, single mothers and/or child/youth-headed households who are unable to return to their home communities without assistance.</p> <p>Community Protection Groups and Camp Phase Out Committees are community structures that do contribute to the process of IDP return in communities of Kitgum and Lamwo, and they provide opportunities for youth to participate in community development activities.</p>		
<p><b>Livelihoods, Education and Protection (LEAP) Project</b></p> <p>* Funding is from US Dept of Labor and General Electric Foundation</p>	<p>The LEAP project focuses on withdrawing and preventing children 6-17 who are engaged or at risk of joining child labor.</p>	<p>The project is already almost exclusively focused on children and youth, with some support to the caregivers of children to increase their livelihood and capacity to care for their children.</p> <p>US DoL regulations do not allow for enrollment of child older than 18 years old in the formal education program.</p>	<p><i>*NB: The figures here are specific to the project participants in the specified age range of the USAID request. However, note again that the project also targets younger project participants.</i></p> <p>The project sponsors children age 12-17 in secondary, non-formal and apprenticeship skills training. So far 3,119 (2287 secondary, 627 non-formal vocational and 205 apprenticeship) children have directly benefited from the sponsorship. Sponsorship includes school fees/dues, uniform, scholastic materials. The older children/youth 14-17 years old who opt for non-formal vocation and apprenticeship skills training, receive a start up kit upon graduation.</p> <p>The project has registered 22.4% completion for all the education options. With 12.3% completion for secondary, 53.1% non-formal vocational and 19.5% for apprenticeship.</p> <p>The project benefits youth indirectly through whole school improvement support where the school and class room environment is improved through provision of text books, science equipments, renovation of classroom blocks, provision of desks, renovation of guiding and counseling rooms and teacher training. To date the project has renovated 21 classrooms, 3 girl's dormitory, 1 science laboratory and 3 teachers' houses constructed. The project renovated 6 guidance and counseling rooms, furnishing them with basic equipments (a bed, a mattress, a pair of bed sheets, sanitary towels and kits, soap, a first aid box containing plasters, cotton wool and first aid drugs (pain killers and iodine), a blanket, and a radio cassette player to facilitate career guidance sessions)</p> <p>The project promotes the livelihoods of families whose children are being supported in school by promoting and encouraging VSLA activities. To date, IRC has supported 57 VSLAs wherein many members are the caregivers of students sponsored within the LEAP project.</p>	<p><b>Karamoja and northern Uganda</b> (Moroto, Kitgum, Lira and Lamwo)</p> <p>AVSI implements the LEAP project in Gulu and Pader districts.</p>	

**Empowering Civil Societies for Conflict Prevention and Resolution**  
*Strengthen community-based mechanisms to reduce violent conflict in Karamoja, Uganda*

### Program Summary

The IRC began peace-building activities in Karamoja in, under the IRC-led, USAID-funded Community Resilience and Dialogue (CRD) consortium and is currently executing the USAID Conflict Mitigation and Management (CMM)-funded “Empowering Civil Societies for Conflict Prevention and Resolution” program. Under the two programs, IRC has established a robust network of actors actively working for peace in 13 targeted sub-counties in Moroto and Nakapiripirit districts. IRC works extensively with community peace committees associated with different clan groupings in Karamoja, conducting sensitizations and trainings on topics from conflict prevention and resolution to the benefits of communal grazing. Peace committees have proven to be effective in the recent past and their actions have resulted in peace between a number of different, antagonistic clans and ethnic sub-groups. Inter-clan dialogue has produced notable accomplishments, including the establishment of joint-kraals between previously warring clans. One of the most successful aspects of IRC’s peace-building work in the region has been the establishment of a comprehensive animal tracking and return network. Based on the lessons learned to date under the CRD and CMM programs, IRC is seeking to strengthen and scale up its peace-building interventions in Karamoja.

The peace process is working in IRC areas of operation – but only for those who are involved in it. Some members of the community act as “spoilers”, remaining aloof from the peace process and operating outside of the spheres of influence of other stakeholders. And so raiding persists, even in clans in which intensive peace-building activities are ongoing. IRC and the peace committees will work in specific ways to reach those who have not previously been involved in peace-building activities. The reach of peace committees will be extended down to the grassroots level so more of the population is engaged in peace-building activities – by empowering peace actors at this level with skills and tools in conflict mitigation and prevention, more conflicts can be averted. This reconfiguration of the peace committees is a recognition that the demands of pastoralism keep young men – the members of the community who raid most often – away from their manyattas for up to half of a year.

The early-warning and animal tracking and recovery systems instituted under previous programs have been effective, but in response to the changing nature of raiding this project will increase the ability of local structures to respond quickly, peacefully, and effectively to incidences of animal theft. The improvement and adaptation of these conflict mitigation structures is an essential component of any peace-building program. This project includes the creation of an improved reporting system that will feed into an ongoing conflict mapping exercise, the results of which will inform programming on a continual basis.

To date, IRC has only been working in Moroto and Nakapiripirit districts. While IRC’s efforts in these districts have resolved disputes between the Bokora and Matheniko tribes, they have also left a gap in addressing disputes between those two tribes and the Jie tribe in Kotido. This has resulted in the weakening of the peaceful relationship between the Bokora and Matheniko when suspected Jie raid the Bokora and blame is misplaced onto the Matheniko. Tracking of raided and stolen livestock has also been difficult on the Jie side since there have not been any peace committees present to directly report incidences of raids and recovery of animals. IRC will extend its peace-building activities to engage with the Jie in two sub-counties in Kotido district. By including the Jie in community dialogues with the Matheniko and Bokora tribes, a comprehensive network of peace committees committed to resolving cross-clan conflict will be realized.

**Strengthening TB and HIV/AIDS Response in**

Health

Yes; This project supports youth-related TB and HIV services in prevention, care, and treatment. The STAR-E project is funded by U.S. Government under PEPFAR and is a

<p><b>Eastern Uganda (STAR-E Project)</b> <i>Management Sciences for Health (MSH)</i></p>		<p>five-year project whose mandate is to build capacity of Districts and communities to offer comprehensive HIV and TB services.</p>
<p><b>Notes:</b></p> <p><i>Background information</i></p> <p>The main objective of STAR-E is to increase access to, coverage of and utilization of quality comprehensive HIV/TB prevention, care and treatment services within district health facilities and their respective communities. The project operates in Bukwo, Kapchorwa, Sironko, Busia, Bududa, Budaka, Butaleja, Mbale and Pallisa Districts.</p> <p>The following are STAR-E specific objectives:</p> <ul style="list-style-type: none"> <li>• To strengthen district and sub-district public and private-sector health facilities (Hospitals, HC IVs, HC III)</li> <li>• To expand access to community services</li> <li>• To facilitate establishment of efficient functioning referrals within and among health facilities and communities</li> <li>• To create awareness, knowledge of service points, advantages of and utilization of HIV and TB services</li> </ul> <p>According to the 2004/2005 HIV and AIDS sero-behavior prevalence survey, in this region the prevalence of HIV among the youth 10-24 years is 2.1%. The female youth are disproportionately affected with and HIV sero-prevalence of 2.9% compared to 1.3% among the male youth counterparts respectively. The main risk factors for HIV transmission among the youth include:</p> <ol style="list-style-type: none"> <li>1. Lack of access to services because the existing services are primarily more suitable for adults</li> <li>2. Trans-generational sex, where the sexually active youth, find it difficult to negotiate for protected safe sex with adults partners.</li> <li>3. Lack of awareness and lack of access to information. For The HIV and AIDS sero behavior survey mentioned above found that 32% of youth 15-19 failed to reject the misconception that a healthy looking person can have HIV, 38% believed that insects including mosquitoes transmit HIV. Only 56% knew HIV can be transmitted through breast milk and only 45% knew taking special drugs (ARVs) can reduce the risk of MTCT. Only 15-30% could correctly mention two ways of how HIV transmission can be prevented.</li> <li>4. Lack of access to condoms either due to lack of money, or fear of being identified as sexually active by the Health workers, or those who sell condoms.</li> <li>5. Lack of parental guidance. Open discussion of sex matters between parents and children is a taboo in some customs and if it is done the information is often distorted.</li> <li>6. Poverty among the unemployed youth luring many youth into transactional sex.</li> <li>7. The youth who work as house girls, house boys or bar maids are sexually exploited by their bosses and clients respectively.</li> <li>8. Rape and defilement is not uncommon, and in most cases by perpetuated by people they trust most such as uncles and care takers.</li> </ol> <p>Because of the above, STAR-E project target youth 10-24 years with prevention and HCT and family services and those found HIV positive linked into main stream health care, treatment, and support services.</p> <p><i>Our Targets</i></p>		

PMP indicator	Age group	Target by end of PY2	Target by end of PY5
Number of youth reached with AB prevention interventions and messages at individual or small groups in a controlled environment	Males 10-14	31,051	15,572
	Males 15-24	31051	22,7291
Number reached with individual or small group ABC prevention interventions or messages in a controlled environment	Females 10-14	35,014	17,872
	Females 15-24	35,014	256,308
Youth 10-24 who know 3 ways of HIV prevention methods	Males 10-14	28228	16,6726
	Males 15-24	31831	22,7291
Reduce non marital cohabiting sexual partnership /relationships	Females 10-14	42342	187,957
	Females 15-24	47747	378,825
Number of counseled , tested and received results for HIV	5-17 years	93%	95%
# circumcised medically as part of wider prevention package		To less than 25%	To less than 19 %
		Male 13500 Female 16500	Male 118379 Female 134765
	15 yrs plus	32	378

For sexual behavior prevention, our target is mainly youth out of school. These are usually self employed as peasants, boda boda riders, some work as bar maids, house boys and house girls, brick layers and market vendors.

### Our Approach

After identifying active youth groups or their leadership we train peer educators among them. The peer educators training takes place in Phases. The peer educators after the first training they go back and are observed while passing on messages, and then they come back for the second phase. The peer educators are equipped with knowledge on HIV /TB transmission and prevention, and in addition are given skills for communicating to fellow youth. The messages used to communicate to the youth are designed in these workshops looking at area specific issues. The peer educators are given Job Aides, and other reference materials they use for communicating. In addition they are given data collection tools. Peer educators are able to reach other youth who are sometimes difficult to get for small group engagement. The peer educators use one to one communication methods, and often pass messages to peers at work place. The peer educators are drawn from different groups, and also from FBOs. The clergy /FBOs peer educators reach church goers with prevention messages on abstinence and being faithful. Some FBO groups holds retreats where combined with prayers, information on HIV is also passed on. We encourage the youth to form groups or clubs, where peer educating can easily be sustained. Through the peer educators, youth are able to access condoms. We plan to partner with other agencies such as Youth Alive to try out other models on Life saving skills, and family Life education. We also Plan to partner with Uganda Health marketing group to do social marketing for condoms and family planning methods targeting busy trading centers where most youth converge over the weekends. We shall partner with Youth Alive to organize Youth Camps; these shall increase access to HCT, family planning and STI control activities among the youth. The project has used non residential youth camps where prevention messages, HCT, and condoms have been provided.

### Geographical Coverage

District wide in all the 9 supported districts of Busia, Butaleja, Budaka, Bududa, Bukwo, Kapchorwa, Sironko, Pallisa and Mbale .They benefit from a wide range of services that are supported by the project and implemented by the districts. These services include prevention, treatment, and care and support (HCT, PMTCT, ART, TB, AB/C and MMC).

*Achievements*

For the period between September 2009 and March 2010, a total of 9769 individuals were reached with prevention messages and 730 MARPS in the age bracket 12-30 years were also reached with prevention messages. In the Districts of Kapchorwa (in Sipi and Kaprolon) STAR-E has trained 70 youths as peer educators focusing on ABC+ prevention strategy. We worked with Sabei diocese youth department on HIV and AIDS to promote AB, HIV prevention strategies. Currently STAR-E community mobilizes are in Bukwa and Kapchorwa to reach more youths with ABC prevention strategies.

*Lessons Learned*

Using the peer to peer method facilitates easy access to other youth who may not turn up for workshops and meetings. The FBOs are also a good route for reaching the youth, they do not only target church goers but they also target all youth regardless of their religious affiliations. The female youth are the ones most difficult to reach, but through peer to peer activities they can easily be reached. The male youth are easier to reach because they are largely available in most activities going on in the community.

<p><b>Community Based HIV/AIDS Prevention, Care, and Support Services Project</b> (<i>Reproductive Health Uganda, RHU</i>)</p>	<p>Health</p>	<p>Yes; The provision of OVC Services occurs around a number of Core Program Areas:</p> <ul style="list-style-type: none"> <li>• Psychosocial and Spiritual Support</li> <li>• Health Care</li> <li>• Shelter and Care Giving</li> <li>• Education and/ or Vocational Training</li> <li>• Food and Nutrition Services</li> <li>• Economic Strengthening Services</li> </ul>
<p><b>Notes:</b> In addition, other activities include – Training of OVC Care Givers; HIV/AIDS Prevention Services targeting youth, with both AB only and ABC Messages; HIV Counseling and Testing (HCT) services; Condom distribution; Prevention with Positives, etc.</p> <p><i>Achievements So Far (i.e. by the close of the last reporting period; quarter 2):</i></p> <ul style="list-style-type: none"> <li>• Psychosocial and Spiritual Support: 335 reached</li> <li>• Health Care: 246reached</li> <li>• Food Security and Nutrition Services: 246 reached</li> <li>• Economic Strengthening Services: 246 reached</li> </ul> <p>NB: Those benefiting from OVC services have mainly been individuals between the age of 12 and 17, together with those much younger.</p> <p>5473 individuals reached with ABC messages (with over 90% in this age bracket) 315 individuals reached with AB messages (similarly over 90% in this age bracket) 2133 individuals were counseled, tested and received results of the tests (over 90% within this age bracket)</p>		

<p>16255 provided with condoms (excluded those below the age of 18) 177 individuals reached with prevention with positives (PwP) interventions</p> <p><i>Geographical Focus</i> The project is in Northern and South-western parts of Uganda. Districts so far covered – Northern: Alebtong, Apac, and Lira Districts; Southwestern: Kabale and Kanungu Districts.</p>		
<p><b>Youth Empowerment; Healthy Practices, Strong Communities (HPSC);</b> <i>(Mercy Corps)</i></p>	<p>Health, Livelihoods &amp; Economic Growth, Governance &amp; Civic Participation</p>	<p>Yes; Three programs currently be implemented by Mercy Corps are described below.</p>
<p><b>Notes:</b></p> <p>Mercy Corps welcomes and fully supports the cross-sector youth assessment and would be happy to assist in any way possible. Mercy Corps is in a position to host the assessment team in our areas of operation that include Pader, Kitgum, Kaabong, Kotido and Abim. In this correspondence, we have included our USAID funded programs as well as one of our privately funded programs that have a specific emphasis on youth. Although Mercy Corps’ USAID funded programs do not directly focus on youth, we are actively attempting to integrate Youth into our programs and strongly advocate for more intervention by donors in the Youth Sector. Mercy Corps covers a variety of different sectors including health, livelihoods, peace building, water/sanitation, agriculture, food security, economic growth, governance and civic participation. Our three youth-focused programs are described below.</p> <p><i>Youth Empowerment Program</i> For youth group support, selected youth (gender balanced) are trained on business skill development then later various selected support is given to each groups to manage. In the individual support, individuals have been identified with various potentials skills and will be supported in various IGAs within the communities. In all projects, the beneficiary individuals and groups all have something to contribute towards the progress of the project to ensure sustainability.</p> <p>The Youth Team has been doing consultative meetings with relevant stakeholders in areas of the programming to avoid duplication and encourage active participation of beneficiaries. Consultation was done with International Organization for Migration (IOM) for labor market analysis, World vision and Friends of Orphans. This was mainly concerning the economic aspects of the program, with KITWOBEE in Kitgum and NEPCA in Lira for technical support and market linkages.</p> <p>Youth groups selected are given general life skills training in the communities; the groups are supported with various cultural dances items for cultural dancing and foot ball (Sports items). All this is aimed at bringing youth together so as to sensitize community members/ youth on various life skills, group dynamics, dangers of HIV/AIDS, reproductive health, GBV, decision making skills, inter-personal communication skills, dangers of alcohol and drug use and abuse, conflict resolution, leadership skills and personal values for Life skills development. The draft life skills training module was developed with the help of the Mercy Corps’ Youth Transformation Framework.</p> <p>In addition, in the life skills component, two primary schools in the project area and two peer educators’ clubs have been established with a total of 16 core members from upper primary classes. The reason for forming the clubs is to enable pupils in the schools to engage in activities aimed at</p>		



positive behavioral change in and out of schools. The peer educators are trained in basic debating skills, core life skills topics; dangers of early marriage/pregnancies for young girls. They are expected to actively participate in activities such as debating competitions and interactive video shows as a sensitization method that is also aired on the local radio stations of Pader District. The activities are on issues related to HIV/AIDS, early pregnancy, girl child education. Children (under 18) in particular are happy about the reduced crowding in the schools, the chance to help in the garden, and the healthier living conditions.

Despite the intervention, the number of idle youth is still alarming in the project area. They will need support in terms of trainings, and start up capital, community wide sensitizations that will bring them together, earn incomes.

Assessment was conducted at the conclusion of the first phase of the project which records the results achieved as well as lessons learned and way forward for phase two. This is available upon request.

Mercy Corps is also exploring ways to better link youth and economic development and has realized the need to develop some youth workforce development/entrepreneurship tools and materials to support our field programs. We will have a focal point for this in Uganda around the time of the USAID assessment and would welcome some collaboration on our respective efforts.

#### *Healthy Practices, Strong Communities* (USAID-funded through FFP)

Working along a market continuum from in 10 sub-counties from Pader to Kitgum to Kaabing, the HPSC Program benefits young populations between the ages of 12 and 30 in its agriculture sector. Given the large number of youth, it is not surprising that Youth are involved in the program

HPSC does not explicitly target youth in its programming but could incorporate youth needs more directly into its activities. The majority of beneficiaries targeted are former IDPs (inclusive of Youth) who have spent most of their lives in camps. For some youth, their whole lives were spent in camps.

It is common to see idle youth along the road side playing cards and often drinking alcohol even in the mornings. Although crime is not a major problem in the areas where Mercy Corps works, the levels of petty crime are on the increase and youth are most often the perpetrators.

#### *Building Bridges to Peace* (USAID-funded through CMM)

Working in Karamoja (Kotido and Kaabong) and Acholiland (Pader) BBP benefits young populations between the ages of 12 and 30 in two ways. First, it seeks to strengthen livelihoods opportunities and create joint livelihoods projects among conflicting groups, both of which affect youth more than any other target population. As much of the violence in Karamoja is perpetrated by youth, BBP aims to strengthen youth's livelihoods opportunities so that they have alternatives to fighting and cattle raiding. Second, BBP has strengthened local mechanisms for conflict mitigation through the formation of Peace Committees and Joint Monitoring Teams, all of which include youth representatives.

BBP does not explicitly target youth in its programming but could incorporate youth needs more directly into its activities. BBP could help to establish joint livelihoods projects that are specifically conceived of, planned, and implemented by youth groups from conflicting communities. BBP could also explore more opportunities in expanding livelihoods opportunities in Karamoja to alleviate some of the youth frustrations. BBP currently operates in three sub-counties of Pader: Lapono, Paimol, and Adilang. In Kotido, it operates in Kacheri, Rengen, and Nakapelimoru. In Kaabong, it operates in Lolelia, Sidok, and Loyoro.

<p>BBP began its activities about one year ago and is currently undertaking a midterm evaluation that includes household surveys and participatory assessment tools. As we are drawing our conclusions in order to improve programming for the upcoming year, we would greatly appreciate a visit from USAID in Karamoja to provide feedback on opportunities for serving youth's needs more effectively.</p>	
<p><b>Alternatives to Conflict in Karamoja and Turkana (Mercy Corps)</b></p>	<p>Peacebuilding, Econ</p>
<p>Yes; Involves youth (12-30) in economic interventions as well as peacebuilding dialogues Partners: St. Monica's Women's Group and Kaabong Peace and Development Agency in Uganda, and Lokichoggio, Oropoi and Kakuma Development Organization in Kenya</p>	
<p><b>Notes:</b></p> <p>Alternatives to Conflict in Karamoja and Turkana (ACKT) is an 18-month program that will address recurrent inter-community and cross-border conflicts among the Dodoth and Ik tribes of Uganda and the Turkana tribes of Kenya. Both regions experience frequent and violent cattle-raiding due to factors that include the important role of cattle within pastoralist society, competition over resources, lack of economic opportunities, the availability of small arms, and relations between the ethnic groups themselves.</p> <p>The program aims to build economic relationships between communities and facilitate inter-community forums linked with concrete and tangible activities such as the promotion of key enterprises that facilitate interethnic trade. Mercy Corps will work with local partners to directly address the root causes of conflict and create incentives for peace. Joint monitoring teams will prevent conflict from escalating and reifying divisions between people, while local actors will implement activities that build mutual understanding, strengthen monitoring and response mechanisms, and create new livelihood opportunities, all with an eye to supporting reconciliation in the region.</p> <p>With a goal "to reduce incidents of inter-community and cross-border violence along the northern Karamoja and Turkana border", ACKT has three main objectives.</p> <ol style="list-style-type: none"> <li>1) Strengthen the capacity of local peace actors and monitoring/response systems to identify and mitigate conflict drivers.</li> <li>2) Build trust and strengthen common interests within and among communities through strategic interaction.</li> <li>3) Increase economic interaction among communities.</li> </ol> <p>To achieve these objectives in a sustainable way, Mercy Corps will collaborate closely with key stakeholders, local implementing partners, and community-based organizations from each site and seek to build the capacity of three local partners, St. Monica's Women's Group and Kaabong Peace and Development Agency (KAPDA) in Uganda, and Lokichoggio, Oropoi and Kakuma Development Organization (LOKADO) in Kenya. Key activities will include establishing and conducting community forums based on traditional practices, youth summits, cash for work projects to rehabilitate or construct prioritized infrastructure like access roads, boreholes, markets, valley dams, etc, a Joint Monitoring and Response Team, and community awareness campaigns. Through these interactions, the program will allow key actors and group members to develop mutual understanding and build trust, leading to a preference to resolve conflict peacefully.</p>	
<p><b>Avoiding Risk, Affirming Life (ABY Program)</b></p>	<p>Health</p>
<p>Yes; 15-24 year olds benefit from activities/messages promoting abstinence; and 25-49 year olds benefit from messages/activities promoting faithfulness. The geographical</p>	

<i>(Catholic Relief Services, CRS)</i>		focus for the ABY program was central region (Kampala Archdiocese, Masaka and Kasana Luweero Dioceses), western region (Mbarara Archdiocese and Fort Portal Diocese) and northern region (Gulu Archdiocese).
<p><b>Notes:</b> The program works with faith and community based partners to equip youth and young adults with values, attitudes, skills and support to abstain from sex prior to marriage, adopt secondary abstinence, and remain faithful in marriage. The program that started in 2004 has used a variety of activities such as life skills training, peer education, group discussions and training workshops/sessions for engaged couples to reach the goal of reducing HIV transmission in target population. Results show that more than 25,850 individuals have been reached with community outreach HIV and AIDS prevention programs that promote abstinence and being faithful. In the recent evaluation conducted in March, 2009 for the ABY program, respondents reported changes in knowledge (95%), attitudes (91%) and practices in at least one HIV-related behavior (e.g. abstinence-32%, remaining faithful-49%, testing for HIV-29%). Confidence levels in the respondents' capacity to protect themselves from HIV infection also improved significantly after participating in project interventions.</p>		
<b>Joint Clinical Research Center (JCRC) TREAT Program</b>	Health	Yes; This young people's program is implemented in 7 RCEs including Kampala, Gulu, Kabale, Fort Portal, Mbarara, Mbale, Kakira, and in one mini RCE, Mubende.
<p><b>Notes:</b> The young people in the TREAT program are targeted through many channels including: clinical care, health education, counseling, games, music dance and drama, essay writing, peer support meeting and home visits. In the clinic, young people are provided with a continuum of care including psychosocial support by the health care team. This involves preparing patients for ART, Measuring drug adherence, conducting post adherence counseling, tracking dropouts and follow up of least adhering clients and conducting needs based participatory health education sessions. Young people are divided in peer support groups of adolescents aged 12-18 and young adults above 18 years. Peer support group Meetings are regularly held targeting the groups to discuss pertinent issues with them. Topics discussed during adolescents meeting include: adherence to ART, sexuality, positive living, drug and substance abuse, reproductive health, disclosure, life skills, hygiene, beliefs about healing. During the meetings young people share testimonies. This has helped them to overcome stigma and poor adherence The young people are also targeted through music dance and drama by their peers organized in bands. This has created an environment of critical thinking and reflection on young people's behaviors. Young people are also reached through special events like parties this has helped in breaking stigma and enhancing peer support.</p>		
<b>Stability, Peace, and Reconciliation in Northern Uganda Project (SPRING) (Cardno EMG)</b>	Education, Livelihoods & Economic Growth	Yes; Our youth focus is a cross-cutting issue. To support the development and psychosocial needs of children, SPRING is programming a mix of vocational training and youth employment, early child development and innovative Stability Grants Fund pilot projects in six districts of northern Uganda.
<p><b>Notes:</b></p>		

### Developmental and Psychosocial Needs of Children

SPRING has three projects directly addressing the psychosocial and development needs of children along with several vocational training projects for vulnerable youth:

- 1) *Youth Reconciliation Support Program*: This program is supporting the reconciliation of war-affected youth in northern Uganda by providing sports and culture, peace building, and agricultural opportunities.
- 2) *Peace Education and Guidance Counseling in Secondary Schools in Northern Uganda*: Developed in cooperation with the Ministry of Education and implemented by a grant to the international NGO United Movement to End Child Soldiering (UMECS), this one-year pilot project provides for a peace education course and school guidance and psychosocial counseling program in secondary schools to help children rebuild their lives and improve overall reconciliation in northern Uganda from two decades of the LRA conflict.
- 3) *Fortifying Families in Recovery*: This project, funded by a grant to the local NGO Concerned Parents Association (CPA) is strengthening families as they resettle by programming a combination of economic security, peace building, leadership development, and rights of child activities for parents, youth, and children.
- 4) *Early Child Care Development Centers*: The international NGO AVSI, through the SPRING project, is also in the process of developing an Early Childhood Development project; Building on traditional communal childcare strategies and best practices in modern early childhood development. The Community Based Early Childhood Development (ECD) Centers, will work through AVSI/SPRING's existing farmer group network to facilitate low cost childcare options that benefit both parents and children. SPRING is also in the process of developing a Child Care Cooperative project. Building on traditional communal childcare strategies and best practices in modern early childhood development, this cooperative model would work through SPRING's existing farmer group network to facilitate low cost childcare options that benefit both parents and children.

### Building Vocational Skills of Vulnerable Youth

During the course of implementation of the SPRING project, grants have been designed specifically to address the various socio-economic and physical needs of vulnerable children and youth in Northern Uganda. These have principally been in the fields of education, e.g. vocational training – artisan, business skills, enterprise development, life planning skills, etc., but also micro-credit and loan schemes, agricultural development initiatives, peace building and conflict resolution among others. The results of monitoring and follow-up activities are so far impressive with indications of positive changes to the targeted beneficiaries as a result of being engaged in the project directly or indirectly.

The ongoing projects have seen youth being actively involved in sports competitions such as football tournaments which brought together various youth from different localities playing together as a peace building process in Pabbo S/C, Amuru District; others who successfully completed vocational training courses from St. Martin's Vocational School Opit Sub-county, Gulu District, were availed tools kits and have subsequently either opened up their own business enterprises or joined hands with established entities to make use of their recently acquired skills; some youth received soft loans in order to boost their existing businesses; while others have undergone trainings on modern agronomy practices from Gulu Community Vocational School Koro Sub-county, Gulu District, peace building and conflict mitigation by professional consultants, all aimed at improving their living conditions and having a better environment in which to live in peace and harmony. Mentoring programs are in place as we continue to offer the necessary support to ensure that the youth are well integrated into community development initiatives, and contribute positively to the reconstruction process in a collective and participatory manner and that they become self-sufficient in their operations. The following are the vocational skills building initiatives currently being carried out by SPRING:

<p>A. <i>Gulu Youth Development Association (GYDA)</i> - Five GYDA Wheelchair Department technicians were sent to the Association for the Physically Disabled of Kenya (APDK) for a one month internship on production of improved mobility appliances. Upon completion of a market survey report, GYDA will be well positioned to start commercial wheelchair production providing a sustainable income and employment source for staff and students. Additionally, the land for the nursery block has been cleared and construction is on its way to improve on the learning space of GYDA, in particular for women, and to provide a safe environment for children.</p> <p>B. <i>Northern Uganda Youth Development Centre (NUYDC)</i> - During this reporting period, seven youth groups comprising 155 young men and women were identified from Gulu District. The groups completed training in group dynamics. As a result of this, all groups now have a formal structure and are in the process of laying down formal group constitutions to enable them get registered at the Community Development Office.</p> <p>C. <i>LEAP &amp; ACADOS</i> - Through an extension to the Livelihoods Education and Protection to End Child Labor and through AVSI's implementing partner ACADOS, SPRING was able to procure an additional 166 start-up kits for recent vocational training school graduates, young men and women, in the following skill areas: carpentry and joinery, brick laying and concrete practice, catering; tailoring; motor vehicle mechanics and hair salon businesses.</p> <p>SPRING/AVSI are working through the Skills Development Network (SDN) to directly assist motivated and qualified youth to sit for the Business, Technical, Vocational, Education and Training (BTVET) examination, which would give them a formal and recognized diploma and ease their way to the job market.</p>	<p>Health</p>	<p>Yes; Young populations both in and out of school. Geographical focus is Lango and Acholi sub-regions.</p> <p><b>Notes:</b></p> <p><u>Focus on Youth/Benefits</u></p> <ul style="list-style-type: none"> <li>▪ Individual risk behaviors and HIV risk reduction messages dissemination with AB and ABC messages for youth out of school</li> <li>▪ Promotion of safer sex options (Behavior Change Communication &amp; Life Planning Skills )</li> <li>▪ Promotion of good health seeking practices (Behavior Change Communication, Life Planning Skills, Social Development, etc.)</li> <li>▪ Address the societal factors of vulnerability (Advocacy, Service Delivery, Empowerment, Gender Issues)</li> <li>▪ Increasing access to testing and linkage to care for HIV-related services</li> <li>▪ Youth to parent dialogues as forums for reducing societal factors of vulnerability to youth</li> <li>▪ Support young girls with training in village saving and livelihood skills to establish savings and business clubs</li> </ul> <p><u>Significant Results</u></p> <ul style="list-style-type: none"> <li>▪ Establishment of 3 youth clubs in higher institutions of learning</li> <li>▪ Support young positives to establish peer support forums for treatment and psychosocial support</li> <li>▪ Establishment of youth training and support team at the district to oversee and guide youth programming 87 Community resource persons trained in value based program including promotion of abstinence and being faithful among the youth</li> <li>▪ The program has provided the youth with better understanding of HIV prevention messages and has also raised the level of awareness</li> </ul>
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<p>about their responsibilities and risk perception</p> <ul style="list-style-type: none"> <li>▪ Integrated Youth camps with HCT services have been conducted to reach young people with messages and testing services</li> <li>▪ Parent Advisory Groups, Youth Advisory Groups, and Sub county Advisory Committees established have created supportive environments for young people to learn and engage their gatekeepers in dialogue</li> <li>▪ More than 300,000 young people in the region have been reached with AB and ABC messages</li> <li>▪ 10 Village saving and livelihood clubs established as forums for social and economic development among young girls</li> </ul>	<p><b>Young Empowered and Healthy (Y.E.A.H.) Initiative</b> (<i>Johns Hopkins University Health Communications Partnership</i>)</p>	<p>Health</p>	<p>Yes; The Health Communication Partnership (HCP), a USAID-funded project managed by the Johns Hopkins University, has supported the establishment and implementation of the Young Empowered and Healthy (Y.E.A.H.) Initiative since 2004. Y.E.A.H. is a communication initiative implemented by Communication for Development Foundation Uganda (CDFU) on behalf of the Uganda AIDS Commission. Its aim is to reduce HIV prevalence, early pregnancies, and early school leaving among 15 – 25 yr olds in Uganda.</p> <p><b>Notes:</b></p> <p>Y.E.A.H. (<a href="http://www.yeahuganda.org">www.yeahuganda.org</a>) is a national communication initiative targeting young people aged 15-24 living in rural and urban areas, both in and out of school. They may be single or married and are mostly low to middle income earners. The program aims to reduce HIV prevalence, unwanted pregnancies and early school leaving among young people. It reaches millions of young people every week through a weekly radio serial drama named Rock Point 256, broadcast in 4 languages on 17 radio stations nationally. According to a household survey conducted in 14 districts to evaluate the reach and effects of the radio series in 2008, the program reaches 60% of young men and 52% of young women 15 – 25 years old. According to the survey, listeners were more likely than non-listeners to: be knowledgeable about HIV/AIDS, to abstain or use condoms, and to discuss HIV prevention with others. Furthermore, radio drama messages are reinforced through semi-annual comic books in 4 languages, and community outreach activities.</p> <p>In addition to the Rock Point 256 series, Y.E.A.H. also designs and implements multi-channel communication campaigns on specific HIV/AIDS related issues. Campaigns reach young people through interpersonal channels and community based activities as well as through print and radio. To date, Y.E.A.H. has implemented three successive campaigns, which have had very good results in terms of reach and reported changes in attitudes, knowledge and behavior.</p> <p>Y.E.A.H. uses a unique approach to maximize reach by partnering with regional lead organizations (RLOs) in 5 regions of Uganda which, through their networks of peer educators and community volunteers, reach young people through youth groups, schools, CBOs, FBOs, health facilities, and workplaces. YEAH designs and produces interactive tools such as DVDs, audio recordings, games, and other interactive exercises, and trains trainers and community resource persons in their use. The RLOs support these community volunteers to conduct outreach activities using the tools and approaches. The main RLOs are Uganda Red Cross Society in the East, Save the Children in Uganda in the North and Central, AIDS Information Centre in Kampala and Reproductive Health Uganda (RHU) in Western Uganda.</p> <p>Y.E.A.H. activities, media and materials are designed to stimulate dialogue and action in communities, families, schools, and health facilities to address barriers to young peoples’ adoption of healthy practices. This is done through targeted, phased behavior change communication campaigns addressing specific underlying issues that were identified by young people themselves, including gender issues, sexual exploitation, lack of youth friendly services, inadequate adult support, poor participation of young people in programs designed for them. So far, Y.E.A.H. has conducted three campaigns:</p>
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<ol style="list-style-type: none"> <li>1. Something for Something Love (2005 – 2008) addressing transactional sex (i.e. engaging in sex in exchange for favors, money or material goods)</li> <li>2. Be a Man (2006 – 2009) which challenged young men to embrace positive expressions of masculinity that reduce vulnerability to HIV. Focused on faithfulness, care and respect, counseling and testing, and non-violence:</li> <li>3. True Manhood (2009 - present) which challenges young men and women to embrace positive expressions of masculinity that reduce vulnerability to HIV. This includes abstaining, using condoms and partner reduction; drinking alcohol responsibly or not at all; treating women non-violently; getting medically circumcised, and rejecting the practice of transactional sex. There are four phases to the campaign: Phase 1: repositioning HIV-prevention as a masculine behavior; Phase 2: discouraging alcohol abuse; Phase 3: addressing violence against women; and Phase 4: promoting medical male circumcision for HIV prevention.</li> </ol>	<p>Yes; SPEAR trains the youth as peer educators / behavior change agents and these individuals are tasked to reach out to their peers through Behavior Change Communication (BCC) and Information Education Communication (IEC) messaging. Our focus is nation-wide.</p>
<p><b>Supporting Public Sector Workplaces to Expand Actions and Responses to HIV/AIDS (SPEAR)</b></p>	<p>Health</p>
<p><b>Notes:</b> The goal of SPEAR will be achieved through:</p> <ul style="list-style-type: none"> <li>• Increased personal perception of risk of HIV infection/transmission and utilization of prevention services through aggressive targeted behavior change programs</li> <li>• Increased access to and utilization of HCT services by target public sector workers and their families.</li> </ul>	
<p><b>Targets: Age groups 10-14 SPEAR targets to reach 1,612 per year; 15-24 target is 6,120 and 25+ the target is 29,803</b></p>	
<p><b>Activities targeting the youth include:</b></p>	
<ul style="list-style-type: none"> <li>• HIV education (ABC+); Peer education; Youth Clubs; Advise on SMC; Risk reduction counseling; Address vulnerability; Training of peer educators</li> </ul> <p>Un-married youth will be educated about HIV prevention and empowered to adopt safer sexual behaviors that can reduce the risk of acquiring and transmitting HIV. For the unmarried youth emphasis will be on remaining sexually abstinent or delaying initiation of sexual activity and equipping them with life skills for HIV prevention. BCAs will be expected to carry out their activities and follow up their peers on a quarterly basis by conducting small group interventions. For those married, behavior change communication will focus on being faithful to their partner. For example, youth with multiple sexual concurrent partners and those who are mobile with money and in the habit of having transactional sex will be targeted with specific BC programs. For these groups the focus would be on decreasing the number of sexual partners and using condoms consistently and correctly.</p>	
<p><u>Summary of targeted behaviors:</u> Alcohol &amp; drug abuse; Transactional sex; Cross-generational sex; Multiple sexual partnerships; Low condom use; Low Male circumcision; Sexual gender based violence</p>	
<p><b>Retrak Uganda (NuPITA/JSI)</b></p>	<p>Health, Education</p>
<p><b>Notes:</b> Yes; Retrak is a faith based NGO working with OVC on the street in Africa and is committed to providing each child with an individual route back to family and community.</p>	

<p>Retrak's project in Uganda has been operating for over 10 years and the lessons learnt have been successfully transferred to a new project in Ethiopia, which opened in June 2007. Both Retrak projects aim to enable OVC living on the streets to return to a stable and caring family setting. This is achieved through reunification with their own relatives or through placement with local foster care families and with support to build the capacity of these families to meet the needs of their children.</p> <p><i>Retrak's 3-Year Strategic Objectives for our PEPFAR Funding Are:</i></p> <ol style="list-style-type: none"> <li>1. Enable over 1000 OVC to begin the transition from street life through meeting their psychosocial, health and education needs</li> <li>2. Enable over 360 OVC to be reintegrated into a sustainable family context</li> <li>3. Build the capacity of Retrak projects to improve quality and efficiency</li> <li>4. Strengthen partnerships, both locally and internationally</li> </ol> <p><i>The Targets for the 3-Year Period Are:</i></p> <ul style="list-style-type: none"> <li>▪ Over 1000 OVC on the street able to access counseling, basic needs, life skills, medical care and HIV/AIDS peer education</li> <li>▪ Over 500 OVC on the street participating in catch-up education</li> <li>▪ Over 360 OVC resettled or placed in foster care</li> <li>▪ Nearly 3000 family members benefiting from increased capacity, of which over 2000 will be women and children</li> </ul>	
<p><b>Uganda Indoor Residual Spraying (IRS) Project</b></p> <p><b>Notes:</b></p> <p>The Uganda IRS program is in ten districts in northern Uganda i.e. Gulu, Amuru, Nwoya, Kitgum, Lamwo, Pader, Agago, Kole, Oyam and Apac. The program contributes to reduction in malaria morbidity by carrying out quality Indoor Residual Spraying in the six districts. The program targets to cover 85% of all households and to protect 85% of the population. In the just concluded spray round in Apac and Oyam, a total of 262,730 households were found in the two districts of which 262,164 households were sprayed (99.8% coverage). The total population found was 755,795 of which 754,256 (99.8%) were protected after IRS.</p>	<p>Health</p> <p>Yes; The Uganda IRS Project's interest group is women and children under five but the program benefits youth as well who sleep in households that have been sprayed with IRS.</p>
<p><b>Fistula Care Project</b> <i>(EngenderHealth)</i></p> <p><b>Notes:</b></p> <p>Our program implementation is on prevention of fistula, treatment and care for fistula, and reintegration of clients. Fistula affects women of reproductive age, but in Uganda, this also youth because of early pregnancy and delays in receiving maternal health services. In our prevention efforts next year, we intend to advocate for girls to stay in school and, if pregnant, be provided with access to services.</p>	<p>Health</p> <p>Yes;</p>
<p><b>Securing Ugandans' Right to Essential Medicines (SURE)</b> <i>(Management Sciences for Health, MSH)</i></p> <p><b>Notes:</b></p>	<p>Health</p> <p>No; We don't focus on young populations between the ages of the 12-30, but we do have a small component which incorporates Pre-Service Training Curriculum to improve the level of preparedness of Pharmacists before entering the workforce. This is in collaboration with Makerere University. We will work in 45 districts of Uganda with Regional Offices in Kampala, Mbalae, Fort Portal, Lira, and Mbarara.</p>



To achieve this goal, SURE's objectives are to —

- Improve Uganda's policy, legal, and regulatory framework to produce pharmaceutical supply chain stability and sustainability
- Improve capacity and performance of central government entities, especially the National Medical Stores, to carry out their supply chain management responsibilities
- Improve capacity and performance of districts, health sub-districts, and implementing partners in their supply chain management roles

By the program's end, the supply chain management capacity will be built up at all levels of Uganda's health system, and its parallel supply systems will be integrated as a national system. The SURE Program will have supported the development of a functional supply chain system, serving Uganda's central and local health care levels with the necessary tools, approaches, skills, and coordinating mechanisms that will allow Uganda's government to maintain and expand on these investments.

Dear USAID Implementing Partners,

The USAID Mission is planning to conduct a cross-sector youth assessment in/around August 2010, with the objective to provide a situational analysis of youth in Uganda and to make strategic recommendations on how to ensure that our programs effectively address the needs of young people.

The assessment is expected to cover all of the sectors in which USAID currently invests, including education, health, livelihoods and economic growth, governance and civic participation. It is expected that during this assessment, the researchers will want to meet with USAID implementing partners. To help with the preparation for the assessment, please provide USAID with the following information:

1. Name of your program
2. Does your program currently focus on or benefit young populations between the ages of 12-30?
3. If no, please provide some sentences explaining whether/how your program could incorporate a greater focus on youth.
4. If yes, please provide some sentences explaining how your program does focus on or benefit youth, along with any significant results to date. Please mention if there is a geographical focus to your programming.

Thank you in advance for enabling us to compile information on how USAID programs are currently benefiting youth. Please send this information to Jessica Ilomu at [jilomu@usaid.gov](mailto:jilomu@usaid.gov) and Juno Lawrence Jaffer at [jlawrencejaffer@usaid.gov](mailto:jlawrencejaffer@usaid.gov) by no later than June 15, 2010.

Thanks in advance,

Christian Smith

## ANNEX 12: STAKEHOLDER MAPPING

**Table 12.1: Key Donors in the Education Sector**

Entity	Program Focus	Geographic Focus	Youth Focus
USAID	<ul style="list-style-type: none"> <li>Literacy: Support the implementation of the thematic curriculum through training of teachers and material development.</li> <li>EMIS: Support the decentralization of the management information system through development of national EMIS and district-level training.</li> <li>HIV Education: Support the President's Initiative on AIDS for Communication to Youth.</li> <li>Girls Education: Implement scholarship program through the Ambassador's Girls Scholarship Program.</li> </ul>	National level with district level focus	Yes – early childhood for literacy; all levels for other programs
World Bank	<ul style="list-style-type: none"> <li>Support the Ministry of Education and Sports in infrastructure development for implementation of USE/ UPPET, including new classrooms, laboratories, and libraries.</li> <li>Support research to inform policy at all levels – primary, secondary, and BTVET.</li> </ul>	National	Yes
Netherlands	<ul style="list-style-type: none"> <li>Head of Education Development Partners.</li> <li>Support classroom construction in post-conflict areas.</li> <li>Support youth in the north through scholarship program.</li> </ul>	National – Special Focus in West Nile and North	At-risk youth in Northern Uganda
UK Department for International Development (DFID)	<ul style="list-style-type: none"> <li>Vocational training.</li> <li>Support the OPM in developing a center of excellence in the north to improve BTVET in several institutions.</li> </ul>	Northern Uganda	At-risk youth in Northern Uganda
United Nations Children's Fund (UNICEF)	<ul style="list-style-type: none"> <li>Teacher Training: support Primary Teachers Colleges with international experts.</li> <li>Early Childhood Development (ECD): support the establishment and capacity building of ECD centers.</li> </ul>	Nationwide	Yes – young children

**Table 12.2: Key Public Sector Stakeholders in the Education Sector**

Entity	Policy Role	Service Delivery Role	Oversight Role
Ministry of Education and Sports (MoES)	Develop policies for all levels of education including primary, secondary, BTVET and tertiary. Recent policies include the Gender policy and the BTVET policy.	Responsible for teacher deployment and infrastructure development at secondary schools and BTVET institutions. Also responsible for teacher training at all levels.	All education institutions
Ministry of Finance, Planning and Economic Development (MFPED)	Not applicable	MFPED is in the process of working with MoES to develop a national loan program to provide loans for youth to pursue higher education.	Not applicable
National Curriculum Development Center (NCDC)	Work under the MoES to develop and revise curriculum. Recent revisions include the primary school curriculum, called thematic curriculum. NCDC will lead the revision of the secondary curriculum in 2012.	Once curriculum is developed, NCDC is responsible for developing teaching resources, including syllabi, teacher's guides etc. NCDC is not responsible for developing textbooks, but it has to approve all instructional materials developed by private publishers.	Implementation of curriculum and vet private development of textbooks and other resources
Uganda National Examination Board (UNEB)	Implement all national exams at the end of cycles, as well as the National Assessment of Progress of Education at Primary and Secondary level. Provide recommendations to the MoES to inform policy.	UNEB is responsible for developing assessment tools, training examination staff and rolling out assessments.	National assessments
District Education Office (DEO)	Not applicable	DEOs are responsible for teacher hire and deployment in GOU primary schools. District Inspectors of Schools are responsible for monitoring all private schools in the districts. Provide support to secondary schools and BTVET on demand.	All education institutions at the district level

**Table 12.3: Key Civil Society Stakeholders in the Education Sector**

Entity	Program Focus	Geographic Focus	Youth Focus
NGO Forum	Support civil society organizations. The NGO forum brings together civil society actors to discuss issues, including education, and build their capacity.	Nationwide	General population, including youth
UWEZO	Community Participation in Education: UWEZO conducts an annual assessment of literacy in households and promotes participation of the community and parents in the education system.	Nationwide	General population, focusing on younger children
Educate!	Entrepreneurship Training: Educate! supports secondary school courses in entrepreneurship, as well as clubs, and organizes competitions to promote practical aspects of entrepreneurship training.	Nationwide	Secondary School Students
Save the Children (SC)	<ul style="list-style-type: none"> <li>NFE: SC works in Western Uganda to reintegrate older children in the school system through accelerated learning and in Karamoja through flexible curriculum.</li> <li>Life skills training: SC works with groups in schools, mostly primary but also secondary to promote a variety of life skills.</li> <li>Teacher training: SC works with Kyambogo University on curriculum development for teacher training.</li> </ul>	Nationwide, with focus in West, Karamoja	Yes, focus on out-of-school youth
Straight Talk Foundation (STF)	Life skills: STF works through radio programs and newspapers, as well as direct intervention in groups through school clubs, to promote a wide range of life skills and HIV education.	Nationwide	Yes
FAWE	Girls Education – FAWE support girls in accessing education through scholarships.	Nationwide – focus in Karamoja	Yes

**Table 12.4: Key Donors in the Employment Sector**

Entity	Program Focus	Geographic Focus	Youth Focus
ILO / COOP Africa / Youth Employment Network	<ul style="list-style-type: none"> <li>Support an internet-based cooperative project, allowing youth to connect with other stakeholders in agricultural marketing.<sup>1</sup></li> <li>ILO is also working on the entrepreneurship curriculum in secondary schools.</li> <li>Youth Entrepreneurship Facility supports innovative projects to create jobs through youth entrepreneurship development, using Youth-to-Youth funds.<sup>2</sup></li> </ul>	Nationwide	Yes
DFID	<ul style="list-style-type: none"> <li>Support a matching grant scheme for SMEs in agriculture with Private Sector Foundation and the Office of Prime Minister.<sup>3</sup></li> <li>Developed a Youth Participation Guide and supported youth skills training and employment activities.</li> </ul>	Northern Uganda	Yes
Danish International Development Agency (DANIDA)	<ul style="list-style-type: none"> <li>Support Uganda Growth Project, focusing on agribusinesses, developing value chains, and access to finance working with banks and Agribusiness Initiative Trust (ABIT).</li> <li>Manage a special fund for women and youth, called Gender for Growth.</li> </ul>	Nationwide	Yes (youth groups can access ABIT)

**Table 12.5: Key Public Sector Stakeholders in the Employment Sector**

Entity	Policy Role	Oversight Role	Service Delivery Role
MGLSD	Formulate policies, coordinate community programs in coordination with local governments. Develop guidelines, set standards for service delivery, provide technical backstopping, and carry out M&E of activities. <sup>4</sup>	Working on the National Skills Program as per the National Development Plan, which will include the technical/vocational component.	Support income generating activities of youth as well as health and family planning initiative.
Ministry of Agriculture, Animal Industry & Fisheries (MAAIF)	Seek to prioritize the involvement of youth in agriculture, but recognize that the capacity for such involvement is limited due to issues of access to and control over productive resources.	NAADS is a key program overseen by MAAIF to enhance rural livelihoods by increasing productivity and profitability. It aims to increase opportunities for employment in rural areas through agricultural growth. <sup>5</sup>	Work closely with local governments for implementation of NAADS. Youth are one of the special interest groups to receive assistance, as well as women and PWDs.

Entity	Policy Role	Oversight Role	Service Delivery Role
Ministry of Finance, Planning and Economic Development (MFPED)	MFPED recommended that the GOU work with NGOs and CBOs to devise appropriate employment schemes for youth, linking them to agricultural modernization and industrialization programs so that youth are able to access employment on farms and in industries. <sup>6</sup>	Not applicable	Not applicable
Office of the Prime Minister (OPM)	OPM play a role in developing the NDP and monitoring results. Coordinates evaluation of Uganda's development frameworks.	Work with district govts on special programs for Northern Uganda and Karamoja. Programs include PRDP and NUSAF. Youth Opportunities Program, part of NUSAF, provides vocational training (VT) for youth. It aims to build local capacity to respond to the needs of youth. <sup>7</sup>	
Ministry of Information and Communications Technology (MICT)	MICT has developed the ICT Policy to provide leadership direction to guide IT industry development and to develop educated IT human resources at all levels to meet local and export requirements. <sup>8</sup> GOU anticipates employing 3,000 graduates in the ICT sector in 2011.	Oversee the Uganda Business Process Outsourcing program and work with Makerere University, National Information Technology Authority Uganda, African BPO Academy and the private sector.	Working closely with Makerere, MICT plans to set up a call center to address the problem of job scarcity, especially for youth, in collaboration with Uganda Youth Convention and private sector partners. <sup>9</sup>

**Table 12.6: Key Civil Society Stakeholders in the Employment Sector**

Entity	Program Focus	Geographic Focus	Youth Focus
BRAC	<ul style="list-style-type: none"> <li>Empowerment and Livelihoods for Adolescents program works with about youth clubs, providing skills training and microfinance services.</li> <li>Also support an out-of-school youth program, where male youth are sent to VT centers.<sup>10</sup></li> <li>Working on the 2011 Youth Watch Report and case studies, focusing on key issues faced by youth during major transitions. A random survey is being conducted involving 5,000 households to capture opinions of youth.</li> </ul>	Nationwide	Vulnerable teenage girls (13 to 22)
Associates in Rural Development or ARD (LEAD project)	<ul style="list-style-type: none"> <li>Train youth to engage in meaningful livelihood activities by offering an apprenticeship and entrepreneurship program with financial support for income generating activities, with a focus on agricultural enterprises and food security for OVCs</li> </ul>	Pader, Gulu, Amuru, Oyam, Kitgum, Lira, Dokolo, Apach, Amolatar, Kaberamaido	Disadvantaged youth (14-18) including OVCs, formerly abducted, out-of-school, HIV affected youth
Mercy Corps	<ul style="list-style-type: none"> <li>Focus on technical agriculture work and cash for work programs.</li> <li>Work through local youth groups and community groups in support of youth employment.</li> <li>Support peace building initiatives in Karamoja by funding dialogues and livelihood projects</li> </ul>	Kotido, Kaabong	Yes
USAID / Casal's Northern Uganda Transition Initiative (NUTI)	<ul style="list-style-type: none"> <li>Engage youth that received vocational training through the Youth Education Pack VT Centers in its construction and carpentry projects.</li> <li>NUTI enabled youth to earn income using their skills and develop practical hands-on experience.</li> </ul>	Acholiland	Vulnerable youth including former LRA abductees, single mothers, war-affected youth
International Rescue Committee (IRC)	<ul style="list-style-type: none"> <li>Support economic recovery women empowerment programs with a focus on agriculture and animal husbandry.</li> <li>Activities include introducing new technologies, increasing access to land for returnees, and strengthening market linkages while working closely with Village Savings and Loans Associations.</li> <li>Also support a VT and apprenticeship program. Youth are given a market assessment tool before choosing technical areas.</li> </ul>	Northern Uganda and Karamoja (Moroto, Kotido, Amudat, Nakapiripirit)	Yes
Restless Development	<ul style="list-style-type: none"> <li>Focus on youth's livelihoods and youth-led development, as well as youth's SRH.</li> <li>Help youth engage in livelihood ventures and farm businesses to generate income and improve food security.</li> <li>Implement Youth Recovery and Development Program (YRDP) in Karamoja.</li> </ul>	18 districts, including Moroto in Karamoja	Yes (youth are also trained to lead community development projects)

Entity	Program Focus	Geographic Focus	Youth Focus
Save the Children Uganda	<ul style="list-style-type: none"> <li>Support IGAs for youth, aged 18-25, through skills training, attached to local artisans, and financial support to start businesses.</li> <li>In Karamoja, it supports food for work or cash for work programs and focuses on providing agricultural inputs.</li> </ul>	Karamoja, Central Uganda	Yes (special focus)
Aga Khan Foundation (AKF)	<ul style="list-style-type: none"> <li>Literacy: AKF works with schools in Lango region to support local language instructions and literacy.</li> <li>Support early childhood development through promotion of community participation.</li> </ul>	Several regions in the country	Young children

**Table 12.7: Key Private Sector Stakeholders in the Employment Sector**

Entity	Program Focus	Geographic Focus	Youth Focus
Private Sector Foundation (PSF)	<ul style="list-style-type: none"> <li>See PSF's collaboration with DFID and OPM above providing matching grants for SMEs.</li> <li>With World Bank and GOU, PSF also supports the Enterprise Skills Linkage Program which provides skills training and apprenticeships for youth.</li> <li>Also support a business plan competition that targets youth, aged 18-35, with funding support from World Bank. Grant amounts vary from \$30,000 to \$50,000.</li> </ul>	Nationwide	Yes
Uganda Chamber of Commerce and Industry	<ul style="list-style-type: none"> <li>Support the Young Achievers Awards Program to recognize youth with innovative ideas.</li> <li>Organize a national competition every year to support most qualified entrepreneurs in areas of hospitality, arts and entertainment, business solutions, agriculture, and construction.<sup>11</sup></li> </ul>	Nationwide	Yes
Citibank	<ul style="list-style-type: none"> <li>Sponsor the Citi Microentrepreneurship Awards Program which aims to promote the role of microfinance in poverty alleviation.</li> <li>For 2010, Ush.65 million was awarded to 32 microentrepreneurs.<sup>12</sup></li> </ul>	Nationwide	Yes
MTN Telecom	<ul style="list-style-type: none"> <li>Support the Community Knowledge Workers (CKW) Program with Grameen Foundation. People are trained by CKWs to use smart phones to get agriculture and other info.</li> <li>Has allowed other organizations to access and use data from the community through web-based solutions.<sup>13</sup></li> </ul>	Nationwide	Yes (39% served are between 15-30)
Kinyara Sugar Factory	<ul style="list-style-type: none"> <li>Offer an apprenticeship program and entry-level management training program.</li> <li>In-house training provides a 3-year integrated technical skills training to senior-4 graduates.</li> <li>Management training is offered to qualified university graduates for future management positions.</li> </ul>	Nationwide (based in Masindi)	Yes
Uganda National Farmers Federation	<ul style="list-style-type: none"> <li>Established an inter-university council to support young farmers in colleges (including Makerere, Kyambogo and Okanasa).</li> <li>Intend to provide access to land to students to gain practical experience implementing agriculture-related projects.</li> </ul>	Nationwide	Yes

**Table 12.8: Key Donors in the Health Sector**

Entity	Program Focus	Geographic Focus	Youth Focus
UNICEF	UNICEF works to promote of basic education, improve child protection, and foster adolescent development.	19 districts	Yes
UNFPA	UNFPA supports projects to promote reproductive health, population development, and advocacy.	19 districts	Yes
USAID	USAID projects focus on quality of and access to family planning services, deliver prevention, care, and treatment of HIV/AIDS.	Nationwide	Yes
World Bank	The WB Global Partnership on Output-Based Aid provides funding to improve delivery of basic infrastructure and social services, including MCH and SRH services.	Western Uganda	Not explicitly

**Table 12.9: Key Public Sector Stakeholders in the Health Sector**

Entity	Policy Role	Service Delivery Role	Oversight Role
MGLSD	Coordinate and implement policies which seek to advance social development.	Coordinate community programs and provide technical backstopping.	Manage progress in reaching development goals.
Ministry of Health	Design policies to improve the health of the entire population.	Support the provision of health services.	Ensure services are provided.
MoES	Develop policies to promote access to quality education and sports.	Build capacity of district level officials to improve access to education.	Monitor achievement levels in primary and post-primary education.
Ministry of Local Government	Coordinate and advise local governments on issues of advocacy and on implementation of the decentralization policy.	Provide technical assistance and supportive supervision to local governments.	Monitor local government.
National Youth Council	Organize and empower youth to engage in the political realm.	Provide training for various youth development initiatives.	Protect youth from all forms of manipulation.

**Table 12.10: Key Civil Society Stakeholders in the Health Sector**

Entity	Program Focus	Geographic Focus	Youth Focus
FHI 360	FHI – PROGRESS works to improve access to a full range of FP information and services at the community level among underserved populations, including youth. The FHI Regional Outreach Addressing HIV/AIDS through development Strategies (ROADS II) project works among vulnerable communities along the Uganda transport corridor. ROADS targets both in and out of school youth with sexual and behavioral risk prevention through peer education, sporting events, debates, and other community-based educational events and works to strengthen alcohol/drug abuse programming.	Along the Uganda transport corridor	Yes
JSI	JSI, through the STAR-EC project, is currently focusing on young populations (12 to 30) with interventions aimed at reducing risk of HIV transmission through uptake of male circumcision, increasing HIV/AIDS awareness, and promoting safe sex behaviors.	12 districts across East Central Uganda	Yes
Marie Stopes	Provide family planning, HIV/STIs, maternal health, and post-abortion care services. Utilize social marketing and vouchers to increase access to commodities and services.	Nationwide	Yes
Reproductive Health Uganda (RHU)	Focus on addressing the unmet needs and demand for quality SRH services, and promote sexual and reproductive rights in a gender sensitive manner, with primary focus on youth. Support youth centers, which include peer education activities, and provide youth with condom negotiation skills and skills to empower them for informed SRH decisions. Also include audio-visual SRH education, life planning skills, sexuality counseling, contraceptive services, and STI diagnosis and management.	Nationwide	Yes
Save the Children	Ensure that young mothers, child-headed households, and other vulnerable populations are reintegrated into society and have access to services. Have also established youth clubs and trained peer educators to provide youth with RH information and services in a youth-friendly environment.	Six districts across the Central and Northern regions	Yes
Straight Talk Foundation (STF)	Use a multifaceted Communication for Social Change model that includes radio, print, and interpersonal communication to target adolescents with SRH information and complementary life skills training.	Nationwide	Yes
The AIDS Support Organization (TASO)	Provide care and treatment for PLHIV in Uganda. Included among its beneficiaries, the organization provides support to in- and out-of-school OVCs. Also build the capacity of community health workers and seeks to strengthen HIV prevention efforts. Has worked to improve parent-child communication and trained teachers to more effectively communicate with youth.	56 districts across the country	Yes
Uganda Red Cross Association (URCS)	Among its many mandates and activities, the URCS conducts activities designed to prevent HIV and TB transmission, and improve access to care and support among PLHIV. Also seeks to increase awareness of and improve access to other health services.	Nationwide	Yes

Entity	Program Focus	Geographic Focus	Youth Focus
Uganda Reproductive Health Bureau	Seek to improve the health of youth ages 10-30 through the prevention of HIV/AIDS, STIs, and other diseases by providing quality VCT services and care and support to YPLHIV. Also seek to improve knowledge of HIV and pregnancy prevention through BCC activities.	Kamuli, Bugiri, Jinja, Kaliro and Kampala	Yes
Uganda Youth Development Link (UYDEL)	UYDEL has programs focused on HIV/AIDS prevention, care and support to OVCs, alcohol and drug abuse prevention, and ASRH. ASRH activities include community outreach, dissemination of information and materials, and counseling.	Kampala, Wakiso, Mukono and Kalangala	Yes

**Table 12.11: Key Private Sector Stakeholders in the Health Sector**

Entity	Program Focus	Geographic Focus	Youth Focus
Family Life Education Program (FLEP)	FLEP, which was founded by the Church of Uganda, provides high quality clinical, community-based and mobile reproductive health services.	Bugiri, Iganga, Jinja, Kamuli, Kaliro, Mayuge and Namutumba	Yes, as a target population for services
Health Initiatives for the Private Sector - HIPS	The HIPS project designed a school program targeting youth (15-19) in secondary schools supported by six partner companies. The program is aimed at strengthening capacity of in school youth to adopt sustained practice of abstinence. Partner companies include; Kakira Sugar works, Kinyara Sugar, Kasese Cobalt Co., Hima Cement, Cornerstone and Lambu.	Select locations around six private sector partners	Yes
Uganda Catholic Medical Bureau (UCMB)	UCMB is the implementing organization for the Catholic Health Service Network, public-private partnership which includes a network of health facilities run by the Catholic Church. 279 health facilities are affiliated with this network, which seeks to increase access to quality health care.	Select locations country wide at Catholic founded hospitals and health centers	Not explicitly, though youth are included as clients
Uganda Muslim Medical Bureau (UMMB)	UMMB coordinates the provision of health care along with UCMB and UPMB.	Select locations country wide at Protestant-founded hospitals and health centers	Not explicitly, though youth are included as clients
Uganda Protestant Medical Bureau (UPMB)	UPMB is the coordinating body for Protestant health services in Uganda, which includes a network of over 256 Faith based health institutions. UPMB provides capacity building, advocacy and networking opportunities, coordination, and quality assurance. RH and HIV/AIDS prevention and care are areas of focus.	Select locations country wide at Muslim-founded hospitals and health centers	Not explicitly, though youth are included as clients

**Table 12.12: Key Donors in Citizenship and Engagement**

Entity	Program Focus	Geographic Focus	Youth Focus
UNICEF	Developing a list of all youth-led, youth-serving and youth centers and services provided. Has focused on creating and maintaining youth-friendly spaces through 250 non-formal/complementary learning centers around the country. <sup>14</sup>	Nationwide	Children and youth
DFID <sup>15</sup>	Post-Conflict Development, to create economic, social and political opportunities that improve the lives of people affected by conflict.	Northern Uganda	Unspecified
Canadian International Development Agency (CIDA)	Through its humanitarian assistance to Uganda, CIDA has aided with the reintegration of child soldiers, including girls, conflict resolution training for children, legal representation for youth, and children's participation in building peace, in northern Uganda. CIDA's support to the World Bank Multi Country Demobilization and Reintegration Program is helping 15,000 Ugandan ex-combatants, including child soldiers, return to civilian life.	Northern Uganda	Yes
Open Society Institute— supports a CSO with the Justice and Peace Commission, a rights body based in Gulu.	A major debating tournament under the Youth Debate League was recently rolled out in Acholi sub-region (2009). The Gulu debate targeted secondary school youth, matrons and patrons of the debate clubs in some pilot schools in Gulu and Amuru districts.	Northern Uganda	Yes

**Table 12.13: Key Public Sector Stakeholders in Citizenship and Engagement**

Entity	Policy Role	Service Delivery Role	Oversight Role
National Parliament (Youth Members of Parliament)	Advocate for youth-friendly policies and represent youth positions and opinions with passage of new laws and policies.		Parliament plays an oversight role thru: passing laws for good governance; debating and enacting the budget; monitoring implementation of policy & programs; ensuring increased transparency/ accountability; and representing the interests of individual constituencies. <sup>16</sup>
Local Government Community Development Office	CDOs are district point of contacts and oversee youth affairs at the district level and advocate for youth-friendly policies based on district needs.	Organize youth activities and coordinate youth NGOs and programs in the district to meet youth needs.	Among the government agencies/ departments that exercise oversight or supervision of CSOs are Resident District Commissioners and the CDO.
National Youth Council	National youth representative body, close connection to the MGLSD. Not connected to govt officially, but majority of funding comes from GOU.	Nationwide with youth councils at the district, sub-county, parish and village levels	Yes - representatives of youth opinions and issues at the local and national level.

**Table 12.14: Key Civil Society Stakeholders in Citizenship and Engagement**

Entity	Program Focus	Geographic Focus	Youth Focus
Uganda Youth Network (UYONET)	National NGO that advocates for youth policies and priorities. Drafted the Youth Manifesto in 2009. A recent youth advocacy campaign project with funding from IRI and USAID was designed to create a platform for the youth to advocate for their interests at the local govt level with a special focus on unemployment. The project seeks to provide avenues for effective advocacy for youth concerns at all levels of decision making. <sup>17</sup>	Nationwide	Membership to UYONET is by registration and is open to all registered youth organizations and bodies of integrity
Africa Youth Development Link	Youth-led NGO in Kampala that works to get youth people connected to the political process. Connects youth to their leaders, monitors elections, facilitates debates and advocates for youth-friendly policies and youth priorities.	Nationwide	Yes
Mercy Corps	International NGO with cross-sectoral programming. Youth initiatives focus on youth livelihoods and building peace between warring factions in Karamoja.	Karamoja	Some
IRC	IRC serves IDPs in Lira and Kitgum districts, and populations affected by conflict in Karamoja. Focus on women and peace building (with youth engagement) and some cross-border work with IRC/Kenya.	Nationwide, focus on Karamoja/ Northern Uganda	Some
Recreation for Development and Peace (RDP) <sup>18</sup>	RDP is a youth-based org in Masindi focusing on advocacy and youth empowerment. Focus areas include youth leadership training and development. RDP seeks to create young, progressive leaders and provide them with information and skills; democracy, human rights and good governance and seek to mobilize youth to proactively engage in processes that enhance democratic decision making, respect and protection of human rights, and citizen participation; and establishment of youth budget advocacy committee.	Six districts, including Masindi and Nakasongola	Yes



**Table 12.15: Key Donors Supporting At-Risk Youth**

Entity	Program Focus	Geographic Focus	Youth Focus
USAID/Northern Uganda Transition Initiative (NUTI)	Work with youth in Acholi in supporting vocational skills and livelihood activities, civic education, and organizing music, dance and drama competitions to promote traditional Acholi culture.	Northern Uganda	War affected youth including former LRA abductees, single mothers, and un-accompanied minors
USAID/LEAD Project	Food security, nutrition, socioeconomic strengthening and psychosocial support for OVC households. Guides Ugandan youth in the process of identifying and selecting an IGA. Youth groups are not treated as recipients of a service, but as actors with ideas and the potential to design/create new opportunities when given the necessary tools.	Northern Uganda	Vulnerable youth aged 14-18, focusing on individual psycho-social and economic support
DFID	Support vocational training and non-formal education programs.	Northern Uganda	Youth skills and employment in northern Uganda.
World Bank	Support infrastructure rehabilitation, vocational training and NFE initiatives. Community-based development decisions for infrastructure rehabilitation and skills training.	Northern Uganda	Yes
UN Peace Building and Recovery Assistance Programme (UNPRAP)	The UNPRAP is aimed at aligning UN interventions with govt programs (PRDP and KIDDP). Focuses on: 1) human rights, justice and reconciliation; 2) local governance; 3) social services; and 4) livelihoods and socio-economic safety nets.	North Central, North East (Karamoja) and Northwest Uganda (West Nile)	Not directly (social services include education and health)
Alternatives to Conflict in Karamoja and Turkana (ACKT)	USAID's ACKT program, implemented by Mercy Corps, seeks to reduce conflicts in the border region through dialogue and support cash-for-work programs.	Karamoja*	Yes
World Food Program (WFP)	Support General Food Distribution that assists vulnerable and food insecure people. <sup>19</sup> WFP purchases food from Karamojong farmers, which encourages them into forming small holder farmer groups to stimulate food production.		Not directly
United Nations Population Fund (UNFPA)	Implementing an adolescent SRH program with Uganda Red Cross, and a GBV program in Karamoja with local governments and development partners, including War Child UK, IRC, and Straight Talk Foundation.		Yes, with a focus on girl child

\* Karamoja information is shaded

**Table 12.16: Key Public Sector Stakeholders Supporting At-Risk Youth**

Entity	Policy Role	Service Delivery Role	Oversight Role
OPM	Play a role in developing the NDP and monitoring results. Coordinates evaluation of Uganda's development frameworks.	Work with district govts on special programs in Northern Uganda - including NUSAF where youth are intended to be principal beneficiaries. Youth Opportunities Program, a component of NUSAF, provides VT for youth (ages 15-35).	
MGLSD	MGLSD is the main national level representative for youth. The National OVC Policy defines the framework for OVC assistance, while the National Strategic Programme Plan of Interventions provides guidelines for OVC programs. MGLSD advocates for youth-friendly policies like target of 15% of NAADS funding being directed to youth. Currently leading revision of the National Youth Policy. Coordinates with the NYC and civil society.	Ensure funds are available for youth activities at the district and local levels. Implement the Program for Enhancing Adolescent Reproductive Health (PEARL) to disseminate reproductive and health information and counseling services.	GOU is working through MGLSD to provide guidance on OVC programming. The National OVC Policy defines the framework for OVC assistance. The Nat'l OVC Steering Committee and the Technical Resource Committee are the MGLSD-led bodies that provide oversight of OVC initiatives. <sup>20</sup>

Entity	Policy Role	Service Delivery Role	Oversight Role
National Youth Council	National youth representative body.	The NYC Investment Plan focuses on: 1) HIV/AIDS and RH; 2) education, training and development of youth structures; 3) advocacy, PR, and communication; 4) poverty, unemployment and productivity—incl. youth in conflict; and 5) coordination, research, and development.	
Electoral Commission		Voter education project in Northern Uganda as well as integrated voter education in the school curriculum and in adult literacy ed programs.	
Ministry of State in charge of Karamoja Development; Ministry of State for Northern Uganda Reconstruction		Under direction of OPM, the Ministry of State in charge of Karamoja Development runs Karamoja projects funded by the EU; the Ministry of State for Northern Uganda Reconstruction implements NURP Program.	
Peace, Recovery, and Development Program (PRDP) for Northern Uganda		PRDP is a GOU program that focuses on community recovery, rehabilitation, and development activities. Objectives are: consolidation of state authority; rebuilding and empowering communities; revitalization of the economy; and peace building and reconciliation. <sup>21</sup>	
Karamoja Integrated Disarmament and Development Programme (KIDDP)		KIDDP is a GOU program (and a component of the PRDP) that aims to contribute to human security and achieve a comprehensive and coordinated disarmament to enhance peace and development in Karamoja. Seeks to create a 'gun-free' environment, which will create parity b/w Karamoja and the greater North. <sup>22</sup>	

**Table 12.17: Key Civil Society Stakeholders Supporting At-Risk Youth**

Entity	Program Focus	Geographic Focus	Youth Focus
The Norwegian Refugee Council	Skills training for vulnerable youth, as identified by local communities. Support training centers that are later handed over to local governments.	Northern Uganda	Yes -- vulnerable youth receive free training
Gulu NGO Forum	At-risk youth programs supported include: 1) scholarship program for in-school youth to attend university; 2) income generating program focusing on agribusinesses for out-of-school youth; and 3) capacity building capacity training for scholarship and grant recipients, where youth are trained in leadership and governance, and program development and management.	Northern Uganda	Yes -- At-risk, in-school and out-of-school youth
Civil Society Fund	Peer education and support, condom education and distribution, SRH programs, HIV youth-friendly centers, educational radio talk shows.	116 districts	Yes -- orphans and vulnerable children
Uganda Youth Development Link (UYDL)	Assist children and youth (including OVCs) through counseling and guidance, outreach to street children, drug and alcohol abuse prevention campaigns.	Select districts including Wakiso, Mukono, Kalangala and Kampala	Children and youth (10-30) incl. OVCs, commercially/sexually exploited children, slum youth, street youth, youth from poor families
Health Communication Partnership (USAID-funded)	HIV/AIDS prevention strategies. Works with district-based implementing partners to roll out this campaign at community level and in health facilities, and supports mobilization for services with radio and video programming, job aides, and tools for community mobilization.	Uganda (including Northern Uganda)	Target young men 18 to 25 who are not HIV positive, with focus on those living in high prevalence communities
AMREF	Health care, clean water and sanitation and education, improve people's ability to earn a decent living and participation in local-decision making.	Uganda and Katine, Northern Uganda	Not directly

Entity	Program Focus	Geographic Focus	Youth Focus
STAR-EC	Using a peer-led and peer support group model, it aims to discourage risky behavior among youth, e.g. multiple sexual partners, low condom use, substance abuse; and cross generational and transactional sex among youth in tertiary institutions.	East Central Uganda (districts: Iganga, Bugiri, Namutumba, Mayuge, Namayigo, Kamuli, Buyende, Kaliro, Luuka)	Yes
Mercy Corps	Economic programming, peace building dialogues, youth summits, mentoring from the private sector, community development projects.	Kotido, Kaabong	Yes
International Rescue Committee	IRC is implementing a peace building project in Nakapiripirit to promote peace and sustainable development in areas bordering Uganda and Kenya.	Karamoja	Not directly
Warrior Squad	It is a youth-led NGO run by former (disarmed) warriors. Implementing programs in areas of HIV/AIDS, peace building, IGAs, and combating gender-based violence. Works closely with a number of international NGOs, local private sector, and government programs.	Karamoja	Yes
Pian Agro-Pastoral Development Centre (PADC)	PADC is implementing a program funded by WFP in collaboration with NUSAF, aimed at promoting livelihoods. Mobilize youth and organizes exposure visits to neighboring communities. Support IGAs, and contribute to peace building activities through drama and music.	Karamoja	Yes

1 See a list of ILO assisted coops: <[www.ilo.org/public/english/employment/ent/coop/africa/countries/estafrica/uganda.htm](http://www.ilo.org/public/english/employment/ent/coop/africa/countries/estafrica/uganda.htm)>.

2 Youth Entrepreneurship Facility's Youth-to-Youth Fund: [www.ilo.org/public/english/employment/yen/whatwedo/projects/y2y/yef/yef.htm](http://www.ilo.org/public/english/employment/yen/whatwedo/projects/y2y/yef/yef.htm).

3 Implemented under Northern Uganda Post Conflict Program. For more information, visit: <[www.psfuganda.org/](http://www.psfuganda.org/)>.

4 For more information, visit: <[www.afdevinfo.com/htmlreports/org\\_13931.html](http://www.afdevinfo.com/htmlreports/org_13931.html)>.

5 National Agricultural Advisory Services <[www.naads.orug/about-naads/mission-vision/](http://www.naads.orug/about-naads/mission-vision/)>.

6 See MFPED's Paper on Strategies for Generating Employment in Uganda.

7 Sebastian Martinez, "Evaluating Youth Employment Programs in Northern Uganda," Northern Uganda Social Action Fund (NUSAF). Youth Opportunities Program. Presentation, p. 3.

8 For more information, visit: <[www.ict.go.ug/index.php?option=com\\_docman&task=cat\\_view&gid=48&Itemid=61](http://www.ict.go.ug/index.php?option=com_docman&task=cat_view&gid=48&Itemid=61)>

9 For more information, see the New Vision, "Uganda: Government Wants 3,000 Youth for ICT Jobs." <<http://allafrica.com/stories/201101170103.html>>; The International Data Group, "Uganda BPO strategy kicks off as graduates get BPO skills." <<http://news.idg.no/cw/art.cfm?id=878A7E9D-1A64-6A71-CE0FCBF945888C04>>.

10 Six centers are Pioneer Technical institute in Iganda, YMCA in Mukono, Kiteredde Vocational Institute in Rakai, St Joseph Technical Institute in Fort Portal, Kitgum Technical Institute, and St Kizito technical institute in Soroti. Technical areas include bricklaying, electrical installation, plumbing, and carpentry.

11 For more information, visit: <[www.youngachievers.ug](http://www.youngachievers.ug)>.

12 <[www.amfuu.org/ug/news-and-events/115-citi-awards-2010.html](http://www.amfuu.org/ug/news-and-events/115-citi-awards-2010.html)>.

13 By 2013, MTN and Grameen anticipate training about 1,200 people as community knowledge workers.

14 <[www.unicef.org/infobycountry/uganda\\_background.html](http://www.unicef.org/infobycountry/uganda_background.html)>.

15 <<http://projects.dfid.gov.uk/project.aspx?Project=200250>>.

16 <<http://cabri-sb.org/policy%20budgeting%20and%20oversight%20uganda%20cabri%202005.ppt>>.

17 <[www.uynet.orug/index.php?option=com\\_content&view=article&id=19&Itemid=18](http://www.uynet.orug/index.php?option=com_content&view=article&id=19&Itemid=18)>.

18 [www.rdpuganda.org/index.php?option=com\\_contact&view=contact&id=1&Itemid=54](http://www.rdpuganda.org/index.php?option=com_contact&view=contact&id=1&Itemid=54) Information also taken from YouthMap NGO guided survey.

19 United Nations, "The Uganda Humanitarian Profile," 2011. [www.ugandaclusters.org/dwnldns/0010IM/2011/11-01-2011/2011%20Uganda%20Humanitarian%20Profile.pdf](http://www.ugandaclusters.org/dwnldns/0010IM/2011/11-01-2011/2011%20Uganda%20Humanitarian%20Profile.pdf)

20 <[www.ovcsupport.net/libsys/Admin/d/DocumentHandler.ashx?id=829](http://www.ovcsupport.net/libsys/Admin/d/DocumentHandler.ashx?id=829)>.

21 United Nations, "The Uganda Humanitarian Profile," 2011.

22 United Nations, "The Uganda Humanitarian Profile," 2011.

## **ANNEX 13: FOCUS GROUP AND INTERVIEW PROTOCOLS**

13.1 Youth Focus Group Protocol

13.2 Youth Focus Group Protocol—Health

13.3 Rapid Youth Survey

13.4 Public Sector Guided Survey

13.5 NGO Guided Survey

13.6 Private Sector Guided Survey

13.7 Donor Guided Survey

13.8 Education Institution Guided Survey

13.9 Business Survey of Local Officials

## YOUTH FOCUS GROUP PROTOCOL: YouthMap Uganda

Facilitator welcomes group and thanks youth for their participation. Facilitator then explains purpose and methodology of FGs:

- We are here to conduct some research around the realities of young people.
- We are confident that your voices and thoughts will lead us to better support youth.
- We plan to use your thoughts and ideas – not your names.
- We encourage everyone to be honest and open.
- If you have any questions, please feel free to ask at the end of our time.
- If you don't want to answer, you don't have to do so.

Finally, we have a short survey (anonymous) that our team will administer one-on-one to each of you after the FG.

Key Question	Probing Questions <sup>1</sup>
<b>(1) What are the most pressing issues for young people in Uganda?</b>	<p>How does poverty affect your chances of success?</p> <p>Do you have access to the services you need?</p> <p>Does violence and crime affect your lives? Are some places more dangerous than others?</p> <p>Are there any problems unique to either males or females?</p>
<b>(2) In your experience, how relevant/useful is a formal schooling? Do schools prepare you to earn a living? What about vocational school? Why/why not?</b>	<p>Why do so many young people drop out of school?</p> <p>Why so some children not have access to school?</p> <p>What level of education does one need to succeed? How would you define success? Does school prepare you for work?</p> <p>What is your opinion about vocational training? (<i>probe for any stigma</i>)</p>
<b>(3) How and where do most youth you know earn money?</b>	<p>Do you and your friends earn money working in formal or informal jobs?</p> <p>Is it easy to find work in this region?</p> <p>Are there differences between men and women?</p> <p>How do you go about finding a job?</p> <p>Are you interested in working in agriculture-related work? Why/why not?</p> <p>What do you plan to do if you can't find work?</p>

<sup>1</sup> The "probing questions" listed here are illustrative. The Focus Group Facilitator should make special effort to probe on areas that are both relevant to conversation as well as the research questions. The Facilitator should also explain any terms and questions that seem unclear to the youth participants.

## YOUTH FOCUS GROUP PROTOCOL: YouthMap Uganda

<p><b>(4) Describe how engaged you feel in your community?</b></p>	<p>What services are there for you in your local area?</p> <p>Are you involved with civic groups?</p> <p>Do you ever volunteer your time to help your community? Why or why not?</p> <p>Do you feel you are listened to by community leaders/adults/politicians? If not, what would you want to tell them?</p>
<p><b>(5) Do you feel pressured by your friends/peers to join groups engaging in violence and/or crime?</b></p>	<p>What is your good/bad impression of criminal organizations?</p> <p>Do they provide youth in this country an alternative?</p> <p>What types of support do these groups provide to their members?</p>
<p><b>(6) Do you consider yourself active in politics?</b></p>	<p>How are you politically active?</p> <p>Why are you active? Why are you <b>not</b> active?</p> <p>What sorts of activities do you do?</p> <p>Do you feel pressured to participate in politics or support candidates? In what ways?</p>
<p><b>(7) Tell us about the most important accomplishments thus far in your lives?</b></p>	<p>What assets, skills, knowledge allowed you to accomplish this?</p> <p>Where did you learn these skills (e.g., school, work, family)?</p>
<p><b>(8) What do you hope to achieve in your life? Share with us some of your dreams for the future.</b></p>	<p>How will your life be in comparison to your parents?</p> <p>Do you have hope for the future?</p>
<p><b>(9) If you were to design a program for youth in this country:</b>  <b>(a) What key areas would it address?</b>  <b>(b) What are your ideas on how such a program would look like?(c) Have you been involved in a youth program that you think did a good or bad job? What made it good / bad?</b></p>	<p>Which key areas / resources / policies should a youth program focus upon?</p> <p>What could this program look like: youth centers, internships, increased formal educational opportunities, sports/leisure projects?</p>
<p><b>(10) What kinds of technologies do you use, and to do what?</b></p>	<p>Probe on access to / use of mobile phone, SMS computer, Internet, social media</p>
<p><b>Close:</b></p> <p><b>A.</b> Ask if there are any questions the youth have.</p> <p><b>B.</b> Be sure to leave some in-country contact information w/ youth: youth assessors, facilitators or USAID staff. Provide information on local services (if available and with permission of local officials).</p> <p><b>C.</b> Administer the rapid demographic surveys.</p>	

## YOUTH FOCUS GROUP PROTOCOL: YouthMap Uganda

### YOUTH FOCUS GROUP PROTOCOL -- HEALTH: YouthMap Uganda

Facilitator welcomes group and thanks youth for their participation. Facilitator then explains purpose and methodology of FGs:

- We are here to conduct some research around the health of young people.
- We are confident that your voices and thoughts will lead us to better support youth.
- We plan to use your thoughts and ideas – not your names.
- We encourage everyone to be honest and open.
- If you have any questions, please feel free to ask at the end of our time.
- If you don't want to answer, you don't have to do so.

Finally, we have a short survey (anonymous) for you to fill out after the FG.

<b>Key Question</b>	<b>Probing Questions<sup>1</sup></b>
(1) What are the most important reproductive health issues a young person in your community faces?	Are these issues different for young women and young men?  How are the issues faced by a young person now, different from the RH issues your parents faced?
(2) Where do young people in your community get information on reproductive health and family planning?	What information is available to youth on reproductive health and family planning?  What RH/FP topics do youth need more information about?  With whom do young people in your community discuss RH/FP issues? Why do they choose these people?
(3) [Ask only of In-School Youth] What have you learned in school about becoming a parent?	About child nutrition? About health during pregnancy? About the health of infants and young children under five? About...
(4) What kinds of contraceptives do youth know about?	Are contraceptives easily available to youth?  Where do youth obtain contraceptives from?  For what reasons do youth use contraceptives? For what reasons don't they use them?
(5) What do young people in your community think about using condoms?	Are they easy to obtain?  Where do youth get them from?

<sup>1</sup> The "probing questions" listed here are illustrative. The Focus Group Facilitator should make special effort to probe on areas that are both relevant to conversation as well as the research questions.

## YOUTH FOCUS GROUP PROTOCOL: YouthMap Uganda

<p>(6) Where do young people in your community go for RH services, counseling, and support?</p>	<p>Which clinics do you know about that are especially good for youth?</p> <p>What are these youth friendly clinics like?</p> <p>What kinds of things would young people like to see in a clinic that makes it attractive to youth?</p>
<p>(7) Where do pregnant young people go for health services?</p>	<p>Do they access health services while they are pregnant? After they are pregnant?</p> <p>For what reasons would pregnant young people <u>not</u> access health services for pregnancy; before giving birth; after giving birth?</p> <p>What programs exist to support young pregnant girls with no family or spousal support?</p>
<p>(8) Who makes FP/RH decisions for young people (such as whether to have sex; contraceptive use; HIV C&amp;T)?</p>	<p>Is this different for young men versus young women?</p> <p>Does your decision-making power change with age?</p>
<p>(9) Which programs do young people in your community participate in that address the RH needs and healthy behaviors of youth?</p>	<p>What other types of programs might help young people have healthier behavior?</p> <p>Which types of RH programs are favorites among young people?</p>
<p>(10) What kind of media do young people in your community watch or listen to?</p>	<p>Which media best communicate RH information for youth?</p> <p>What other ways could RH information be provided to youth?</p>
<p>(11) At what age do young people in your community want to get married?</p>	<p>For what reasons do youth want to get married?</p> <p>Why might a young person choose not to get married, or to delay marriage until they are older?</p> <p>How do these desires differ for young men versus young women?</p> <p>How are these desires different today, compared to when your parents were young?</p>
<p>(12) At what age do young people in your community want to have children?</p>	<p>For what reasons do youth want to have children?</p> <p>What concerns do young people have about having children? (e.g., age, marital prospects / security, socio economic reasons, societal perceptions, having an heir)</p>
<p>(13) What is the ideal number of children to have?</p>	<p>What are some reasons that young people in your</p>



## YOUTH FOCUS GROUP PROTOCOL: YouthMap Uganda

	<p>community would desire to have <u>more</u> children?</p> <p>What are some reasons that young people in your community would desire <u>fewer</u> children?</p> <p>How do these desires differ for young men versus young women?</p> <p>How are these desires different today, compared to when your parents were young?</p>
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**Close:**

A. Ask if there are any questions the youth have.

B. Be sure to leave some sort of in-country contact information w/ youth: youth assessors, facilitators or USAID staff.

## RAPID YOUTH SURVEY: YouthMap Uganda

<b>Section I – Identification</b>		
<i>Fill out this section before the interview starts.</i>		
<b>I.1</b>	Date of interview (DD / MM / 2011)	/ / 2011
<b>I.2</b>	Name of interviewer	
<b>I.3</b>	District	
<b>I.4</b>	Focus Group Number	_ _
<b>I.5</b>	Youth Number	_ _
<b>I.6</b>	Unique Youth Number <i>(To be filled out in Kampala after survey by Statistician)</i>	
<b>Section II – Personal Information</b>		
<b>II.1</b>	<b>1.a</b> What is your age?	_ _
	<b>1.b</b> If youth does not know their age, ask for an estimate and use the following codes: 1 = < 15 ; 2 = 15-17 ; 3 = 18-20; 4 = 21-24 ; 5 = 25-30 ; 6 = > 30	_
<b>II.2</b>	Gender : 1 = Male ; 2 = Female	_
<b>II.3</b>	What is your ethnic group or tribe?	
<b>II.4</b>	<b>4.a</b> In which district were you born?	
	<b>4.b</b> Were you born in an rural or urban area?      1 = rural/village; 2 = urban/town	_
<b>II.5</b>	<b>5.a</b> In which district do you currently live?	
	<b>5.b</b> Do you live in an rural or urban area?      1 = rural/village; 2 = urban/town	_
<b>II.6</b>	What is your current marital status?      1 = single ; 2 = legally married (traditional, religious or civil) ; 3 = cohabiting ; 4 = divorced / separated ; 5 = widowed	_
<b>II.7</b>	How many children do you have?	_ _
<b>II.8</b>	If you care for dependents who are not your children, how many do you care for?	_ _
<b>Section III – Education</b>		
<b>III.1</b>	Can you read and write?      1 = yes ; 2 = no	_
<b>III.2</b>	Can you read and write <b>in English</b> ?      1 = yes ; 2 = no	_
<b>III.3</b>	<b>3.a</b> Have you ever been enrolled in school?      1 = yes ; 2 = no	_
	<b>3.b</b> If yes, what is the highest level of formal school that you have <b>completed</b> ? 1= primary incomplete; 2= primary ; 3= O level; 4= A level ; 5= university / other tertiary	_
<b>III.4</b>	Have you ever been enrolled in a non-formal literacy program?      1 = yes ; 2 = no	_
<b>III.5</b>	<b>5.a</b> Are you <b>currently</b> enrolled in a formal school or vocational training? 1 = yes ; 2 = no	_
	<b>5.b</b> If yes, what level are you currently enrolled in ? 1 = primary ; 2 = O level; 3 = A level ; 4 = university or other tertiary 5 = vocational	_

## RAPID YOUTH SURVEY: YouthMap Uganda

III.6	6.a Have you <b>ever</b> attended a professional or vocational training? 1 = yes ; 2 = no	<input type="checkbox"/>
	6.b If yes, what course or skill did you learn in that training?	
III.7	Have you learned a skill through apprenticeship? ( <i>while working for someone</i> ) 1 = yes ; 2 = no	<input type="checkbox"/>
<b>Section IV – Employment</b>		
<i>Respondent may be engaged in several economic activities. Prompt to record all relevant information.</i>		
IV.1	Are you currently engaged in any economic activity, paid or unpaid? ( <i>Includes salaried work, informal work, agriculture, etc.</i> ) 1 = yes ; 2 = no <i>If no, skip to IV.7</i>	<input type="checkbox"/>
IV.2	2.a Are you formally employed ? ( <i>receive a salary at the end of every month from a registered company</i> ) 1 = yes ; 2 = no	<input type="checkbox"/>
	2.b If yes, how long have you been employed in this activity? 1 = < 3 months ; 2 = 3-6 months ; 3 = 6 -12 months ; 4 = > 1 year	<input type="checkbox"/>
	2.c If yes, how many hours per week does this work take? 1 = < 20 hrs ; 2 = 20-30 hrs ; 3 = 30-40 hrs ; 4 = > 40 hours	<input type="checkbox"/>
IV.3	3.a Are you informally employed ? ( <i>receive pay based on the piece rate, daily/weekly work done other than agriculture</i> ) 1 = yes ; 2 = no	<input type="checkbox"/>
	3.b If yes, how long have you been employed in this activity? 1 = < 3 months ; 2 = 3-6 months ; 3 = 6 -12 months ; 4 = > 1 year	<input type="checkbox"/>
	3.c If yes, how many hours per week does this work take? 1 = < 20 hrs ; 2 = 20-30 hrs ; 3 = 30-40 hrs ; 4 = > 40 hours	<input type="checkbox"/>
IV.4	4.a Are you self- employed ? ( <i>engaged in your own activity</i> ) 1 = yes ; 2 = no	<input type="checkbox"/>
	4.b If yes, how long have you been engaged in this activity? 1 = < 3 months ; 2 = 3-6 months ; 3 = 6 -12 months ; 4 = > 1 year	<input type="checkbox"/>
	4.c If yes, how many hours per week does this work take? 1 = < 20 hrs ; 2 = 20-30 hrs ; 3 = 30-40 hrs ; 4 = > 40 hours	<input type="checkbox"/>
IV.5	5.a Are you employed or engaged in agriculture ? ( <i>either on family plot or someone else's plot</i> ) 1 = yes ; 2 = no	<input type="checkbox"/>
	5.b If yes, how long have you been engaged in this activity? 1 = < 3 months ; 2 = 3-6 months ; 3 = 6 -12 months ; 4 = > 1 year	<input type="checkbox"/>
	5.c If yes, how many hours per week does this work take? 1 = < 20 hrs ; 2 = 20-30 hrs ; 3 = 30-40 hrs ; 4 = > 40 hours	<input type="checkbox"/>
IV.6	Do you like the work that you are currently doing? 1 = yes, a lot ; 2= somewhat; 3 = not at all	<input type="checkbox"/>
IV.7	7.a Are you currently looking for work ? ( <i>either because you are unemployed or because you are seeking a new opportunity</i> ) 1 = yes ; 2 = no	<input type="checkbox"/>
	7.b If yes, how long have you been looking for work? 1 = < 3 months ; 2 = 3-6 months ; 3 = 6 -12 months ; 4 = > 1 year	<input type="checkbox"/>
IV.8	8.a Is there a skill or trade that you would like to learn that you have not had the chance to learn ? ( <i>other than a skill you are currently learning</i> ) 1 = yes ; 2 = no	<input type="checkbox"/>
	8.b If yes, what is this skill? 1= driving ; 2= computer; 3= tailoring; 4=mechanic; 5= construction; 6= nursing; 7=other (specify)	
IV.9	9.a Is there a skill or trade that you have learned but are unable to use? 1 = yes ; 2 = no	<input type="checkbox"/>
	9.b If yes, what is this skill? 1= driving ; 2= computer; 3= tailoring; 4=mechanic; 5= construction; 6= nursing; 7=other (specify)	<input type="checkbox"/>
IV.10	If you were given 350,000 UGX, what would you do with the money? 1 = save ; 2 = invest in current business; 3= invest in new business; 4= pay for immediate needs (school fees, medical bills, food, etc.) 5 = other; 6 = don't know	<input type="checkbox"/>

## RAPID YOUTH SURVEY: YouthMap Uganda

<b>Section V – Civic engagement and participation</b>			
<b>V.1</b>	<b>1.a</b> Are you currently engaged in any civic activities in your community? <i>(organized youth, community, political or religious groups or activities)</i> 1 = yes ; 2 = no		_ _
	<b>1.b</b> If yes, what are these activities? <i>(Select all that apply)</i> 1 = volunteering; 2 = political group/campaign ; 3 = religious ; 4 = other		_ _ _ _ _ _ _
	<b>1.c</b> If no, why are you not engaged? 1 = No opportunities ; 2 = not interested ; 3 = no time; 4 = don't know ; 5 = other		_ _
<b>V.2</b>	<b>5.a</b> Did you register to vote in the recent elections? 1 = yes ; 2 = no		_ _
	<b>5.b</b> If yes, did you vote? 1 = yes ; 2 = no		_ _
	<b>5.c</b> If not registered, why not? 1 = not interested ; 2 = wanted but not able ; 3 = did not know how; 4 = did not know about the elections ; 5 = don't know ; 6 = other		_ _
<b>V.3</b>	How do you mainly learn about the news? 1 = radio ; 2 = TV; 3= newspaper; 4 = internet; 5= friends/family; 6 = other ; 7 = none; 8 = don't know		_ _
<b>V.4</b>	How do you mainly learn about the health issues? <i>(e.g. HIV, TB, etc.)</i> 1 = radio ; 2 = TV; 3= newspaper; 4= internet; 5= friends/family; 6= other ; 7= none; 8 = don't know		_ _
<b>V.5</b>	How do you mainly learn about job opportunities? 1 = radio ; 2 = TV; 3= newspaper; 4 = internet; 5 = friends/family; 6 = other ; 7 = none; 8 = don't know		_ _
<b>V.6</b>	How do you mainly learn about education or training opportunities? 1 = radio ; 2= TV; 3= newspaper; 4= internet; 5= friends/family; 6= other ; 7= none; 8= don't know		_ _
<b>V.7</b>	Do you currently own a mobile phone? 1 = yes ; 2 = no		_ _
	If no, do you have access to a mobile phone? 1 = yes ; 2 = no		_ _
<b>V.8</b>	How often do you have access to a computer? 1 = every day; 2 = 2-3 time per week ; 3 = once a week ; 4 = once a month; 5 = rarely ; 6 = I have never used a computer		_ _
<b>V.9</b>	How often do you have access to internet? 1 = every day; 2 = 2-3 time per week ; 3 = once a week ; 4 = once a month; 5 = rarely ; 6 = I have never used the internet		_ _
<b>Section VI – Household Information</b>			
<b>VI.1</b>	How many people currently live in your household?		_ _ _
<b>VI.2</b>	How many of the following items does your household own?		
<b>a.</b> Radios	_ _ _	<b>e.</b> Bicycles	_ _ _
<b>b.</b> Televisions	_ _ _	<b>f.</b> Generators	_ _ _
<b>c.</b> Motor Vehicles (e.g. cars, motorcycles)	_ _ _	<b>g.</b> Land, <i>in acres</i>	_ _ _
<b>d.</b> Mobile Phones	_ _ _	<b>h.</b> Household Appliances (e.g stove, refrigerator, microwave, electric irons)	_ _ _

## PUBLIC SECTOR GUIDED SURVEY: YouthMap Uganda

*Introduce yourself, YouthMap Uganda, and the goal of the Public Sector Questionnaire.  
Depending on the focus of the Ministry / Agency, ask questions of relevant sections.*

Section I – Identification	
<b>I.1</b>	Date of interview (DD/MM/2011) <span style="float: right;">/ / 2011</span>
<b>I.2</b>	Name of interviewer
<b>I.3</b>	District
<b>I.4</b>	Public Sector Interview Number <span style="float: right;"> _ _ </span>
<b>I.5</b>	Language of Interview
Section II –Donor Information	
<b>II.1</b>	Name of Agency / Ministry
<b>II.2</b>	Name of section or department
<b>II.3</b>	Name of Interviewee
<b>II.4</b>	Interviewee Position
<b>II.5</b>	Number of Years in Agency or Ministry
<b>II.6</b>	Number of Years in Current Position
<b>II.7</b>	Contact Information
Section III – Mission – General Questions	
<b>III.1</b>	Briefly describe the mission of your Agency or Ministry, focusing on youth services.
<b>III.2</b>	What are the <b>strengths</b> of the sector in which your ministry or agency works?
<b>III.3</b>	What are the <b>challenges</b> of service delivery in your sector?
<b>III.4</b>	Please describe programs or <b>projects that you have sponsored</b> or supported focusing on youth development. Can you provide some examples of their impact and effectiveness? What elements/approaches/models do you believe have made these programs successful?
<b>III.5</b>	Please describe programs or <b>projects of other organizations</b> or agencies focusing on youth development. Please describe youth development programs/ <b>projects of other organizations</b> that you believe are effective and achieving good results. What elements/approaches/models have made these programs successful?

## PUBLIC SECTOR GUIDED SURVEY: YouthMap Uganda

<b>Section IV– Education</b>	
<b>IV.1</b>	Who are the main stakeholders in the formal and nonformal education sector in Uganda? <i>Government agencies, Donors, NGOs, CBOs, etc.</i>
<b>IV.2</b>	What are the major strengths of the sector? <i>Prompt for issues of access, quality, relevance of academic skills to the world of work, life skills content and relevance</i>
<b>IV.3</b>	What are the major weaknesses of the sector? <i>Prompt for issues of access, quality, relevance of academic skills to the world of work, life skills content and relevance</i>
<b>IV.4</b>	How effectively does the education system link with employment and the labor market? <i>Prompt for examples of vocational or professional training, internship/work study programs, entrepreneurship programs, or certified but unemployed youth.</i>
<b>IV.5</b>	What are some of the most successful technical training and nonformal education programs in the country? What elements/approaches/models do you believe have made these programs successful?
<b>IV.6</b>	What are some of the lessons your Ministry / Agency has learned through its education program experience? What would you identify as best practices in this area?
<b>Section V– Work and Employment</b>	
<b>V.1</b>	Who are the main stakeholders in work and employment in Uganda? <i>Government agencies, Donors, NGOs, CBOs, etc.</i>
<b>V.2</b>	What are the major strengths / weaknesses of the economy for youth employment?
<b>V.3</b>	What challenges do youth face when seeking employment opportunities? How do these challenges vary for young men and women?
<b>V.4</b>	What legal economic activities are youth employed in? In the formal sector? In the informal sector? Is this work stable, seasonal, regular?
<b>V.5</b>	What economic activities are lacking in the communities you work with? Could the youth fill these activities? Are there training centers available to assist youth acquire the necessary skills?
<b>V.6</b>	Are youth employed in illegal or black market activities? Which ones?
<b>V.7</b>	To what extent are youth at risk of exploitative labor conditions in certain sectors?

## PUBLIC SECTOR GUIDED SURVEY: YouthMap Uganda

<b>V.8</b>	What are the labor policies that exist to support youth?
<b>V.9</b>	In your opinion, what are the three main reasons for youth unemployment, and the three solutions?
<b>V.10</b>	What are some the most successful employment and entrepreneurship programs <b>in the country</b> ? What elements/approaches/models do you believe have made these programs successful?
<b>V.11</b>	Are there any internship program that your agency or Ministry provides or promotes for youth?
<b>V.12</b>	What are some of the lessons your Ministry/Agency has learned through its employment and entrepreneurship program experience? What would you identify as best practices in this area?
<b>Section VI– Health and Family Planning</b>	
<b>VI.1</b>	Who are the main stakeholders in health and family planning in Uganda? <i>Government agencies, Donors, NGOs, CBOs, etc.</i>
<b>VI.2</b>	What are the major strengths of programs and policies toward youth health in Uganda?
<b>VI.3</b>	What are the major weaknesses of programs and policies toward youth health in Uganda?
<b>VI.4</b>	What types of health services are offered to young people? Are these services “youth-friendly”? What services are in greatest demand?
<b>VI.5</b>	Are there any unmet needs or major gaps in provision of services to youth? Do these gaps differ for young men and women? Are there regional differences?
<b>VI.6</b>	In your opinion, what are the major positive and negative health behaviors of youth in Uganda?
<b>VI.7</b>	What is the influence of marriage and child bearing on employment and education among youth in Uganda?
<b>VI.8</b>	What are some the most successful health and family planning programs <b>in the country</b> ? What elements/approaches/models do you believe have made these programs successful?

## PUBLIC SECTOR GUIDED SURVEY: YouthMap Uganda

<b>VI.9</b>	What are some of the lessons your Ministry/Agency has learned through its health and family planning program experience? What would you identify as best practices in this area?
<b>Section VII – Citizenship and Engagement</b>	
<b>VII.1</b>	Who are the main stakeholders in <b>governance and youth participation</b> ( <i>i.e. youth civic participation, community mobilization and service, engagement in local development process, participation in decision-making roles, contribution to policies and programs, etc</i> ) in Uganda? <i>Government agencies, Donors, NGOs, CBOs, etc</i>
<b>VII.2</b>	Thinking of the main organizations that address governance issues / do youth-advocacy – How do they advance youth priorities? How effective are they?
<b>VII.3</b>	How are youth engaged in communities and civic activities? How active are they?
<b>VII.4</b>	How are youth engaged in local or national political activities?
<b>VII.5</b>	Are there volunteer opportunities available to young people? Can you provide examples? What motivates or discourages their participation?
<b>VII.6</b>	What are some of the assets in communities that impact youth? And some of the obstacles? ( <i>e.g. youth centers, youth groups, drug or alcohol, violence, gangs, corruption, etc.</i> )
<b>VII.7</b>	To what extent are youth involved in crime? What types of crime are most common in youth?
<b>VII.8</b>	What government policies or agencies exist to support youth citizenship and engagement? How could the government address youth governance issues more effectively?
<b>VII.9</b>	What are some the most successful youth governance programs <b>in the country</b> ? What elements/approaches/models do you believe have made these programs successful?
<b>Section VIII – Youth at risk</b>	
<b>VIII.1</b>	Please describe the different groups of youth at risk in Uganda. How do they differ by region?
<b>VIII.2</b>	What are some programs or policies put in place to support these different groups?



## NGO GUIDED SURVEY: YouthMap Uganda

*Introduce yourself, YouthMap Uganda, and the goal of the NGO Questionnaire.  
Depending on the focus of the organization, ask questions on relevant sectors.*

<b>Section I – Identification</b>		
<b>I.1</b>	Date of interview (DD/MM/2011)	/ / 2011
<b>I.2</b>	Name of interviewer	
<b>I.3</b>	District	
<b>I.4</b>	NGO Interview Number	_ _
<b>I.5</b>	Language of Interview	
<b>Section II –NGO Information</b>		
<b>II.1</b>	Name of NGO	
<b>II.2</b>	Name of section or department	
<b>II.3</b>	Name of Interviewee	
<b>II.4</b>	Interviewee Position	
<b>II.5</b>	Number of Years in Agency	
<b>II.6</b>	Number of Years in Current Position	
<b>II.7</b>	Contact Information	
<b>Section III – Mission – General Questions</b>		
<b>III.1</b>	What youth-oriented activities is your organization supporting in Uganda? Who are your implementing partners? Who are the donors? <i>Prompt for length of projects, budgets, quantitative objectives or each project.</i>	
<b>III.2</b>	What are the major strengths of youth in Uganda?	
<b>III.3</b>	What are the major challenges of youth in Uganda?	
<b>III.4</b>	What is your opinion of government policy toward youth?	
<b>III.5</b>	What specific obstacles do NGOs face when working in Uganda?	
<b>Section IV– Education</b>		

## NGO GUIDED SURVEY: YouthMap Uganda

<b>IV.1</b>	Who are the main stakeholders in the Education sector in Uganda? <i>Government agencies, Donors, NGOs, CBOs, etc.</i>
<b>IV.2</b>	What are the major strengths of the sector? <i>Prompt for issues of access, quality, relevance</i>
<b>IV.3</b>	What are the major weaknesses of the sector? <i>Prompt for issues of access, quality, relevance</i>
<b>IV.4</b>	How effectively does the education system link with employment? <i>Prompt for examples of vocational or professional training, or certified but unemployed youth.</i>
<b>IV.5</b>	What are some the most successful training programs in the country?
<b>Section V– Work and Employment</b>	
<b>V.1</b>	Who are the main stakeholders in work and employment in Uganda? <i>Government agencies, Donors, NGOs, CBOs, etc.</i>
<b>V.2</b>	What are the major strengths / weaknesses of the economy for youth employment?
<b>V.3</b>	What challenges do youth face when seeking employment opportunities? How do these challenges vary for young men and women?
<b>V.4</b>	What legal economic activities are youth employed in? In the formal sector? In the informal sector? Is this work stable, seasonal, regular?
<b>V.5</b>	What economic activities are lacking in the communities you work with? Could the youth fill these activities? Are there training centers available to assist youth acquire the necessary skills?
<b>V.6</b>	Are youth employed in illegal or black market activities? Which ones?
<b>V.7</b>	To what extent are youth at risk of exploitative labor conditions in certain sectors?
<b>V.8</b>	What are the labor policies that exist to support youth?
<b>V.9</b>	In your opinion, what are the three main reasons for youth unemployment, and the three solutions?

## NGO GUIDED SURVEY: YouthMap Uganda

<b>Section VI– Health and Family Planning</b>	
<b>VI.1</b>	Who are the main stakeholders in health and family planning in Uganda? <i>Government agencies, Donors, NGOs, CBOs, etc.</i>
<b>VI.2</b>	What are the major strengths of programs and policies toward youth health in Uganda?
<b>VI.3</b>	What are the major weaknesses of programs and policies toward youth health in Uganda?
<b>VI.4</b>	What types of health services are offered to young people? Are these services “youth-friendly”? What services are in greatest demand?
<b>VI.5</b>	Are there any unmet needs or major gaps in provision of services to youth? Do these gaps differ for young men and women? Are there regional differences?
<b>VI.6</b>	In your opinion, what are the major positive and negative health behaviors of youth in Uganda?
<b>VI.7</b>	What is the influence of marriage and child bearing on employment and education among youth in Uganda?
<b>Section VII – Citizenship and Engagement</b>	
<b>VII.1</b>	Who are the main stakeholders democracy and governance in Uganda? <i>Government agencies, Donors, NGOs, CBOs, etc.</i>
<b>VII.2</b>	How are youth engaged in communities and civic activities?
<b>VII.3</b>	Are there volunteer opportunities made available to young people? Can you provide examples?
<b>VII.4</b>	What are some of the assets and obstacles in communities that impact life of youth? <i>(e.g. youth centers, youth groups, drug or alcohol, violence, gangs, corruption, etc.)</i>
<b>VII.5</b>	To what extent are youth involved in crime or politically-motivated violence? What types of crime are most common in youth?
<b>VII.6</b>	What government policies or agencies exist to support youth citizenship and engagement?

## NGO GUIDED SURVEY: YouthMap Uganda

<b>Section VIII – Youth at risk</b>	
<b>VIII.1</b>	Please describe the different groups of youth at risk in Uganda. How do they differ by region?
<b>VIII.2</b>	What are some programs or policies put in place to support these different groups?

## PRIVATE SECTOR GUIDED SURVEY: YouthMap Uganda

*Introduce yourself, YouthMap Uganda, and the goal of the Private Sector Questionnaire.*

Section I – Identification		
<b>I.1</b>	Date of interview (DD / MM / 2011)	/ / 2011
<b>I.2</b>	Name of interviewer	
<b>I.3</b>	District	
<b>I.4</b>	Private Sector Interview Number	_
<b>I.5</b>	Language of Interview	
Section II – Private Sector Information		
<b>II.1</b>	Company Name	
<b>II.2</b>	Sector / Industry	
<b>II.3</b>	Name of Interviewee	
<b>II.4</b>	Interviewee Position in Company	
<b>II.5</b>	Number of Years in Company	
<b>II.6</b>	Number of Years in Current Position	
<b>II.7</b>	Contact Information	
<b>II.8</b>	Total number of employees	
<b>II.9</b>	Total number (or proportion) of employees under 30	
Section III – Open-ended questions		
<b>III.1</b>	Briefly describe the work of the company?	
<b>III.2</b>	How do you recruit employees? What level and type of hiring do you anticipate doing in the next 2 years?	
<b>III.3</b>	From your knowledge, what are the sectors of the economy showing the greatest growth in the coming years? <i>(ask about the district as well as larger region)</i> The greatest decline?	
<b>III.4</b>	Are there any specific positions or skills that are difficult to find in this region, or in Uganda?	
<b>III.5</b>	What are the positions that youth typically occupy in your company? <i>(ask about skilled and unskilled positions)</i> What positions could they occupy?	

## PRIVATE SECTOR GUIDED SURVEY: YouthMap Uganda

<b>III.6</b>	If you do not hire youth, why not? What would make you more willing to hire them in the future?
<b>III.7</b>	Do you have apprenticeship or internship programs? <i>If yes, ask about number of youth, duration, partners. If no, ask about other companies who do in the district or region.</i>
<b>III.8</b>	Do young people usually have the <b>technical</b> skills required for the work when they are hired? What skills are they missing?
<b>III.9</b>	Do young people usually have the <b>soft or life</b> skills required for the work when they are hired? What skills are they missing? <i>(e.g. self-confidence; personal responsibility; respect; teamwork/ cooperation; communication/interpersonal skills; creative thinking; critical thinking/problem solving; decision making; conflict management)</i>
<b>III.10</b>	What are the strengths that youth bring to your company, industry, or sector?
<b>III.11</b>	What are the main challenges of the private sector when working with youth? What is the private sector perception of youth?
<b>III.12</b>	Would your company be interested in a strategic partnership with programs designed to support youth? If yes, please describe what this partnership could look like.
<b>III.13</b>	Any other recommendations on programs designed to help youth and strengthen their employment prospects in Uganda?

## DONOR GUIDED SURVEY: YouthMap Uganda

*Introduce yourself, YouthMap Uganda, and the goal of the Donor Questionnaire.  
Depending on the focus of the agency, ask questions of relevant sections.*

<b>Section I – Identification</b>		
<b>I.1</b>	Date of interview (DD/MM/2011)	/ / 2011
<b>I.2</b>	Name of interviewer	
<b>I.3</b>	District	
<b>I.4</b>	Donor Interview Number	_ _
<b>I.5</b>	Language of Interview	
<b>Section II –Donor Information</b>		
<b>II.1</b>	Name of Donor	
<b>II.2</b>	Name of section or department	
<b>II.3</b>	Name of Interviewee	
<b>II.4</b>	Interviewee Position	
<b>II.5</b>	Number of Years in Agency	
<b>II.6</b>	Number of Years in Current Position	
<b>II.7</b>	Contact Information	
<b>Section III – Mission – General Questions</b>		
<b>III.1</b>	What youth-oriented activities is your organization supporting in Uganda? Who are your implementing partners? <i>Prompt for length of projects, budgets, quantitative objectives, evaluations.</i>	
<b>III.2</b>	What are the major strengths of youth in Uganda?	
<b>III.3</b>	What are the major challenges of youth in Uganda?	
<b>III.4</b>	What is your opinion of government <b>policy</b> toward youth? Of government <b>programs</b> supporting youth?	
<b>III.5</b>	What specific obstacles do donors face when working in Uganda? <i>(This could include working directly with youth or government)</i> What is the perceived effectiveness of youth organizations?	
<b>Section IV– Education</b>		

## DONOR GUIDED SURVEY: YouthMap Uganda

<b>IV.1</b>	Who are the main stakeholders in the formal and nonformal education sector in Uganda? <i>Government agencies, Donors, NGOs, CBOs, etc.</i>
<b>IV.2</b>	What are the major strengths of the sector? <i>Prompt for issues of access, quality, relevance of academic skills to the world of work, life skills content and relevance</i>
<b>IV.3</b>	What are the major weaknesses of the sector? <i>Prompt for issues of access, quality, relevance of academic skills to the world of work, life skills content and relevance</i>
<b>IV.4</b>	How effectively does the education system link with employment and the labor market? <i>Prompt for examples of vocational or professional training, internship/work study programs, entrepreneurship programs, or certified but unemployed youth.</i>
<b>IV.5</b>	What are some of the most successful technical training and nonformal education programs in the country? What elements/approaches/models do you believe have made these programs successful?
<b>IV.6</b>	What are some of the lessons <b>your organization</b> has learned through its education program experience? What would you identify as best practices in this area?
<b>Section V– Work and Employment</b>	
<b>V.1</b>	Who are the main stakeholders in work and employment in Uganda? <i>Government agencies, Donors, NGOs, CBOs, etc.</i>
<b>V.2</b>	What are the major strengths / weaknesses of the economy for youth employment?
<b>V.3</b>	What challenges do youth face when seeking employment opportunities? How do these challenges vary for young men and women?
<b>V.4</b>	What legal economic activities are youth employed in? In the formal sector? In the informal sector? Is this work stable, seasonal, regular?
<b>V.5</b>	What economic activities are lacking in the communities you work with? Could the youth fill these activities? Are there training centers available to assist youth acquire the necessary skills?
<b>V.6</b>	Are youth employed in illegal or black market activities? Which ones?
<b>V.7</b>	To what extent are youth at risk of exploitative labor conditions in certain sectors?



## DONOR GUIDED SURVEY: YouthMap Uganda

V.8	What are the labor policies that exist to support youth?
V.9	In your opinion, what are the three main reasons for youth unemployment, and the three solutions?
V.10	What are some the most successful employment and entrepreneurship programs <b>in the country</b> ? What elements/approaches/models do you believe have made these programs successful?
V.11	What are some of the lessons <b>your organization</b> has learned through its employment and entrepreneurship program experience? What would you identify as best practices in this area?
<b>Section VI– Health and Family Planning</b>	
V.I.1	Who are the main stakeholders in health and family planning in Uganda? <i>Government agencies, Donors, NGOs, CBOs, etc.</i>
V.I.2	What are the major strengths of programs and policies toward youth health in Uganda?
V.I.3	What are the major weaknesses of programs and policies toward youth health in Uganda?
V.I.4	What types of health services are offered to young people? Are these services “youth-friendly”? What services are in greatest demand?
V.I.5	Are there any unmet needs or major gaps in provision of services to youth? Do these gaps differ for young men and women? Are there regional differences?
V.I.6	In your opinion, what are the major positive and negative health behaviors of youth in Uganda?
V.I.7	What is the influence of marriage and child bearing on employment and education among youth in Uganda?
V.I.8	What are some the most successful health and family planning programs <b>in the country</b> ? What elements/approaches/models do you believe have made these programs successful?
V.I.9	What are some of the lessons <b>your organization</b> has learned through its health and family planning program experience? What would you identify as best practices in this area?
<b>Section VII – Citizenship and Engagement</b>	

## DONOR GUIDED SURVEY: YouthMap Uganda

<b>VII.1</b>	Who are the main stakeholders in <b>governance and youth participation</b> ( <i>i.e. youth civic participation, community mobilization and service, engagement in local development process, participation in decision-making roles, contribution to policies and programs, etc</i> ) in Uganda? <i>Government agencies, Donors, NGOs, CBOs, etc</i>
<b>VII.2</b>	Thinking of the main organizations that address governance issues / do youth-advocacy – How do they advance youth priorities? How effective are they?
<b>VII.3</b>	How are youth engaged in communities and civic activities? How active are they?
<b>VII.4</b>	How are youth engaged in local or national political activities? Do you (or others) believe youth are “used” in the political arena? If so, how?
<b>VII.5</b>	Are there volunteer opportunities available to young people? Can you provide examples? What motivates or discourages their participation?
<b>VII.6</b>	What are some of the assets in communities that impact youth? And some of the obstacles? ( <i>e.g. youth centers, youth groups, drug or alcohol, violence, gangs, corruption, etc.</i> )
<b>VII.7</b>	To what extent are youth involved in crime or politically-motivated violence? What types of crime are most common in youth?
<b>VII.8</b>	What programs exist to combat youth crime, political disaffection, politically motivated violence? How do they advance youth priorities? How effective are they?
<b>VII.9</b>	What government policies or agencies exist to support youth citizenship and engagement? How could the government address youth governance issues more effectively?
<b>V.10</b>	What are some the most successful youth governance programs <b>in the country</b> ? What elements/approaches/models do you believe have made these programs successful?
<b>V.11</b>	What are some of the lessons <b>your organization</b> has learned through its youth governance program experience? What would you identify as best practices in this area?
<b>Section VIII – Youth at risk</b>	
<b>VIII.1</b>	Please describe the different groups of youth at risk in Uganda. How do they differ by region?
<b>VIII.2</b>	What are some programs or policies put in place to support these different groups?

# EDUCATION INSTITUTION GUIDED SURVEY: YouthMap Uganda

*Introduce yourself, YouthMap Uganda, and the goal of the Education Institution Questionnaire.*

Section I – Identification		
I.1	Date of interview (DD / MM / 2011)	/ / 2011
I.2	Name of interviewer	
I.3	District	
I.4	Education Institution Interview Number	□
I.5	Language of Interview	
Section II – Institution Information		
II.1	Name of Institution	
II.2	Type of Institution:	Public / Private / NGO / Religious
II.3	Type of Institution:	Secondary / Vocational / Professional / University
II.4	How many years has this institution existed?	□□
II.4	Name of Interviewee	
II.5	Interviewee Position	
II.6	Number of Years in Institution	
II.7	Number of Years in Current Position	
II.8	Contact Information	
Section III – Background Information		
III.1	Briefly describe the student population. <i>Prompt for size of student population, age, socio-economic background, educational background. Fill out table in Section IV if appropriate.</i>	
III.2	What challenges do you face in delivering high-quality education or training?	
III.3	What is the link between skills <b>the formal private sector</b> demand and those provided by the education system? How can the private sector work better with education institutions to prepare students for the labor market? Are there specific skills missing?	
III.4	What is the link between skills <b>the informal sector</b> demand and those provided by the education system? Are there specific skills missing?	
III.5	What are the <b>strengths</b> of the education sector in Uganda? <i>Prompt for issues of access, quality, relevance, Government support and policies</i>	

## EDUCATION INSTITUTION GUIDED SURVEY: YouthMap Uganda

<b>III.6</b>	What are the <b>weaknesses</b> of the education sector in Uganda? <i>Prompt for issues of access, quality, relevance, Government support and policies</i>	
<b>III.7</b>	Are there issues specific to this district or region?	
<b>III.8</b>	Are there different challenges for young men and women?	
<b>III.9</b>	What are some of the strengths of youth in this region? In Uganda?	
<b>III.10</b>	What are the risks that youth face in this region? Which groups of youth do you consider most likely to face those risks in this region? In Uganda?	
<b>III.11</b>	Any other recommendations on programs designed to help youth in Uganda?	
<b>Section IV – Skills training section</b>		
<b>IV.1</b>	What type of skill training do you offer in this institution?	
	<b>Type</b>	<b>Duration of course</b>
	a. Carpentry and Joinery	
	b. Tailoring	
	c. Metal Work and fabrication	
	d. Business skills	
	e. Hair Dressing	
	f. Agriculture (all that apply)	
	g. Computer skills	
	h. Other _____	
<b>IV.2</b>	What type of skills do you plan to offer but have not been able to? Why are these relevant to the community?	
<b>IV.3</b>	Do you have any after training follow-up program for your graduates or job placement programs? If Yes, what kind of program?	Yes / No
<b>IV.4</b>	On average, would you say that majority of, a number of, very few or none of your students find employment after training? <b>Note: Employment includes self employment / own business.</b>	1 = Majority ; 2 = Some; 3= Very few; 4 = None
<b>IV.5</b>	Why do you think the employment rate of your graduates is as you said?	

## BUSINESS SURVEY OF LOCAL OFFICIALS: YouthMap Uganda

*Introduce yourself, YouthMap Uganda, and the goal of the Local Official Survey.*

Q1: Respondent first name: _____			
Q2: Respondent second name: _____			
Q3: Respondent phone number: _____			
Q4: Location:			
(a) District:		(b) Subcounty:	
(c) Parish:		(d) Village:	
Q5: Name of nearest large market:			
Q6: If people in this sub-county want to access any of these services, can they be found in this sub-county? If not, how far do they go to buy it?			
Service	Is this found in this subcounty?	Name of market or sub-county they go to	Time to walk there
<b>1. Carpenter</b>	Yes, skip to next item No	_____	_ _  hours /  _ _  minutes
<b>2. Tailor</b>	Yes, skip to next item No	_____	_ _  hours /  _ _  minutes
<b>3. Metal work</b>	Yes, skip to next item No	_____	_ _  hours /  _ _  minutes
<b>4. Retail grocery shop or kiosk</b>	Yes, skip to next item No	_____	_ _  hours /  _ _  minutes
<b>6. Lodge or hotel for sleeping</b>	Yes, skip to next item No	_____	_ _  hours /  _ _  minutes
<b>7. Livestock owner</b>	Yes, skip to next item No	_____	_ _  hours /  _ _  minutes
<b>8. Fertilizer for their crops</b>	Yes, skip to next item No	_____	_ _  hours /  _ _  minutes
<b>9. Seeds for their crops</b>	Yes, skip to next item No	_____	_ _  hours /  _ _  minutes
<b>10. Pesticides for their crops</b>	Yes, skip to next item No	_____	_ _  hours /  _ _  minutes
<b>11. Milling or grain processing</b>	Yes, skip to next item No	_____	_ _  hours /  _ _  minutes
<b>12. Veterinary drugs</b>	Yes, skip to next item No	_____	_ _  hours /  _ _  minutes

## BUSINESS SURVEY OF LOCAL OFFICIALS: YouthMap Uganda

<b>Q7:</b> Approximately how many businesses with less than 5 employees exist in this subcounty?	□□
<b>Q8:</b> Approximately how many businesses with 5 or more employees exist in this subcounty?	□□
<b>Q9:</b> What type of businesses do you consider are the most vibrant businesses that are operational in this subcounty?	1. _____ 2. _____ 3. _____ 4. _____
<b>Q10:</b> List some types of businesses that you think are vibrant/successful and yet do not exist in this subcounty?	1. _____ 2. _____ 3. _____ 4. _____
<b>Q: 11</b> Why do you think members of this subcounty have not been able to invest in such businesses?	1. _____ 2. _____ 3. _____ 4. _____
<b>Q: 12</b> Are there skills training institutes in this subcounty? If yes, what types of skills do they provide?	1. _____ 2. _____ 3. _____ 4. _____
<b>Q. 13</b> Can you please tell me about some of the risks to skilled businesses in this area?	1. _____ 2. _____ 3. _____ 4. _____

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