



“Accessible and Sustainable livelihoods for People with Disabilities in Uganda”

MIDTERM LEARNING REVIEW WORKSHOP
REPORT



Acknowledgement

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Table of Contents

1.1 Institutional background	5
1.2 Project background	5
1.3 Mid -term review purpose and objectives	6
2. Workshop Preparation and Execution	6
2.1 Preparatory Activities.....	6
2.2 The mid-term Review Workshop.....	6
2.3 Feedback synthesisation.....	7
2.4 Challenges/Limitations and mitigation strategies.....	7
3. Key finding from the Review.....	8
3.1 Achievements Against Project Targets	8
3.2 Key Successes.....	11
3.2.1 Successes in Project Process Management	12
3.2.2 Success Identified at output/outcome level	12
3.2 Key project implementation challenges.....	14
3.2.1 Challenges related to Trainees	14
3.2.1 Operational and programmatic Challenges	15
4. Conclusions.....	16
5. Recommendations and the Action Plan	16
6. Annexes.....	22
Annex 1. Workshop Evaluation	22
Annex III: Mid-Term Review Learning Workshop.....	23
Annex III: List of Participants	25

List of Acronyms

ADD	Action on Disability and Development
CSU	Cheshire Services Uganda
CSO	Civil Society Organisation
CBO	Community Based Organisation
CDO	Community Development Officer
DPO	Disabled People's Organisations
EU	European Union
LCD	Leonard Cheshire Disability
LRC	Livelihood Resource Centre
NAADS	National Agricultural Advisory Services
NGO	Non-governmental Organisation
NUSAF	Northern Uganda Action Fund
PWD	Persons with disabilities
SACCO	Savings and Credit Cooperative Organisations
ToR	Terms of Reference
VSLAs	Village savings and Loans Associations
VTIs	Vocational training institutions
YWDS	Youth with Disability

Executive summary

This report is an outcome of the midterm review and learning workshop that brought together stakeholders of the **“Accessible and Sustainable livelihoods for People with Disabilities in Uganda”** project. The three year project which started in November 2014 to run until October 2017 is being implemented by Cheshire Services Uganda (CSU) and is funded by the European Union through Leonard Cheshire Disability.

The two day participatory review and learning workshop constituted the main approach to the review. It brought together project beneficiaries, implementers and partners (Civil Society, Training Institutions, Master Trainers, and Local Government Officials) to deliberate among others on the project’s successes/achievements, challenges and lessons learnt, and based on the results of the discussion and the consensus drawn, develop an action plan for going forward. The workshop attracted a total of 49 participants.

Overall, the project has achieved impressive progress; most of the project targets have either been fully achieved or activities towards attainment of the targets started on. At output level, the project is ahead of schedule on most outputs. Similarly, there is also good progress in terms of objectives. Out of the targeted 900 youth with disability (YWD), 514 have benefited from vocational and business training; few have been employed or have started their own small businesses in fabrics, motor vehicle mechanics. Others have started saving part of their incomes in savings and credit groups. There is also an increasing positive change in community attitude towards People with Disability; the youth and other persons with disability are beginning to be viewed by community members in the project areas as equally able/capable beings as persons without disability. Thus, it has been learnt so far that once youth with disability are provided with an environment that facilitates them to realize their potential, they can be as productive as their non-disabled peers. In addition, the resilience resulting from their empowerment can also be an effective source of attitudinal change.

The project has not progressed without challenges. There are issues around preparation of both trainees and trainers mentally and logistically before the learners are enrolled into various trades for skilling/training. These issues touch both psychosocial and emotional preparation for the training/transition as well as the expectations and demands of the various trainings. For some of the trainers it is the first time they are working with trainees who have a disability, and hence, require more coaching and customized training in working with learners with disabilities. Relatedly, because of the fluidity of the target groups, it has been found that more frequent and targeted monitoring needs to be embarked on. The costs on some of the project inputs have been found to be much higher than earlier anticipated; providing full sets of start-up and equipping the Livelihood Resource Centers is a typical example of interventions that have been found to require new modalities of fundraising the absence of which will affect their functionality to meet their intended purpose. Management may need to consider pragmatic adjustments in the project to take care of budget constrained items within acceptable limits.

1. Introduction and Background

This report is an outcome of the midterm review and learning workshop that brought together stakeholders of the *“Accessible and Sustainable Livelihoods for People with Disabilities in Uganda”* project. The three year project which started in November 2014 to run until October 2017 is being implemented by Cheshire Services Uganda (CSU) and is funded by the European Union through Leonard Cheshire Disability.

1.1 Institutional background

Leonard Cheshire Disability (LCD) is a UK registered charity working in the field of Disability and Inclusive Development. LCD is part of a Global Alliance of independent partners across 55 countries, partnering with local Cheshire Services in 13 of those countries to implement programmes for Persons with Disability in the areas of livelihoods, education, policy and advocacy, support for daily living, health and rehabilitation, research & training.

Cheshire Services Uganda (CSU) is partner to LCD. CSU has seven affiliate homes with semi- autonomous status under different boards and management. CSU provides overall technical leadership and governance guidance to these affiliates. In partnership with LCD, Cheshire Services Uganda is implementing the three year project on ‘Accessible and Sustainable Livelihoods for People with Disabilities’ in Northern Uganda.

1.2 Project background

In October 2014, the European Union through the Delegation of the European Commission to the Republic of Uganda awarded Leonard Cheshire Disability a grant to implement the *“Accessible and Sustainable livelihoods for People with Disabilities in Uganda”* project. The project is being implemented in Adjumani and Moyo Districts of Northern Uganda by Cheshire Services Uganda for 36 months starting 1st November 2014. The overall objective of the project is to improve livelihoods and social inclusion of youth with disabilities. The specific objective is to support 900 youth with disabilities in Adjumani and Moyo districts to earn a sustainable livelihood and overcome poverty.

Through its activities, the project is designed to deliver on the following Result Areas (RAs):

Result 1: Improved employment prospects for youth with disabilities in Adjumani and Moyo districts;

Result 2: Youth with disabilities have increased access to development finance;

Result 3: Increased social cohesion (inclusion and participation) between persons with disabilities and members of the community and development actors

The target groups for this intervention are 900 youth with disabilities, 3600 Family members of persons with disabilities, 100 Lower Local Government Authorities, Vocational Training Institutions, Civil Society Organisations (CSOs), employers and 20,000 community members in Adjumani and Moyo districts.

1.3 Mid -term review purpose and objectives

Project implementation has so far run for one and a half years (midway) and as planned, management found it compelling to undertake a mid-term review and learning exercise conducted through a participatory workshop to establish through stakeholder dialogue and consensus; project progress, successes, lessons and challenges that would inform necessary priority actions for the second half of the project lifetime.

The specific objectives of the mid-term review and learning workshop were to:

- i. identify and document significant project successes so far;
- ii. identify and document significant challenges and/or gaps in project delivery and achievement;
- iii. capture and document lessons learned;
- iv. agree on actions for strengthening project delivery moving forward.

2. Workshop Preparation and Execution

2.1 Preparatory Activities

The review followed a systematic process involving contracting the lead facilitator; documents collection, review and analysis which included the LCD/EU Livelihood Project Proposal and log-frame, the baseline report and the project brochure); design and approval of the learning workshop protocol including an outline of the workshop programme and timetable, engagement methods and activities as well as the proposed format of the workshop report and action plan.

2.2 The mid-term Review Workshop

Successful completion of preparatory activities led to the actual learning workshop and workshop report production and approval. As earlier noted, the two-day participatory workshop was the principle method used to conduct the mid-term review and learning for this project. The workshop took place between July 20th & 21st 2016 at the Multipurpose Training Centre in Adjumani town, Adjumani District.

The workshop drew participants from a cross section of stakeholders. Participants included Project staff, direct project beneficiaries, Local Leaders/District technical officials, and representatives from partner CSOs, Vocational Instructors and Artisans (See the annexed list). The participatory approach leveraged consensus building on project challenges, successes, lessons as well as decisions on actions for going forward.

The discussion and engagements in the workshop were designed around three general questions:

- I. What is going well that we want to continue with? (Aimed to capture progress, successes and lessons);
- II. What is not going so well that we want to correct? (Aimed to capture challenges and lessons); and,
- III. What can we do to improve? (Aimed to facilitate dialogue on recommendations for improving project delivery).

The facilitation process was guided by a time table (see Annex II) with specific discussion topics focusing on a specific purpose/objective. The main method of information generation was through group discussions. The facilitator would explain the topic, its purpose and provide guidance on how the topic would be handled by groups clustered according to the different stakes they held in the project e.g. CSOs, Trainers and master trainers, staff and management of LCD and CSU. The groups would then present their findings in the plenary allowing the rest of the participants to react in many ways for further clarity and consensus building as a team.

2.3 Feedback synthesisation

For the most part, the presentations from the groups would be generic in nature; with limited analytical depth. The Facilitator would then (in some cases) engage the plenary for clarifications and initial synthesisation while taking notes or marking the different points using different colours. The discussions and presentation enabled the facilitators to contextualize issues by project result area, program and operational issues, and by project process management. The facilitators later summarized all the issues and points generated through group and plenary discussions and the notes made in all these processes allowing for some of these to be validated by participants immediately, and ahead of the action planning activity in day II of the workshop. Details of the findings and their thematic categories are presented in section 3 of this report.

2.4 Challenges/Limitations and mitigation strategies

The learning review process was successful but not without limitations. The two day time allocation turned out to be inadequate for sufficient and more detailed discussions. Realising the inadequacy of time, the facilitators ensured that critical activities/discussions that some groups did not cover well on the first day were completed in the evening

before they retired or early in the morning before the first session of day two begun. Also, to ascertain project achievement against targets (in figures) per result area, activity reports were reviewed after workshop closure in efforts to seek further clarifications. The field staff were instrumental in supporting this review as these were consulted from time to time and whenever required. Comments have also been made to the draft report and action plan leading to the present final version.

The representation of participants from local government stakeholders was low. Only two District Community Development Officers (CDOs) from the districts attended. There were no Community Development Assistants from lower local governments despite being invited. In addition, there were no representatives from the political arm of the district, sub-county or Town Council local governments. This partly points to the need for strengthened engagement and coordination with lower level local government stakeholders especially at sub-county and Town Council level to ensure that the project does not miss the chance to work with these partners who are not only close to the youth at community level but also duty bound to address structural barriers of access to services and livelihood opportunities for persons with disability.

3. Key finding from the Review

In respect to the objectives of the midterm review and learning workshop/exercise, the review process focused on establishing progress and achievements on project targets so far, key success factors, challenges and lessons learnt, in order to guide actions for keeping the project on the right track.

3.1 Achievements Against Project Targets

The findings on project achievements against set targets show that in some areas the performance has reached the target, while elsewhere partial results have been achieved. In a number of other areas as shown in table 1 below, nothing has been achieved. Sub-section 3 of this report highlights the challenges and success factors identified during the learning workshop.

Table 1: Project Progress on output targets

Output Indicator description	Target	Overall Progress	Achievement	Remarks
Training for youth with disabilities				
1. Establish Livelihoods Resource Centres (LRCs),	2	2	100%	Equipping of the centers ongoing. Earlier equipment in Moyo district was stolen, and this had implications on the budget.
2. Develop training manuals and run courses in life skills, business, agricultural skills, ICT, literacy and numeracy,	1	1	100%	A manual for business skills training has been developed and is being used by staff in training Youth with disability in business skills. It was discussed and agreed by stakeholders at the learning workshop that the skills provided in the training as detailed in the manual suit the needs of the beneficiaries. An external evaluator may be hired to further examine the usefulness of the training. At the moment monitoring visits are carried out by staff to ascertain training effectiveness and quality.
3. Identify and train 1,600 youth with disabilities [in life skills]	1600	1,741 identified and trained in life skills	108.8%	Identification exercise has been completed. Given that life skills are given during identification, community visits, and during specialized training, it is considered that all the 1,741 youth with disabilities identified have received some level of life skills training.
		514 (of 900 direct beneficiaries) either undergoing or completed training	32%	Life skills training is conducted from time to time in the field, at the Resource Centers and during community gatherings among others, etc. Life and social skills targets the 1,600 PWDs. However of these, only 900 (so far 514) direct beneficiaries undergo business and vocational skills training.

Output Indicator description	Target	Overall Progress	Achievement	Remarks
		by mid-term		The balance of 386 was to be covered in the remaining part of the project. The project design and budget has a targeted number per year (which is 300 each year for three years to make the 900). This therefore does not mean all have to be trained by the second year.
4. Arrange placements of youth with disabilities with Vocational Training Institutions (VTIs), artisans and food producers,	900	514	57%	The trainees are placed [enrolled for training] with VTIs, Artisans and or small businesses groups.
5. Provide start up kits to youth with disabilities, career guidance and counseling	900	0	00	Kits and grants are to be provided July/August 2016. Appropriate kits that also fit in the budget are being sought. In other words, This was scheduled, but also, there were some budgetary issues regarding start-up kits which had to be clarified first.
Capacity and Institution Building				
6. Run capacity building workshops for Vocational Training Institutes (VTIs) artisans and the agricultural sector	8	5	62%	In Moyo, 1 capacity building workshop for VTI instructors was done in 2015 and 2 for artisan trainers in 2015 and 2016. Capacity building workshops / refresher courses are done on a needs basis.
7. Run capacity building training courses for district authorities, make physical adaptations in the training institutions,	6	4	33%	One capacity building training for district authorities was done and one Vocational training institutions, Moyo community polytechnic and Moyo Technical institute were adapted to suit the needs of

Output Indicator description	Target	Overall Progress	Achievement	Remarks
				PWDs. Two more training workshops for CSOs, and the private sector were also conducted. Ramps on buildings to ease accessibility were constructed and modifications of toilets to make them accessible have also been undertaken by the project.
8. Run formation and capacity building with community groups for savings mobilisation,	20	16	80%	16 Community groups (VSLAs) were formed and their capacities built by staff of the LRC. 240 PWDs are members of the business groups with each group having 15 people minimum.
Sensitization, dissemination, driving the policy agenda				
9. Conduct radio talk shows	12	7	58%	Radio talk shows have been done to raise awareness among the public on issues of Disability
10. Participate in public events,	0	2		Staff and PWDs participated in the International Day of Disability celebrations in 2015 and International Women's Day celebrations in 2016. This didn't seem to have clear targets but would follow relevant public events
11. Conduct regional livelihood forums.	2	0	00	On schedule subject to funds availability

3.2 Key Successes

During the one and a half year period of project implementation, a number of key successes have been registered. These successes are visible in project process management and resultant outcomes.

3.2.1 Successes in Project Process Management

These include the following:

- i. Comprehensive Pre-sponsorship assessment activities of selecting potential beneficiaries give assurance that the PWDs targeted for training would successfully complete trainings. The assessment is all-round and enables adequate mental preparation of youth with disability which is important for course completion. This was appreciated by the trainee participants during the review and learning process. This has not meant however that no trainees drop out at all.
- ii. The project implementing team (trainers, project staff) communicate and interact well; the team spirit seems to be very strong. The project team is close to beneficiaries and there has been mutual respect that encourages and motivates beneficiaries to feel part of the project. This is potential for ownership and project sustainability.
- iii. The project management team has managed to identify, interest and engage key stakeholders into project activities. This promises to leverage opportunities for sustainability and ownership. The District Local Government, Straight Talk Foundation and ACCORD for example have supported Village Savings and Loan Scheme Associations with small start-up capital/grants as well as Assistive devices to Youth with disability who needed them.

3.2.2 Success Identified at output/outcome level

The areas of success identified based on output/outcome level include the following:

R1: Improved employment prospects for youth with disabilities in Adjumani and Moyo districts;

- i. Good progress has been made on some of the planned activities and outputs that improve on employment prospects for the youth. These include establishment of livelihood Resource centers, identification of potential trainees and development of training manuals have been achieved fully, and progress on others shows that if not all, most will be achieved before end of project as current performance indicates (refer to table 1).

R2: Youth with disabilities have increased access to development finance

- ii. The attitude and feeling of empowerment among youth with disability who have been trained is felt as fundamental change in their lives as indicated during the learning workshop. They have already demonstrated entrepreneurship skills and self-employability through the fabrics some are making in tailoring and ability to generate

income after training as was observed during the workshop. Some youth groups already started savings like DUFELE and OPIO-OKWERE groups with a savings portfolio of between Uganda shillings 1 – 2 million. This money is available for members to borrow and begin small businesses.

R3: Increased social cohesion (inclusion and participation) between persons with disabilities and members of the community and development actors.

- iii. The high interest that has been stimulated among expert trainers to train the Youth with Disability and to providing more than what is expected of them is a demonstration of project influence in mobilizing development efforts for the cause of persons with disability; some expert trainers (in non-residential training) have gone ahead to provide meals, accommodation and transport to help trainees; such items were not hitherto part of their contract.
- iv. There is a positive trend of improvement in community attitudes on disability, achieved through significant awareness raising campaigns/activities. As one of the beneficiary participants commented, and others agreed during plenary discussions, *“Children with disabilities are no longer left at home alone; ... they go with the rest of the people for public events such as parties”*.
- v. Trickle-down effect: The involvement of youth with disability into livelihood activities has acted as a challenge to non-disabled youth who as representatives of youth with disability during the workshop intimated had hitherto been lazy or demonstrated the “I don’t want to work” attitude. It was observed by participants that drawing lessons from youth with disability in the project, the non-disabled youth in project communities have begun to learn that it is possible to earn a living if they are active in work.

Success factors

A number of factors account for the successes registered so far. Based on the synthesis of the feedback from group and plenary discussions, key of these success factors include:

- (a) The efforts that were made to build interest of trainers to support learners with disability helped to orient the trainers on the need to support youth with disability to acquire skills as their gateway out of marginalisation, stigma and poverty;

- (b) Identification, training and involvement of other partners in managing the project implementation process. This together with the meetings and monitoring visits made by project staff with partners have enhanced cohesion among the partners in efforts to address the needs of youth with disabilities;
- (c) In addition to seeking the support and participation of the district local government officials, the project also engaged the grass roots level village leaders and councils, particularly in the identification and targeting exercises for the youth. This has also ensured that the village leaders appreciate their role in promoting the needs and rights of Youth with disability at the very lower level.

3.3 Key project implementation challenges

3.3.1 Challenges related to Trainees

The feedback in the review and learning workshop and its synthesis pointed to a number of challenges highlighted hereunder:

- i) Enrollment, retention and completion challenges. There were 10 trainees who had been identified for support and skilling but who did not turn up for the training mainly because of short notice on when the training commenced as workshop participants observed but these were replaced with new ones. Four trainees switched from one trade to another for different reasons including the perception that such courses were less demanding to them or following friends who are already enrolled on such courses. The consequence from such practices were that the youth trainees are ending up not fully acquiring skills from any of those courses they have tried for lack of concentration. Some learners were also reported to drop out before completing their training. It was indicated in the learning workshop that whereas this problem had been identified earlier by the project team and efforts to mitigate it in place, it still persisted; this therefore calls for strengthened counseling and emotional support for the learners. The project team now gives more reasonable advance notification time for trainees to prepare to report to training in addition to closer supervision by trainers.
- ii) Psychosocial disposition of trainees and trainers' coping capacity. It was mentioned by trainers and agreed in the learning workshop that some trainees demonstrate a seemingly "troubled" social character that needs related support. In the learning workshop some learners were described by trainers among other behavioural characteristics as: 'stubborn; 'aggressive'; 'have high expectations'; 'destructive'; or 'wasteful'; 'pushy to instructors'; 'impatient', 'switch trades so easily and end up not

picking the skills'. Owing to this it was emphasised that refresher training of vocational trainers needs to be conducted as this will further enhance competencies of trainers in supporting youth with disability. The trainees are already receiving life skills and psychosocial counseling as part of their training.

- iii) Trainees have different levels of literacy and comprehension yet they are subjected to the same training time-frame and methodologies. This calls for further assessment and needs -based placement and training that suit the context of an individual learner. But it also calls for financial resource matching to suit the context of the learner, which may be difficult due budget constraints.

3.3.2 Operational and programmatic Challenges

These were identified to include:

- i) Some of the recruited trainees do not find preferred trades like shoe making and repair in existing vocational institutions in the program districts. These are in the meantime guided to take existing options which in most cases are available within the project districts. Project Management might need to explore means of making it possible for the trainees to have a wider choice.
- ii) There are gaps in understanding and complying internally with the funds requisitioning and disbursement cycle across and between different Cheshire offices. There have been cases of some activities delaying to start due to such limited knowledge;
- iii) Whereas communication at field level among staff, trainees and partners is well appreciated by the field project team, gaps and delays in communication of decisions and feedback from the Head office in Kampala to the Field were noted with concern;
- iv) There is need for increasing the frequency of monitoring visits by project team to Vocational Training Institutions (VTIs), Master Trainers, Business Groups and Artisans. If this is undertaken regularly it would help in timely detection and correction of inconsistencies that may occur;
- v) There are also inadequate mechanisms for documentation of success stories and challenges through the project implementation process. For example, Business groups (VSLA) may not be performing to expected levels because of lack of standards on expected performance indicators. To measure the success of performance on some of the soft and hard structures put in place by the project, there is need to put in place expected performance standards;

vi) The deaf/ blind need special instructors and instruction materials to improve their inclusion in the project. This seems to have been an oversight at the inception of the project.

4. Conclusions

The project is largely on schedule, achieving most of the target outputs as planned (see output table). Key intended outcomes are also being met; targeted beneficiaries, i.e. the youth with disabilities (YWD) who have been trained have gained employable skills and happily testify to this. The youths have also provided basic knowledge, skills and competencies to join and operate in Savings and Credit Co-Operatives (SACCOs). Importantly, the general trend in community attitude towards PWD is also reportedly changing positively.

To some extent, the project seems to be facing budgetary constraints in a few areas. For example the cost of start-up kits for trainees graduating has been found to be much higher per unit than earlier anticipated. Nonetheless, if considered as pilot, there are great lessons for informing future similar interventions. For example, the planned Livelihood resource centres (LRCs) in the two districts need more resources in terms of funding, and their functionality and management plans adjusted by further engaging with local authorities as well as youth with disabilities. Also, the project is facing some operational challenges in preparing, monitoring, and graduating trainees and especially addressing their seemingly very long list of expectations. These however can easily be addressed particularly through timely and consistent communication with graduates and on-going trainees especially during the second half of the project period. Fortunately it has been noted that this is being worked on and a monitoring and Evaluation plan in effect been developed.

5. Recommendations and the Action Plan

Recommendations based on the challenges identified during the first day of the workshop were identified and further discussed in the second day of the workshop among staff of LCD and CSU who also brainstormed on the actions that need to be taken. A draft action plan was then generated by the Lead facilitator and his colleague. This draft was shared with the technical team of LCD and CSU for comments. The final draft is presented table 2 below. This action plan highlights the challenges identified and recommended actions for re-focusing direction towards achievement of project targets as planned while aiming at enhanced sustainability opportunities, more efficiency and effectiveness. The action plan does not replace the project implementation plan but presents a framework that needs to be considered for corrective action (process

management) so as to enhance opportunities for achieving the wider project goals and objectives.

Table 2: Action Plan

Program Challenge	Key Action(s)	Specific Activities	Timeline	Responsible Centre
1.0 TRAINING RELATED PROGRAM CHALLENGES				
1.1 Trainees reporting and switching of courses: There are trainees (Youth With Disability) identified for support who <i>don't turn up to report for training or drop outs</i> and or intermittent <i>switch from one course to another</i> . Where as the number reported (10 who reported, drop out and had to be replaced don't seem many, no single trainee should be seen to be lost)	i. Strengthened preparation of trainees	✓ Conduct career guidance sessions with potential trainees before enrollment on available courses (including detailed briefing on course demands)	Continuous – At least a month before enrollment	Project Manager
		✓ Make trainees sign commitment letters	As above	Project Manager
		✓ Inform those selected for training at least three weeks before reporting time. At the moment, the training starts depending on the schedules of the Vocational Institutions. However for artisans and business groups, it starts as soon as beneficiaries have been identified, registered and ready to start with the trainings in line with the project work plans.	As above	Project Manager
1.2 Psychosocial disposition of trainees and coping of trainers Some trainees are described as: stubborn; aggressive; have high expectations; destructive; wasteful; they are pushy to instructors; impatient, switch trades so easily and end up not picking the skills;	ii. Review training content and strategy	✓ Specialised and targeted psychosocial support and training be conducted for learners identified and confirmed to be aggressive.	September 2016	LCD Technical Advisor
		✓ Specialized trainings be conducted for Trainers of Youth With Disability to improve the patience and resilience of trainers towards trainees they perceive as 'problematic'.	Ongoing basis	Project Manager
	iii. Refresher training	Conduct refresher training to coincide with new intakes to take care of new trainers recruited.	Twice a month	Project Manager
1.3 Different levels of literacy and comprehension of Trainees They are subjected to same training time-frame and methodologies yet with	iv. Consider internship training for more time than before	✓ Do a mapping of all potential businesses for internship training for trainees that graduate in VTIs as recommended by stakeholders at the learning workshop. Negotiate commitments and terms for	September 2016	Project Manager

Program Challenge	Key Action(s)	Specific Activities	Timeline	Responsible Centre
different learning capacity		taking on trainees a month in advance with businesses and other institutions willing.		
1.4 Some of the recruited trainees don't find preferred trades in existing vocations in the program districts	Provide counseling and support to Youth With Disability for alternatives existing in the project districts provided they are not constrained by their disability condition.	<ul style="list-style-type: none"> ✓ Consider mapping other institutions that provide such trainings ✓ Conduct adequate career guidance to potential trainees to give them options ✓ Conduct adequate market analysis to match trades with the local context 	Continuous	LRC Manager
2.0 SUPPORT SUPERVISION (APPROVALS, COMMUNICATION/FEEDBACK)				
2.1 There are gaps in understanding and complying with funds requisitions and disbursement cycle There have been cases of some activities' delayed start of implementation due to limited knowledge on funds disbursement cycle across and between different Cheshire offices	v. Educate staff handling funds requisition processes on actual cycle dates	<ul style="list-style-type: none"> ✓ Conduct internal administrative workshop on cash and service requisitions and disbursements ✓ Set deadlines and a tracking system for requisitions & approvals as a performance issue 	September 2016 September 2016	Finance & Admin Manager (FAM) – CSU FAM – LCD and CSU
2.2 Existing gaps in communications of decisions from Head office Kampala to Field.	i. Changes related to project, approvals, disapprovals and new instructions need to be formally communicated to field.	<ul style="list-style-type: none"> ✓ Communication regarding decisions on requests/inquiries be communicated in writing ✓ Set feedback time standards for communication for supervisors 	Continuous Regular	Technical Advisor Program Manager
MONITORING FUNCTION				
3.1 Infrequent monitoring of VTI, Master trainers, Business Groups and Artisans. There is Need to timely detect inconsistencies that may occur.	i. Conduct timely monitoring activities to project service centers	<ul style="list-style-type: none"> ✓ Prepare a monthly monitoring schedule for physical visits, telephone or dialogue meetings ✓ Prepare checklists for things that will be inquired into during monitoring exercises 	Twice a month Monthly	Project Manager Project Manager,
3.2 Inadequate mechanism for documentation of success stories and challenges	i. Standardization of monitoring tools	<ul style="list-style-type: none"> ✓ Develop M & E tools to adequately capture project out puts, outcomes, changes and lessons ✓ Develop data analysis plan, report formats and feedback schedules ✓ Conduct customised training session for field staff in M & E 	September 2016 September 2016 Quarterly	CSU MEAL Officer CSU MEAL Officer CSU MEAL Officer
4.0 PARTNERSHIP & COORDINATION				

Program Challenge	Key Action(s)	Specific Activities	Timeline	Responsible Centre
4.1 Weak collaboration with Stakeholders-politicians, CSOs There is no elaborate framework for engaging with partners in collaborative planning, implementation (especially advocacy and joint actions) and monitoring	i. Develop partnership policy (if it's the main established strategy of implementation)	✓ Map out key sector partners in project /Cheshire program areas for partnership engagement	September / October 2016	CSU Program Manager
		✓ List potential collaborative areas (monitoring, funds contributions, technical input, knowledge resources etc)	September / October 2016	
			✓ Develop Memoranda of Understanding draft formats for project partnership	
5. BENEFICIARY PARTICIPATION AND ENGAGEMENT				
5 Late delivery of start-up kits is affecting early utilisation/practice of gained skills; Risk of losing knowledge gained.	Streamline the mechanism for giving start-up kits	✓ Determine budget commitment to the start-up kits urgently & decide whether to give them in groups or individual basis.	August 2016	CSU MEAL Officer and LH Technical Advisor
		✓ Develop recipient agreements	August 2016	CSU MEAL Officer
		✓ Procurement process of the kits	Continuous	FAM – CSU
5.1 The deaf/ blind need special instructors and instruction materials to enable their inclusion in the project.	i. Provide Assistive devices for hearing and movement	✓ Conduct re-assessment of those with most-need of the devices	September 2016	Project Manager
	2, Conduct training sessions in basic sign language for instructors and deaf beneficiaries.	✓ Establish costs for various devices ✓ Consider capacity building of trainers on sign language and mobility orientation	September 2016	Project Manager
		✓ Procure devices (can get some from partners?)	October 2016	FAM – CSU
5.2 Livelihood Resource centers (LRCs) are not equipped as planned and may not serve the intended function Some equipment and materials have not been delivered because of budget issues; its long term management and ownership presents a challenge	i. Budget review to get money for the LRCs equipment & materials			CSU Kampala
	ii. Engage possible potential partners that may contribute to furnishing and management of the centers	✓ Organize collaborative meetings with District social services departments	Regular	Project Manager, LRC Manager
		✓ Reach out to other NGOs with activities that focus on youth friendly centers	Regular	Project Manager, LRC Manager
5.3 Business/VSLAs groups may not be performing to optimal levels because of lack of performance standards for them.	i. Determine desired performance levels of VSLAs based on	✓ Bench mark (visit) with other VSLAs operating and supported by other development organisations		Livelihood Officers –Adjumani and Moyo

Program Challenge	Key Action(s)	Specific Activities	Timeline	Responsible Centre
	available documented good practices of VSLAs elsewhere (e.g. CARE).	✓ Continued monitoring of groups shall identify gaps and do capacity building sessions on gaps identified within the groups		
	ii. Risk assessment relating to VSLAs keeping their money with SACCOs	<ul style="list-style-type: none"> ✓ Solicit recommendations district commercial officers ✓ Explore the effectiveness of insurance cover. 	Continuous	Livelihood Officers

6. Annexes

Annex 1. Workshop Evaluation

An evaluation of the workshop was done by the participants to help in situating the effectiveness it achieved, and what could be improved upon in subsequent similar workshops. Issues looked at were Workshop content, organisation, general facilitation and facilitators.

Rating of Workshop facilitation by participants



As can be seen from the above chart, the analysis of the feedback obtained shows that time management affected the flow of the workshop. This is simply because, as earlier mentioned, the activities and engagements tended to consume more time than had earlier been anticipated. Organizers of similar future workshops in Moyo or Adjumani may need to consider more time or by making such a workshop residential if everything must be covered in two days. Nonetheless the participants appreciated the extent of participation by the members, quality of group work and the facilitators' knowledge and engagement style.

Annex II: Mid-Term Review Learning Workshop Programme

SESSION / DAY	DURATION	ACTIVITY and METHODOLOGY	OBJECTIVE	Facilitator
1 / Day 1	1 Hour 8.30 – 9.30	Introductory Exercise: ‘Who are you?!’	Break the ice and enhance ‘team-composition’	• Self-introduction
2 / Day 1	30 Minutes 9.30 -10.00	Plenary: Team ‘Dos” and “ Don’ts”	Clarify team norms Appreciate workshops goals Deal with sticky issues	• Lead consultant /Project Manager
10.00 – 10.30 Health Break				
3 / Day 1	1 Hour 10.30 - 11.30	Presentation: Our organisation and Project Plan	Deliver summary presentation on program/project plan	• Project Manager
4 / Day 1	1.5 Hours 11.30 -1.00	Group Exercise : Time for Champaign?! : ‘Reflection on program objectives and progress on achievements	Performance assessment (on project targets)	• Lead Facilitator
1.00 -2.00 Lunch Break				
5 / Day 1	2 Hours 2.00 -3.30	Group Exercise: “Project Challenges & Learning points”	Highlight the success and inhibiting factors. (individual, institutional and environmental) to the program	• Lead Facilitator
6 / Day 1	30 Minutes 3.30 -4.00	wrapping the day	Appreciation and administration for day II	• Lead facilitator

SESSION / DAY	DURATION	ACTIVITY and METHODOLOGY	OBJECTIVE	Facilitator
1-day 2	20 minutes 8.30 – 8.50	Presentation: Reflection on day 1 and outline of the day's outlook.	Today's program	Lead Facilitator
2 – Day 2	45 Minutes 8.50 – 9.35	Group Exercise: Day one reflection	Emphasis of key lessons and success stories from presentations	• Group leaders
3 – Day 2	2 HRS 9.35 – 11.35	Group exercise: “Recommendations for post mid-term” (working Tea)	Approach and refocusing for next phase.	• Group Leaders/Lead Facilitator
4 – Day 2	1.5 Hours 11.35 – 1.00	Group exercise: “Recommendations for post mid term		• Group Leaders/Lead Facilitator
5 – Day 2	1.00 – 1.15	Plenary – Take home		• Lead Facilitator
5 – Day 2	1.05 – 1.30	Closing and administration		Cheshire team
		1.30	- Lunch	

Annex III: List of Participants

SN	NAME	SEX	INSTITUTION	TITLE	LOCATION	TELEPHONE
1	Firminus Mugumya, PhD	m	Makerere University	Lead Facilitator	Kampala	0782351444
2	Kamugisha Johnson	m	Team Initiatives Limited	Co-Facilitator	Kampala	0772492155
3	James Isiko	m	CSU	Chairperson CSU	Kampala	0752746920
4	Sammy Fwaga	m	LCD	M&E Manger ENAR	Nairobi	0725757309
5	Renaldah Mjomba	f	LCD	Regional Representative - ENAR	Nairobi	0722678995
6	Robert Nkwangu	m	LCD	Livelihoods Technical Advisor	Kampala	0782974891
7	Letio Gloria	f	CSU	LRC Manager	M OYO	0774451814
8	Kambagira Ibrahim	m		CSU Driver	Kampala	0782729959
9	Okello Robert	m	C-S-U	Project Manager	Adjumani	0775157859
10	Agwang Hope	f		Sign Language Interpreter	Kampala	0774854270
12	Mandera Patricia	f	CSU	Community Support Worker	Moyo	0785865562
13	Ambayo Micheal	m	CSU	CSW	Adjumani	0774039223
14	Bogere paul Ajo	m	CSU	Driver	Adjumani	0774254727
15	Drapaga Ibrahim	m	CSU	CSW	Moyo	0774256004
16	Zema Daniel	m	PWD	Beneficiary	Moyo	0785564551

17	Kambagira Ibrahim	m			Kampala	0782729959
19	Richard Mukanga	m	CSU	Head of Programs	Kampala	075570711
20	Tabi Godfrey	m	CSU	Accountant	Adjumani	0782832035
21	Adrari Olego Constantine	m	Chairperson Moddipu	Chairperson	Moyo	0772889253
22	Iranya Moses	m	Moddipu	Guide	Moyo	0779372752
23	Lumago David	m	Straight talk foundation	Project officer	Adjumani	0777441353
24	Tabi Godfrey	m	C-S-U	ACC	Adjumani	0782832535
25	Akiku Emmanuel	m	Global AIM	Project officer	MOYO	0771423563
26	Nanziu May	f	C-S-U	Livelihoods Officer	Adjumani	0772125449
28	Ongom Marino	m	Moyo Technical Institute	AG Deputy Principle	Moyo	0782911448
29	Guma Kennedy	m	ACCORD	Project Assistant	Adjumani	078409053
31	Kiryan Idro	m	C-S-U	CSW	Adjumani	0774254727
32	Annet Nakibogwe	f	C-S-U KLA	National Coordinator	Kampala	0774135490
33	Tina Mudondo	f	C-S-U KLA	Baby Sitter	Kampala	0774135490
34	Ali Moses	m	Beneficiary PWD	PWDS Ivoloku group	chairperson	0783773230
35	Baatiyo Jane	f	MTI weaving and knitting	Beneficiary	Moyo Town	0782177129
36	Leku David	m	MTI motor vehicle	Beneficiary student	Laropi subcounty	0786099807

37	Kinya James	m	PWD from Dufile	Group secretary	Dufile school	0789521315
38	Walea Jennifer Otto	f	PWD beneficiary	Group trainer	A.T.C	0773996881
39	Kareo Jackine	f	PWD	Trainer master	Moyo	0774084135
40	Ojha Charles	m	PWD	Councilor	Adjumani	0775385235
41	Mwangaike John	m	PWD business group	Group secretary	Town council	0785010982
42	Ambayo Micheal	m	C-S-U staff	CSW	Adjumani	0774039223
43	Torakila Santa Vani	m	CSU staff	O.A	Adjumani	0771949141
44	Unzima Martine	M	ADPA	member	A.T.C	0775992925
45	Clara Lucky	f	CSU	CSW	LRC Moyo	0785171775
46	Alice Ouma	f	Ouma tailoring center	Artisan	A.T.C	07737654
47	Maeko Uuzi Walter	m	Master trainer	Tailor	Dufile sub-county	0774008995
48	Mala Stella	f	Trainer	Ivoloku business group	Moyo	0776053114
49	Ruga Robert	m	Trained at I LOVE JESUS	Choir person Welders	Moyo	0779572025
50	Mundrua Vicky		Moyo AIDs Heroes ASS	Coordinator	Moyo	0772417970
51	Anroa Stella	f	Tained tailor	Tailoring	Adjuman	0783018797
52	Drapaga James	m	Moyo LRC	CSW	Moyo	0774256004
53	Tarakpase	f	ADJ, LRC	T.O	Adjumani	0782680119

	Dominica					
54	Alumai Charles	m	Moyo community polytechnic	W.M.F trainer	Dzaips	0781049506
55	Kabuye James	m	CSU	Meal	Kampala	0779202964
56	Murra Agnes	f	Moyo Chairperson	Trainer	Pachaia	
57	Diplo Francis	m	ADLG	CDO	Adjumani	0782987092
58	Nyango Ernest	m	Moyo DLG	AG DCDO	Moyo	0772538808
59	Opi Filex	m	Amaseku business center	VSLA member	Adjumani	078650607
60	Dranzoa Lilly	f	Magic Hands Tailoring Pakele	Master trainer	Adjumani Pakele	0700208555