

## Non-Formal Education and Livelihood Skills for Marginalised Street and Slum Youth in Uganda



June, 2006

**PROJECT TITLE:**  
Non-Formal Education and Livelihood  
Skills Programmes for Marginalised  
Street and Slum Youth in Uganda

**PROJECT AREA:**  
Rural Arua and Urban Kampala  
Districts of Uganda

**IMPLEMENTING AGENCY:**  
Uganda Youth Development Link  
(UYDEL)

**IN COLLABORATION WITH:**  
Department of Social Work and Social  
Administration (MUK),  
AYIVU Rural Participatory  
Development (ARUPIDE)

**FUNDED BY:**  
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**Non-Formal Education and Livelihood  
Skills for Marginalised Street and Slum  
Youth in Uganda**

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# CONTENTS

<b>FOREWORD</b>	...	...	...	...	...	...	...	...	<b>iii</b>
<b>Acknowledgement</b>	...	...	...	...	...	...	...	...	<b>iv</b>
<b>Introduction</b>	...	...	...	...	...	...	...	...	<b>1</b>
1.10	Uganda country profile	...	...	...	...	...	...	...	1
1.12	<i>The project</i>	...	...	...	...	...	...	...	1
1.13	<i>Goals and objectives</i>	...	...	...	...	...	...	...	1
1.20	Processes undertaken in their order	...	...	...	...	...	...	...	1
1.30	Co-operation between Makerere University and implementing partners 2	...	...	...	...	...	...	...	1
<b>Objective 1</b>	...	...	...	...	...	...	...	...	<b>3</b>
	Determining the learning needs, marketable skills and innovative livelihood practices of marginalized youth in selected urban and rural areas	...	...	...	...	...	...	...	3
	Baseline survey exercise	...	...	...	...	...	...	...	3
	Pre-testing the tools	...	...	...	...	...	...	...	3
	Achievements	...	...	...	...	...	...	...	4
<b>Objective 2</b>	...	...	...	...	...	...	...	...	<b>5</b>
	Identify, support and facilitate placement of 200 marginalized youth in livelihood Best Practices	...	...	...	...	...	...	...	5
	Case studies	...	...	...	...	...	...	...	5
	<i>Case study I: Female youth</i>	...	...	...	...	...	...	...	5
	<i>Case study II: Male youth</i>	...	...	...	...	...	...	...	6
	Placement activity for marginalised youth	...	...	...	...	...	...	...	7
	Tool kits	...	...	...	...	...	...	...	8
	Training fees	...	...	...	...	...	...	...	9
	Food allowance	...	...	...	...	...	...	...	9
	Comments made by selected Instructors/Artisans about youth under training	...	...	...	...	...	...	...	9
	Training methods	...	...	...	...	...	...	...	10
	Criteria used to select training/skills trade	...	...	...	...	...	...	...	11
	General weaknesses of local artisans in training slum youth	...	...	...	...	...	...	...	13
	Youth Weakness as reported by Artisan	...	...	...	...	...	...	...	14
	Gaps in placement of youth	...	...	...	...	...	...	...	15
	Selection criteria of the seminar participants	...	...	...	...	...	...	...	16
	Gaps in awareness creation	...	...	...	...	...	...	...	18
<b>Objective 3</b>	...	...	...	...	...	...	...	...	<b>19</b>
	Integration of HIV/AIDS messages and life skills in the training of marginalized youth in sustainable livelihood skills...	...	...	...	...	...	...	...	19
	Nature of training in Seminars and Workshops	...	...	...	...	...	...	...	20
<b>Objective 4</b>	...	...	...	...	...	...	...	...	<b>21</b>
	To develop monitoring and evaluation indicators and tools to facilitate measurement of progress and achievement of objectives	...	...	...	...	...	...	...	21
	Monitoring Indicators	...	...	...	...	...	...	...	22
	Drop-in-Centres activities	...	...	...	...	...	...	...	24
	Lessons learnt throughout the Project	...	...	...	...	...	...	...	24
	Areas that need further consideration in future	...	...	...	...	...	...	...	25
	Internal and external factors, which were in favor and against successful, project implementation	...	...	...	...	...	...	...	25
<b>Integration of HIV/AIDS in Livelihood Skills</b>	...	...	...	...	...	...	...	...	<b>27</b>
	Impact of the Project on Beneficiaries	...	...	...	...	...	...	...	28
<b>Program Results Analysis Matrix</b>	...	...	...	...	...	...	...	...	<b>29</b>
	External evaluation of the project	...	...	...	...	...	...	...	29
	Key findings during evaluation	...	...	...	...	...	...	...	29
	Discussion and Conclusion of the evaluation	...	...	...	...	...	...	...	33
	Recommendations and the way forward of the external evaluation	...	...	...	...	...	...	...	36
<b>Appendix</b>	...	...	...	...	...	...	...	...	<b>37</b>
<b>References</b>	...	...	...	...	...	...	...	...	<b>50</b>

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1. Department of Social Work and Social Administration (MUK),
2. AYIVU Rural Participatory Development (ARUPIDE)

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## **FOREWORD**

I am proud to have been part of the team that mentored and implemented this project which greatly contributed to a positive change in the lives of vulnerable children in Kawempe Division, Kampala District and Aivu Sub-County, Arua District.

My special thanks go out to United Nations Education, Scientific and Cultural Organisation (UNESCO) - *Section for Literacy and Non-formal Education Division of Basic Education* which provided technical and financial assistance to the project.

My sincere thanks go out to Uganda Youth Development Link (UYDEL), Makerere University Department of Social Work and Social Administration and the Ministry of Gender, Labour and Social Development, that worked tirelessly in the designing, planning, implementation, monitoring and evaluation of this project.

I encourage our partners to incorporate in their programmes alternative education that provides employment opportunities and discourage risky behaviours that expose out of school youth to HIV/AIDS. These youth are the future development agents of Uganda.



**Hon. Zoe Bakoko Bakoru**  
*Minister of Gender, Labour and Social Development*

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We also owe our gratitude to the staff of Makerere University Department of Social Work especially Mr. Paul Bukuluki and the students who assisted in conducting the baseline survey, development of monitoring tools and the evaluation of the project.

Uganda Youth Development Link (UYDEL) is also grateful to Ayivu Rural Participatory Development (ARUPIDE) especially to Mr. Moses Draji, the Co-ordinator of the Rural segment of the project and his entire staff, the UYDEL staff in Kampala especially Mr. Kasirye Rogers the Co-ordinator, his assistant Mr. Benjamin Byarugaba, Mr. Wasswa Patrick the financial accountant, parents and youth who participated in the study intervention.

Thank you (*Asante sana*)!

## *Cover pictures*



*Girl youths practising hairdressing*



*Boy youths practicing motor bike repair*

# 1.0 Introduction

## 1.10 Uganda country profile

### 1.11 Geographical location and general background to the country: Topography and socio-economic context

Uganda is a land locked country bordering Kenya in the East, Tanzania in the South, Rwanda in South West, the Democratic Republic of Congo in the West and Sudan in the North (appendix 2 on page 39). The country covers an area of 241.039 square kilometers, almost the size of Britain. Administratively, it is divided into 56 districts. Uganda has a population of 24.5 million people. The females constitute 51% of the population and majority of the population is rural based (85%).

With a population growth rate of 3.5% per annum according to the 2002 Population and Housing Census (Uganda Demographic and Health Survey (UDHS) 2000 - 2001) the population of Uganda is quite young; it is estimated that 53 % of the males and 51 of the females are below 15 years of age. Such a young population poses major challenges in meeting diverse critical needs among others education, health and skills training.

The economy is predominantly agricultural; with the majority of the population dependent on subsistence farming and light agro-based industries. The country has had a flourishing economy with a Gross Domestic Product (GDP) growth rate of 5% per annum. The recently concluded Uganda Bureau of Statistics (UBOS) 2003 the official government statistical body estimates that 38% of Ugandans are poor, corresponding to nearly 9.8 million persons. The government has instituted a series of poverty alleviation programs supported by development partners to mitigate the effects of poverty in the largely rural masses.

### 1.12 The project

The Building Capacities for Non formal Education and Life Skills Programmes project in Uganda was implemented by Uganda Youth Development Link (UYDEL) with financial and technical support from UNESCO - Section for Literacy and non Formal Education in 2004-05; aiming at assisting vulnerable and marginalised youth affected by HIV/AIDS and other risk behaviour, those that may be homeless or living in hopeless situation both in urban centres and rural areas. The project started in April 2004 has passed through many processes before reaching the stage of placing children with local artisans to evaluate its impact.

### 1.13 Goals and objectives

1. Determining the learning needs, marketable skills and innovative livelihood practices of marginalized youth in selected urban and rural areas.
2. Identify and facilitate placement of 200 marginalized youth in livelihood best practices.
3. To disseminate best practices and promote innovative and marketable livelihood skills for marginalized youth.
4. To integrate HIV AIDS messages and life skills in the training of marginalized youth in selected rural and urban areas.
5. To develop monitoring and evaluation indicators and tools to facilitate measurement of progress.
6. Achieve micro programmes aimed to train final beneficiaries in entrepreneurial skills and related functional literacy and non-formal education.

Each of the objective and stages has been carefully handled to enable the programme yield the desired results and also help the implementing partners understand the project dynamics better and in depth.

## 1.2 Processes undertaken in their order

Although the processes being reported on are sequential, some of the activities were overlapping due to their time frame required.

### 1.3 Co-operation between Makerere University and implementing partners

It was important that the academia is linked to the practice, and it was the desire of this project to bring this into effect to see how the two operate in reality. Thus from the inception of the project, UYDEL sought their support in developing tools, conducting abaseline, monitoring and evaluation of the entire project.

Several meetings were held formally and informally among UYDEL, Makerere University, Kampala (MUK) and The Ministry of Gender, Labour and Social Development (MoGLSD) to discuss the implementation of the project, challenges, lessons learnt, and how best the project can be improved.

Some of the outcomes of these meetings were:

1. Recruitment of two social workers to work on the project. These were selected basing on their experience of having worked with young people on vocational training as well as having qualifications in social work.
2. Drawing and discussing the new work plans.
3. Identification of the local Community Based Organisation (CBO) to work within the rural area of Arua District.
4. Development and refinement of research tools for determining the learning needs, marketable skills and innovative livelihood practices of marginalised youth in urban and rural areas.



*Girls and boys after a sensitisation workshop on the effects of Drug abuse and sexual exploitation.*

# Objective 1

*Determining the learning needs, marketable skills and innovative livelihood practices of marginalized youth in selected urban and rural areas.*

## Baseline survey exercise

The initial activity to kick start implementation of the project was a baseline survey. This was done in the districts of Arua and Kampala (rural and urban respectively) to get the real picture of the situation in these two localities to guide the intervention. To successfully achieve this objective, a series of activities were followed.

*Table 1: Gender distribution of Research Assistant (RA)*

DISTRICTS	Female	Male	Total
Arua	04	05	09
Kampala	04	06	10

### a) Development of research instruments.

The instruments developed for data collection included:

- *Questionnaire for children (14-24 years)*

The questionnaire was designed with the view to gather information in Social background of the youth, education level, youth economic lifestyles, social lifestyles, knowledge of HIV/AIDS and other reproductive health issues (see appendix 1 on page 37).

- *Focus group discussion guide for parents and children*

This tool was an additional to the questionnaire above aiming to gather information from selected key informants both in the rural and urban sites on the issues of marginalised youth. In addition to the questionnaire, a focus group discussion was used to collect information from key informants information about issues and challenges.

*Table 2: Statistics of the data collection exercise per area*

District	Total reached	Total rejected	Total interviewed
Kampala	370	170	200
Arua	246	073	173
Total	616	243	373

- *Observation checklist*

The observation checklist was designed to generate any important information concerning the youth that would have been skipped in guide and structured questionnaire.

### *Pre-testing the tools:*

These tools were pre-tested outside the areas zoned for the survey, thereafter; they were refined in accordance with the pre-test report for final use in data collection exercise. Interestingly, feedback from

the pre-test noted that the area on economic life styles be strengthened further. There was forth and back consultations with Paris and Uganda professionals.

This was done in Kampala - Rubaga division, which was outside the area zoned out for data collection exercise. A total of 47 youth (25 female, 22 males) were interviewed. The pretest tools were then refined in accordance to the pretest report for data collection exercise as summarized in the table 2.

## **b) Recruitment, Selection and Training of Research Assistants (RAs)**

After completing the survey tools, internal adverts at research institutions and universities were made, and individuals with experience in data collection applied and were recruited with the assistance of Makerere University, Kampala (MUK). The RAs were trained to pre-test the tools and also collect the data. A total of 19 RAs were trained both in Arua and Kampala districts from 23 -24 August. See gender distribution of RA below for the two-study areas.

## **c) Reconnaissance visit**

Before data collection, a reconnaissance visit was made in the areas zoned out for the survey (Kawempe and Ayivu county). This was helpful in mapping out the study areas, identifying some of the vulnerable youth, identifying some of the concentration points for the vulnerable youth, identifying the livelihood practices, marketable skills and get familiar with the study areas.

## **d) Data collection exercise**

This exercise started immediately after the reconnaissance visit and lasted for 7 days in Kampala and 6 days in Arua district. A total of 373 vulnerable youth participated in the survey. To supplement information gathered in the interviews, Focus group discussions (FGDs) were conducted for parents, youth and the community.

The data collection exercise started on 13th August 2004 and ended on 20th August 2004 in Kampala district. A total of 200 vulnerable youth aged 10 - 24 from 13 out of 22 parishes in Kawempe division participated in the survey and these were selected randomly.

In Arua, data collection was conducted as of 25th August 2004 from 15 parishes in Ayivu, 173 vulnerable children participated in the interview. To supplement the information collected through the main questionnaire, a total of 3 focus group discussions in each district were conducted with the youth, parents and the community.

## **e) Data coding, analysis and report writing**

After the RAs completed the data collection exercise, coding started for the purposes of analysis, report writing and drawing conclusions. Data entry and analysis was done using (SPSS) Statistical package. The analysis report showed that of all the youth interviewed 44 percent were female and 56 percent males. In Kampala 73 percent of the youth were immigrants, yet in Arua 98 percent were permanent residents (see survey report).

## ***Achievements:***

Learning needs and marketable skills were determined mainly through the baseline survey. Additionally, observations in the project area, Focus Group Discussions and individual interviews with the youth, on what skills they need that are marketable, have been used as shown in the progressive project implementation reports. Inputs from parents and guardians were also sought.

Determining the learning needs of the youth depends on many factors (i.e. Marketability of the skill, educational level, transport and capacity to practice and compete favourably in the informal labour market, which is the largest in the country). All these factors were put into consideration by the project staff during the project design and implementation processes. Indeed youth, who opted for hairdressing, mechanics, and carpentry are among the ones doing favourably well; since there is less capital needed to start and operate their businesses and the skills are highly marketable.

The baseline survey yielded appropriate learning needs and marketable skills that the vulnerable youth need for empowerment in their respective environments.

## Objective 2:

### *Identify, support and facilitate placement of 200 marginalized youth in livelihood Best Practices.*

This was one of the core objectives of the project. Operationalising this objective involved Identification, assessment and recruitment of vulnerable youth into skill training areas after discussions and counselling leading them to make informed decisions about typology of skills they preferred.

The identification was done in different ways including the youth themselves referring their colleagues, parents support groups identifying affected youth, and social work visits to ascertain the levels of youth vulnerability especially in locations where the baseline survey was conducted. A youth assessment tool was designed to help in assessment and screening the youth for vocational placement. This tool is attached in the appendix 1 on page 37 of this report.

This activity starts with the youth coming to the centre or referred for help by the field staff-social worker. Parent support groups located in the slums of some of the parents of youth benefiting from the programme who work as community mobilizers and volunteers on the issues of youth. It also involved community leaders, CBOs/NGOs or even local artisans.

At the beginning it was done by social workers who used to go to the field and visit homes to identify children faced with problems such as lack of basic needs, medical problems, orphan hood / child headed families. Social workers could also make regular visits to streets and slum areas where most of the target youth live and hold discussion with them and brief them about UYDEL activities and non-formal education programme. Those who picked interest and came to seek assistance were assessed and placed in the vocational programme.

These have from time to time identified and referred their peers for similar assistance. This practice demonstrates a positive change since these youth talk to their colleagues about the programme and show them the possibility for a better life after participation in the skills training programs. Youth that sought support for vocational skills went through the following procedures:

#### **1. Initial interview and assessment**

Through an interactive discussion with the social worker the youth provides information collected on the admission form, this forms part of his/her case study profile, which helps the social worker to determine the indigence. Thereafter, an intervention plan appropriate for the child begins. Information required in the case study includes but not limited to; name, age, reason for support, previous history of the child, parental information, means of survival, education level, challenges, future plans and obtaining consent and commitment of the youth concerned the skills training program. This forms the beginning of a social contract between the youth, UYDEL and the artisans where s/he is going to be placed.

## CASE STUDIES

### *Case study I: Female youth*

**Nasaazi Elis** was born in 1988 in Masaka District and at the age of three months, her mother died and she was brought to her maternal grand mother to look after her. When she was three years old, her grand mother died and she had no choice but to be brought to stay with her stepmother at her father's place.

At the age of four years, she joined school and studied up to P.7 level where she performed well and joined S.1 for one term. Elis was later told that there was no money to maintain her in school. Elis left school and started farming which was the worst experience in her life. She could go to the garden at 7:00 am and leave very late at 2:00 pm. Although she was working for long hours, she could not get the basic necessities in her life. It was this kind of lifestyle that forced Elis to write a letter to a friend in Kampala and in her reply, she was advised to escape and come to Kampala.

When she arrived in Kampala, she started working as a house girl with a pay of 15,000 shs. 'Though

*this employment had relieved her of the suffering she was going through overworking and too much load compared to her age” she noted. The family she was looking after was too big with 11 members and she had to do all the household chores alone. She worked for 8 months and left after getting another place. The number of people in this family was relatively small (4 members). She was paid 15,000 in her new employment and not overworked. Her wage was later increased to 20,000 in appreciation of what she was doing.*

*She worked for 1 and half years and felt tired. She did not want to get married but to undergo a vocational skills training. However, which she had no money to pay for the training to make her dream come true.*

*One day she shared her plans with one of the neighbours (Prossy). The latter told her that she worked in an organisation with similar programmes and promised to look for an organisation to help her. Prossy took her to UYDEL offices and registered her. She was later given a letter to take to her parents/employer accepting her to attend vocational skills. This letter did not please her employer who later dismissed her. She started staying with Prossy who later negotiated for her to join UYDEL transition centre. While at the centre, Elis studied hairdressing, the skill she preferred.*

*Achievements: Elis confessed that she came to UYDEL when she was poor (nali ntunula bwavu bwerere), but now I have a smile. I am so grateful to UYDEL and its staff. Even if I have not started working fully, I am sure I can be self-reliant.*

## **Current problems**

Elis said that what makes her feel unhappy is, sometimes she fails to get customers to work and yet she needs money to survive. She sometimes goes without lunch. Since she is working for someone, at times the employer demoralises her. Elis admits that some times she becomes unhappy especially when customers are few and yet she needs the money to survive

## **Future plans**

Elis plans to save the little money she gets so that she can start her own salon in 3 months to come.

## ***Case study II: Male youth***

*Samson Lubwama was born in 1987 to a young mother who separated with his father when she conceived. She struggled on her own till she gave birth to Samson who she handed over to the grandmother to take care of. All the way before she started school until he completed his P.7 in 1998, Samson was under the care of the grandmother who provided every basic need including school fees. She could not support her grandson beyond P.7, as she was unemployed and a widow. All Samson had to do was to begin selling jackfruit in the city suburbs, collecting water for households and emptying rubbish cans. He did this work for 4 years in order to earn a living.*

*Samson’s mother could not do anything to help her family, as she was also un-employed. Samson says; Lucky enough we are not renting otherwise I would be one of the street boys who live a dubious life”. It was in July 2004 that one of Samson’s customers was touched and directed him to UYDEL to seek assistance. Lucky enough, he was accepted and after 2 months, he was offered a course in mechanics (Mand J Service Garage). He has now completed his training.*

## **2. Home visits**

Home visits were done basing on whether the youth had relatives. This was made after the case study had been taken; the UYDEL staffs make a home visit, with prior notice to the guardian through the youth. This helps them have a chance and talk to the guardians/parents and get more insight about the social economic status of the home and the youth. It also helps the social worker to know the residence place of guardian and to interact with the parents/guardians and child to discuss the future plans of the youth and also establish further the indigence of the youth. Overall this assists in planning resettlement programme that must start immediately the youth is taken on the project.

### 3. Selection and Recruitment of youth for vocational skills placement

Several staff that forms a UYDEL selection committee of five members, which reads through the children's profiles this activity, home visit reports and re-interviews the child so as to authenticate the report or clarify on some key areas and remove favour or bias. Re-interviewing of some youth also helps to cross check inconsistency in the reports and information provided in the case studies. This committee later sends out the child and makes consultations among themselves to take a decision and informs the child there and then. UYDEL constituted a selection committee of five members, who appraise the profiles of all youth and are responsible for visiting the home/residence place of the youth to corroborate the facts during the assessment.

### 4. Recruitment of local artisans and placement of youth

After knowing the skill required by the children, UYDEL social workers (field workers) look for the artisans who are skilled practitioners in the selected skill. In this process, the youth and their guardians also participate in identifying the artisans near their homes. These artisans are visited by the social workers with assessment forms outlining some of the basic requirements for the artisan centre such as; drugs free environment, registered by KCC, has a trade license. The social worker then writes a recommendation report, which is submitted to the committee for approval



*Girls training in Hairdressing, one of the popular skills among girls.*

with the new situation and his/her progress with the training and challenges are discussed together with the youth.

### *Placement activity for marginalised youth*

A total of 288 marginalised youth were identified, supported and placed with local artisans to acquire skills. The first lot of that was placed with artisans in hairdressing, majority of them are now working in homes, in ladies hair salons and only a few are searching for employment opportunities. The number reported on this activity is more than that stated in objective two of 200 youth because.

### 5. Visiting and contacting the Artisan

The social worker visits the artisan to assess the environment, find out artisan expectations, level of activity (busy), hygiene and then makes some recommendations to UYDEL office which the committee looks at and sees if it is within the organisations means. If it matches with the organisation expectations, the child is placed at the artisan centre and a memorandum of understanding is signed between UYDEL and the artisan specifying issues like training, fees, period, and expectations of each party among others.

### 6. Placement of children with local artisans

Placement is the actual taking of a youth to the artisan for the practical training in the livelihood skill activity he/she has selected. The youth's is given an opportunity and assisted by the social worker to look for the artisan near his/her home area.

### 7. Booster and supervision meeting of artisans

The social worker provides regular field visits to find out how the child is copying and challenges are discussed together

- Hairdressing is a skill most preferred by most vulnerable female youth, who are the majority in Kampala urban areas, for it requires little capital to start and takes a short time to learn.
- The skill requires a short period (3 months) to learn.
- The beneficiaries in the first phase of the project helped to refer their colleagues to benefit from the UYDEL project.

### *Tool kits*

Training tool kits are essentially the basic requirements by way of physical material that the youth need to be able to successfully complete the training. Therefore, youth in trades such as mechanics were provided with overalls, spanners and screwdrivers among others items.

- Hairdressing kits were included in the training fees charged by the trainer and the youth was sure to be availed the needed material while training These included oils, dolls, artificial hair,



*Hon. Zoe Bakoko Bakoru Minister of Gender handing over resettlement kits to youth who completed training.*



*Journalists being briefed on the progress of the resettlement of children by UYDEL staff.*

combs, driers, soap, stove, Jerrycan for water, water buckets, basins, razor blades and pairs of scissors among others.

- Youth doing tailoring were availed with items such as measuring tapes, needles, cloth, paper materials, masking tapes, scissors, and razor blades among others.
- For the youth offering carpentry training, they were given very basic tools as chisels and hand blades. Most carpentry trainers said they possessed the tools needed for the training.

The youth were not paid for the training by the artisans. However, in very few situations have they reported being given a token of appreciation. The token of appreciation normally is given when the artisan has had a good day coupled with inflow of a lot of work and the contribution of the youth to its accomplishment.

### *Training fees*

The training fees were meant to facilitate artisans while training youth. Actually this fee is just a modest motivation considering the kind of work that the artisan does. In some cases like in tailoring, hairdressing and carpentry, the fee was an integral part of the tool kit that the artisan procured. The training fees vary from artisan, type of skill, material input needed and duration of the course.

Artisans are paid differently and therefore no single fee has been set for the training even for similar skills. The fee depends entirely on the artisan and the discussions with UYDEL staff.

### *Food allowance*

UYDEL has continued to receive food rations from World Food Programme through Feed the Children Uganda. The food has helped a lot in countering hunger pains among the trainees during training, during their rehabilitation, that has improved attendance and consistency as well as reducing drop-out rates for youth who fended for themselves.

### *Comments made by selected artisans about youth under training*

#### **Tailoring**

- Youth are interested in the course and eager to learn.
- Some were slow-learners thus, took long to learn.
- Some youth have continued to exhibit deviant behaviour like stealing things such as bobbins, cases and needles clamps.
- A few came late and they lost a lot of training time.
- Some come when they are hungry which affects their attention span.

#### **Hair dressing**

- Generally, the instructors have observed the youth like the training and some youth are slow learners.
- They are not bad children because they like what they are doing
- They do not have some of the requirements like personal dolls, which they can use for practice when they are outside the salon. Some are slow learners, this affects the time programmed to teach.

#### **Motor vehicle mechanics**

Youth were eager to learn and loved their work. Challenges met included cost for materials increased than what the artisans had predicted. Illness affects youth's attendance, this is going to prolong their stay at the garage for which period was not paid by UYDEL.

Lessons learnt while placing youth with artisans mechanics is that seeking help come when they are humble but after three months, they become rebellious according to some artisans especially boys. Some are very eager to learn.

## *Recommendations given by artisans*

- Children should be given treatment for some illness to enable them learn without interruption.
- Children in vocational skills training should be given identification cards. Unruly children should be punished by being given suspensions.
- Small sums of money be provided to adolescents as way of curbing the likelihood of thefts and helping the youth with pocket money. Not such money is being provided to the adolescents currently.
- The youth be given the needed requirements such as fabrics and other tools to use while learning.

## *Learning process, Innovations and best practices in identification, support and facilitation placement of marginalized youth in livelihood skills*

As project implementers we were able to note the following:-

### *Training methods*

The training methods used have subsequently been adopted as best practices because they take into account a number of interplaying factors such as the interest and levels of education of the youth, the short learning period, marketability of the acquired skill and how able will the youth sustain him/herself in future after the training. However, the training is characterized by three major approaches namely: 'learning by doing, learning by producing and learning by earning'. Learning by earning is central in training because the youth have been exposed to money at early because of the conditions (homelessness, street and poverty stricken homes and single motherhood) they are in and they need it for daily survival. This also explains why they prefer skills that take a short time to learn and have regular income. The artisan training of youth is largely informal, but at certain intervals, those in hairdressing and tailoring receive formal instruction from the UYDEL centres/partners. With the exception of hairdressing and tailoring artisans; the rest of the artisans did not have formal education beyond primary level. Learning by doing is a very common method of training considering the practical nature of skills.



*Girls training in Tailoring, one of the popular skills among girls.*

### a) Orientation of the youth

The artisan take the youth through an orientation exercise as a way of acclimatizing him or her to the new environment and also let the youth know the ground rules of the establishment and the trade/skill. This exercise normally varies but can take between one-two weeks depending on the size of the place. The essence of this exercise is to expose the youth to the opportunities, demands, problems and challenges he/she might be confronted with while at the training.

Quite many artisans have well laid ground rules that are a guide to the trainees on how to conduct him/herself while at work. In some instances theory is given verbally because the youth have low or no education at all. This makes it difficult for them to write.

### b) Practice and theory

Hairdressing and tailoring are characterized by hands-on experience, hygiene, communication skills, and cost and price negotiation and therefore would require the youth to possess the speed and precision to handle and understand the concept and practical aspects of the trade.

Modeling is done during the first weeks of the training to teach the youth how to design a particular fashion or hairstyle. Most hairdressing artisans have dolls that are available to the trainees to use and learn how to design different hairstyles. There are other trainers who also do modeling at the end of the month to expose the youth to different fashions and designs. This also helps to create competition among the youth, improves on their creativity and enhance their interest in the skill.

### c) Dissemination of technical knowledge

This is a more comprehensive stage in the training of the youth and it is during this stage that they are allowed to handle, with the help of the artisan the instructional materials and taught gradually how they function and how they can be assembled as in the example of motor vehicle mechanics. Most artisans have a long span of knowledge and are therefore, competent in imparting technical skills to the youths.

### d) Supervision of skills development

The artisan as a knowledgeable and skilled person constantly supervises the youth to ensure that he/she is doing the right thing. Through supervision the youth can be guided and corrected on time if there is any mistake identified by the supervisor. In addition the UYDEL field supervisors visit the artisans to check on the progress of the youth under the training; here a discussion is held together with the youth about the progress and the challenges being encountered and the solutions to the needs identified, sometime which may only be counselling to the youth.

### e) Evaluation of youth performance

The artisan regularly evaluated the progress made by the youth during the course of the training. This formed part of the training programme through practical tests and oral feedback.

Some of the artisans noted that:

*"I give the youth a certain type tip of task. If he finishes it well, he tries with another task. Those in hair dressing for them they are given both written in their vernacular as well as practicals. It is the practical where the children perform better. In future some can be assisted to upgrade".*

## Criteria used to select training/skills trade

In spite the interest which is key in any motivation as far as training is concerned; a number of factors were at play while determining the training skills as best practices. These include; success, innovation susceptibility, level of education required, labour market among others. While looking at "success" as criteria for selection of skill training, we established the relevancy of the conditions in the workplace and how the youth could use the skills they acquired in economically productive ways. Taking the example of hairdressing, we have learnt that many girls chose it because it is economically viable and it is learnt

in a relatively short period of three months thus enabling the youth to get employed or become self employed. To date over 80 youths who benefited from the hairdressing training have been absorbed in the labour market by way of either getting jobs in established salons or establishing their own business in the home setting.

### *Innovation*

This criterion of modernization and improvement comes into play due to the changing and dynamic business environment. We have been able to learn that skills such as hairdressing, tailoring, and carpentry are ever growing and changing in fashion and products. For instance the Kampala site is characteristic of a growing middle class that lives in modernity. Their demand for new styles and fashions is ever-increasing meaning that the youth have to be ready to cope and learn the new fashions, designs and styles that are on the market.

### *Sustainability*

Our focus was on the future of the youth based on the 'whole person' approach. After the youth has acquired the skill, he/she has to be able to make a living and earn an income either through being employed or being employed by a third party. However, we ensured that we guided the youth on appropriate skill training and avoided coercing the youth into taking a course he/she felt was not comfortable with.

This has been observed in the very few cases reported of youths that dropped out before completion of the training. Sustainability is also attributed to the fact that the youth have been allowed to select the skills they can do best and where they have interest; 'respect of choice increases interest'. One of the social workers had this to say:

"Children were given priority to choose a skill of their interest without any undue influence from staff and parents. This guided the placement of the child with the local artisan. The majority of the children especially the girls preferred Hair dressing and tailoring. These are preferred because they take a short time and most of the girls are of low educational standards. In addition hair dressing and tailoring don't require much start up capital. Boys' preferred Motor Vehicle mechanics because it is easy to get jobs and mechanics is considered an easy option compared to welding, carpentry and electronics that require a lot of intellect and a high Educational background. Children that preferred local artisans indicated that training from local artisans is more practical than that received from formal vocational training centres which they perceive to be more theoretical in nature".

### *Levels of education of youth*

Statistics indicate that the lowest education qualification recorded of a youth to date is primary three but most of them were drop out due to school fees and family abandonment, see table 3 below.

Considering the fact that for example hairdressing as a skill does not involve a lot of written theory, made it easy for many youths to choose it. Hairdressing is a hands-on practical skill and therefore can be taken by as many people as possible because it requires few capital inputs. In terms of age, majority of the youth were in the age group 15-19 years. Those below 15 years were few. Almost an equal number was catholic, Protestants and Moslems. And many of these had worked as house girls, waitresses, porters, and food vendors before losing out to the slums

### *Labour market*

Taking the example of hairdressing, the labour market is very wide in Kampala due to high population of women demanding hairdressing services. We encouraged youths that had expressed interest in learning hairdressing because the informal market surveys indicated that the demand for hairdressing services was higher than the supply for related services. Interestingly many of the youth that have been trained in hairdressing are immigrants to the city who came with the view to getting opportunities by way of well paying jobs. Therefore many of our trainees have expressed interest in relocating to their home districts after training and operate business there.

### *General weaknesses of local artisans in training slum youth*

- Local artisans don't always have enough equipment/tools to enable youth participate at some time in other activities. Some of the artisans operate small-scale businesses. This scenario has shifted the burden to UYDEL by way meeting extra costs of buying tools for the youth to train with.

*Table 3: Education levels and reasons for leaving school*

Level of education of youth admitted in Kampala area.	No. out of 184 youth analysed to date (152 female and 35 boys)
Primary 1 - 4	17
Primary 5 - 7	68
Secondary level 1 - 4 (O' level)	86
Higher education Secondary 5 - 6 (A' Level)	15
Reasons for leaving school	
No school fees	170
Family abandonment	7
Finished school	3
None	3

- Some of the trades such as carpentry and motor vehicle mechanics have seasonal customers. This affects the learning process of the children since they learn as they earn. Eventually it creates redundancy among the youth, thus the youth have to wait for a new customer to place an order and the time to do this vary.
- Some of the artisans lack interpersonal skills while dealing and training the youth. Sometimes the artisans get emotional with the youth and suspend them for wrongs done instead of helping to correct the youth.
- The children learn as they work, but some artisans don't pay the children enough money. They consider them as trainees through out.
- Some of the artisans have very high expectation from UYDEL. Some artisans think UYDEL will solve most of their financial problems, give them more capital and expand their businesses.



*Youth with artisan on training in Motorbike mechanics at Nabitete garage*

## *Youth Weakness as reported by Artisan:*

- Early school dropouts or youths that have never attended formal school training tend to be slow learners. These tend to spend more time acquiring a skill, which under normal circumstances should have taken a shorter time. Sometimes the artisans will come back and ask for more money since they are spending more time training.
- During the learning process, the youth sometimes misuse the artisan or customers property causing damage or accidents. Sometimes the artisans will send away the child or come to UYDEL claiming compensation.

*Behavioural change is a gradual process. Despite the counselling sessions, some youth are slow to change from drugs, commercial sex and other anti-social behaviour. During booster meetings, artisans reported some youth stole equipments while others engaged machines without permission. Some of these behaviours angered the artisans.*

### **Mechanics artisans.**

- Some children dropout of training because they are not given lunch, or they have been married off or their next of kin have migrated to another place. Some parents/guardians migrate due to high cost/standard of living in their current location or deaths of head of household among other reasons.
- During training, some youths tend to be beggars and beg from the customers a lot. This affects the business of the artisan since this habit chases away customers. In the end the artisans opt to send off the youth.

Lessons learnt in the Learning process, Innovations and Best Practices in Identification, support and facilitation placement of marginalized youth in livelihood skills.

- The use of artisans for training is cheaper than using formal institutions since the youths are trained for a short time while they earn, "learn as you earn" basis and the training fees is met once.
- A social worker need to make regular visits and hold meeting with local artisans to monitor the progress of training. This also help in finding out the problems faced while training the youth and how best they can be solved instead of chasing away the youth.
- Artisans need orientation to understand how to handle the objectives of training marginalized youth particularly street and slum youths. This helps in improving interpersonal skills between the artisan and the child during training. The artisan must develop a spirit of patience as they deal with slow learning youth.



*Youths in a discussion at UYDEL drop in centre.*

*We are oriented on how to interact with youth, help them change behaviours and make them comfortable as we teach them vocational skills. This has helped me pass on information about HIV/AIDS and other risk behaviours, that has been instrumental in changing behaviours and concentrating on learning skills. Hairdressing artisan-Kawempe.*

- Youth must get regular Behavioral Change and communication skills sessions either at UYDEL centres or at apprenticeship centres because they have a lot of psychological problem that they need to deal with.
- This approach of using local artisans tends to absorb many children than formal vocational institutions since you have many artisans training the same skills at a given period of time.
- Youth also need to be trained business skills and customer relations while training so that they can be able to stand on their own in case they start up their own businesses and manage them properly.
- Use of former youth beneficiaries to help in referral of needy youth, assessment, sensitizing their colleagues helps in promotion of project activities and is a sign of social responsibility, which should help to sustain the project.
- Involvement of key community leaders, parents and youth themselves is central in designing, planning and actual implementation of the project.
- Youth who excel need to be assisted to upgrade in vocational formal training to further their goals and dreams.

### *Gaps in placement of youth:*

#### **Literacy/numeracy and arithmetic**

This component has not been incorporated in the training, although the gap has been identified. Three youth had never attended school. If literacy classes are to form an integral part of the training, it would enable youth acquire basic skills in recording and simplified bookkeeping as a way of enhancing their capacity in business management especially with use of basic education for urban poor children project (BUEPA). Increasingly, many youth reporting to UYDEL centers have only been at school or dropped out at an early stage. This presents challenges once in a while on how they can be assisted with remedial classes before placement. The three youth that had never been to school were assisted to go to formal education and were absorbed in Universal free primary education upon reunion with their guardians.

Vulnerable children and youths increasingly, are involved in a number of livelihood activities that are exploitative in nature, and possibly unhealthy and risky to life such as prostitution, stealing, use of drugs, which they don't feel comfortable to talk about as a form of survival activities. It is worthy noting that although some of vulnerable children are involved in activities like Boda-boda cyclist, Restaurant attendants, casual Labor, farming, petty trade, house maid, food vending, to mention a few are not paying well enough.

Experience has shown that these activities are not sustainable and interrupt the educational opportunities. Non-formal education skills training has provided experiences that can be drawn upon for future programmes to help vulnerable youth and create a better understanding of non formal education skills training as an effective way of combating vulnerability and marginalization among the youth.

As a way of providing better alternative options/multiple skills and services for livelihood activities to vulnerable youth, UYDEL provides vocational training in different skills like hairdressing, tailoring, mechanics, carpentry, electronics, welding, and cookery through placing children with local artisans.

The youth beneficiaries are allowed to choose a course/skill of their own interest based on their abilities and time frame. This practice for it involves children's participation in decision making, which also increases their interest in the programme and minimizes dropouts. Because of a range of courses selected by children, this calls for distribution and placement of children in different artisan centers to train in identified skills.

*Some youth stay on their own or come from very poor families that they have to work for their daily needs. It was therefore a challenge for them to balance work for survival and skills training. Some youth especially boys did odd jobs in the mornings such as collecting scrap materials, collecting garbage and fetching water. This in one way hindered their concentration in training since they would be tired or frustrated if they did not get enough money for the day.*

**UYDEL Social Worker.**

Therefore, it calls for community involvement to participate in the programme and it makes them more aware of the problems of vulnerable youths rather than looking at them as spoilt children, lawbreakers and drug abusers. Community participation enhances use of local resources; it is cheap and more sustainable method of training. After training some youth were retained as employees in the artisan center and others are helped by UYDEL to start working on their own. This being self-propelling was a good indicator for sustainability. Another good indicator of sustainability is the fact that the artisan retained some youth after training.

### ***Disseminate Best practices and Promote Innovative and Marketable Livelihood Skills for Marginalized youth.***

The dissemination of the findings of the draft research report was held on 16th December 2004 in Kawempe Division. A total of 30 stakeholders (community leaders, youth and other members) from different zones of the division attended. The purpose of the dissemination was to let the stakeholders get a clear picture of the non-formal education project and to understand and appreciate the needs, livelihood practices, marketable skills and HIV/AIDS knowledge gap of the marginalised youth, which was a critical concern of the project. Most important was to give their feedback about the research findings in the draft report that were later incorporated in the final report for dissemination. Another dissemination workshop took place on 18/December/2004 with the marginalised youth in vocational placements to give their views about the report. The report was again shared with UNESCO- Non-Formal and disseminated twice with local leaders and a national one was held in December.

### ***Selection criteria of the seminar participants***

UYDEL was very cautious about equal representation of all our stakeholders in the entire division.

For the two seminars that were held on 16 and 18 December 2004 respectively, the participants were selected on the basis of their stake in the project. Many of the participants in the 16 December 2004 seminar were key informants during the baseline and deserved to know what the findings were. The



*Youth attending a workshop on reproductive health, HIV/AIDS, and risky behaviors organised by UYDEL.*

*Table 4: Dissemination and training workshops for various key stakeholders for livelihood particles for marginalised youth.*

Date	Nature of participants	No. of participants	Focus
26 Oct 2004	Youth	36	HIV / AIDS and drug abuses among other risk behavior
16 Dec, 2005	Youth	52	HIV / AIDS and drug abuses /life skills among other risk behavior and business skills.
18 Dec 2004	Youth	50	HIV / Aids, drug abuses among other risk behavior and business skills.
Jan19 2005	Artisans	23	Integration of HIV AIDS, working with marginalization.
Jan 22, 2005	Parents	47	Marginalization, research report, and project activities.
Jan 28, 2005	CBO/NGOs working in area	36	UNESCO project / research/ and intervention.
Feb 15,2005	Youth	120	HIV AIDS and livelihood activities and business skills.
Mar15, 2005	Parents of youth benefiting	46	Marginalization, research report, and project activities.

one held on 16 December 2004 brought together such people as local leaders, religious leaders, youth leaders and women councils and opinion leaders (see table 4).

The 18 December 2004 seminar involved youth's participants who were selected on the basis of their needy circumstances. They were identified through local leadership and peer-peer network that operates in the community.

1. Strategy for dissemination in respect to the 16th December 2004 seminars.
  - i. Participatory by way of feedback and recommendations
  - ii. Lecture method; the facilitator read the findings to the participants.
2. Strategy for dissemination in respect to the 18th December 2004 seminar
  - i. Presentations of facts and figures and getting feedback from the children.
  - ii. Role-plays, short stories, energizers, icebreakers, role modeling and films.

Awareness raising that has been done through booster meeting to the artisans and in the community, parent support groups. Live Phone radio talk shows on central broadcasting services (CBS), Super FM and Voice of Africa on the same subject. In addition local meetings were organised with local leaders, church based organisation and community-based organisation, as well as sensitization of the affected youth was very important best practices. Awareness raising helped to change the earlier community perception of the vulnerable children as spoilt children, big headed, rebellious, prostitutes, drug abuser and above all law breakers.

Awareness rising through community meetings was educative and informative. For example, during the meetings, youth and other community volunteers were important agents of awareness rising in regard to livelihood practices and vulnerability of children and youth. This face-to-face interaction has been an effective way to sensitize other people about the problems of vulnerable children including where children who are victims can seek assistance.

Besides testimonies by youth, use of music, dance and drama group composed of the vulnerable children. This provided an opportunity of involving children in awareness creation. The poems, songs and drama activities contain messages of survival activities, exploitation by employers, risky behaviours and life

planning skills. The youth also participated in the Uganda Bi- Annual HIV/AIDS conference 21-22 organised by Uganda AIDS Commission by displaying posters and materials on what they do and other UYDEL programmes. This was entertaining, sensitising and generate some income generating activity for vulnerable children to improve on their welfare.

### *Gaps in awareness creation*

Although awareness creation was effective and efficient in helping people understand the level of vulnerability of children in their communities and the need for livelihood skills for self-sustenance; geographical coverage of awareness creation was limited to the study areas of Kawempe Division and Ayivu county of Arua and Kampala districts respectively.

UYDEL for example is currently networking with over ten (10) NGOs in Kawempe division, Kampala but these lack resources to do good work in creating awareness in this area. In conclusion, significant efforts are being done towards increasing awareness in every opportunity about the vulnerability of children, their causes, effects the need to minimize such a problem and the existing services/ activities focused towards combating the problem. Best practices exhibited in this area included;

- Participation of community members and youth beneficiaries in awareness creation.
- Use of non-conventional methods of delivering messages such as Music Dance and drama to create awareness that was entertaining and educating.

Targeting specific categories of people such as local councils, NGOs, parents, affected children, is a best practice because it helps in influencing attitude. Seeking participation towards preventing the problem. A case in point has been formation of parent support groups, which have done commendable work in identifying and referring vulnerable children to benefit in vocational program. They also minimize the causes of vulnerability through imparting parenting skills during the parent support meetings.



*Female youths training in hairdressing, one of the popular skills among girls.*

## Objective 3:

### *Integration of HIV/AIDS messages and life skills in the training of marginalized youth in sustainable livelihood skills*

Integration of HIV/AIDS messages in terms of sensitising the marginalised youth, the artisans and other stakeholders provided the much-needed information on risk behaviour such as multiple partners and use of drugs and how they youth could keep safe from HIV/AIDS. Integration also involved training seminars, talks, and peer-to-peer educators. For the first time, these provided an avenue to discuss the vulnerability of youth by them themselves as well.

In order to integrate HIV/AIDS messages in livelihood training, the following tools were used:

- HIV/AIDS training manual for young people (Feed the Children - Uganda) - This manual was designed for community leaders, health workers and social workers to help them in training of young people on HIV/AIDS related issues for in and out of school.
- Adolescent Sexual Reproductive Health training curriculum for young people (Ministry of Health/ UNFPA/ WHO). This manual was centrally developed by the Ministry of Health division of Reproductive health and other key stakeholders; focuses on adolescents and young people on issues they face as they grow up and what interventions actors need to take.
- Peer Educators training curriculum (Pathfinder - Uganda. This curriculum identifies activities, which can be undertaken by peers in order to orient them on their roles as they promote adolescent reproductive health.
- HIV/AIDS training manual for Commercial Sex Workers (UYDEL/PSI). This draft manual is intended to enlighten the trainers/facilitators on topics and issues related to commercial sex workers and interventions.
- Peer-to-Peer Drug Abuse Prevention Handbook (UYDEL). This small handbook was developed by UYDEL to help young people train as peer educators / counselors as they promote health lifestyles without drugs.
- Choices for healthy living (UYDEL) - This manual highlights different topics

*(see references on page 50)*

### *Street Smart*

*Street smart which is Adapted locally referred to 'Ndi Mugezi', is an intensive HIV/AIDS program for slum youths whose behaviors place them at risk of becoming infected. Uganda Youth Development Link is implementing it in collaboration with the University of California Los-Angeles. Based on the fact that adolescence is a time of experimentation and developmental change in behavior, thoughts and emotions, Street Smart links feelings, thoughts, emotions and attitudes to behavior change. It consists of a total of 10 sessions (eight two- hour group sessions, one individual session and a group visits to a community health resource), exposes youth to information regarding HIV/AIDS, drug abuse, condom use, personalized risks, negotiating safer sex, recognizing and coping with feelings and self talk. Objectives of the intervention as lay out in the street Smart manual. Practice safer sex; Get in touch with your feelings; Get rid of thoughts that are self-defeating. Take control of your life; Feel confident about your ability to act safe; know where to go when you are in trouble and need help; know your own patterns f risk; Make friends who can help you to stay safer; Have fun while changing behaviors; Methods of facilitation included, participatory discussions, role-plays & use of tokens.*

*(adapted from the University of California Los-Angeles)*

## *Nature of training in Seminars and workshop:*

Training employed participatory methods. During the seminars, youth are divided into small groups to discuss topics on reproductive health, HIV/AIDS, and risky behaviors. Film shows on HIV/AIDS, lectures and testimonies were also used.

Through seminars, artisans were also trained on how to integrate HIV/AIDS in their work place was conducted. This approach, the first of its kind was new to the local artisans. Capacity building in mainstreaming HIV/AIDS helped them to improve on skills such as communication to the youth. UYDEL realized through its field visits that before this training was done a lot of sex stories were going on in local artisan's work place without guiding the youth how to avoid HIV/AIDS but merely pressure youth to have girl friends and boy friends. Through this project, of building the capacity of local Artisans to integrate HIV/AIDS messages in their work place, UYDEL has realized that local Artisans have incorporated HIV/AIDS messages in their work place. Posters were taken and placed in workshops and the loose talks that used to be common in garages and salons are no longer there. Most interesting, the owners of these local Artisan work places have even started talking to other staff with which they work, thus creating a multiplier effect.

Internal meetings in workshops for sharing ideas on how to advise the vulnerable children to avoid HIV/AIDS and conduct themselves was another form of integrating HIV/AIDS in Artisan work place. In the same meetings, work place members are advised on appropriate language to use when talking about issues to do with sex and the importance of safe sex to their lives. They were given additional materials on drug abuse, life skills and HIV to read and pass over the message.



*Youth attending a group counseling and behavioral talk session at UYDEL Drop in centre-Mpererwe*

## Objective 4:

### *To develop monitoring and evaluation indicators and tools to facilitate measurement of progress and achievement of objectives*

In order to assess the progress and get feedback on its behavior, there was need to determine the youths participating in the project. The results from the monitoring allowed us to see and show the effectiveness of the project to our community and donors. UYDEL Staff from time to time assessed the progress of children through visits to the artisan centers. In addition, at the artisan centre, a meeting is done with the child and the artisan to discuss the progress of the child and their perception about the programme since they joined. Based on the discussion, the field staff writes a report, that was filled in each child's file and is used for reference by any other social worker who needed information about the child.

Artisan participation in monitoring was cost effective and sustainable. It also relieved the field staff from visiting the artisan centre everyday. Makerere University department of Social Work developed monitoring and evaluation indicators that were used by UYDEL to make regular, weekly and monthly reports. The above monitoring strategies were good practices because they encouraged participation of all actors.

However it should be noted that, there was need to strengthen monitoring particularly in the follow up of children who have completed. This was done for a few youth. Experience with children who completed, indicate that they still face a number of problems such as heavy economic demands from their relatives, thus continued need for a lot of support in form of counseling and guidance and talking to relatives, among others.

*"Monitoring was commonly done through follow-ups, booster meetings, counselling, interviews and reports. Our interest was to look out for the utilisation of skills, attendance, servivability, adjusting to the new area and income saving culture. Many girls were placed for hairdressing, after training many sought employment in several salons others started their own and requested for a few tools. Monitoring showed that those who were employed were being payed less than those who started their own businesses and a renegotiation of wages had to be done".*

**UYDEL Social Worker**

### *Drop-in-Centre activities*

UYDEL runs two active drop in centres that provide youth friendly facilities and provide multiple services. The youth come to get counselling and guidance, interact with peers, play games, take part in drama and music and also get treatment from the nurses. These act as reception centres for marginalized youth where they get help and guidance.

Psychosocial support to vulnerable youth is a key component of UYDEL activities. The youth congregate for individual and group guidance before placements in artisan centres. Counselling in this case is aimed at building confidence and self worth and enables them to look at the future. Most times counselling is centred on behavioural change in regard to drug and substance abuse reduction, prostitution/commercial sex, and general conduct of an individual.

It is at these centres that behavioural change and communication sessions are held for as many as 100 youth every Saturday to impart such knowledge about HIV/AIDS transmission and prevention, life skills, business skills and reproductive health among others. Indeed these sessions have been very instrumental in enhancing the integration of HIV/AIDS. This is a best practice because it impacts on the programme positively as youth who have gone through counselling have become good children and trust worthy to their trainers, they are eager to learn and obedient to the trainers which has enabled them to "reap" more than skills from the artisans. Other services provided at the centre include temporal shelter, food, recreation, treatment and recreation. The social workers also work closely with the guardians to help in the re-integration of youth in their communities.

# Monitoring Indicators

Table 5: Logical Framework Monitoring Indicators

No.	Activity	Indicators	Means of Verification
1.	<b>Proposal development and discussion</b>	<ul style="list-style-type: none"> <li>▶ Fully developed proposal acceptable to UNESCO, UYDEL and SWSA Department of Makerere University</li> </ul>	<ul style="list-style-type: none"> <li>▶ Minutes of meetings</li> <li>▶ Developed project proposal</li> </ul>
2.	<b>Formation of task force</b>	<ul style="list-style-type: none"> <li>▶ Committee formed and operational</li> <li>▶ Terms of reference of the committee developed</li> </ul>	<ul style="list-style-type: none"> <li>▶ Minutes of meetings</li> <li>▶ Document containing TOR in place.</li> </ul>
3.	<b>Conduct Baseline</b>	<ul style="list-style-type: none"> <li>▶ Qualitative and quantitative instruments designed</li> <li>▶ Pre-testing report</li> <li>▶ Pre-tested instruments in place</li> <li>▶ Reconnaissance visits to study areas conducted</li> <li>▶ Research assistants recruited and trained</li> <li>▶ Data collection/field work done</li> <li>▶ Draft baseline study report written</li> <li>▶ Comments made by stakeholders on the draft report</li> <li>▶ Number of dissemination workshops conducted and comments from dissemination sessions</li> <li>▶ Refined baseline report including comments from various stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lists of people on committee</li> <li>▶ Research instruments (questionnaires and Focus Group Discussion guides)</li> <li>▶ Names of research Assistants</li> <li>▶ Filled in Questionnaires-Notes from FGDs</li> <li>▶ Dissemination Reports in place.</li> <li>▶ Final baseline report.</li> </ul>

Table 5: Logical Framework Monitoring Indicators (.....Continued)

No.	Activity	Indicators	Means of Verification
4.	<b>Identification, support and placement of 200 marginalised youth for a variety of livelihood skills.</b>	<ul style="list-style-type: none"> <li>▶ Development of marginalised youth assessment tool</li> <li>▶ Number of children identified by gender.</li> <li>▶ Number of children identified by livelihood skill.</li> <li>▶ Number of children placed by skill</li> <li>▶ Number of children who completed training by skill and gender.</li> <li>▶ Number of dropouts by skill and gender.</li> <li>▶ Number of marginalised youth who completed and are working by gender</li> </ul>	<ul style="list-style-type: none"> <li>▶ Availability of assessment tools Project records</li> <li>▶ Progress monitoring reports.</li> <li>▶ Lists of artisans participating</li> <li>▶ Children participating and supported by skill and gender.</li> <li>▶ Photographs</li> <li>▶ Documentary on artisans and youth.</li> <li>▶ Receipts of fees payments</li> <li>▶ Memorandum of understanding signed.</li> <li>▶ 288 youth benefited from vocational skills training</li> </ul>
5.	<b>Recruitment and training of artisans in methods of handling children and on HIV/AIDS</b>	<ul style="list-style-type: none"> <li>▶ Number of artisans recruited</li> <li>▶ Number of artisans trained in methods of handling marginalised youth.</li> <li>▶ Number of artisans sensitised about HIV/AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recruitment and field follow-up reports</li> <li>▶ Training photographs</li> <li>▶ Hand outs on HIV/AIDS used in the training and awareness raising seminars</li> </ul>
6.	<b>Integrate HIV/AIDS messages and livelihood skills in the training of marginalised youth Conduct awareness seminars (4 urban and 4 rural)</b>	<ul style="list-style-type: none"> <li>▶ Number of hand outs on HIV/AIDS knowledge and services developed.</li> <li>▶ Number of HIV/AIDS awareness seminars conducted for the youth and artisans</li> <li>▶ Number of youth who attended the HIV/AIDS awareness seminars</li> <li>▶ Number of marginalised youth who know the basics on HIV/AIDS and where to seek for help</li> </ul>	<ul style="list-style-type: none"> <li>▶ Attendance lists for participants in training sessions and awareness seminars</li> <li>▶ Photographs</li> <li>▶ Follow-up and booster meetings</li> </ul>

## *Lessons learnt throughout the project*

A number of lessons have been learnt during the course of the project implementation some of which are listed below,

- At the beginning of the project most of the community members were not aware of the fact that vulnerable children exist. The community perception was that those children are lazy, rebellious, prostitutes, lawbreakers, and violence and drug abusers. Continuous awareness rising through dissemination of the base line survey findings changed their perception and they have consequently referred to UYDEL a number of cases to be considered in the vocational placement programme.
- The identified, assessed and placed vulnerable children have been found to have a number of interlocking social-economic problems such as poor nutrition, illiterate parents/guardians, poor housing conditions, superstitious beliefs and tendencies, child headed families, single parent hood and orphanhood, unemployment or no payments at all for those employed, lack of basic education, sexual exploitation, drug and substance abuse among others. All the above factors



*Parents and youths taking part in a workshop on child labour organised by UYDEL.*

need immediate inter-sectoral interventions and networking; as we continually try to equip these children with marketable livelihood skills.

- Continued counseling and life skills training are very vital for identified and placed children given the fact that most of them have been psychologically tortured by the conditions of living including stress and drug abuse effects, which negatively impacts on their ability to concentrate on the training.
- Sensitization of the parents/ guardians of the vulnerable children is very important before the children are placed for vocational skill. This was after the realization that many children who were placed with out the consent of the parents/ guardians have been helping people understand the level of vulnerability of children in their communities, geographical coverage of awareness creation workers gain the trust and support of the community members at the same time they are able to gather valuable information on the where about of the vulnerable children and their living conditions.
- More still, social workers familiarize themselves with the communities where the vulnerable children stay and they are able to assess some of the information given during the intake interviews.
- Out reaches also help in tracing the relatives and as an opportunity of sensitizing other community members about the living conditions of the vulnerable children, projects in place help them and the role of the community in helping vulnerable children.

- Beneficiary participation at all levels and community involvement is important at all stages of the project especially identifying resources, resettlement, reintegration and promotion of positive peer influence about HIV/AIDS and marginalised youths.
- The livelihood project promotes inter-sectoral networking due to the issues presented by the youths requiring more than one actor. Therefore this paves way for information sharing, undertaking joint activities and referrals. Most vulnerable youths on the streets and in the slums are products of orphan hood and single parent factor arising out of marital disharmony, poverty and HIV/AIDS. There is need to develop interventions such as poverty reduction and skills development targeting marginalised communities so that factors that push and pull youths to urban centers can be reduced and also keep youths in the areas like in Arua where there is less migration compared to Kampala.

### *Areas that need further consideration in future*

- A countrywide baseline survey on vulnerability of youth should have been undertaken to define the national scope and depth of the problem. This would have generated information for mobilization and sensitization of the entire country through radio talk shows, public information campaigns targeting children, parents, local leaders and other stakeholders.
- In view of the social- economic conditions of the vulnerable youth, a holistic approach to rehabilitate them would have helped them better. Merely paying for their training fees and leaving out issues of their welfare affects their attendance on daily basis as they miss out regularly training to search for survival/ basic needs and this prolongs their stay in the training and or drop out before they finish the training.
- Some vocational skills like hair-dressing need not place youth with local artisan but get the equipments and set up training centers in the community to cater for the growing numbers of vulnerable youth. This is after realizing that vulnerable youth have poor hygiene and customers start judging them. This affects their self-esteem and sometimes they start avoiding the training centers without explanation.
- All in all, the alternative the project design took was the most appropriate for its cost effective and easy to implement. However what is required is more effort is needed from the implementing agency to continuously visit local artisans to supervise the attendance, help the youth with problems through counseling and above all to motivate them to persevere and complete the training. If all these are done the project would yield excellent results as it has so far done in some selected cases.

### *Internal and external factors, which were in favor and against successful, project implementation*

While UYDEL has played an important role in identification and rehabilitation of vulnerable youth, some factors were for and against the successful rehabilitation programme of vulnerable youth.

- Limited grant offer: UNESCO, gave the grant for supporting the rehabilitation of these youth, and the grant was used to cover the skills the youth identified as most urgent among the services provided and most interested in. The grant from UNESCO for example did not cover clothing and protective gears while in garages, and transport to training centers. Many youth applied for the training and priority was put on skill acquisition. Yet most of the vulnerable youth are very poor and self-supporting, orphans and coming from child headed families with many needs.

*Despite the achievements of the project, there were challenges as well. Some youth came from far off places and would reach training centres tired. Thus affecting their motivation to regularly attend training. In other cases, their families expected a lot from them. They thought the youth had got jobs and therefore demanded them to contribute to meeting family needs, which was not possible because the artisans did not pay the youth.*

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- Limited scope of addressing needs of youth: It should be acknowledged that majority youth who dropped out were because the project was not addressing their immediate problems of search for survival yet it is a big issue for the vulnerable youth.
- Use of local artisans in the rehabilitation of vulnerable children was a factor that helped the success of the project: Most importantly, artisans helped a lot in constant monitoring of the children performance and behavior and giving feed back to UYDEL which was the basis for guiding and counseling the child. This was better than on spot visit by field staff from UYDEL.
- Involvement of local artisans in the rehabilitation of the vulnerable children helped to cater for the increased demand for different vocational skills: The local artisans understood the conditions of these youth and accepted to reduce the training fees charged per child, which helped to generate some extra funds to support more youth than it was planned.
- The project also succeeded because of the capacity of UYDEL to manage and implement the project. This is because UYDEL has been involved in programmes that help vulnerable adolescents in urban and slum areas for a period of ten years. In particular, the organization addresses the issue of drug and substance abuse, life skills, vocational skills, behavioral change and HIV/AIDS among vulnerable children and slum youth and closely works with local authorities and key stakeholders in the community including parents of affected youth.
- UYDEL works with communities to rehabilitate children and eventually resettle them.
- The implication of the above experience is that UYDEL had the ability to mobilize the target group to benefit from the project. In addition, the experience acquired during the implementation of the above projects was of great importance to initiate and implement the non-formal education skills training.
- Further, UYDEL has qualified social workers with relevant skills of mobilizing and organizing vulnerable children for non-formal education training. UYDEL was in position to provide management to over see the progress of the project, which increased the staff commitment.
- The weekly and monthly meetings that were organized by the project staff and other UYDEL staff to discuss the project progress and fields reports were of great help to the success of the project.
- During the development and inception of the project, UYDEL worked closely with Makerere University to help in collecting data for the baseline survey, monitoring project implementation and the development of various tools. This co-operation helped alot to strengthen capacity of UYDEL and ARUPIDE in the implimentation and also the information generated by the university could translate back into the lecture rooms for students. The students also participated in data collection and field placements.



*Parents from Kawempe Division attending dissemination meeting at UYDEL drop in centre.*

## Integration of HIV/AIDS in Livelihood Skills

In view of critical importance of integration of HIV/AIDS in livelihood skills, it was decided to first build the capacity of local artisans on how they would carry out this activity in addition to imparting vocational skills.

The response of local artisans was so good as evidenced by their commitment to increase HIV/AIDS awareness among the vulnerable youth under training. In some training centers, HIV/AIDS awareness is highlighted on activity plan to be conducted every end of the week.

The integration takes two forms of strategies; the first is internal strategy that involves the use local artisans available resources in response to HIV/AIDS education and awareness rising among the vulnerable youth. In this approach the local artisans ensures that at least in a week they have a meeting to talk about HIV/AIDS and they encourage the vulnerable youth to seek counseling and testing services and know their status. They also encourage the vulnerable children to be role models in the fight against HIV/AIDS through joining youth programmes in their communities to create awareness on HIV/AIDS, promote safer sex, and keep their bodies free from HIV to lead a better future.

*Integrating HIV/AIDS messages was crucial in the training because the youth who participated in the project in Kampala are exposed to many risks associated with slum environments. This in a way helped artisans continuously remind the youth to keep themselves safe from HIV/AIDS. The artisans also guided the youth on how to make right choices and to solve personal problems.*

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Posters displayed include;

- HIV/AIDS does not know status. It's important that we all fight to stop AIDS. By Uganda Anti AIDS Association.
- Say NO to commercial sexual exploitation of children .It can ruin their future .By Uganda Youth Development Link [UYDEL]. (see figures 1 (a) and (b) below)



(a)



(b)

Figure 1: Some of the posters displayed in vanacular (a) and in english (b)

In these meetings children were encouraged to talk anything they know about HIV/AIDS and clarify whether it is a myth or a fact. Posters bearing HIV/AIDS and other reproductive health messages were also displayed in artisan centers as an internal strategy to remind the trainees about the HIV/AIDS.

This strategy is seen to be more preventative and sustainable in fighting against HIV/AIDS, because it sustains behavioral change among youth and gives them an opportunity to think through the problem of HIV/AIDS. The challenges for this strategy however are;

- Lack of awareness of local artisans about some facts about the HIV/AIDS. This is likely to mislead the youth.
- Lack of financial support to carry out this added responsibility is likely to affect the artisan morale despite the efforts shown at the beginning.

The external strategies to integrate HIV/AIDS in artisan centers involve the use of outsiders (resource personnel) such as health workers, social workers to mention a few. This was done to ensure quality of information on HIV/AIDS. Resource personnel from UYDEL, KCC Health Unit were invited to give health talks and show educative films. Other activities conducted included demonstration of condom use, distribution of HIV/AIDS related materials (posters, straight talk, condoms), clarification of myth and facts about HIV/AIDS, importance of early treatment of STDs /referrals and encouraging the youth to go for counseling and testing services. This proved to be demanding yet a worthwhile activity because it involved Children Uganda [2004], Silent epidemic video tape on STDs signs and symptoms by Ministry of Health-Uganda.

## Impact of the Project on Beneficiaries

- Majority of the children who did hair dressing and completed are now employed in some salons. One of the beneficiaries employed at Shedric Salon had this to say;

*"I was picked by UYDEL staff when I was so poor to the extent that poverty could be seen from my face. But now I can see with a smile. I am so happy because I am self supporting and useful to my family members".*

- Vocational training has helped the youth to get employable marketable skills The impact is that they can no longer be exploited because they have some employment marketable skills such as; hair dressing, tailoring, mechanics, among others. These have added on them value and they can now negotiate for what to be paid.

**Jane** (not real name) was born in Luweero district in 1985 and grew up with her grandmother who sold sugarcane and cassava to pay fees for her education because both her parents were killed in the war. At the age of twelve, she moved to Kampala to stay with a cousin who had promised her a job, but the latter did not have one. Life became so hard that she was encouraged to engage in commercial sex to meet increasing survival demands, which she did for three years. She realized that her life was at risk and came to UYDEL to acquire skills in tailoring. She completed this course and acquired a sewing machine and started a small workshop in Kalerwe. She says; "I left commercial sex and life is fantastic now. I get orders from many customers and earn about 150,000 shillings a month".

- Youth are no longer idle as they used to be. They have some thing to do like attending training, looking for employable opportunities, and some are already working.

**William** (not real name) was born in 1987 and both parents died in 1997. He is now staying with an aunt who is a hairdresser in Mpererwe, a suburb of Kampala in a two-roomed house. He dropped out of school after senior three because he could not raise school fees to continue with his education. He started using drugs due to peer pressure. He came to UYDEL for help because he had become addicted to drugs. At the centre, he was counselled and advised to take on vocational skills training to get an alternative to spending time and earning a living. He chose to do motor mechanics at Toyota Genuine garage in Wandegeya. Since then, he stopped using drugs and has been retained to work at the same garage.

- Most importantly, the beneficiaries have started to be more useful to the communities from where they come. For instance some have started business to offer services that have been lacking in the community. A case in point was tailoring and salon services. These have contributed to development of such areas.
- The vocational skills program using community resources such as artisans served as an eye opener to many parents and guardians whose children had failed to continue with formal education due to lack of money. Such parents have now started looking at no-formal educational opportunities within their localities; as one of the best alternatives for their children to the extent that those who missed to be placed by UYDEL, their parents and guardians have placed them with artisans.

*"HIV/AIDS messages and life skills have been integrated in the vocational skills by artisans who were trained in HIV/AIDS messages. In addition, UYDEL has also taken the initiative to supplement the artisans' efforts to fight against HIV/AIDS with a small grant from the Global fund on HIV/AIDS and well IOGT-NTO. Every Saturday behavioural change sessions in which HIV/AIDS messages, business and life skills are conducted in which more than 150 youths in vocational skills attend. Further, UYDEL is organizing a training of marginalised youth in the delivery of HIV/AIDS and life skills messages to fellow peers to work as peer educators to encourage many to seek services and increase information on HIV/AIDS. Using the HIV/AIDS training manual for young people developed by Feed the Children, Uganda AIDS commission and the African youth alliance partners. We hope this will go along way in helping the marginalised youth increase on their HIV/AIDS awareness and life skills."*

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## Program Results Analysis Matrix

Right from the project inception, it had objectives to guide its implementation. It ought to be noted that some of the objectives were implemented as planned while others had variations as shown and explained on program results analysis matrix (table 6).

### *External evaluation of the project:*

#### **Key findings during evaluation**

##### *Purpose of evaluation:*

This evaluation aimed at reviewing and analyzing the process and impact of implementation of the life skills project so as to assess the extent to which UYDEL achieved the objectives of the project and be able to draw meaningful lessons that could be useful for similar interventions in the future.

##### *Methodology:*

The evaluation exercise employed a number of approaches borrowing from the logical framework approach and Strength, Weakness, Opportunity and Threats (SWOT) analysis to assess the process and impact of implementing the project. Training places where the youth were placed were identified by UYDEL staff and a purposive sample strategically drawn for the evaluation exercise. Study groups/units included youth trainees, artisans, community leaders and the project implementation team. A triangulation of methods of data collection was applied; Documentary Reviews, Focus Group Discussions (FGDs), Key Informant Interviews (KIIS) and observations were the major methods used to collect data. The data that were obtained from the various sources were organised along specific themes developed for a more effective and meaningful analysis of the data.

##### *Marketable skills and innovative livelihoods*

The planning and implementation of the life skills project were found to be clearly a reflection of the broader vision of UYDEL. The meaning and application of the key conceptual issues around the project i.e. marginalized youths, marketable skills and innovative livelihoods were key in targeting the most deserving young people for support although adjustments to suit the context of the project implementation were observed. For instance, in the identification, selection and recruitment of the marginalized youth UYDEL mainly adopted a referral system although further screening of the referred

Table 6: Program results analysis Matrix

Project objective	Planned Activity	Planned Results	Actual Output	Variation	Explanation for Variation
To determine the learning needs, marketable skills and innovative livelihood practices of marginalized youth in selected urban and rural areas in the first phase of the project.	To undertake research in rural and urban areas to determine learning needs, marketable skills and innovative livelihood practices.	To effectively disseminate the findings in urban and rural areas.	Effectively disseminated the findings in the urban and rural areas where the study was carried out.	None	None
To identify support and facilitate placement of 200 marginalized youth in livelihood practices.	Identify 200 vulnerable youth from rural and urban areas with local Artisan for training.	Placement of 200 marginalized youth with local Artisans for vocational training.	288 vulnerable youth were placed with local Artisans for training in rural and urban areas.	88 vulnerable youth were also included to benefit in the programme.	There was variation in training fees charged by different Artisans, which generated some more funds to support more youths.-Block placement of 3-5 children per Artisan increased our bargaining power and they reduced the charges.-Artisans became sympathetic after understanding the conditions of these children and charged them less money.
To disseminate best practices and promote innovative and marketable livelihood skills for the marginalized youths in selected urban and rural areas.	To develop and set up a data bank on innovative and marketable livelihood skills for marginalized youth in rural and urban areas.	Have data bank on best practices and innovative livelihood practices of marginalized youth to help in dissemination exercise in rural and urban areas.	Streamlined the essence of resource file used in dissemination.	NONE	NONE

Table 6: Program results analysis Matrix (Continued .....

Project objective	Planned Activity	Planned Results	Actual Output	Variation	Explanation for Variation
To integrate HIV//AIDS messages and life skills in the training of marginalized youth in sustainable livelihood skills.	To conduct 2 trainings of local Artisans in delivery of HIV/AIDS messages.	2 trainings were conducted and 40 local Artisans trained in Arua and Kampala districts.	The number of local Artisans trained in delivery of HIV/AIDS messages is now 98 in Kampala and Arua.	8 p h a s e d trainings have been conducted in addition to 2 trainings earlier planned.	It was realized that after the 2 trainings, the local Artisan did not grasp the methods of delivering HIV/AIDS messages. This called for phased trainings in which more people were trained per Artisan center.
To develop monitoring and evaluation indicators and tools to facilitate measurement of the progress and achievement of the objective.					

Table 7: Sustainability for Livelihood project among the vulnerable youth

Identified sustainability measures for the project	Challenges and alternative approaches
<ul style="list-style-type: none"> <li>▶ There has been a Mobilization and intensive awareness of key stakeholders within the community on the vulnerability of marginalised youth, problems and consequences. HIV/AIDS.</li> <li>▶ Mobilisation of more resources to contribute to the vocational skills training from ILO/ IPEC and Global Fund.</li> <li>▶ Close collaboration /networking and sensitisation of local artisans, CBOs, FBOs to encourage them take on more youth outside the project.</li> <li>▶ Building and strengthening existing social systems (parent support groups, rehabilitated children and peer committees) to monitor the situation on ground, mobilize relevant stakeholders and guide the implementation of the project at the grassroots level. The committees will also be the entry points into the community and will be used as a forum to help increase awareness on the problem of marginalised youth.</li> <li>▶ Encouragement of local contributions in terms of venue(s) human and financial resources.</li> <li>▶ Encouraging the spirit of voluntarism among the community members so that ownership of the Programme is in built right from the beginning.</li> <li>▶ Facilitating formation of self-help groups among the rehabilitated youths.</li> <li>▶ Mainstreaming project concept in on-going UYDEL programmes such as The Health Matters project, Anti- HIV/AIDS schools project, Peer to Peer Prevention programme, CLEAR (HIV/AIDS programme, Drug and substance abuse prevention project and Capacity Building for Child and Family Protection against Child Abuse; will ensure integration of the Programme activities and objectives into the overall communities' concerns and activities.</li> <li>▶ Training and working with peers and former beneficiaries to help and also take on needy youth in their areas.</li> <li>▶ Documentation and dissemination of best practices/lessons learnt from the project.</li> </ul>	<p>Placing some children on vocational skills training institutes.</p> <p>Start/support income generating activities for such youth and their families.</p> <p>Encourage/keep youth in schools.</p> <p>Additional research is necessary to provide data on marginalised youth both in towns and rural areas.</p> <p>Other NGO staffs need to be assessed to determine their capacity to deliver interventions to address vulnerability and gaps identified to be addressed.</p> <p>Design appropriate youth vulnerability and sexual behaviour intervention programmes to address youth marginalization and vulnerability especially those with a history of abuse, suicide, HIV, criminal behaviour and other coping problems.</p> <p>Use the Academic Institutions Makerere university to start training and early exposure of to students.</p> <p>Extend services to other affected districts in order to build capacity to address problems of marginalization. (Training, mainstreaming, networking, sensitisation and funds allocation)</p>

young people was attempted. Parents, other support groups such as local community leaders, CBOs/NGOs, other youths who knew about UYDEL, and local artisans identified and referred the youth.

Home visits by UYDEL Social Workers and assessment forms were other mechanisms aimed at ascertaining levels of youth vulnerability. Though this system served to ensure enrolment of only deserving youth, its overall effectiveness is questionable especially because of its dependence on information provided at the homes or villages of referred youth.

Marketable skills the youth needed to be trained in were identified using a social mapping carried out in the project areas. Training adopted mostly a practical approach though some theory was also taught on small scale. Some of the challenges noted in the design and implementation of the training related to high costs of training, failure to cover other youth needs that emerged such as lack of protective clothing, transport costs to and from training places among others.

### *Integrating HIV/AIDS messages*

The process of integrating HIV/AIDS messages in the training was a very innovative idea given the level of risk that marginalized groups such as the youth have towards HIV infection. The integration however, mainly focused on the artisans as the main sources of information on HIV/AIDS. Yet the artisans themselves needed to master the skill to be able to disseminate HIV/AIDS messages. This compelled UYDEL to organise to train the Artisans in order to enhance their potential to disseminate HIV/AIDS messages. IEC materials such as brochures and posters were also distributed to the artisans. In addition, music dance and drama events were organised around communities where the youth were placed to support the integration process. The effectiveness of IEC materials is questionable given the fact that most of the youths were illiterate.

### *Monitoring and evaluation*

With the technical support of the Department of Social Work and Social Administration of Makerere University, UYDEL developed and applied monitoring and evaluation indicators to ensure that the project achieved its intended objectives. It was found out however, that whereas it was possible to apply these indicators as indeed they were during implementation, their applicability in assessing the impact of targeting the youth on the latter's welfare was difficult due to the high mobility of youth who completed the training. It is very important that UYDEL continues the exercise of following up on youth who have completed so as to realistically ascertain the difference the training has made in their lives and learn lessons for any similar future interventions. This will however, depend on availability of resources or their success in designing a very cost effective approach to follow up.

UYDEL among others employed two more Social Workers to boost the existing staff to implement the project. Collaboration with the Department of Social Work and Social Administration Makerere University added the needed capacity for effective implementation. Although the capacity seemed to have been overstretched by the needs that emerged, the degree of success achieved by the project within the limits of the available financial availability is sufficient evidence to show that all the actors were committed.

### *Literacy levels*

The project succeed in raising the general understanding of young people on issues affecting them e.g. HIV/AIDS, life skills, resilience, acceptable survival strategies, and livelihood opportunities. Many youth had inadequate information, skills, negative attitudes and practices which contributed partially to their vulnerability. Indeed many young people at the end of the project were doing better.

## *Discussion and Conclusion of the evaluation*

### *Financial support*

The financial support UYDEL obtained from UNESCO was a key input towards providing hope to 288 young women and men whose socio-economic backgrounds were in a sorry state. The human resource capacity of UYDEL was also key in designing and implementing such a largely successful project many organizations involved in similar work can learn from. Indeed with more financial support UYDEL and other key actors and stakeholders can continuously and sustainably improve the lives of more disadvantaged urban and rural poor youths.

### *Use, Community participation and networking*

UYDEL's activities and services to the marginalized youth and its community based intervention strategy have overtime enhanced the growth in knowledge about the organization and built community confidence in the capacity and willingness of UYDEL to deliver services. Referrals from the community and other agencies of marginalized youths to UYDEL for services have been seen as a result of this community knowledge and confidence. Through their everyday interactions, the livelihood skills and HIV/AIDS knowledge the young people obtained will not only benefit these young people but also other youths in similar living conditions who did not directly benefit from this project.

### *Focus on non-formal education and life skills*

The philosophy underlying UYDEL's work and in particular the non-formal education and life skills project is clearly reflected in its operational meanings of the key concepts that were especially used in targeting and supporting the youth. These have largely enabled UYDEL to maintain a clear focus in its operations aimed at improving the welfare of disadvantaged young people. The concepts depict UYDEL' perception of socio-economically disadvantaged people who urgently need support and protection. The conceptualization further looked at a myriad of causal factors, their dynamism and multifacetedness and strategic ways for dealing with them. Hence, the consequences of poverty, disease, abuse and exploitation are some of the problems UYDEL is attempting to mitigate by effectively targeting disadvantaged young people to enhance their capacity to help themselves by giving them chance to train in marketable skills.

### *Target the most deserving marginalized*

To target the most deserving marginalized youth, UYDEL not only relied on results of the social mapping or referrals from the community or the youth who had benefited earlier, the local leadership or the other NGOs but made attempts to screen the referred youths to ensure that undeserving youths are excluded thereby save scarce resources. Indeed, the review found out that most of the finally recruited young people were formally street children, sex workers, slum dwellers and/or domestic workers. This is demonstrated that the project targeted its intended clients. However, aware of the problems of targeting, it was not likely to guarantee that all the possible errors were eliminated. It is likely that dependence on the information given by the community, parents and guardians was likely to be biased with the sole aim of creating an opportunity to less deserving cases.

### *Identifying marketable skills*

The social mapping exercise that aimed at identifying marketable skills however restricted the project to only those skills identified in the areas covered. Yet, in practice, the young people are likely to migrate to other parts of the country or city where such skills face stiff competition. Nevertheless, the identified marketable skills were affordable, i.e. less costly skills in terms of training, had a high potential of helping the youth access employment in and outside the project area and above all would not require a high start up capital that would constrain the youth to engage in income generating activities for self support.

### *Selecting livelihood skills and artisan training centers*

UYDEL largely involved the youth in the processes of selecting a skill and artisan center to provide the skill. One of the justifications particularly for allowing the youth to select artisan centers of their choices was to allow them identify those that were near to their places of residence. This presented the potential of enhancing the effectiveness of training by encouraging the participation of beneficiaries in decision making while minimizing the risks for recruited youths dropping out of the training due to distance or high transport costs. However, it was also possible that the youth missed better training utility in far way places but which could of course be accessed due to transport constraints.

### *Training and youth beneficiaries of the project*

Training of the youth was appropriately carried out as evidenced by the number of the youth trained (288 youth), the number of youth retained at the artisans centers and those who have already accessed employment in other centers. The hands on training adopted ensured that the youth acquired practical skills to be able to start working and earning an income immediately they graduated. However, limitations such as lack of training skills among the artisans and the small time frame in which the training was supposed to be carried out (3 months) almost undermined the efficacy of the training.

The use of artisan centers instead of formal institutions was seemingly a more cost effective way of targeting young people for livelihood skills development than it is in the case of formalized training

approaches. It also served to expose the youth early to specific circumstances/conditions in which they are expected to work, the challenges they are likely to meet and therefore be able to learn from their trainers effective ways of dealing with such challenges.

The project achieved its target of 200 youths and even exceeded it by 88 more youths. Somehow UYDEL can be said to have become ambitious given that this kind of project was the first one. Indeed it was not easy to understand whether all the trained youth are apparently benefiting from the training by practicing the skills gainfully. This was due to the difficulty to follow them up. Only 55 out of 288 beneficiaries were actually met and talked to in this evaluation. Visible indicators such as trainees practicing their skills at their places of work and the general improvement in their lives as seen in the testimonies of youth beneficiaries.

*Peter (not real name) was born to a polygamous peasant family in 1986 in Nakasongola district. The father, who had three wives, did not value education. Solomon dropped out of school in senior four because the father could no longer pay his school fees. Thereafter Solomon came to Kampala to stay with his brother, in a one-roomed house. He started baking chapatti to supplement the brother's income but the money was too little to cater for all their needs. In 2004, Solomon came to UYDEL and chose to study hairdressing, which he completed after four months. He now works in a salon and earning better than the previous job.*

The children who came when they were "spoilt" using drugs, practicing unprotected sex, and with all antisocial behaviors such as theft, mistrust, have gradually changed due to counseling and education talks they go through while in the training. One of Artisan trainers commented in Basekimu garage

*"The children we received were rebellious, reporting late, and could give us hard time when training them; but now they have changed greatly. We even trust them with money and they keep it".*

### ***Integration of HIV/AIDS***

Integration of HIV/AIDS issues in the project activities was a successful and important insight into youth problems. IEC materials such as posters and brochures to artisans and youths, music, dance and drama activities of the youth, workshops for the artisans and the general community were effective ways of integration and in increasing knowledge of the spread and prevention of HIV/AIDS. The training of artisans in HIV/AIDS related skills was even a more useful thought for it enhanced the training skills of the artisans who were also less knowledgeable and others relatively not mature enough to freely talk about HIV/AIDS issues.

### ***Capacity of NGO***

The capacity for UYDEL to implement the project was well in place. Recruitment of two more Social Workers to supplement the already experienced team at UYDEL, collaboration with the department of Social Work and Social Administration (SWSA), Makerere University enhanced UYDEL capacity. Effective accountability and disbursement of funds ensured that the project was implemented on time. However, the time the project activities required seemed to have over stretched the staff on the project and other resources. Home visits were very important but they seemed to take a lot of time in addition to limited transport facilities.

UYDEL implemented its deliberate plan to disseminate its best practices. This is still in place and is so far showing good results in as far as promoting the plight of disadvantaged youths is concerned. One of the best practices some organizations and other stakeholders are happy about is on UYDEL's capacity to provide essential skills to a number of marginalized youths using limited resources.

UYDEL developed a monitoring and evaluation tool that was supposed to be followed by the project staff in implementing the activities of the project. This was important in order to keep track of the implementation of the project to be able to attain its intended goals.

## *Recommendations and the way forward of the external evaluation*

Given that the youths are likely to migrate to other areas for one reason or another, it is important that training is diversified to cover other skills that are marketable elsewhere without restricting the training to the identified skills in the mapped areas with the assumption that the youth will not move far away from their current localities.

The three months' training could be stretched to at least five in order to allow some of the youth who are slow learners to grasp the skills. Fast learners can be graduated early and the resources saved to recruit more youth on the programme.

There is a need for UYDEL to improve follow-up especially for the youth who have graduated. It is likely that after three or so months of training, some youths may not necessarily get some employment due to structural or socio-economic problems. UYDEL may need to develop some mechanism or strategy to keep in touch with these young people by, for instance, keeping an inventory of their immediate relatives and their physical addresses and (where possible) find resources to facilitate the process of tracing the youths. If some of these have managed to organize themselves and start businesses, they could be used to train other youth in the future. Formation of cooperatives of beneficiaries who have specialized in a particular skill at the grassroots level is another thing that may help to keep the young people together supporting each other.

Although the project managed to do a lot with little resources, it was found out that some of the critical activities such as home visits were not effectively done, particularly due to human and financial resource constraints. Overall, the time the project activities required seemed to have overstretched the staff on the project and other resources. For example, home visits were very important but they seemed to take a lot of time in yet there were limited transport facilities.

Future interventions of this nature may need to set aside funds to cater for some unanticipated training needs such as transport costs, accommodation costs for some of the deserving youths as well as provide start-up capital for the youth who graduate. This would not only make their training an interesting exercise, but will also give them a chance to effectively put to use the skills they will have acquired from such training.

More supervision of the trainers would be necessary to ensure that relations between the trainers and the trainees are kept cordial so that the learning is more effective. It would be important, for instance, to make it mandatory that the artisans apply and express interest to provide this training. In this case, UYDEL would need to explain to the artisans, after prior invitation to a workshop on the benefits and importance of helping the young people acquire some life-skills. Some incentives could also be attached to their participation.

A one-stop vocational training center for the youth in the project area is also recommended. While this may not be as cost-effective as the more highly informal approach, it would be used to standardize the trainings obtained by the youth in different artisan centres and also act as an exit for the youths who have not obtained employment on their own. The center would also try to offer certificates to trainees, which may be necessary to enhance their competitiveness.

To increase the multiplier effect of similar projects, deliberate efforts should be made to encourage the young people to talk freely about their experiences before and after being benefited from the project with other youth in similar circumstances.

Future interventions of a similar nature would be more friendly and relevant to the needs of the youths if an integration of other skills such as basic literacy and business skills is taken into consideration. Most of the youth identified lacked such skills. Integrating them in their training, just like HIV/AIDS was integrated, would enhance their effectiveness. After all, many of them may want to start their own businesses.

# Appendix 1

## UYDEL INTAKE FORM

### 1. CHILD BACKGROUND

Date: .....

Name: ..... No: .....

Date of birth ..... Nick name: .....

Age: ..... Sex: .....

Place of birth: ..... current residence: .....

Religion: ..... Tribe: .....

How long have you spent in this area?: .....

Home family address: .....

Village: ..... L.C zone name: .....

Chairperson: ..... District: .....



### II. FAMILY BACKGROUND

Father's name: .....

Dead/ Alive: .....

Village of residence: ..... District: .....

Occupation: ..... Next of kin: .....

Mother's name: .....

Dead/ Alive: .....

Village of residence: ..... District: .....

Next of kin: .....

Guardian's name: .....

Village of residence: ..... District: .....

Occupation: .....

**Type of family:** a) Polygamous: ..... b) Monogamous: .....

How many children are in the home?: .....

### III. EDUCATION BACKGROUND

How many go to school? .....

Who pays their school fees? .....

Have you ever been to school? .....

What level did you stop? .....

Why did you leave school? .....

Who paid your school fees? .....

Where do you stay? .....

Whom do you stay with? .....

Have you ever changed place of residence? .....

### IV. SURVIVAL AND ECONOMIC ACTIVITY

Which survival activity do you do? .....

How is your relationship with your employer? .....

Who introduced you to your employer? .....

How long have you been working? .....

How are you paid? (If cash, how much) .....  
How often are you paid? .....  
Which other activities do you do? .....  
Have you changed jobs or work before? ..... If yes, list the jobs .....  
What plans do you have for earning income? .....  
What type of work would you like to do? .....  
What skills do you do in relation with the work mentioned in the question above? .....  
Have you ever been recruited for any apprenticeship? .....  
For how long? .....  
Who paid for apprenticeship? .....  
Do you do any alternative work? .....  
If given alternative what would you do? .....  
Who are your influential friends? .....  
What work do they do? .....  
What do they do in their leisure time? .....  
Have you ever come in to conflict with the law? .....  
What crime had you committed? .....  
What types of rights or entitlements you young people have are denied of you in your area?  
.....

**When faced with problems, how do you handle them?**

Who provides your meals? .....  
How many meals do you eat a day? .....  
What are your hobbies? .....  
Who are your role models when you grow up? .....

**V. SUPPORT FROM OTHER SOURCES**

Have you ever got any support from any organisation before? .....  
Which organisations helped you? .....  
What support did you receive? .....

**VI. HEALTH BACKGROUND**

Have you ever taken an HIV/ AIDS test? .....  
Do you have any diseases? .....  
Which ones? .....  
Have you ever produced children? ..... If yes, how many? .....

**VII. SOCIAL WORKER'S COMMENTS**

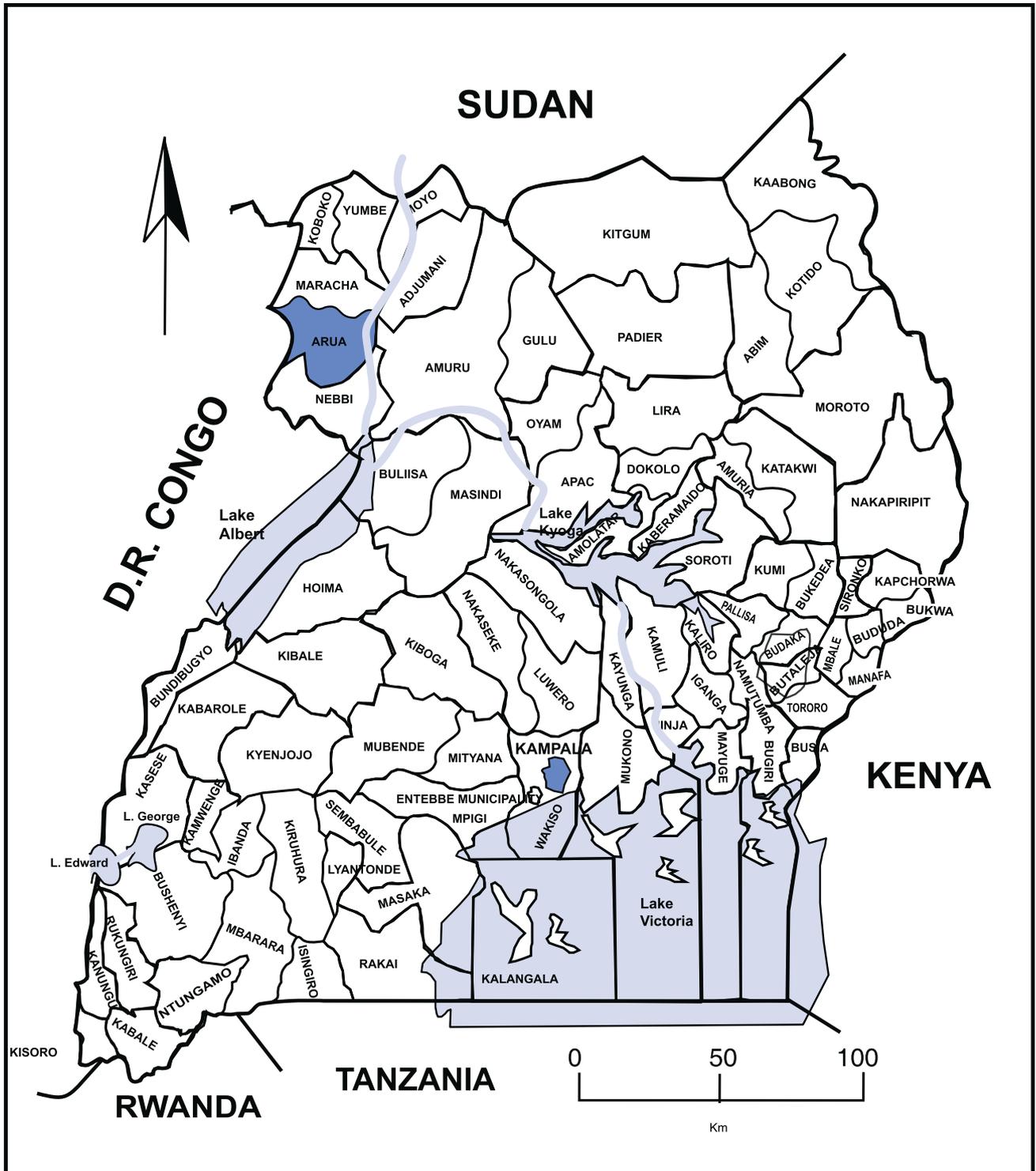
Physical health appearance: .....  
Skill placement and reason why? .....  
What threats and challenges are envisaged? .....  
What opportunities are there for the youth? .....  
Follow up issues .....  
Any other observation .....

NGO and physical address .....  
Social worker ..... Signature: .....  
Date: .....

# Appendix 2

## Map of Uganda

1. Showing the Districts of Arua and Kampala (shaded in blue)



## Appendix 3

### IDENTIFICATION AND ASSESSMENT OF INTAKE FORMS OF THE YOUTH SERVED

UYDEL staff took analyzed the intake form to understand and establish the background of the children who were being served in the livelihood project. Here are below are the statistical representation of the youth.

#### 1.0: CHILD BACKGROUND

Table 1.1: The background of the respondents identifying their age, sex, religion and district of origin.

Characteristic	Number	Percentage (%)
<b>Total</b>	<b>184</b>	<b>100</b>
<b>Age</b>		
Below 20 years	134	72.80
20 years and above	50	27.20
<b>Total</b>	<b>187</b>	<b>100</b>
<b>Sex</b>		
Female	152	81.30
Male	35	18.70
<b>Total</b>	<b>187</b>	<b>100</b>
<b>District</b>		
Kampala	107	92.0
Wakiso	8	4.30
Others	7	3.60
<b>Total</b>	<b>188</b>	<b>100</b>
<b>Religion</b>		
Protestants	77	41.00
Catholic	47	25.00
Muslim	44	23.40
Bornagain	15	8.00
SDA	3	2.00
Others	2	1.10

Table 1.1 shows that 73% of the respondents are below 20 years and 27% are above 20 years of age. Significantly 81% are females where as 19% are males. While the types of religions for children consist of Protestants, Catholics, Bornagain and SDA, 41% are Protestants and the biggest percentage while 1% of the respondents have got no religion.

The major districts where respondents live are Kampala and Wakiso but Kampala has the biggest percentage of children which is 92% while 8% consist of Wakiso and other districts. Other districts include Mbale, Rukungiri, Masaka while 2 children come from outside Uganda that is Rwanda and the Democratic Republic of Congo (DRC).

## Tribe / ethnicity of youth served

Table 1.2: Respondents' background by tribe and the time they have spent in their place of residence

Characteristic	Number	Percentage (%)
<b>Total</b>	<b>188</b>	<b>100</b>
<b>Tribe</b>		
Baganda	150	79.80
Banyankole	6	3.20
<b>Basoga</b>	6	3.20
Bagishu	3	1.60
Bakiga	2	1.10
Banyoro	5	2.70
Bateso	1	0.50
Batoro	4	2.10
Langi	2	1.10
Others	9	4.80
<b>Total</b>	<b>176</b>	<b>100</b>
<b>Time</b>		
1 month - 2 months	22	12.50
6 months - 11 months	5	2.80
1 yr - 2 yrs	48	27.30
3 yrs - 4 yrs	30	17.00
5 yrs - 6 yrs	15	8.50
7 yrs - 8 yrs	6	3.40
9 yrs - 10 yrs	8	4.50
11 yrs and above	22	12.80
lifetime	15	8.50
Not known	10	5.70

Table 1.2 shows the tribe of the respondents. Most of the youth served were Baganda 80 percent, while 20 percent has the rest of the tribes like Banyankole, Basoga, Banyoro among others. The table also indicates the time the respondents have spent in their area of residence. Many of the youth had spent 1 to 4 years, the other varied from 5 month.

## 2:0 FAMILY BACKGROUNDS

Table 2.1: Children's parental status.

Characteristic	Father		Mother	
	Number	Percentage (%)	Number	Percentage (%)
<b>Total</b>	<b>163</b>	<b>100</b>	<b>185</b>	<b>100</b>
Alive	65	49.80	119	64.3
Dead	90	55.20	60	32.40
Not known	8	4.50	6	3.20

Table 2.1 indicates that out of total number of fathers 163, 90 of them their father had died almost 55% and only 40 percent are alive and 5 % are not known whether still alive or dead. It shows that out of the total 185 youth who commented on mothers, 119 (64.5%) are still alive. Only 32% are dead and 3% their whereabouts are not known. It further shows that women seem to live longer than men. More fathers are dead than mothers.

Table 2.2: Number and percentage of children born in a home, type of family and the district of residence.

Characteristic	Number	Percentage (%)		Number	Percentage (%)
<b>Total</b>	<b>169</b>	<b>100</b>	<b>Total</b>	<b>101</b>	<b>100</b>
<b>Children in home</b>	<b>163</b>	<b>100</b>	<b>District</b>	<b>100</b>	
1 - 4	54	32.00	Kampala	40	39.90
5 - 9	88	52.00	Wakiso	18	17.80
10 - 14	17	10.00	Luweero	11	10.80
15 - 19	4	2.30	Mukono	14	13.80
20 - 24	4	2.30	Masaka	8	7.30
Above 25	2	1.20	Jinja	3	2.90
			Others	7	6.90
<b>Total</b>	<b>162</b>	<b>100</b>	<b>Total</b>	<b>101</b>	<b>100</b>
<b>Family type</b>					
Polygamous	90	55.60			
Monogamy	60	37.00			
None	12	7.40			

Table 2.2 shows most families produce children ranging between 5-9 children with the total 88 out of the total number of 169. This makes 52 percent. It indicates that many youth come from polygamous families that have very many children. Of the total number 90 with 55.6 percent compared to monogamous families 60 with 37 percent. Most of the children are form within Kampala district with a number of 40 percent followed by Wakiso with a total of 18 percent.

### 3:0 EDUCATION BACKGROUND

Table 3.1: Children's background status of those who go to School, level attained and reason for leaving school.

Characteristic	Number	Percentage (%)
<b>Total</b>	185	100
<b>Ever gone to school</b>		
Yes	184	99.40
No	1	0.50
<b>Total</b>	<b>187</b>	<b>100</b>
<b>Level attained</b>		
P1 - P4	17	9.00
P5 - P7	68	36.30
S1 - S4	86	45.6
S5 and above	15	8.00
None	1	0.50
<b>Total</b>	<b>185</b>	<b>100</b>
<b>Reasons for leaving school</b>		
No school fees	170	91.80
Family abandonment	4	2.20
Still in school	1	0.50
School closed	1	0.50
Finished school	3	1.60
Death of parents	2	1.00
Pregnancy	1	.050
None	3	1.60

Table 3.1: shows children's education background who participated in the survey. Out of 185 children who are indicated in the above table, 99% are those who have ever gone to school and 0.5% have never gone to school with a total number of 1. Based on the findings of the above table, many children attained the level of education with the total of 86 and 45%. The least children with of 0.5% and quite a sizeable number children ranging from P1-P7.

The problem of leaving school was due to number of factors as shown in Table 3:1 and the major problem was due to lack of school fees with the greatest percentage of 91 out of the total number of 185 and the least were children abandonment, pregnancies and death of parents.

## 4:0 SURVIVAL AND ECONOMIC ACTIVITY

Table 4.1: Respondents survival and economic activities, ever changed work and duration and list of jobs.

Characteristic	Number	Percentage (%)
<b>Total</b>	<b>181</b>	<b>100</b>
Employed	33	18.20
Unemployed	148	81.20
<b>Total</b>	<b>33</b>	<b>100</b>
<b>Changed work</b>		
Yes	17	51.60
No	16	48.40
<b>Total</b>	<b>185</b>	<b>100</b>
<b>List of jobs</b>		
House girl	7	41.10
Porter	3	17.60
Waitress	3	17.60
Shop attendant	2	11.80
Hawker	2	11.80
<b>Total</b>	<b>25</b>	<b>100</b>
<b>Duration at work</b>		
1 month - 3 months	7	28.00
4 months - 7 months	6	24.00
8 months - 1 year	7	28.00
2 years and above	5	20.00

The table 4.1: indicates 148 respondents out of the total number 181 are Unemployed with 82% and 18% were Employed, 17 out of 33 who ever worked changed their work 52% . It further shows that most respondents changed to house maids with 41%, and porter 18%.

### *Vocational skills:*

Table 4.2: No. and Percentage of Vocational recruitment and for how long the survival and economic Activity took.

Characteristic	Number	Percentage (%)
<b>Total</b>	<b>176</b>	<b>100</b>
<b>Vocational recruitment</b>		
Yes	5	28.00
No	171	97.20
<b>Total</b>	<b>177</b>	<b>100</b>
<b>For how long</b>		
1 month - 5 months	4	2.20
6 months - 11 months	----	----
1 year - 3 years	----	----
4 years - 6 years	----	----
7 years - 9 years	----	----
None	172	97.70

Table 4.2 indicates tha out of the total number of vocational recruitment 176 , 171 of them were not recruited with the 97% and only 3% were recruited.

## Alternative Work

Table 4.3: Respondents doing Alternative Work

Characteristic	Number	Percentage (%)
<b>Total</b>	173	100
<b>Alternative work</b>		
Yes	15	8.60
No	158	91.30
Not known	----	----

Table 4.3 shows that out of total number of 173 Respondents indicated that 9% are engaged in Alternative work with the number of 15 and 91% never engaged in alternative work.

## Leisure time:

Table 4.4: Respondents influential friends and how they spend their Leisure time.

Characteristic	Number	Percentage (%)
<b>Total</b>	176	100
<b>Influential friends</b>		
Father	----	----
Mother	1	0.50
Brother	1	0.50
Sister	4	2.20
Elders	3	1.70
Peer	137	77.70
Female	1	0.50
Male	1	0.50
None	25	14.20
Others	3	1.70
<b>Total</b>	<b>173</b>	<b>100</b>
<b>Leisure time</b>		
Reading	35	20.20
Football	12	6.90
Bible Study	13	7.50
Music	2	1.10
Watching T.V	5	2.80
Netball	5	2.80
Singing	6	3.40
Visiting Others	12	6.90
Hair styling	3	1.70
Dancing	1	0.50
Home work	25	14.40
Swimming	1	1.50
Others	15	8.60
None	38	20.80

Table 4.4 indicates that 137 out of the total of 176, their influential friends are their fellow youths or the Peers, with 78% and 14% do not have influential friends at all.

The table further shows that Fathers are not friendly at all unlike mothers.

According to the table 4:4 some of the respondents' influential friends spend their leisure time reading novels with 20.2%, but those without any hobby cover 20.8%, followed by those who spend their time doing house work.

### *Juvenile delinquency:*

**Table 4.5: Respondents ever conflicted with Law and Crime committed**

Characteristic	Number	Percentage (%)
<b>Total</b>	174	100
<b>Ever conflicted</b>		
Yes	5	2.80
No	169	97.10
<b>Total</b>	174	100
<b>Crime committed</b>		
Fighting	3	1.70
Loss of Identity card	2	1.10
None	169	97.10

Table 4.5 shows that Respondents who have ever conflicted with law are few with 3% and Majority Never committed any crime with 97% or if ever, but never taken to courts of law.

The table further indicates that those who committed, committed minor crimes like fighting with 2% and loss of identity cards 1% .

**Table 4.6: Respondents' immediate People to tell when faced with problems**

Characteristic	Number	Percentage (%)
<b>Total</b>	181	100
Father	----	----
Mother	51	28.10
Uncle	8	4.40
Aunt	26	14.30
Brother	12	6.60
Sister	19	18.40
Elder	23	12.7
Boyfriend	4	2.20
Pastor	6	3.30
Neighbour	2	1.10
Peer	21	11.60
Others	1	0.50

Table 4.6 shows that Respondents are free with their Mothers when faced with a problem with a number of 51 (28%), Aunt with a number 26 (14%), Elders with a number of 23 (13%) and others find it more easy with their Peers with a number of 21 (12%). The least people are the Neighbours with 2 (1%).

Table 4.7: Respondent's Provider of Meals.

Characteristic	Number	Percentage (%)
<b>Total</b>	<b>176</b>	<b>100</b>
Father	14	7.90
Mother	41	23.20
Uncle	9	5.10
Aunt	32	18.10
Brother	21	11.90
Sister	19	10.70
Elder	18	10.20
Boyfriend	7	3.90
UYDEL	1	0.50
Self	6	3.40

Table 4.7 indicates that the most common provider of meals are the Mothers with the number of 41 (23%), Followed by Aunts with a number of 32 (18%) . It is noted that mothers take more responsibility than fathers. And some Respondents provide their own meals with a number of 6 (3%) .

Table 4.8: Respondents' Hobbies

Characteristic	Number	Percentage (%)
<b>Total</b>	<b>184</b>	<b>100</b>
Reading	13	7.40
Watching Football	38	21.80
Bible Study	5	2.80
Music	35	20.10
Playing Netball	28	16.00
Singing	24	13.70
Visiting Others	4	2.20
Dancing	7	4.00
Sawing	2	1.10
None	8	4.50

The table 4.8 shows that most of Respondents enjoy watching Foot ball with number of 38 out of the total number of 174, with 22%, Followed by Music with a number of 35 (20%). Few of the Respondents do not have any Hobbies with a number of 8 (5%).

## 5.0 SUPPORTS FROM OTHER SOURCES

Table 5.1: Children who have received support from other sources, the type of organisation and the support given.

Characteristic	Number	Percentage (%)
<b>Total</b>	184	100
<b>Support from the organisation</b>		
Yes	18	9.80
No	162	88.00
Not known	4	2.00
<b>Total</b>	16	100
<b>Type of organisation</b>		
Plan International	3	18.80
Forgotten	1	6.30
Other	12	75.00
<b>Total</b>	18	100
<b>Type of support</b>		
School fees	15	83.30
ARVs	1	5.60
Blood	1	5.60
Food	1	5.60

Table 5.1 shows the number of Respondents who have got support from other Organisation and 88% of them have not got that chance while others have some support from different Organisation like Plan International. The type of support received from the organisation among others include school Fees occupying the biggest number with 83%. Other Organisations that provided support to the Respondents include; Uganda- Australia Foundation, DANIDA, IDC, SAO, Mulago Hospital, and Child support Organisation, Concern, Food for Hungry Initiative and UYDEL.

## 6.0 HEALTH BACK GROUND

Table 6.1: Respondents who have ever tested for HIV/AIDS, those with other diseases and type of disease.

Characteristic	Number	Percentage (%)
<b>Total</b>	176	100
<b>Tested</b>		
Yes	35	19.80
No	125	71.90
Not known	16	9.00
<b>Total</b>	177	100
<b>Any disease</b>		
Yes	62	35.00
No	107	60.50
Not known	2	1.10
<b>Total</b>	68	100
<b>Type of disease</b>		
Headsche	18	26.50
Syphills	12	17.60
Ulcers	7	10.30
Swelling legs	5	7.40
Malaria	5	7.30
Chest pain	4	5.90
Itching eyes	3	4.40
Stomach pains	3	4.40
Pressure	2	3.00
Others	9	13.50

The Table 6.1 indicates that the biggest number of Respondents that is 71% have never taken HIV/ AIDS test, While 19% consist of those who have not got any other disease. Among the disease listed Headache is the major disease that the respondents suffer from and it covers 27%.

## Child Bearing:

Table 6.2: Number and Percentage of Respondents Ever produced and the Number of children Produced.

Characteristic	Number	Percentage (%)
<b>Total</b>	175	100
<b>Ever produced</b>		
Yes	27	15.40
No	134	76.50
Not known	14	8.00
<b>Total</b>	27	100
<b>Number of children</b>		
One	23	85.10
Two	4	14.80

The Table 6.2 shows that out of 175 Respondents, 77% Never produced any child, 15% have children and 8% it is unknown Whether have children or not. Those with children out of the total number of 27, 23 have one child with 85% and only 15% have produced two children.

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- 1 HIV/AIDS training manual for young people (Feed the Children - Uganda), 2005 (*Unpublished*)
- 2 Adolescent Sexual Reproductive Health training curriculum for young people (Ministry of Health/ UNFPA/ WHO), 2004 (*Unpublished*)
- 3 Peer Educators training curriculum (Pathfinder - Uganda), 2003 (*Unpublished*)
- 4 HIV/AIDS training manual for Commercial Sex Workers (UYDEL/PSI), 2004 (*Unpublished*)
- 5 Peer-to-Peer Drug Abuse Prevention Handbook (UYDEL), 2004 (*Unpublished*)
- 6 Choices for healthy living (UYDEL), 2004 (*Unpublished*)
- 7 Street Smart University of California Los-Angeles, 2002 [///www.chipts.edu](http://www.chipts.edu)
8. See Research on Commerical Sexual exploitation of children - by UYDEL in Kawempe Division February 2001
9. Services at out reach posts were provided from homes of youth (particularly) Commercial Sex Workers to reduce stigma, make them comfortable and friendly to the youth.
10. See Natioanl Plan of Action on Child Labour IPEC Uganda 2000
11. CSEC - 2003
12. UYDEL - CSEC quarterly and Annual Reports 2004/05



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